



# **Academic Structure Committee**

## **Evaluating the Structure of Computer-Related Programs In the School of Business and School of Technology**

**Recommendations to Provost Council  
March 2013**



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**Academic Structure Committee  
Champion: David Matheny**

**Recommendation to Provost Council**

**Committee Members**

The Academic Structure Committee was selected and included members representing faculty and administrators. The committee Champion was Dave Matheny – Assistant Professor Automotive Technology and President of the Owens Faculty Association.

Assisting with AQIP quality training was Tom Perin, Associate Vice President, Institutional Effectiveness and assisting with scribe duties, Robin Smith-Calhoun, Quality Specialist, Institutional Effectiveness.

**Rose Kuceyeski**, Interim Department Chair, Information Technology  
**Frances O'Connor**, Associate Director, Applications and Network Operations  
**Laura Schuster**, Assistant Professor, Information Systems  
**Dave Shaheen**, Associate Professor, Electrical/Electronics (Findlay)  
**Diana Stachowiak**, Academic Department Chair, Electrical/Electronics, Engineering Technology  
**Don Szymanski**, Associate Professor, Electrical/Electronics  
**Jay Taylor**, Adjunct Faculty  
**Ann Theis**, Dean, School of Business  
**Randy Wharton**, Dean, School of Technology  
**Dominic Wilson**, Assistant Professor, Information Systems

## **Executive Summary**

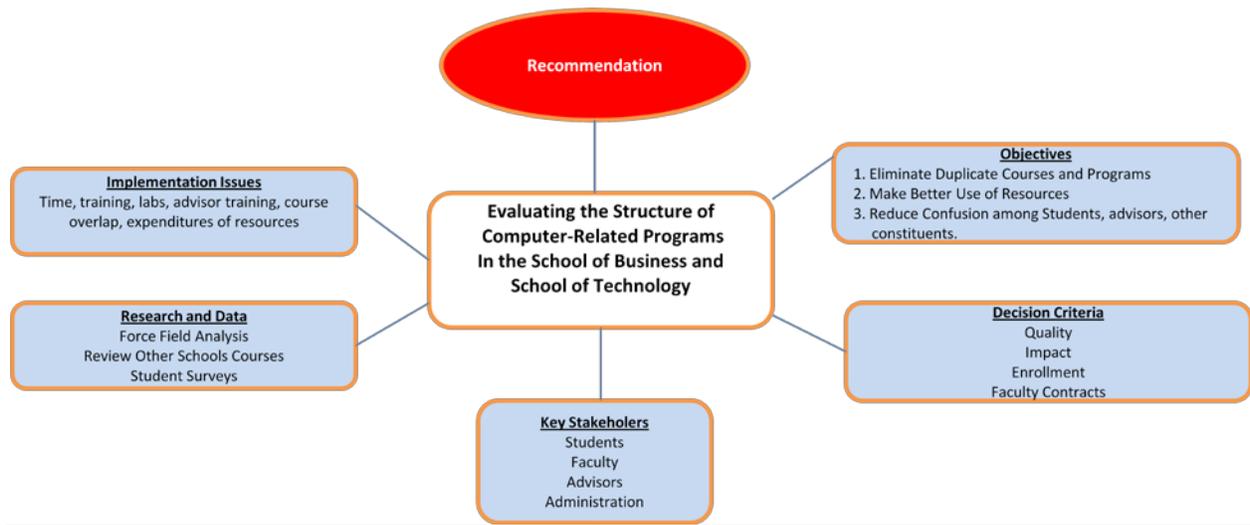
The Academic Structure Committee was established in October 2010 through the AQIP Planning Council with the intent of aligning the organizational structure with employees' career goals and the needs of Owens' students, and to address how we might best position the college for the future. The committee has recommended and successfully initiated three Action Projects since its inception. The committee continues to look at ways to improve learning opportunities for students, as well as provide opportunities for collaborations on equipment acquisition and space utilization between programs.

To that end, the Academic Structure Committee began reviewing the computer courses offered in both the School of Business and the School of Technology in November 2012. The committee proceeded to explore the opportunities for creating efficiencies, eliminating duplication and enhancing the programs and services available to our students and our community. The committee used the following questions to engage the conversations between faculty and administrators from both schools.

- How might we create an administrative entity that houses all programs related to information systems, network systems, information assurance, software training, and computer science?
- What existing programs (credit and non-credit) would be housed or governed by such an administrative entity?
- How might we eliminate any duplicate programs or courses?
- How might current full-time faculty be incorporated into this new administrative entity?

The recommendations made in this report are based on several methods used for analysis. These methods included reviewing computer courses at other community colleges. A structure course analysis was presented by the School of Technology and a PowerPoint presentation was given by the School of Business. Open forums were held at the School of Business and the School of Technology to discuss whether the stakeholders would be open and interested in making the necessary improvements and changes. A student survey was conducted. Finally, the committee worked through the Force Field Analyses, ranking the top five enhancers and restrainers.

## Scope of the Project



The Academic Structure Committee established the following Charter Statement for this project on November 29, 2012, which served as the framework for the recommendation:

*In order to provide the opportunity for creating efficiencies, eliminating potential duplication, and enhancing our programs and services available to our students and our community; we want to review and evaluate the administrative structure of computer-related programs in the School of Business and the School of Technology.*

The charge of the committee can be summarized as follows:

1. Eliminate duplication of course and program offerings
2. Make better use of resources – equipment/faculty/facilities
3. Reduce confusion among students and advisors regarding programs

Early on, the following decision criteria were proposed:

- Quality: Solution must ensure the quality and integrity of programs with respect to accreditation and certifications.
- Impact: Solution should have minimal negative impact on same and other schools' programs.
- Enrollment: Solution should have a positive impact on enrollment/retention.
- Faculty: Solution must not violate or compromise faculty rights under the CBA.
- Cost: Solution must generate operational efficiencies.

The initial obvious alternatives were as follows:

1. Create a new administrative entity to house all computer-related programs.
2. Move all computer-related programs to the School of Business.
3. Move all computer-related programs to the School of Technology.
4. Move some programs from the School of Business to the School of Technology.
5. Leave structure as is.

## **BACKGROUND**

Over time, two separate tracks have developed in two different schools at Owens Community College dealing with training and education regarding computer technology. In the School of Business, the focus was on the use of computer technology in business, whereas in the School of Technology, computer technology was considered more from an engineering perspective. However, over time, due to limited collaboration and communication between these areas, similar programs and courses were developed particularly in the area of networking. Additionally, with “computer” courses offered in two schools, students became confused about the programs, and more specifically the differences between the programs.

The possibility of moving some computer-related programs and certificates from SBU to SOT was already under discussion. In October 2012, Dean Ann Theis, in conversation with Dean Randy Wharton, indicated that she was interested in focusing the direction of the School of Business (SBU) more on business. As part of her vision she expressed interest in the possibility of moving the Quality Assurance Program and certificates from the School of Technology (SOT) to the School of Business.

