

"We Strive to Guarantee Quality and Excellence"

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

T1 - Instructional Programs (Academic Degree & Certificate Programs)

Three Year Program Review

Degree / Certificate Program

Information Technology

Period of Three Year Review

Fall 2015 to Summer 2018

Program Review Completed By:

Name	Title		Signatu	re	Date		
Johvanna Yaoch Associate Professor, Information Technology	Chair, Information Technology Program	ع	Hunnes	la L	4/1	119	
			J				

Program Review <u>Certified</u> By:

	Name	Title	Signature	Date
for	Marianne Temaungil	Associate Dean, AA	for Mtemaing	4/1/19

Program Review <u>Received</u> By: (Institutional Research & Evaluation Office)

٦	Name	Title	J Signature	Date
Ligaya	a T. Sam Institutional Researcher		Ava	04/01/2019
9				

Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.



Instructions for completing Program Review:

- 1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.
- 2. Individual instructions are included before each section. Examples are in <u>green</u>, remove when you start writing.
- 3. Submit completed and signed Program Review in both hard copy and electronic copy format to the Institutional Research & Evaluation Office.
- 4. Required supporting documents must be included during submission.

Appendix A: CLOs – PLOs – ILOs Mapping (e-copy only)
Appendix B: Most Updated & Approved Outlines within this cycle (e-copy only)
Appendix C: Most Updated Program Modification with PLOs within this cycle (e-copy only)
Appendix D: FAMED grid of all course assessment data within review cycle (e-copy in pdf only)

5. Be sure to keep both hard and electronic copies for your file.

Note: Other college plans may include the 15-Year Institutional Master Plan, the 5-Year Technology Plan, Institutional Learning Outcomes, Institutional-Set Standards for Student Achievement, or other plans, such as an approved department plan or committee plan.

I. Academic Degree Program Purpose (Program Description) and Relationship to the College Mission

1. State the purpose of this academic degree program below.

There have not been any changes to the Information Technology (IT) program description or purpose since the program's inception. As stated in the 2016-2020 Palau Community College (PCC) General Catalog, "This [Information Technology] program is designed for individuals interested in professional careers in the information technology field. The program provides basic knowledge and skills needed for employment or for the pursuit of a higher education in the field of information technology" (p.57).

The primary objective or goal of the IT program is to present to students with a general overview of the field. Through the IT courses, students will have the opportunity to learn different areas or disciplines within the field ranging from utilizing various common office applications to designing and developing websites and computer programs. The program introduces and gives students the opportunity to gain knowledge and skills in the areas of office applications, computer networks, troubleshooting computer systems, database management and design, computer programming, and website management and design. As stated on page 57 of the 2016-2020 Palau Community College (PCC) General Catalog, students who complete the IT program will be able to:

- 1. Plan, design, and develop a <u>computer program</u> demonstrating an understanding in the following: process of flowcharting programs, process of pseudocoding and documenting programs, process of writing computer programs using a programming language and applications, and the process of compiling and debugging programs.
- 2. Create various documents and files demonstrating a thorough understanding in using various **office applications** such as utilizing advance features of word-processing, presentation, spreadsheet, and database applications.
- 3. Propose, plan/design, and create a <u>web-based</u> project to demonstrate an understating in the process of writing project proposals, process of planning and designing web-based applications, different web supported programming languages, process of uploading and managing web applications, and an understanding in computer networking and protocols.
- Propose, plan/design, and create a computer network to demonstrate an understating in the process of identifying different hardware, determining hardware compatibility, process of planning and designing <u>computer network</u>, and the process of <u>troubleshooting</u> networking and other computer related problems.
- 5. Propose, plan/design, and create a <u>database</u> to demonstrate an understanding in the basic principles of database design including the development of data models, establishment of entity relationships, determine appropriate degree of normalization, identify and design special keys, and addressing access and security concerns.

2. How is the academic degree program supporting the overall mission of the College?

PCC Mission Statement:

"Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence" (2016-2020 Palau Community College, p. 12).

The IT program aligns with and continues to support the mission of the College. The IT program supports the PCC Mission statement as it helps to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence. The IT program helps to meet the technical and academic needs of students by exposing them to computer technology, software, and other related tools as well as providing instructions to help them gain the experience and skills needed in the field. Additionally, qualified faculty oversee IT courses geared specifically for program majors ensuring that students receive the necessary skills and experiences to enable them to find employment after graduation or pursue higher education in the field. The IT program helps to meet the cultural needs of students in the field by exposing them to the culture of information technology and allowing them to explore and discuss how the evolution of technology has molded and influenced our cultural beliefs and practices as well as our way of life. Students are given the opportunity to learn the history of different technologies as well as different theories, methods, and techniques used by professionals in the field. As a result, students learn to appreciate the evolution and culture of technology as well as have the opportunity to apply what they learn in activities and projects assigned during their studies as IT majors. The IT program helps to meet the social needs of students by giving them the opportunity to work with clients on course/field related projects. Throughout their studies as IT majors, students are paired with clients to plan, design, develop, or assist in various IT related projects such as website, software, and database developments. Such exposure not only helps improve students' social and communication skills but also helps them become more confident in their skills as well as build connections with individuals and organizations that may help them when they begin to seek employment. The IT program helps to meet the economic needs of students by providing them with the opportunity to learn necessary skills and obtain experiences needed to find employment after graduation or pursue higher education in the field. The IT program promotes learning opportunities for students and communities and developing **personal excellence** by hiring qualified faculty to teach courses and oversee the entire IT program. Additionally, as part of the IT courses specifically geared toward IT majors, students are given the opportunity to work with clients in the community. Such activities promote learning opportunities for students and community members as well as develop personal excellence.

3. Provide a brief history of this academic degree program below. Include the updates of major changes and accomplishments since the last review.

The IT program was proposed and approved in fall 2005. To date, there have been many success stories of the program. In fall 2008, the College graduated its first IT program graduate. Prior to completion, the student represented the IT program to attend the 1st Annual IOA-LSAMP Student Conference that was hosted at the University of Hawaii-Manoa. At the conference, the student presented a professional web site that she created for a Palauan businessman. She also showcased a game she created/programmed in Visual Basic. In spring 2009, the following semester, the College graduated its second IT program graduate. The student had the opportunity to work with a computer technician at the

Ministry of Education, Republic of Palau as an intern. After her internship, she was hired as a computer lab technician at a large local elementary school. These two graduates of the program are among the many success stories of the IT program.