On November 2, 2012, the School of Technology's Quality Assurance Advisory Committee met, and during the course of discussions, the committee began to discuss a need for the program to be more business oriented. When informed that a discussion was already underway with the School of Business to potentially move the program and certificates, the committee expressed their approval of the move.

After subsequent discussions between Deans Theis and Wharton, and with the approval of Dr. Renay Scott, the process to transition the Quality Assurance program and certificates to the School of Business commenced, and David Matheny, OFA president, and Jack Witt, VP of Human Resources were also notified.

There is one fulltime faculty assigned to the program, Paul Bean, who will move to the School of Business with the program. The transition will be effective Fall 2013. Required documentation has been submitted to the Curriculum Committee to move the programs and certificates to the School of Business.

The only course that will be held back in the School of Technology is QCT 105, Technology in Society, SOT's first-year experience course. It will continue to be taught in the School of Technology until it is replaced by STM105, Technology in Society. Required paperwork to make this change will be submitted to the Curriculum Committee for inclusion in the 2014-2015 catalog.

The equipment which is needed in the Quality Assurance program will be transitioned to the School of Business this summer. This includes laptops, cabinets, a shadow graph and a CMM (coordinate measuring machine). Office space for Mr. Bean and necessary classroom space will be arranged by the School of Business.

## **PROBLEM**

Prior to the initial convening of the Structure Committee, the deans and chairs of the respective areas met to discuss the computer-related issues. Both schools agreed that there was confusion and inefficiency and therefore supported further evaluation and change. Specifically, the primary issues centered on the following:

- Having “computer” and “networking” programs in two schools creates confusion for the students about the distinctions between the programs and which program is right for them.
- Having “computer” and “networking” programs in two schools, and hence the advising separated by school, means that advisors primarily understand their school’s programs and can’t necessarily advise across schools effectively.
- Having “computer” and “networking” programs in two schools has led to the development of courses which at face value look similar if not the same. Students routinely ask to substitute courses or may take the course in the “other” school.
- Having “computer” and “networking” programs in two schools has resulted in the establishment of separate labs in the schools. While the solution may not result in combined labs, having these programs under one roof will allow for those efficiencies to be considered more routinely.
- In the School of Business, the development and support of these more technical programs has deflected focus and resources from the business side of information technology in some cases.

When the Academic Structure Committee met, the challenges of addressing this problem became clear. In researching the organization of other schools’ programs, no clear approach presented itself (See Appendices C and E.) Within the committee, we struggled over semantics (see Appendix A.) An early model provided by Ann Theis – Stephen Alter’s The Work System Method was not strongly embraced by the committee, and later in the process, Dave Shaheen introduced the OSI model – Open Systems Interconnection (see Appendix B) – which seemed to provide a clearer way to consider the structural questions.

## **RESEARCH AND ANALYZE DATA**

The committee’s first tasks were to evaluate what computer courses are being offered within the School of Business and the School of Technology at Owens Community College and to research the trends that other local community colleges are using to structure computer courses. The committee looked at seven local community colleges including Tri-C, Moraine Valley, Stark, Sinclair, Lakeland, Cincinnati, and Lorain. (See Appendix C)

The second set of tasks included identifying (1) any areas where there were opportunities for improvement and (2) the guiding principles that would drive the project. The committee began by brainstorming to narrow and define the objectives for improvement and develop the criteria that would be crucial in the decision-making process. Students and faculty members were identified as the key stakeholders. A student survey was completed as well as open forums within both schools. (See Appendix I and Appendix G, H)

In the open forums, the faculty expressed support for the proposal and identified possible implementation issues which may need to be addressed:

- The effect on faculty seniority rank, the availability of teaching load for faculty, and the impact on adjuncts.
- Movement and support for SBU networking labs
- Changing the names of courses and programs to make the distinctions between the programs clearer.
- Further clarification that a course may be specifically for one program or another within the catalog.

Each alternative was carefully evaluated, the input from the students and faculty was analyzed, and a force field analysis was conducted to determine the enablers and restraints of the project. (See Appendix F)

Looking at our current program and course offerings, the structure and curriculum of other community colleges, and considering current models of Information Systems and Open Systems Interconnection, the following alternatives were considered:

1. Create a new administrative entity to house all computer-related programs. Our research shows that this has been the choice in a very limited number of schools. Further, the committee agreed that information technology could not be extracted from the School of Business nor computer technology extracted from the School of Technology without significant impact on other programs and the strengths of the overall programs. Finally, given budget constraints, creating a wholly new administrative entity seemed excessive in cost for the desired benefits.
2. Move all programs from one school to the other. For some of the same reasons that the isolation of computer-related programs into one entity was not favorable, moving all programs to one school or the other was fairly quickly dispensed with as well. In addition to the problems in extracting all programs without significant impact on either school, the personnel in the School of Business would not have the expertise to effectively manage engineering-related programs and the personnel in the School of Technology would not have the expertise to effectively manage business and information systems related programs.
3. Selectively move programs. The next alternative to move some programs from one school to the other seemed to have more promise. An initial proposal developed jointly by Randy Wharton and Ann Theis identified three programs and two certificates to move to the School of Technology. They included Networking and Information System Support (NIST), System Security and Information Assurance (SSIA), Computer Programming (CPPT), Network Administration Certificate (ZNAC), and Network and Systems Security Certificate (ZNSC). Networking was identified as the primary source of confusion and security is closely tied to networking. Computer programming was identified as having some programming language courses that appear to be redundant.

4. Selectively move programs. Upon further consideration, which included discussions with faculty, more examination of the research and application of the Open Systems Interconnection model, further changes were made which resulted in the final recommendation. This involves leaving Computer Programming in the School of Business. Included within this program is the new Database major which has a strong business foundation. A modification of the name of the degree may be considered to clarify the business focus of the program – i.e. Business Application programming. With this proposal, the more technical programs involving networking and security, requiring specialized labs, will be moved to the School of Technology. The information systems focus of business will not be compromised in the School of Business by this move.
5. Leave structure as is. The final alternative to leave the programs as they are was not seriously considered as the issues were clear. Also, this is a discussion which has come up repeatedly in the past, giving additional strength to the argument that some action was needed.

The final recommendation to the Provost is based on the research and evidence that was presented and weighed by all of the Academic Structure Committee members.

## **FINAL RECOMMENDATION**

The committee recommends that the following programs and certificates be moved from School of Business to the School of Technology:

- Networking and Information Systems Support, AAB (NIST)
- System Security and Information Assurance Major, AAB (SSIA)
- Network Administration Certificate (ZNAC)
- Network and Systems Security Certificate (ZNSC)

From the feedback that was given in the open forum, faculty thought that this recommendation would help significantly reduce confusion between the School of Technology and School of Business programs. The majority of the faculty was in favor of the change.