Over the years, the number of students entering the program has continued to grow. To date, the program has graduated a total of **36** students (*Refer to Chart 3.1*). All **36** graduates of the IT program are from Palau. Of the 36 graduates, **14** are males and **22** are females (*Refer to Chart 3.2*). The IT program chairperson tries to keep in contact with graduates to receive updates on their current status as well as location. Recent inquiries with IT graduates revealed that of the 36 graduates, **21** went on to pursue higher education. Of the **21**, **1** is currently pursuing a graduate degree, **4** have received bachelor's degrees, and **16** are currently pursuing bachelor's degrees (*Refer to Chart 3.3*). Additionally, of the 36 graduates, **17** are currently in school, **13** hold fulltime jobs, **2** are homemakers, **1** is deceased, and **3** have unknown statuses (*Refer to Chart 3.4*). In terms of current location or residence, of the 36 graduates, **16** are currently in Palau, **4** are in Guam, **7** are in Hawaii, **7** are in other various U.S. states, **1** is in Taiwan, and **1** is deceased (*Refer to Chart 3.5*).





Chart 3.2. Of the 36 IT program graduates from fall 2008 to summer 2018, 14 (or 39%) are males and 22 (or 61%) are females.





Chart 3.4. Of the 36 IT program graduates from fall 2008 to summer 2018, 17 (or 47%) are currently in school, 13 (or 36%) hold fulltime jobs, 2 (or 6%) are homemakers, 1 (or 3%) is deceased, and 3 (or 8%) have unknown statuses.



Chart 3.5. Of the 36 graduates, 16 (or 45%) are currently in Palau, 4 (or 11%) are in Guam, 7 (or 19%) are in Hawaii, 7 (or 19%) are in other various U.S. states, 1 (or 3%) is in Taiwan, and 1 (or 3%) is deceased.

As of summer 2018, records from the Admissions Office indicated that there are **16** students in the IT program. Of the 16 student, **3** are sophomores while **13** are freshmen. Additionally, of the 16 students, **4** are males and **12** are females. This group of 16 students showed the first sign of diversity in the program with **1** student from Yap, **1** from the Philippines, and **14** from Palau (*Refer to Table 3.1*).

Student Name	Ethnic	Gender	Class	Major
Student 1	PALAU	F	FR	IT-AS
Student 2	PALAU	F	FR	IT-AS
Student 3	PALAU	F	FR	IT-AS
Student 4	PALAU	F	FR	IT-AS
Student 5	PALAU	F	FR	IT-AS
Student 6	PALAU	F	FR	IT-AS
Student 7	PALAU	F	FR	IT-AS
Student 8	PALAU	F	FR	IT-AS
Student 9	PALAU	F	FR	IT-AS
Student 10	PALAU	F	FR	IT-AS
Student 11	PALAU	F	SO	IT-AS
Student 12	PALAU	F	SO	IT-AS
Student 13	YAP	М	FR	IT-AS
Student 14	PHILIPPINES	М	FR	IT-AS
Student 15	PALAU	М	FR	IT-AS
Student 16	PALAU	М	SO	IT-AS

Table 3.1. As of summer 2018, there are 16 students in the IT program.

Major program changes and accomplishment since the last review:

- 1. In the spring of 2018, the College hired an Instructional Media Specialist who holds a Bachelor of Science degree in IT with four years of experience working as an IT assistant for a local Internet service provider. The primary role of the Instructional Media Specialist is to provide technical support to faculty as well as teach IT courses. The hiring of the Instructional Media Specialist is an important milestone or accomplishment of the IT program as it addresses the previously unaccomplished recurring program review action plan that called for the hiring of an additional qualified fulltime IT faculty to assist in teaching program courses. Although the action plan called for the hiring of a fulltime IT faculty, a fulltime position is not economically feasible at the moment due to current low student enrollment and small IT class sizes. As a part-time IT instructor, the Instructional Media Specialist will be able to assist in teaching IT courses to address immediate needs of the program.
- 2. All IT courses continue to be assessed every time they are offered to ensure that all CLOs are being met. In the event that a CLO is not met, action plans are established in an effort to improve student performance and increase proficiency level.

3. The IT program allows students to explore various areas or specialties in the IT field. Program courses give students the opportunity to work on different projects in hopes that they would be able to identify or choose their area of interest in the IT field. Identifying their area of interest will allow students to build upon knowledge that they acquire in the classroom during their Internship or Instructor Directed Practicum.

Below are some examples of projects that students enrolled in IT courses had the opportunity to participate in from fall 2015 to summer 2018:

Fall 2015

• Computer Programming:

- Students created games in Visual Studio's Visual Basic (*Refer to Illustration 3.1*).
- Website Design:
 - Students developed a website for Meyuns Elementary School (*Refer to Illustration 3.2*).
 - Students developed a website for the Melekeok State Legislature (*Refer to Illustration* 3.3).

• Troubleshooting Computer Problems:

- Students recovered files from unresponsive hard drives (Refer to Illustration 3.4)
- Students replaced computer hard drives (*Refer to Illustration 3.5*).





Illustration 3.2. Meyuns Elementary School website.



Illustration 3.3. Melekeok State Legislature website.



Illustration 3.4. Recovering files from unresponsive hard drives.



Illustration 3.5. Replace computer hard drives.

Spring 2016

• Computer Programming:

- Students developed GPA calculators in Visual Basic (Refer to Illustration 3.6).
- Student developed a game in PowerPoint by writing Visual Basic for Applications code. The student was chosen to present the project at the IOA-LSAMP student conference that was held in Hawaii (*Refer to Illustration 3.7*).

• Database and Programming:

- Students developed a database to keep track of course assessment action plans (*Refer to Illustration 3.8*).
- Students developed a database for the PCC Bookstore to help expedite the book purchasing process. As of today, this database is still being used by the PCC Bookstore to keep track of book purchases (*Refer to Illustration 3.9*).

• Website Design:

• Students redesigned the website for the Palau International Coral Reef Center (*Refer to Illustration 3.10*).



Illustration 3.6. GPA calculators.





PALAU					
COMMUNITY	Ma	in Menu			
	Input Course A	Assessments a	nd Plans		
	Gene	erate Reports			
Record: M → 1 of 1 →	N 🜬 🥳 No Filter 🛛 Search				
frmAssessments	CC Course Assessm <u>ents</u>	Action Pla <u>n Ti</u>	racking Systen	1	
TrimAssessments	CC Course Assessments gned and Developed by : Tahira Ewatel, Lar	Action Plan Ti don Decherong, Knox Tke	racking Systen I, Kaiulani Takeo 	1	
TrmAssessments PC PALAU COLLEGE	CC Course Assessments igned and Developed by : Tahira Ewatel, Lar ct a Semester	Action Plan Ti don Decherong, Knox Tke	racking Systen I, Kalulani Takeo	1	
Transformers	CC Course Assessments Igned and Developed by : Tahira Ewatel, Lar ct a Semester	Action Plan Ti don Decherong, Knox Tke	racking Systen I, Kalulani Takeo ^{mplement? Semester} implemented) Comments	
Tradssessments PC Des Sele College Course clo pro Tr215 ¥ 1002 ¥ 75	CC Course Assessments gned and Developed by : Tahira Ewatel, Lar ct a Semester ficiency % Action Plan Plan to Implem 00% Spring 2010	Action Plan Ti don Decherong, Knox Tke	mplement? Spring 2016	1 Comments	
FirmAssessments PALAU COMMUNITY COULEGE TT215 X 200 X 75	CC Course Assessments Igned and Developed by : Tahira Ewatel, Lar Ict a Semester	Action Plan Ti don Decherong, Knox Tke ent Action Comment: 1	racking System I, Kalulani Takeo "mplament" ^{Semaster} Implemented Spring 2016	Comments	
Course CLO Fro EN112 CLO1 CLO	CC Course Assessments gned and Developed by : Tahira Ewatel, Lar (ct a Semester ficiancy % Action Plan Plan to Implan 20% Spring 2014 0%	Action Plan Tr don Decherong, Knox Tke	racking System I, Kalulani Takeo mplement? Semester implemented Spring 2016	1 Comments	
FrmAssessments PC PALAU COURSE COURSE CO Fro Fro Fro Fro Fro Fro Fro Fr	CC Course Assessments Igned and Developed by : Tahira Ewatel, Lar Ict a Semester	Action Plan Ti don Decherong, Knox Tke ent Action Comment:	racking System I, Kalulani Takeo mplament ^{Semester} mplamented Spring 2016	1 Comments	
EN112 CLO1 COL	CC Course Assessments gned and Developed by : Tahira Ewatel, Lar fictancy % Action Plan Plan to Implem 00% Spring 2016 0%	Action Plan Tr don Decherong, Knox Tke	racking System	1 Comments	
FinAssessments PC PC PALAU COURSE CO Fin Fin Fin Fin Fin Fin Fin Fi	CC Course Assessments Igned and Developed by : Tahira Ewatel, Lar Ict a Semester	Action Plan Ti don Decherong, Knox Tke	racking System I, Kalulani Takeo mplement ^{Semester} Spring 2016 •	1 Comments	



Illustration 3.9. PCC Bookstore Book Purchasing System.



Fall 2016

• Computer Programming:

- Students created games in Visual Studio's Visual Basic (*Refer to Illustration 3.11a 3.11e*)
- Troubleshooting Computer Problems and Networking:
 - Students assisted in scanning the PCC Library Computer Lab computers for viruses (*Refer to Illustration 3.12*).
- Troubleshooting Computer Problems:
 - Students recovered files from unresponsive hard drives (*Refer to Illustration 3.13*).
 - Students troubleshooted laptop screen problem (*Refer to Illustration 3.14*).
 - Students replaced laptop hard drive (*Refer to Illustration 3.15a* 3.15b).
 - Students reinstalled operating system to hard drive (*Refer to Illustration 3.16*).



Illustration 3.11a. Game created in Visual Studio's Visual Basic.





Illustration 3.11c. Game created in Visual Studio's Visual Basic.



Illustration 3.11d. Game created in Visual Studio's Visual Basic.





Illustration 3.12. Scanning PCC Library Computer Lab computers for viruses.



Illustration 3.13. Recovering files from unresponsive hard drives.



Illustration 3.14. Troubleshooting laptop screen.



Illustration 3.15a. Replacing laptop hard drive.



Illustration 3.15b. Replacing another laptop hard drive.



Illustration 3.16. Reinstalling operating system.

Spring 2017

- Computer Programming:
 - Students created area and perimeter calculators in Visual Basic (*Refer to Illustration* 3.17).
 - Students created games in Visual Basic (Refer to Illustration 3.18).
 - Students created a USB virus scanner/cleaner (Refer to Illustration 3.19)
- Microsoft Office and Programming:
 - Students created games in PowerPoint using Visual Basic for Applications (*Refer to Illustration 3.20*).



Illustration 3.17. Area and perimeter calculator.



Illustration 3.18. Games created in Visual Basic.



Illustration 3.19. USB virus scanner/cleaner.



Illustration 3.20. Games created in PowerPoint.

Fall 2017

• Website Design:

- Students developed a website for Koror Elementary School (*Refer to Illustration 3.21*).
- Troubleshooting Computer Problems:
 - Students troubleshooted computers with on/off switch problems. They learned how to bypass the switch by jumpstarting computers (*Refer to Illustration 3.22*).
 - Students removed computer fan to troubleshoot computer problems (*Refer to Illustration 3.23*).
 - Students attempted to fix/repair computer on/off switch (*Refer to Illustration 3.24*).
 - Students troubleshooted power supply problems (*Refer to Illustration 3.25*).
 - Students swapped/replaced computer components (*Refer to Illustration 3.26*).



Illustration 3.21. Koror Elementary School website. Available at: www.kesstars.com



Illustration 3.22. Troubleshooting computer on/off switch.



Illustration 3.23. Removing computer fan.



Illustration 3.24. Repairing computer on/off switch.



Illustration 3.25. Troubleshooting computer power supply problems.



Illustration 3.26. Swapping/replacing computer components.

Spring 2018

• Microsoft Office and Programming:

• Students developed games in PowerPoint using Visual Basic for Applications. The games were showcased at the 2018 PCC Career and Technical Awareness Week (*Refer to Illustration 3.27*).

• Website Design:

• Students redesigned the website for Palau Energy Administration (*Refer to Illustration* 3.28).