The following computer-related programs and certificates would stay in the School of Business:

- Computer Programming Technology, AAB (CPPT)
- Information Systems Technology, AAB (ISYS)
- E-Business Technology, AAB (ECOM)
- Database Management and Administration, AAB
- Project Management Certificate (ZPMC)
- Web Design Certificate (ZWDS)

This rationale can be explained in terms of the Open Systems Interconnection (OSI) model. (See Appendix B) According to this model, the highest layer (layer 7) deals with application, defines applications/protocols that interface directly with the user. All of the programs and certificates

remaining in the School of Business either directly interface with the user, or directly support business processes or information.

The programs and certificates that are moving are best described by lower levels which are consistent with programs in the EET area. For example, layer 3 involves networking, moving data from network to network. Layer 4 involves transport, providing reliable data transfer from end to end.

The committee would like these moves to be effective for the fall semester of 2013. The committee also recommends that the Heritage Hall networking and security labs be relocated to Industrial and Engineering Technologies (ET).

This recommendation allows for a fairly clean assignment of existing courses to respective schools. While there are approximately 11 courses that cross programs of the current 50, most can be cleanly assigned and can continue to be shared among programs.

Additionally, the committee recommends that both the School of Business and the School of Technology continue to review their course names and descriptions to clarify focus and reduce confusion.

The preliminary recommendation is that the programs moving to the School of Technology fall under Dr. Diana Stachowiak, Chair of Electrical/Electronics. The programs staying in the School of Business will continue to report to Dr. Rose Kuceyeski, Interim Chair of IST and OAD. Specific faculty reassignments will be made after a final determination of course moves associated with the proposal.

Because programming and MS-Office software will remain in the School of Business, tutoring for IST will remain with the School of Business. Target advertising will be needed to promote these changes.

See Appendix J for a preliminary project plan and timeline.

## **Summary of Supporting Research**

A large part of the committee's findings and recommendations were based upon researching what had been done with similar structures at other colleges and universities and the success of those ventures. In the section below, we offer an overview of these findings.

The following research provides the support for the recommendation for re-structuring computer courses within the School of Business and the School of Technology.

**Appendix A** – Definition of Terms

**Appendix B** – Description of OSI (Open Systems Interconnection) Model

**Appendix C** – Summary of Local Community College Research

**Appendix D** – Transition Proposal, Randy Wharton, School of Technology

**Appendix E** - Great Lakes Region ACBSP Accredited Colleges Report, Laura Schuster,  
Department of Information System

**Appendix F** – Force Field Analysis

**Appendix G** – Feedback from EET Faculty, Ann Theis, School of Business

**Appendix H** – Open Forum from School of Technology, Randy Wharton, School of Technology

**Appendix I** – Student Survey Questions, Frances O'Connor, Applications and Network

## APPENDIX A Definition of Terms

### **Computer Science**

[http://en.wikipedia.org/wiki/computer\\_science](http://en.wikipedia.org/wiki/computer_science)

**Computer science** or **computing science** (abbreviated **CS** or **CompSci**) is the [scientific](#) and practical approach to [computation](#) and its applications. A [computer scientist](#) specializes in the theory of computation and the design of computational systems.<sup>[1]</sup>

Its subfields can be divided into a variety of theoretical and practical disciplines. Some fields, such as [computational complexity theory](#) (which explores the fundamental properties of [computational problems](#)), are highly abstract, whilst fields such as [computer graphics](#) emphasise real-world applications. Still other fields focus on the challenges in implementing computation. For example, [programming language theory](#) considers various approaches to the description of computation, whilst the study of [computer programming](#) itself investigates various aspects of the use of [programming language](#) and [complex systems](#). [Human-computer interaction](#) considers the challenges in making computers and computations useful, usable, and [universally accessible](#) to [humans](#).

### **Computer Programming**

[http://en.wikipedia.org/wiki/computer\\_programming](http://en.wikipedia.org/wiki/computer_programming)

**Computer programming** (often shortened to **programming** or **coding**) is the process of [designing](#), writing, [testing](#), [debugging](#), and maintaining the [source code](#) of [computer programs](#). This source code is written in one or more [programming languages](#) (such as [Java](#), [C++](#), [C#](#), [Python](#), etc.). The purpose of programming is to create a set of instructions that computers use to perform specific operations or to exhibit desired behaviors. The process of writing source code often requires expertise in many different subjects, including knowledge of the application domain, specialized [algorithms](#) and [formal logic](#).

### **Information System**

[http://en.wikipedia.org/wiki/information\\_system](http://en.wikipedia.org/wiki/information_system)

An **information system** (IS)<sup>[1]</sup> - is any combination of [information technology](#) and people's activities that support operations, management and decision making.<sup>[2]</sup> In a very broad sense, the term *information system* is frequently used to refer to the interaction between people, processes, data and technology. In this sense, the term is used to refer not only to the [information and communication technology](#) (ICT) that an organization uses, but also to the way in which people interact with this technology in support of business processes.<sup>[3]</sup>

Some make a clear distinction between information systems, computer systems, and business processes. Information systems typically include an ICT component but are not purely concerned with ICT, focusing instead on the end use of information technology.

Information systems are also different from business processes. Information systems help to control the performance of business processes.<sup>[4]</sup>

Alter argues for an information system as a special type of work system. A work system is a system in which humans and/or machines perform work using resources to produce specific products and/or services for customers. An information system is a work system whose activities are devoted to processing (capturing, transmitting, storing, retrieving, manipulating and displaying) information.<sup>[5]</sup>

## Information Systems

[http://en.wikipedia.org/wiki/information\\_systems](http://en.wikipedia.org/wiki/information_systems)

**Information systems** (IS) is the study of complementary networks of hardware and software that people and organizations use to collect, filter, process, create, and distribute [data](#).<sup>[1][2][3][4]</sup> The study bridges [business](#) and [computer science](#) using the theoretical foundations of [information](#) and [computation](#) to study various business models and related [algorithmic](#) processes within a computer science discipline.<sup>[5][6][7][8][9][10][11][12][13]</sup>

*Computer Information System(s)* (CIS) is a field studying computers and algorithmic processes, including their principles, their software and hardware designs, their applications, and their impact on society<sup>[14][15][16]</sup> while IS emphasizes functionality over design.<sup>[17]</sup>

The history of information systems coincides with the [history of computer science](#) that began long before the modern discipline of computer science emerged in the twentieth century.<sup>[18]</sup> Regarding the circulation of information and ideas, numerous legacy information systems still exist today that are continuously updated to promote ethnographic approaches, to ensure [data integrity](#), and to improve the social effectiveness & efficiency of the whole process.<sup>[19]</sup> In general, information systems are focused upon processing information within organizations, especially within business enterprises, and sharing the benefits with modern society.<sup>[20]</sup>

## Management Information System

[http://en.wikipedia.org/wiki/management\\_information\\_system](http://en.wikipedia.org/wiki/management_information_system)

A **management information system** (MIS) provides information that is needed to manage organizations efficiently and effectively.<sup>[1]</sup> Management [information systems](#) are not only computer systems - these systems encompass three primary components: technology, people (individuals, groups, or organizations), and data/information for decision making. [Management](#) information systems are distinct from other [information systems](#) in that they are designed to be used to analyze and facilitate strategic and operational activities in the organization.<sup>[2]</sup> Academically, the term is commonly used to refer to the study of how individuals, groups, and organizations evaluate, design, implement, manage, and utilize systems to generate information to improve efficiency and effectiveness of decision making, including systems termed [decision support systems](#), [expert systems](#), and [executive information systems](#).<sup>[2]</sup> Most business schools (or colleges of business administration within universities) have an MIS department,

alongside departments of accounting, finance, management, marketing, and sometimes others, and grant degrees (at undergrad, masters, and PhD levels) in MIS.