• Programming, Microsoft Office, Database, and App Development:

 Students developed an electronic survey for the Palau International Coral Reef Center. The survey was administered by PICRC through the use of Kindles to effectively and efficiently collect data from survey participants. The survey was developed using Microsoft Excel and was administered using the ODK app/platform. Data collected were uploaded to a virtual server for compilation (*Refer to Illustration 3.29*).

• Programming and App Development:

- Students developed an Android app for the Palau International Coral Reef Center. The app is an Android app version of the Manual for Monitoring Seagrass in Palau by the Palau International Coral Reef Center. The app is accessible through Google Play. In Google Play, search for Palau Community College (*Refer to Illustration 3.30*).
- Students developed another Android app for the Palau International Coral Reef Center. The app is an Android app version of the Paradise of Nature book by the Palau International Coral Reef Center. The app is accessible through Google Play. In Google Play, search for Palau Community College (*Refer to Illustration 3.31*).





A	В	С	
1 type	name	label	appearance
2 begin group	surveyorInfo	Survey Information	field-list
3 text	emp	1. Surveyed by?	
4 date	date	2. Date	
5 integer	code	3. Survey code	
6 select_one states	state	4. State	minimal
7 text	hamlet	5. Hamlet	
8 end group			
9			
10 begin group	section1	Socio-demographics. (Telengtengil a delengchokl)	field-list
11 select_one male_female	gender	Who(Ng techa oungerachel er a delengchokl?)	
12 select_one ages	age	Age	minimal
13 select_one years_state	years_in_state	Have you always lived in this state?(Ke meketeketang el kiei er tia el beluu?)	
14 select_one marital_status	marital	Marital Status(Ke bechiil?)	
15 select_one education_status	education	Highest level of formal education(Kot el ngar bab el skuul el mtilobed er ngii?)	
16 select_one tradi_know	tradition	Highest level of practice of traditional knowledge(Klemdengei er a siukang, klebela	u me a klechibelau?)
17 select_one incomes	income	How do you predominantly earn an income?(Uchul a klekerngem)	
18 text	otherIncome	Specific Other	
19 select_one citizenships	citizenship	Citizenship(Chad er ker?)	
20 text	otherCitizenship	Specific Other	
21 select one land live	land	Does your family own the land you live on?(Tia el om kiel er ngil ng chetemem?)	minimal
22 select one roles	role	Participate in resource management planning and decision making(Mla nga er a om	eminimal
23 select one number people	und eight	How many people, including yourself, living in your household are under 18 years of	dminimal
24 select one number people	eight twenty nine	How many people, including yourself, living in your household are between the age	s minimal
25 select one number people	thirty forty four	How many people, including yourself, living in your household are between the age	s minimal
26 select one number people	fortyfive fiftynine	How many people, including yourself, living in your household are between the age	s minimal
27 select one number people	sixty above	How many people, including yourself, living in your household are sixty years old ar	ncminimal
28 select one number people	total	Total Household Members(Uldekial a idisir a rokui el chad el kiei er a delengchekle	mminimal
29 select one house	family size	According to the question above, what is the size of your household?	
30 end group			
31			
32 begin group	section2	Livelihood Activities and Income. (Omenged, OmeIngot me a Omengerker)	field-list
33 note	activities	What subsiquent livelihood activities does your household participate in?(Ngera el	omenged me a omelngot a omoruul er a dele
34 note	sub	Do you or anyone else in your household do many of the following activities?(Ng ng	ar ngii a ngar er a delengcheklem el oumeng
35 select_one catch_harvest_type	catches	Catch(fish, turtles etc)	
36 select_one catch_harvest_time	times	How often(on average per year)?	
37 select_one catch_harvest_type	harvests	Harvest(invertebrates)	
38 select_one catch_harvest_time	often	How often(on average per year)?	
39 select one catch harvest type	farm	Farm Crons	
Sheet3 2	1/		• I

Illustration 3.29. Electronic survey for the Palau International Coral Reef Center.



Illustration 3.30. Monitoring Seagrass in Palau Android app for the Palau International Coral Reef Center.



II. Program Data



Degree Program Students – Number of Students Enrolled in this Degree Program

Provide summary of Figure 1 including its trends analysis.

According to the figure above, the program maintains an average of **15** IT program students every semester with fall having the highest number of students, followed by spring, and then summer. The program maintains an average of **20** students every fall semester and **19** students every spring semester.

Number of Students Enrolled in IT Program											
FA2015	FA2015 SP2016 SU2016 FA2016 SP2017 SU2017 FA2017 SP2018 SU2018 Semester Avg FA Avg SP Avg										
12 15 5 23 20 7 26 24 4 15.1 20.3									19.7		

With TOEFL no longer a program admission requirement, more and more students are now enrolling into the IT program.

Program Courses Data (Course Completion Data of <u>Program Students</u> in each Program Course)

You may insert more rows as needed

Table 1a. Course Completion of Program Courses (Fall)

		FA 2015			FA 2016							FA 2017	,	
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
IT105	1	0	0	1	IT105	5	0	1	6	IT105	3	0	0	3
IT110	14	0	0	14	IT110	10	0	0	10	IT110	2	2	0	4
IT200	5	0	0	5	IT200	7	0	0	7	IT200	2	0	0	2
IT205	1	0	0	1	IT205	7	0	0	7	IT205	8	0	1	9
IT215	6	0	0	6	IT215	7	0	0	7	IT215	5	0	0	5
IT220	1	0	0	1	IT220	7	0	0	7	IT220	6	1	1	8
										IT223	1	0	0	1

Table 1b. Course Completion of Program Courses (Spring)

		SP 2016	1				SP 2017	,				SP 2018	}	
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
IT105	6	0	0	6	IT105	1	0	0	1	IT105	4	0	0	4
IT115	7	0	0	7	IT115	8	1	0	9	IT115	3	0	0	3
IT120	7	0	0	7	IT120	9	0	0	9	IT120	2	0	0	2
IT125	7	0	0	7	IT125	9	0	0	9	IT125	2	1	0	3
IT210	1	0	0	1	IT200	3	0	0	3	IT200	2	0	0	2
IT222	2	0	0	2	IT210	6	0	0	6	IT210	8	0	0	8
					IT222	2	0	0	2	IT222	5	0	0	5
					IT223	1	0	0	1					

Table 1c. Course Completion of Program Courses (Summer)

	SU 2016				SU 2017					SU 2018					
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	
					IT223	3	0	0	3	IT223	1	0	0	1	

Provide summary of Tables 1a, 1b & 1c including its trends analysis.

According to the tables above, the failure and withdrawal rate in IT courses for IT program students have been consistently low from fall 2015 to summer 2018. Below is a summary of the tables above that provides a clearer picture or representation of the pass, fail, and withdraw trends in IT program courses. According to the table below, in fall 2015 to summer 2016, IT program students passed all IT courses that they were enrolled in. In fall 2016 to summer 2017, 1 (or 1%) student failed while 1 (or 1%) withdrew an IT course that he/she was enrolled in. In fall 2017 to summer 2018, the number of failure and withdrawal slightly increased with 4 (or 4%) IT program students failing while 2 (or 2%) withdrew an IT course that they were enrolled in.

	-			
Semester	%Passed	%Failed	%Withdraw	Enrolled
FA2015	100%	0%	0%	100%
SP2016	100%	0%	0%	100%
SU2016				
AVERAGE	100%	0%	0%	100%
FA2016	98%	0%	2%	100%
SP2017	98%	3%	0%	100%
SU2017	100%	0%	0%	100%
AVERAGE	99%	1%	1%	100%
FA2017	84%	9%	6%	100%
SP2018	96%	4%	0%	100%
SU2018	100%	0%	0%	100%
AVERAGE	93%	<mark>4</mark> %	<mark>2</mark> %	100%
Overall Average	97%	2%	1%	100%

FA2015-SU2018

Program Courses Data Course Completion Data of <u>ALL Students</u> in each Program Course (Does not apply for LA and SD Programs)

You may insert more rows as needed

Table 2a. Course Completion of Program Courses (Fall)

		FA 2015			FA 2016							FA 2017	,	
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
IT105	21	10	7	38	IT105	23	1	7	31	IT105	26	2	3	31
IT110	20	0	0	20	IT110	16	0	0	16	IT110	4	3	0	7
IT200	7	1	0	8	IT200	10	0	2	12	IT200	4	0	0	4
IT205	1	0	0	1	IT205	7	0	0	7	IT205	9	0	1	10
IT215	6	0	0	6	IT215	9	0	0	9	IT215	5	0	0	5
IT220	1	0	0	1	IT220	7	0	0	7	IT220	7	1	1	9
										IT223	1	0	0	1

Table 2b. Course Completion of Program Courses (Spring)

SP 2016			SP 2017			SP 2018								
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
IT105	42	1	2	45	IT105	19	5	2	26	IT105	31	3	2	36
IT115	7	0	0	7	IT115	9	1	0	10	IT115	3	0	0	3
IT120	7	0	0	7	IT120	10	0	0	10	IT120	2	0	0	2
IT125	9	0	0	9	IT125	11	0	0	11	IT125	3	1	0	4
IT200	12	0	2	14	IT200	8	0	0	8	IT200	4	0	0	4
IT210	1	0	0	1	IT210	6	0	0	6	IT210	9	0	0	9
IT222	2	0	0	2	IT222	2	0	0	2	IT222	5	0	0	5
					IT223	1	0	0	1	IT223	1	0	0	1

SU 2016 SU 2017 SU 2018 Failed Withdraw Course Failed Course Failed Withdraw Course Passed Enrolled Passed Withdraw Enrolled Passed Enrolled IT223 3 0 0 3 IT223 1 0 0 1

Table 2c. Course Completion of Program Courses (Summer)

Provide summary of Tables 2a, 2b & 2c including its trends analysis.

According to the tables above and in comparison to past failure and withdrawal trends in IT program courses for all students including IT program students, the failure and withdrawal rate for all students enrolled in IT courses is significantly lower for this program review compared to the last. Below is a summary of the tables above that provides a clearer picture or representation of the pass, fail, and withdraw trends in IT courses. Additionally, a summary table of the previous program review has been included for comparison. According to the tables below, in fall 2015 to summer 2016, **12** (or 8%) students failed while **11** (or 7%) withdrew an IT course that they were enrolled in. In fall 2016 to summer 2017, **7** (or 3%) students failed while **11** (or 5%) withdrew an IT course that they were enrolled in. In fall 2017 to summer 2018, **10** (or 5%) students failed while **7** (or 4%) withdrew an IT course that they were enrolled in.

FA2015-SU2018 (This Review)

FA2012 – SU2015 (Previous Review)

Semester	%Passed	%Failed	%Withdraw	Enrolled	Semester	%Passed	%Failed	%Withdraw	Enrolled
FA2015	76%	15%	9%	100%	FA2012	86%	4%	10%	100%
SP2016	94%	1%	5%	100%	SP2013	83%	13%	5%	100%
SU2016					SU2013				
AVERAGE	85%	8%	7%	100%	AVERAGE	85%	9%	8%	100%
FA2016	88%	1%	11%	100%	FA2013	78%	10%	12%	100%
SP2017	89%	8%	3%	100%	SP2014	77%	10%	13%	100%
SU2017	100%	0%	0%	100%	SU2014				
AVERAGE	92%	3%	5%	100%	AVERAGE	78%	10%	13%	100%
FA2017	84%	9%	7%	100%	FA2014	72%	20%	9%	100%
SP2018	91%	6%	3%	100%	SP2015	80%	14%	6%	100%
SU2018	100%	0%	0%	100%	SU2015	100%	0%	0%	100%
AVERAGE	92%	5%	3%	100%	AVERAGE	84%	11%	5%	100%
Overall Average	90%	5%	5%	100%	Overall Average	82%	10%	8%	100%

2006; 2009; 2012; 2013; 2016; 2017; October 2018

Comparing this review to the previous one, the passing rate for fall 2015 to summer 2018 is higher compared to that of fall 2012 to summer 2015. For the three years covered in this program review, the average passing rate for IT courses is 90% compared to that of 82% for the previous program review. The failure and withdrawal rate for fall 2015 to summer 2018 is lower compared to that of the previous review. For the three years covered in this program review, the average failure rate for IT courses is 5% with withdrawal rate also at 5%. For the previous program review, the failure and withdrawal rates were higher at 10% and 8% respectively.



Provide summary of Figure 2 including its trends analysis.

Comparing the graduation rate covered in this program review to that of the previous program review, the number of students who have graduated from the IT program is significantly higher for this program review. For this program review, a total of 15 students have graduated from the program. From the previous program review, a total of 6 students graduated from the program. These numbers indicate a 250% increase in the graduation rate for the IT program.