## Systems Analysis

[http://en.wikipedia.org/wiki/systems\\_analysis](http://en.wikipedia.org/wiki/systems_analysis)

**Systems analysis** is the study of sets of [interacting entities](#), including computer systems analysis. This field is closely related to [requirements analysis](#) or [operations research](#). It is also "an explicit formal inquiry carried out to help someone (referred to as the decision maker) identify a better course of action and make a better decision than he might otherwise have made."<sup>[1]</sup>

The terms [analysis](#) and [synthesis](#) come from Greek where they mean respectively "to take apart" and "to put together". These terms are used in [scientific disciplines](#) from mathematics and logic to economics and psychology to denote similar investigative procedures. Analysis is defined as the procedure by which we break down an intellectual or substantial whole into parts. Synthesis is defined as the procedure by which we combine separate elements or components in order to form a coherent whole.<sup>[2]</sup> Systems analysis researchers apply [methodology](#) to the analysis of systems involved to form an overall picture. System analysis is used in every field where there is a work of developing something. Analysis can also be defined as a series of components that perform organic function together.

The development of a computer-based information system includes a systems analysis phase which produces or enhances the [data model](#) which itself is a precursor to creating or enhancing a [database](#) (see [Christopher J. Date](#) "An Introduction to Database Systems"). There are a number of different approaches to system analysis. When a computer-based information system is developed, systems analysis (according to the [Waterfall model](#)) would constitute the following steps:

- The development of a feasibility study, involving determining whether a project is economically, socially, technologically and organizationally feasible.
- Conducting fact-finding measures, designed to ascertain the requirements of the system's end-users. These typically span interviews, questionnaires, or visual observations of work on the existing system.
- Gauging how the end-users would operate the system (in terms of general experience in using computer hardware or software), what the system would be used for and so on

## Computer Network

[http://en.wikipedia.org/wiki/computer\\_network](http://en.wikipedia.org/wiki/computer_network)

A **computer network**, or simply a **network**, is a collection of [computers](#) and other [hardware](#) interconnected by communication channels that allow sharing of resources and information.<sup>[1]</sup> Where at least one process in one device is able to send/receive data

to/from at least one process residing in a remote device, then the two devices are said to be in a network.

Networks may be classified according to a wide variety of characteristics, such as the medium used to transport the data, [communications protocol](#) used, scale, [topology](#), benefit, and organizational scope.

Communications protocols define the rules and data formats for exchanging information in a computer network, and provide the basis for [network programming](#). Well-known communications protocols include two [Ethernet](#), a hardware and [link layer](#) standard that is ubiquitous in [local area networks](#), and the [Internet protocol suite](#), which defines a set of protocols for internetworking, i.e. for data communication between multiple networks, as well as host-to-host data transfer, and application-specific data transmission formats.

Computer networking is sometimes considered a sub-discipline of [electrical engineering](#), [telecommunications](#), [computer science](#), [information technology](#) or [computer engineering](#), since it relies upon the theoretical and practical application of these disciplines.

## Information Technology

[http://en.wikipedia.org/wiki/information\\_technology](http://en.wikipedia.org/wiki/information_technology)

**Information technology (IT)** is concerned with the development, management, and use of computer-based information systems.

Humans have been storing, retrieving, manipulating and communicating information since the [Sumerians](#) in [Mesopotamia](#) developed [writing](#) in about 3000 BC,<sup>[1]</sup> but the term "information technology" in its modern sense first appeared in a 1958 article published in the [Harvard Business Review](#); authors Leavitt and Whisler commented that "the new technology does not yet have a single established name. We shall call it information technology (IT)."<sup>[2]</sup> Based on the storage and processing technology employed, it is possible to distinguish four distinct phases of IT development: pre-mechanical (3000 BC – 1450 AD), mechanical (1450–1840), electromechanical (1840–1940) and electronic.<sup>[1]</sup> This article focuses on the latter of those periods, which began in about 1940.

In business and industry, the [Information Technology Association of America](#) has defined information technology (IT) as "the study, design, development, application, implementation, support or management of computer-based information systems".<sup>[3]</sup> In academia, the [Association for Computing Machinery](#) defines it as "undergraduate degree programs that prepare students to meet the computer technology needs of business, government, healthcare, schools, and other kinds of organizations".<sup>[4]</sup>

The term is also used more broadly, synonymous with all of [computing](#).<sup>[4]</sup> The term has also been applied more narrowly to describe a branch of engineering dealing with the use of computers and telecommunications equipment to store, retrieve, transmit and manipulate data.<sup>[5]</sup> Although commonly used to refer to computers and computer networks, IT encompasses other information-distribution technologies such as television and telephones,<sup>[6]</sup> a wider field more explicitly known as [information and communications technology](#).

**APPENDIX B**  
**Description of OSI**

**THE OSI MODEL (Open Standards Interconnect)**  
**Created by the International Organization for Standardization**

**Application Layer**

Provides general network access; includes access to a variety of networked services (Examples: Port Numbers, FTP, Email)

**Presentation Layer**

Handles data formatting and protocol conversion; encryption and character sets (Examples: Encryption, emulation)

**Session Layer**

Opens and closes sessions, determines which side transmits data, when, and for how long (Examples: Remote procedure calls; server message block)

**Transport Layer**

Conveys data from sender to receiver; handles flow control (Examples: TCP, UDP)

**Network Layer**

Determines transport routes and handles transfers of messages (Examples: IPv4, routers and some switches)

**Data Link Layer**

Performs traffic control between nodes; error checking, frame control (Examples: Ethernet, token ring, NIC drivers)

**Physical Layer**

Connects the entity to the network media (Examples: Copper wire, fiber, hubs, modems NIC cards)

**Appendix C**  
**Summary of Local Community College Research**

Analysis of Computer-Related Programs at Ohio Community Colleges  
 College: **Lorain County Community College**

School of Business Programs/Certificates	School of Engineering, Engineering Technology, Manufacturing and Construction
Administrative Office Info Systems, AAB	Computer Applications Integration Specialist, degree and cert
Computer Info Systems (Web Development), AAB	Computer and Digital Forensics, degree and cert
Computer Info Systems (Network Communications Technology), AAB	BS in Computer Science and Engineering (through UToledo partnership)
Computer Info Systems (Software Development), AAB	BS in Computer Science and Engineering Technology (through UToledo partnership)
Proficiency in Info Systems Support Certificate	Computer Maintenance and Networking, AAS
Proficiency in Office Assistant Certificate	A+ Certification
Proficiency in Word Information Processing Certificate	Computer Maintenance and Networking – cert of completion
	Computer Maintenance and Networking – cert of proficiency

Analysis of Computer-Related Programs at Ohio Community Colleges  
 College: **Cincinnati State Community College**

Business Technologies Programs/Certificates	Center for Innovative Technologies
No computer-related programs/certificates	Business Network Administration Degree
	Business Programming and Systems Analysis Degree
	Computer Network Engineering Technology Degree
	Computer Programming and Database Management Degree
	PC Support and Administration Degree
	Software Engineering Technology Degree
	Web and Multimedia Design Degree

Analysis of Computer-Related Programs at Ohio Community Colleges  
 College: **Cuyahoga Community College**

School of Business Programs	School of Electrical/Electronic Engineering Programs
Information Technology – Network Software, AAB	Information Technology – Computer Networking Hardware Engineering Technology
Information Technology – Business Solutions, AAB	
Information Technology – Programming and Development, AAB	

## Analysis of Computer-Related Programs at Ohio Community Colleges

College: **Lakeland County Community College**

<b>Business Technologies Programs/Certificates</b>	<b>Engineering Technologies</b>
Application Programming and Development	Networking Infrastructure Engineering – Cisco Systems
Computer Science/Software Engineering	Networking Infrastructure Engineering – Microsoft Systems
Database Administration – Microsoft	Networking Infrastructure Engineering – Network Security
Database Administrator – Oracle	A+ Computer Maintenance and Repair Certificate
User Support Specialist	Microsoft Windows Networking Certificate
Web Content Developer	Network Security Specialist Certificate
IT Security Certificate	
Operating Systems/Networking	
IT Service Support Certificate	
Red Hat Certified Engineer Prep Certificate (RHCE)	
Red Hat Certified System Administrator Prep Certificate (RHCSA)	

## Analysis of Computer-Related Programs at Ohio Community Colleges

College: **Sinclair Community College**

<b>School of Business and Public Services Programs/Certificates</b>	<b>School of Engineering Programs/Certificates</b>
<b>Business Information Systems Department</b>	Advanced Technical Intelligence
Business Information Systems (similar to OAD)	Electronics Engineering
Business Information Systems/Medical Office	Computer Aided Manufacturing/CNC Technology
Business Information Systems/Personal Computer	Electronic Engineering Technology/Computer Engineering Technology
<b>Computer Information Systems Department</b>	
Computer Information Systems/Microsoft Security Specialist	
Computer Information Systems/Network Engineering	
Computer Information Systems/Network Manager	
Computer Information Systems/Software Development	
Computer Information Systems/User Support	
Computer Information Systems/Web Development	
Cyber Investigation Technology	

## Analysis of Computer-Related Programs at Ohio Community Colleges

College: **Moraine Valley Community College**

<b>Information Management Ssystems Programs/Certificates (separate from Business Administration)</b>	<b>Computer Integrated Technologies Programs/Certificates</b>
Management Information Systems, AAS	Computer Technician Certificate
C++ Programmer Certificate	LAN Technician Certificate
C# Programmer Certificate	Network Administrator Certificate
E-Commerce Assistant Certificate	Computer and Local Area Network Technician, AAS
Java Programmer Certificate	Voice and Data Specialist, AAS
Microsoft Application Developer Certificate	Cisco Network Associate Certificate
Multimedia Designer Certificate	Cisco Network Professional Certificate
RPG Programmer Certificate	Microsoft Professional Certificate
Software Developer Certificate	IT Security Specialist, AAS
Visual Basic.NET Programmer Certificate	Network Security Specialist Certificate
Website Designer Certificate	Integrated Systems Technology, AAS
Website Developer Certificate	
Office systems and Applications, AAS	
Microsoft Office Specialist Certificate	
PC Applications Help Desk Certificate	

Digital systems related courses (programming, databases, networking, server administration, security, and forensics) are offered in two departments at MVCC, Information Management Systems (IMS) and Computer Integrated Technologies (CIT). Based on program, certificate and course descriptions, there is no apparent duplication of subject matter within IMS and CIT courses. The focus of IMS is programming, databases, and web interface. The focus of CIS is networking, server administration, security and forensics.

## Analysis of Computer-Related Programs at Ohio Community Colleges

College: **Stark State Community College**

Information Technology
3D Graphics and Animation Technology
Virtual Office Professional Degree
Computer Engineering Degree
Computer Graphic Arts Technology – Digital Photography Major
Computer Network Administration and Security Technology – Cisco Network Administration
Computer Network Administration and Security Technology – UNIX/LINUS Database Administration
Computer Programming and Database
Database Technology Certificate
Computer Science and Engineering Technology – Video Game Design and Development Major
Computer Science and Engineering Technology – Mobile Application Development
Cyber Security and Computer Forensics Technology – Digital Forensics Major
Digital Video and Media Technology Major
Geographic Information Systems Degree
Homeland Security Information Technology
Management Info Systems – Help Desk/Computer Support Specialist Major
Management Info Systems – Medical Informatics Major
Management Info Systems – Microsoft Certified Application Specialist Major
Management Info Systems – Computer Maintenance and Desktop support Technician Certificate
Management Info Systems – Microsoft Certified Application Specialist Certificate
Web Design and Development – Web Design Major
Web Design and Development – Web Design Certificate

There are no computer-related programs in the School of Business and Entrepreneurial Studies nor in the School of Engineering, Industrial, and Emerging Technologies

**APPENDIX D**  
**Transition Proposal**

Randy Wharton, School of Technology

School of Business

Information Systems - Associate Degree Programs

- Computer Programming Technology, AAB (Owens Code: CPPT)
- E-Business Technology, AAB (Owens Code: ECOM)
- Information Systems Technology, AAB (Owens Code : ISYS)
- ←• Networking and Information Systems Support, AAB (Owens Code: NIST)
- ←• System Security and Information Assurance Major, AAB (Owens Code: SSIA)

Certificates

- ←• Network Administration Certificate (Owens Code: ZNAC)
- ←• Network and Systems Security Certificate (Owens Code: ZNSC)
- Project Management Certificate (Owens Code: ZPMC)
- Web Design Certificate (Owens Code: ZWDS)

School of Technology

Network and Electronics Engineering Technologies - Associate Degree Programs

- Biomedical Electronics Major, AAS (Owens Code: BIOM)
- Computer Science Major, AAS (Owens Code: CSCI)
- Electrical/Electronics Engineering Technology, AAS (Owens Code: EETT)
- Networking and information Systems Support, AAS (Owens Code: NIST)
- System Security and Information Assurance Major (Owens Coed: SSIA)
- Wide-Area Networking Technology, AAS (Owens Code: WANT)