FA2015-SU2018 (This Review)

Semester	AS
FA2015	0
SP2016	2
SU2016	0
FA2016	0
SP2017	3
SU2017	2
FA2017	1
SP2018	6
SU2018	1

FA2012 – SU2015 (Previous Review)

Semester	AS
FA2012	0
SP2013	2
SU2013	0
FA2013	0
SP2014	1
SU2014	0
FA2014	0
SP2015	2
SU2015	1

2006; 2009; 2012; 2013; 2016; 2017; October 2018



Provide summary of Figure 3 including its trends analysis.

Overall, the number of fulltime and part time faculty for this program review as well as the previous one has been very consistent. The IT program continues to maintain one fulltime IT faculty. Part time faculty hired/assigned to teach IT courses are current faculty and staff at the College. For this program review, no adjunct faculty were hired to teach IT courses. In the previous program review, it was indicated that specific adjunct faculty were no longer being hired to teach IT courses. Although not specifically indicated, the increased passing rate as well as the decreased failure and withdrawal rates in IT courses could possibly have been influenced by this decision.

FA	2015-SU2018	(This	Review	J)

Semester	Full Time Faculty	Part Time Faculty	
Fa 2015	1	3	
Sp 2016	1	1	
Su 2016	0	0	
Fa 2016	1	3	
Sp 2017	1	3	
Su 2017	0	1	
Fa 2017	1	4	
Sp 2018	1	3	
Su 2018	0	1	

FA2012 – SU2015 (Previous Review)

Semester	Full Time Faculty	Part Time Faculty
Fa 2012	1	2
Sp 2013	1	3
Su 2013	0	0
Fa 2013	1	2
Sp 2014	1	3
Su 2014	0	0
Fa 2014	1	3
Sp 2015	1	2
Su 2015	0	1

III. Student Learning and Curriculum

School Year	How many program courses are there? (refer to catalog or recent approval by CPC)	% of courses with Identified CLOs	List all revised program courses outlines or proposed new courses that received CPC approval within this review cycle	% of PLOs aligned with ILOs
2015-2016	12	12	0	100%
2016-2017	12	12	Course Modifications: IT205, IT215	100%
2017-2018	12	12	0	100%

Provide Summary of Student Learning and Curriculum in the box below. Summary should include reasons for course revisions and course proposals. If any course and/or the degree or the certificate program went through the validity process, include the information here.

The number of IT program courses has remained the same. All the current IT courses have CLOs and all have already been mapped to the IT program PLOs as well as the College's ILOs. However, the program is currently undergoing modification which will result in the deletion of at least one course, the modification of several courses, and the possible creation of a new course. The changes will address the need to further develop specific skills among IT program students as well as reflect current trends and topics in the field.

Within this program's review cycle, two courses were modified: IT205 and IT215. For IT205, the course description and task lists was changed. The course description was changed from "This course continues with Visual Basic programming to write programs in a windows environment. It emphasizes programming custom user interfaces with menus and dialogue boxes, and explores object-oriented fundamentals and event-driven programming concepts, including work with object linking and embedding (OLE) and creation of an engine for database access" to "This course continues with Visual Basic programming to write programs in a windows environment. It emphasizes programming custom user interfaces with menus and dialogue boxes, and explores object-oriented fundamentals and eventdriven programming concepts, including work with object linking and embedding (OLE) and creation of an engine for database access. Other high level programming languages will also be introduced to give students the opportunity to compare Visual Basic to other popular languages." As for the task list, the task list for SLO #10 was changed to reflect the change in the course description. For IT215, only the course description was changed. The description was changed from "This course provides the tools and knowledge necessary to design and manage a World Wide Web site. Students will learn how to use a text editor to create content for the World Wide Web using Hypertext Markup Language (HTML) and build a fully functional Web" to "This course provides the tools and knowledge necessary to plan, design, and manage a web site. Students will learn web languages such as Hypertext Markup Language (HTML) and Cascading Style Sheet (CSS). Other web utilities will be explored including popular Content Management Systems (CMS)".

IV. Course Assessment Data

Year 1: School Year 2015-2016 (FA15-SU16)

Semester	Course	CLO-PLO-ILO Mapping	Results of Assessments
Assessed	Assessed		
Fall 2015	IT105	CLO 1 – PLO 2 – ILO 1 & 3	CLO 1: 100% of the students assessed
			reached proficiency level.
		CLO 2 – PLO 2 – ILO 1 & 3	CLO 2: 83% of the students assessed
			reached proficiency level.
		CLO 3 – PLO 2 & 5 – ILO 1 & 3	CLO 3: 100% of the students assessed
			reached proficiency level.
		CLO 4 – PLO 2 & 5 – ILO 1 & 3	CLO 4: 100% of the students assessed
			reached proficiency level.
		CLO 5 – PLO 2 – ILO 1 & 3	CLO 5: 100% of the students assessed
			reached proficiency level.
	IT110	CLO 1 – PLO 1 – ILO 1 & 3	CLO 1: 75.00% of the students
			assessed reached proficiency level.
		CLO 2 – PLO 1 – ILO 1 & 3	CLO 2: 75.00% of the students
			assessed reached proficiency level.
		CLO 3 – PLO 1 – ILO 1 & 3	CLO 3: 75.00% of the students
			assessed reached proficiency level.
		CLO 4 – PLO 1 – ILO 1 & 3	CLO 4: 75.00% of the students
	17200		assessed reached proficiency level.
	11200	CLO 1 – PLO 2 – ILO 1 & 3	CLO I: 87.50% of the students
			assessed reached proficiency level.
		CLO 2 - PLO 2 - ILO 1 & 3	CLO 2: 75% of the students assessed
			reached proficiency level. $CI \cap 2$; 75% of the students assessed
		$CLO_3 = PLO_2 \approx 3 = 1LO_1 \approx 3$	CLO 5: 75% of the students assessed
		CIO4 $PIO285$ $IIO182$	CLO_4 : 75% of the students assessed
		CLO 4 - 1 LO 2 @ 3 - 1 LO 1 @ 3	reached proficiency level
		CIO5 - PIO2 & 5 - IIO1 & 3	CLO 5: 75% of the students assessed
		CEO J = 1 EO 2 @ J = 1 EO 1 @ J	reached proficiency level
	IT205	CLO1 - PLO1 - ILO1 & 3	CLO 1: 100% of the students assessed
	11203		reached proficiency level
		$CLO_2 - PLO_1 - ILO_1 \& 3$	CLO 2: 100% of the students assessed
			reached proficiency level.
		CLO 3 – PLO 1 – ILO 1 & 3	CLO 3: 100% of the students assessed
			reached proficiency level.
		CLO 4 – PLO 1 – ILO 1 & 3	CLO 4: 100% of the students assessed
			reached proficiency level.
		CLO 5 – PLO 1 – ILO 1 & 3	CLO 5: 100% of the students assessed
			reached proficiency level.
	IT215	CLO 1 – PLO 3 – ILO 1-3 & 6	CLO 1: 100% of the students assessed
			reached proficiency level.
		CLO 2 – PLO 3 – ILO 1-3 & 6	CLO 2: 100% of the students assessed