Certificates

- Bio-Science Technology Certificate (Owens Code: ZBSC)
- Biomedical Electronics Certificate (Owens Code: ZBIO)
- CISCO Academy Certificate (Owens Code: ZCCO)
- Computer Systems Certificate (Owens Code: ZSYS)
- Network Administration Certificate (Owens Code: ZNAC)
- Network and Systems Security Certificate (Owens Code: ZNSC)
- Networking Certificate (Owens Code: ZNET)

**Appendix E**  
**Great Lakes Region ACBSP Report**

Laura Schuster, Information Systems

**Year 2012 Great Lakes Region ACBSP Accredited colleges  
with Info. Services Tech. (IST) related degrees within  
and/or apart from their School of Business (SBU)**

School Name / 2, 4, and- or 4+ Year Degree Offerings	IST Within SBU?	IST Apart from SBU?	2, 4, and/or 4+ Year Compute r Related Degrees
<a href="#">American InterContinental University (Main)</a> / 2, 4, 4+	NO – it’s apart from what’s called <i>School of Business</i>	YES – it’s called <i>School of Information Technology</i>	4, 4+
<a href="#">Anderson University</a> / 4, 4+	NO – it’s apart from what’s called the <i>Falls School of Business</i>	YES – it’s called <i>Dept. of Computer Science</i> within the <i>College of Science and Humanities</i>	4
<a href="#">Ashland University</a> / 4, 4+	YES – it’s called the <i>Accounting/Information Systems</i> department within the <i>College of Business &amp; Economics</i>	YES – it’s called the <i>Dept. of Mathematics &amp; Computer Science</i> within the <i>College of Arts &amp; Sciences</i>	4
<a href="#">Capital University</a> / 4, 4+	No – it’s apart from what’s called the <i>School of Management and Leadership</i>	Yes – called <i>Computational Sciences</i> in the <i>Dept. of Mathematics, Computer Science and Physics</i> & is within <i>School of Natural Sciences</i>	4
<a href="#">Cardinal Stritch University</a> / 2, 4 and 4+	NO – it’s apart from what’s called the <i>College of Business and Management</i>	YES – called <i>Computer Science</i> within the <i>College of Arts &amp; Sciences</i>	4
<a href="#">Cedarville University</a> / 4, 4+	YES – called the <i>Information Technology Management major</i> within the <i>Business Administration</i> department	YES – called the <i>Department of Engineering and Computer Science</i> with majors in <i>Computer</i>	4

School Name / 2, 4, and/or 4+ Year Degree Offerings	IST Within SBU?	IST Apart from SBU?	2, 4, and/or 4+ Year Computer Related Degrees
		<i>Engineering and Computer Science</i>	
<a href="#">Chicago State University</a> / 4, 4+	Just this – the <i>College of Business</i> offers a BS in Bsnss. & Admin. <i>with a concentration in Management Information Systems</i>	YES – called the <i>Department of Mathematics and Computer Science</i> within the <i>College of Arts &amp; Sciences</i>	4, 4+
<a href="#">City Colleges of Chicago Wilbur Wright College</a> / 2	YES – the <i>Business</i> Department offers training in <i>Computer Information Systems</i>	NO	2
<a href="#">Columbus State Community College</a> / 2	NO – it’s apart from what’s called the <i>Business Programs Department</i>	YES – it’s called the <i>Computer Information Technology Department</i>	2
<a href="#">Concordia University, St. Paul</a> / 4, 4+	NO – it’s apart from what’s called the <i>Business Finance &amp; Marketing Area of Study</i>	YES –offers a BA in <i>Information and Technology Management</i> as an <i>Adult Undergraduate Program</i> in the <i>Science, Technology &amp; Mathematics Area of Study</i>	4
<a href="#">Dominican University</a> / 4, 4+	NO – the <i>Brennan School of Business</i> has various business related programs all non-inclusive of computer related material	YES – it’s called the <i>Computer Science</i> department in the <i>Rosary College of Arts &amp; Sciences</i>	4
<a href="#">Edgewood College</a> / 4, 4+	YES – it’s called <i>Business/Computer Information Systems</i> within the <i>School of Business</i>	YES – it’s called the <i>Computer &amp; Information Sciences Dept.</i>	4
<a href="#">Ferris State University</a> / 2, 4, 4+	YES – through course programs called <i>Computer Information Systems</i> and <i>Computer Information Technology</i> in the <i>College of Bsnss.</i>	YES – through a course program called <i>Computer Networks and Systems</i> in the <i>School of CEEMS department of the College of Engineering Technology</i>	2, 4, 4+

School Name / 2, 4, and- or 4+ Year Degree Offerings	IST Within SBU?	IST Apart from SBU?	2, 4, and/or 4+ Year Compute r Related Degrees
<a href="#">Governors State University</a> / 4, 4+	NO – no computer programs are offered in the <i>College of Business and Public Administration</i>	YES – offering <i>Computer Science</i> B.S. and M.S. programs in the <i>College of Arts &amp; Sciences</i>	4, 4+
<a href="#">Hocking College</a> / 2	NO – only relevant software packages are learned in their Business Program	YES – 5 different Assoc. degrees are offered through their <i>Computer &amp; Information Technologies</i> Program	2
<a href="#">Indiana University East</a> / 4, 4+	Sort of - Their <i>School of Business &amp; Economics</i> offers a B.A. in Business Administration with an optional concentration in Management Information Systems – which does not deal with computer hardware, or hardware systems.	NO – only offers an Assoc. degree in <i>Computer Graphics Technology</i> via a Purdue Univ. program on their IU East campus	2
<a href="#">Inver Hills Community College</a> / 2	NO - <i>Accounting, Business, Communication, Economics, Office Systems</i> all have their own “Academic Departments”	YES – <i>Computer Information Systems, Computer Networking and Technology, and Computer Science</i> are their own “Academic Departments”	2
<a href="#">Ivy Tech Community College of Indiana</a> / 2	YES – Their <i>School of Business</i> offers degrees in <i>Computer Information Systems, Computer Information Technology, and Information Security</i> on all of their 30 campuses.	NO	2
<a href="#">Jackson Community College</a> / 2	YES – Business and computer courses are all offered through their <i>Business &amp; Computer Information Systems</i> Department.	NO	2

School Name / 2, 4, and- or 4+ Year Degree Offerings	IST Within SBU?	IST Apart from SBU?	2, 4, and/or 4+ Year Compute r Related Degrees
<a href="#">James A. Rhodes State College</a> / 2	NO – their <i>Division of Business and Public Service</i> “Programs” do not include IST related courses	YES – their <i>Division of Information Technology and Engineering Technology</i> “Programs” include IST related degrees and certificates	2
<a href="#">Joliet Junior College</a> / 2	NO – their Business Department does not offer IST related courses	YES – IST type programs are offered through their <i>Computer Information and Office Systems</i> Department	2
<a href="#">Kettering University</a> / 4, 4+	NO – save that their Business Department does offer a concentration in business “Information Systems”	YES – primarily via the <i>Computer Science</i> Department, and somewhat via the <i>Electrical and Computer Engineering</i> Department.	4
<a href="#">Lawrence Technological University</a> / 4, 4+	SOME –the <i>Management</i> College does off a 4yr. degree in <i>Information Technology</i> , but is focused primarily on business software.	SOME – the <i>College of Arts and Sciences</i> via its <i>Dept. of Math and Computer Science</i> offers a Computer Science B.S. degree, but <i>Software development is a major emphasis of the program”</i> ; and an M.S. degree in <i>Computer Science with a Concentration in Computer Security</i> . LASTLY – the <i>Engineering College</i> offers a B.S. in Computer Engineering, that deals primarily with manufacturing and embedded applications.	4, 4+
<a href="#">Lewis University</a> / 4, 4+	YES – The <i>College of Business</i>	YES – The <i>College of Arts &amp;</i>	4

School Name / 2, 4, and- or 4+ Year Degree Offerings	IST Within SBU?	IST Apart from SBU?	2, 4, and/or 4+ Year Compute r Related Degrees
	offers a B.S. in <i>Computer Information Systems</i> and Graduate Certificates in <i>Information Security</i> and <i>IT Management</i>	<i>Sciences</i> via its <i>Department of Mathematics and Computer Science</i>	
<a href="#">Malone University</a> / 4, 4+	NO – their <i>School of Business and Leadership</i> does not offer any IST related courses	YES – the <i>College of Theology, Arts &amp; Sciences</i> via their <i>Dept. of Mathematics and Computer Science</i>	4
<a href="#">Millikin University</a> / 4, 4+	SOME – The <i>Tabor School of Business</i> offers an <i>Information Systems</i> major and minor.	NO	4
<a href="#">Mott Community College</a> / 2	NO – The <i>Business Division</i> offers only basic <i>Office Information Systems</i> courses	YES – through the <i>Technology Division</i>	2
<a href="#">Mount Vernon Nazarene University</a> / 4, 4+	NO – <a href="#">The Jetter School of Business</a> offers a B.S. in <i>Information Technology Management</i> , but its IST related courses are taught via the <i>Computer Science Department</i>	YES - <a href="#">The Computer Science Department</a> within the <i>School of Natural and Social Sciences</i>	2, 4
<a href="#">Normandale Community College</a> / 2	NO - <a href="#">The Business: Marketing &amp; Management</a> Department offers a couple basic IST related classes for a certificate program.	YES – very basic IST related courses are offered via the <a href="#">Computers/Information Management</a> , <a href="#">Computer Technology</a> , and <a href="#">Computer Science</a> Departments	2
<a href="#">North Central State College</a> / 2	No – The <i>Business – Management and Marketing</i> program includes no IST related computer courses.	YES - <a href="#">The Computer Information Systems</a> program enables graduates to “be industry certified in one or more of these areas: A+, Network+, Security+,	2

School Name / 2, 4, and- or 4+ Year Degree Offerings	IST Within SBU?	IST Apart from SBU?	2, 4, and/or 4+ Year Compute r Related Degrees
		and/or Windows Server.	
<a href="#">North Hennepin Community College</a> / 2	NO – Any computer related courses used in all business related programs are those taught for the computer information systems and the computer science programs.	YES - see <a href="#">Business Computer Systems &amp; Management</a> and <a href="#">Computer Science</a> programs	2
<a href="#">Northwest State Community College</a> / 2	YES – The <i>Business Technologies Division</i> offers 4 different associate degrees in <i>Information Technology</i> .	A bit – The <i>Engineering Technologies Division</i> offers an associate degree in <i>Computer Science Engineering Technology</i>	2
<a href="#">Northwestern College</a> / 2	NO	NO	
<a href="#">Ohio Dominican University</a> / 4, 4+	No IST related courses are offered within the <i>Division of Business</i>	YES – The <i>Mathematics and Computer Information Systems</i> Department offers IST related programs	4
<a href="#">Owens Community College</a> 2	YES – the <i>School of Business</i> offers IST programs and courses	SOME – via the <i>School of Technology's</i> programs for <i>Wide-Area Networking Technology</i> and <i>Computer Science</i>	2
<a href="#">Purdue University - North Central</a> / 2	NO – no IST related programs are offered through the <i>College of Business</i>	YES – The <i>College of Engineering and Technology</i> offers IST related programs via its <i>Computer &amp; Information Technology Department</i>	2, 4
<a href="#">Riverland Community College</a> / 2	NO – the Business programs are separate	YES – Degree Programs in <i>Computer Technology</i> and <i>Network Security</i> are offered	2

School Name / 2, 4, and- or 4+ Year Degree Offerings	IST Within SBU?	IST Apart from SBU?	2, 4, and/or 4+ Year Compute r Related Degrees
<a href="#">Roosevelt University</a> / 4, 4+	NO – The <i>Walter E. Heller College of Business</i> only offers a <i>Graduate Credential in Information Systems</i>	YES – the <i>College of Arts and Sciences</i> via its <i>Department of Computer Science and Information Technology</i>	4, 4+
<a href="#">Saint Paul College</a> / 2	NO – Business software only is taught via its <i>Business Information Technology</i> programs	YES – via its <i>Computer Programs</i>	2
<a href="#">Saint Xavier University</a> / 4, 4+	NO – the <i>Graham School of Management</i> business programs do not include any IST related courses	YES – via its <i>Department of Computer Science</i> in the <i>College of Arts and Sciences</i>	4, 4+
<a href="#">Sinclair Community College</a> / 2	YES – the <i>Business &amp; Public Services</i> division via its <i>Computer Information Systems</i> department.	NO	2
<a href="#">Stark State College of Technology</a> / 2	NO - the <i>Business and Entrepreneurial Studies Division</i> does not offer any IST related courses.	YES – via the <i>Information Technology Division</i>	2
Total # of Schools: 42			

Breakdown of Schools	Where is IST?
9 colleges	Separate school: 17
11 community Colleges	In the school of Technology or Engineering: 7
21 Universities	In the school of Arts and Sciences: 4
42 total	In the school of Business: 14

**APPENDIX F**  
Force Field Analysis

<h1 style="margin: 0;">FORCEFIELD ANALYSIS</h1> <div style="display: flex; justify-content: center; align-items: center; gap: 10px;">  <div style="text-align: left;"> <p>Academic Quality Improvement Program</p> <p><small>The Higher Learning Commission</small></p> </div> </div> <p style="margin-top: 5px;">Leveraging Drivers and Neutralizing Restrainers</p>			
<b>Goal or Ideal State:</b>			
<b>Success Indicators or Measures:</b>			
<b>Enhancement Strategies</b>	<b>Enablers/Drivers</b> ←	<b>Restrainers</b> →	<b>Reduction Strategies</b>
	<ol style="list-style-type: none"> <li>1. Reduce student confusion: advisor, student, catalog, and curriculum, and college community, thereby enhancing student satisfaction and success; Ability to clearly define programs and outcomes; Provide a better understanding of the path from secondary education to college transition</li> <li>2. Elimination of duplication/ course &amp; programs</li> <li>3. Better use of resources, equipment, facility and faculty</li> <li>4. Improve faculty collaboration</li> <li>5. Response to changes in education and industry in a more effective and timely manner</li> </ol>	<ol style="list-style-type: none"> <li>1. Implementation issues: Time, training, labs, advisor training, course overlap, expenditures of resources</li> <li>2. Concern that programs wouldn't have emphasis or priority in new school</li> <li>3. Concern that programs cannot be split up due to sharing of courses between programs</li> <li>4. Fear of Unknown</li> <li>5. Initial disruption and confusion: advisor, student, employees, faculty and communication to all stakeholders</li> </ol>	