			reached proficiency level.
		CLO 3 – PLO 3 – ILO 1-3 & 6	CLO 3: 100% of the students assessed
			reached proficiency level.
	IT220	CLO 1 – PLO 4 – ILO 1 & 3	CLO 1: 100% of the students assessed
			reached proficiency level.
		CLO 2 – PLO 4 – ILO 1 & 3	CLO 2: 100% of the students assessed
			reached proficiency level.
		CLO 3 – PLO 4 – ILO 1 & 3	CLO 3: 100% of the students assessed
			reached proficiency level.
		CLO 4 – PLO 4 – ILO 1 & 3	CLO 4: 100% of the students assessed
			reached proficiency level.
Spring	IT105	CLO 1 – PLO 2 – ILO 1 & 3	CLO 1: 95% of the students assessed
2016			performed at the proficiency level.
		CLO 2 – PLO 2 – ILO 1 & 3	CLO 2: 30% of the students assessed
			performed at the proficiency level.
		CLO 3 – PLO 2 & 5 – ILO 1 & 3	CLO 3: 92.5% of the students assessed
			performed at the proficiency level.
		CLO 4 – PLO 2 & 5 – ILO 1 & 3	CLO 4: 70% of the students assessed
			performed at the proficiency level.
		CLO 5 – PLO 2 – ILO 1 & 3	CLO 5: 95% of the students assessed
			performed at the proficiency level.
	IT115	CLO 1 – PLO 4 – ILO 1 & 3	CLO 1: 86% of the students assessed
			performed at the proficiency level.
		CLO 2 – PLO 4 – ILO 1 & 3	CLO 2: 86% of the students assessed
			performed at the proficiency level.
		CLO 3 – PLO 4 – ILO 1 & 3	CLO 3: 86% of the students assessed
			performed at the proficiency level.
		CLO 4 – PLO 4 – ILO 1 & 3	CLO 4: 86% of the students assessed
			performed at the proficiency level.
	IT120	CLO 1 – PLO 5 – ILO 1 & 3	CLO 1: 86% of the students assessed
			performed at the proficiency level.
		CLO 2 – PLO 5 – ILO 1 & 3	CLO 2: 86% of the students assessed
			performed at the proficiency level.
		CLO 3 – PLO 5 – ILO 1 & 3	CLO 3: 86% of the students assessed
			performed at the proficiency level.
		CLO 4 – PLO 5 – ILO 1 & 3	CLO 4: 86% of the students assessed
			performed at the proficiency level.
	IT125	CLO 1 – PLO 1 – ILO 1 & 3	CLO 1: 89% of the students assessed
			performed at the proficiency level.
		CLO 2 – PLO 1 – ILO 1 & 3	CLO 2: 89% of the students assessed
			performed at the proficiency level.
		CLO 3 – PLO 1 – ILO 1 & 3	CLO 3: 89% of the students assessed
			performed at the proficiency level.
		CLO 4 – PLO 1 – ILO 1 & 3	CLO 4: 89% of the students assessed
			performed at the proficiency level.
		CLO 5 – PLO 1 – ILO 1 & 3	CLO 5: 89% of the students assessed
			performed at the proficiency level.

2016		No 11 courses	uncrea.
Summer		No IT courses	offered
			performed at the proficiency level.
	IT222	CLO 1 – PLO 1-5 – ILO 1-6	CLO 1: 100% of the students assessed
			performed at the proficiency level.
		CLO 4 – PLO 1-2 – ILO 1 & 3	CLO 4: 100% of the students assessed
			performed at the proficiency level.
		CLO 3 – PLO 1-2 – ILO 1 & 3	CLO 3: 100% of the students assessed
			performed at the proficiency level.
		CLO 2 – PLO 1-2 – ILO 1 & 3	CLO 2: 100% of the students assessed
			performed at the proficiency level.
	IT210	CLO 1 – PLO 1-2 – ILO 1 & 3	CLO 1: 100% of the students assessed
			performed at the proficiency level.
		CLO 5 – PLO 2 & 5 – ILO 1 & 3	CLO 5: 100% of the students assessed
			performed at the proficiency level.
		CLO 4 – PLO 2 & 5 – ILO 1 & 3	CLO 4: 100% of the students assessed
			performed at the proficiency level.
		CLO 3 – PLO 2 & 5 – ILO 1 & 3	CLO 3: 100% of the students assessed
			performed at the proficiency level.
		CLO 2 – PLO 2 – ILO 1 & 3	CLO 2: 100% of the students assessed
			performed at the proficiency level.
	IT200	CLO 1 – PLO 2 – ILO 1 & 3	CLO 1: 83% of the students assessed

Year 2: School Year 2016-2017 (FA16-SU17)