**Appendix G**  
**Feedback from EET Faculty**

Ann Theis, School of Business

Recap of Meeting with EET Faculty regarding Structure Committee

Date: January 29<sup>th</sup>, 2013

Attendees: Ann Theis, Diana Stachowiak, Tom Mahas, Bill Shepherd, Don Szymanski, Dan Wedding, Paul Svatik

We began meeting by reviewing the history of this initiative – started back in March 2012 with request from Dr. Scott. The challenge of the committee has been that there is no clear way to structure these programs. Initially we even had problems with semantics – agreeing on meaning of terms. We then tried to find a reasonable framework that would inform the decisions.

Initially the Work System Method was introduced by Ann Theis. This is an approach by well-known Information Systems author Stephen Alter. Later, Dave Shaheen introduced the OSI (Open Systems Interconnection model) which seemed to make sense to everyone in the group.

We have currently completed a force field analysis and are now looking to gather feedback and input from faculty. The following concerns were expressed:

- There were concerns about how this would affect faculty seniority, the availability of classes for faculty, and the impact on adjuncts.
- There was a discussion of the labs. EET collects, keeps their own fees, and maintains their won labs. We would need to look at how the SBU networking labs would transfer over.
- We talked about name changes to both courses and programs to make the distinctions between the programs clearer.
- We talked about the possibility of adding lines in the catalog to further clarify that a course may be specifically for one program or another.

Although there weren't any specific objections raised, some in the group did appear somewhat skeptical as they said this had been discussed many times in the past and nothing had come out of it.

**APPENDIX H**  
**Open Forum**

Randy Wharton, School of Technology

**OWENS COMMUNITY COLLEGE**  
**SCHOOL OF TECHNOLOGY**

MEMORANDUM

**TO:** Thomas Perin, David Matheny  
**FROM:** Randy Wharton, Dean  
**DATE:** April 22, 2013  
**SUBJECT:** Academic Structure Committee Open Forum

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On Wednesday, January 30, 2013, I met with a number of the faculty from the School of Business to discuss the Academic Structure's current commission regarding the movement of certain networking courses from one school to another.

Present at the meeting were Carol Buser, Laura Shuster, Brian Garza, Cy Keiffer, Peg Smith, Dominick Wilson, Lyn Snyder, Rose Kuceyeski, Diana Stachowiak and myself.

I opened the forum by explaining that the academic structure committee had been tasked to look at duplication of certain programs/certificates/courses between the School of Technology and the School of Business. I reviewed with those present a copy of the force field analysis summary that Robin Calhoun-Smith had posted on the committee's Blackboard site.

I summarized a meeting between Ann Thies, Diana Stachowiak, Rose Kuceyeski and myself two days earlier where we had discussed the force field analysis results and how we thought that we could best effect change, taking advantage of the enhancers and minimizing the effects of restrainers. Using the discussions from previous committee meetings, we determined that the best way to address the committee's charter was to move the following programs and certificates from the School of Business to the School of Technology:

- Networking and Information Systems Support, AAB (NIST)
- System Security and Information Assurance Major, AAB (SSIA)
- Network Administration Certificate (ZNAC)
- Network and Systems Security Certificate (ZNSC)

I provided everyone a sheet which showed how the movement of these programs and certificates logically fit into the School of Technology's Electrical/Electronics programs and certificates. It also showed that taking those programs and certificates out of the School of Business left the Information Systems

Department looking more like a Business Systems Department. In itself, this will help reduce the confusion factor that currently exists between similar programs in the different schools.

I pointed out that should these programs and certificates come to the School of Technology, the first priority would be to not displace any existing students by making any initial changes. Any necessary changes would occur only following a logical analysis and determination of how programs/certificates/courses could be improved to benefit the students. Course descriptions and titles could be expanded and clarified to emphasize differences rather than similarities.

Questions followed about logistics, for example, if a computer lab would be moved from the School of Business to the School of Technology, and I said that it was likely. There would also be the movement of some faculty as well. I said that the process, should it be decided that these aforementioned programs and certificates move as discussed, would be done in several sequential steps, the main ones being:

1. Look at the catalog of IST courses to determine which ones should be moved to the School of Technology.
2. Based on the results of #1, the faculty who are primarily teaching those courses would be moved along with the programs/certificates/courses.
3. Concurrently with #1 and #2, planning for the likely move of the network security lab from Heritage Hall to ET would be ongoing, including any necessary network wiring.

The attendees stated that they thought that this would be a good move for the college to make, that it would reduce confusion that has existed for years, and that they were in favor of the change. There were no negative comments or expressions of hesitation. They asked see where the network security lab might be moved to and to see the other labs in the Engineering Technologies building.

In summary, the attendees at this open forum were very open to the idea of moving the two programs and two certificates previously mentioned to the School of Technology and expressed that this is something that has been needed for a long time.

## APPENDIX I – Student Survey Questions

Frances O'Connor, Application and Network Operations

This questionnaire was developed by the Academic Structure Committee to obtain ideas, opinions and personal experience of students who are majoring in computer-related programs at Owens Community College. *Detailed responses are available upon request in the Office of Institutional Effectiveness.*

Please list your major \_\_\_\_\_

How many courses have you completed with your program? \_\_\_\_\_

What program did you originally want to enter when you came to Owens? Which program did you end up doing (if different) and why?

Please provide a brief description of your experience at Owens Community College. List successes and difficulties.

Do you feel advising is well-informed and knowledgeable about what Owens offers for computer-related programs?

Did advising have enough knowledge to direct you correctly regarding major and courses? (Please explain)

How effective were the advisors in helping with program/course choices?

Did you encounter any confusion in making program choices? If so please explain?

Are you still confused about what computer-related programs are being offered at Owens? If so please explain.

What do you wish you knew about computer-related programs prior to starting your program?

How can the College provide career guidance?

What type of career do you anticipate after graduation?

How easy is it to locate program information on the Owens website?

What have you gained from your college experience?

Within your program of study, what improvements would benefit learning?

What recommendations would you make to improve Owens' computer-related programs?

What are your impressions of the programs/ courses in the School of Business/ Technology?  
Have you taken a course in both/either?

Student was invited to provide other comments.