Semester	Course	CLO-PLO-ILO Mapping	Results of Assessments
Assessed	Assessed		
Fall 2016	IT105	CLO 1 – PLO 2 – ILO 1 & 3	CLO 1: 100% of the students assessed
			reached proficiency level.
		CLO 2 – PLO 2 – ILO 1 & 3	CLO 2: 100% of the students assessed
			reached proficiency level.
		CLO 3 – PLO 2 & 5 – ILO 1 & 3	CLO 3: 100% of the students assessed
			reached proficiency level.
		CLO 4 – PLO 2 & 5 – ILO 1 & 3	CLO 4: 100% of the students assessed
			reached proficiency level.
		CLO 5 – PLO 2 – ILO 1 & 3	CLO 5: 100% of the students assessed
			reached proficiency level.
	IT110	CLO 1 – PLO 1 – ILO 1 & 3	CLO 1: 100% of the students assessed
			reached proficiency level.
		CLO 2 – PLO 1 – ILO 1 & 3	CLO 2: 100% of the students assessed
			reached proficiency level.
		CLO 3 – PLO 1 – ILO 1 & 3	CLO 3: 100% of the students assessed
			reached proficiency level.
		CLO 4 – PLO 1 – ILO 1 & 3	CLO 4: 100% of the students assessed
			reached proficiency level.
	IT200	CLO 1 – PLO 2 – ILO 1 & 3	CLO 1: 86% of the students assessed

			reached proficiency level
		$CIO_2 = PIO_2 = IIO_1 & 3$	CIO 2: 80% of the students assessed
			reached proficiency level
		CIO3 - PIO2 & 5 - IIO1 & 3	$CI \cap 3$: 90% of the students assessed
			reached proficiency level
		$CIO_4 - PIO_2 & 5 - IIO_1 & 3$	$CI \cap A$: 90% of the students assessed
			reached proficiency level
		CIO5 = PIO2 & 5 = IIO1 & 3	$CI \cap 5$: 90% of the students assessed
			reached proficiency level
	IT205	CLO1 - PLO1 - ILO1 & 3	CLO 1: 100% of the students assessed
	11200		reached proficiency level.
		$CLO_2 - PLO_1 - ILO_1 \& 3$	CLO 2: 100% of the students assessed
			reached proficiency level
		CLO3 - PLO1 - ILO1 & 3	CLO 3: 100% of the students assessed
			reached proficiency level.
		CLO 4 – PLO 1 – ILO 1 & 3	CLO 4: 100% of the students assessed
			reached proficiency level.
		CLO 5 – PLO 1 – ILO 1 & 3	CLO 5: 100% of the students assessed
			reached proficiency level.
	IT215	CLO 1 – PLO 3 – ILO 1-3 & 6	CLO 1: 100% of the students assessed
			reached proficiency level.
		CLO 2 – PLO 3 – ILO 1-3 & 6	CLO 2: 100% of the students assessed
			reached proficiency level.
		CLO 3 – PLO 3 – ILO 1-3 & 6	CLO 3: 66.67% of the students
			assessed reached proficiency level.
	IT220	CLO 1 – PLO 4 – ILO 1 & 3	CLO 1: 100% of the students assessed
			reached proficiency level.
		CLO 2 – PLO 4 – ILO 1 & 3	CLO 2: 100% of the students assessed
			reached proficiency level.
		CLO 3 – PLO 4 – ILO 1 & 3	CLO 3: 100% of the students assessed
			reached proficiency level.
		CLO 4 – PLO 4 – ILO 1 & 3	CLO 4: 57.14% of the students
			assessed reached proficiency level.
Spring	IT105	CLO 1 – PLO 2 – ILO 1 & 3	CLO 1: 90% of the students assessed
2017			performed at the proficiency level.
		CLO 2 – PLO 2 – ILO 1 & 3	CLO 2: 75% of the students assessed
			performed at the proficiency level.
		CLO 3 - PLO 2 & 5 - ILO 1 & 3	CLO 3: 100% of the students assessed
			performed at the proficiency level.
		CLO 4 - PLO 2 & 5 - ILO 1 & 3	CLO 4: 100% of the students assessed
			CLO 5. 100% of the stades to service d
		CLU = PLU = LU = 1 & 3	CLU 5: 100% Of the students assessed
	IT115		CLO 1: 020/ of the stylerts associated
	11115	CLU I - PLU 4 - ILU I & 3	CLU 1: 92% OF the students assessed
			performed at the proficiency level. $CI \cap 2$: 68.5% of the students associated
		CLO 2 - PLO 4 - ILO I & 3	CLO 2: 00.3% Of the students assessed
			performed at the proficiency level.

		CLO 3 – PLO 4 – ILO 1 & 3	CLO 3: 86.5% of the students assessed
			performed at the proficiency level.
		CLO4 - PLO4 - ILO1 & 3	CLO 4: 77% of the students assessed
			performed at the proficiency level.
	IT120	CLO1 - PLO5 - ILO1 & 3	CLO 1: 94% of the students assessed
	11120		performed at the proficiency level
		$CIO_{2} = PIO_{2} = IIO_{1} & 3$	CI O 2 94% of the students assessed
			performed at the proficiency level
		CIO3 - PIO5 - IIO1 & 3	$CI \cap 3$: 75.5% of the students assessed
			performed at the proficiency level
		CIOA = PIO5 = IIO1 & 3	$CI \cap A$: 75.5% of the students assessed
		CEO = 1 EO = 1 EO = 1 CO = 1	performed at the proficiency level
	IT125	CIO1 PIO1 IIO1&3	$CI \cap 1$: 83.5% of the students assessed
	11123	CLO I - FLO I - ILO I & 3	performed at the proficiency level
		$CLO(2)$ $PLO(1)$ $HO(1)$ \Re 2	$CI \cap 2$; 82.5% of the students assessed
		CLO 2 - FLO I - ILO I & 3	performed at the proficiency level
			CLO_{2} , $\frac{82}{50}$, of the students accessed
		$CLO_3 = PLO_1 = ILO_1 \approx 3$	CLO 5: 85.5% of the students assessed
			CLO 4: 82.5% of the students accessed
		CLO 4 - PLO 1 - ILO 1 & 3	CLO 4: 85.5% of the students assessed
			CLO 5 02 5% 641 d l de l
		CLO 5 - PLO 1 - ILO 1 & 3	CLO 5: 83.5% of the students assessed
	177200		cl o 1 75% fill the proficiency level.
	11200	CLO I = PLO 2 = ILO I & 3	CLO 1: 75% of the students assessed
			cl o 2 75% fill the proficiency level.
		CLO 2 - PLO 2 - ILO 1 & 3	CLO 2: 75% of the students assessed
			performed at the proficiency level.
		CLO 3 - PLO 2 & 5 - ILO 1 & 3	CLO 3: 75% of the students assessed
			performed at the proficiency level.
		CLO 4 - PLO 2 & 5 - ILO 1 & 3	CLO 4: 75% of the students assessed
			performed at the proficiency level.
		CLO 5 – PLO 2 & 5 – ILO 1 & 3	CLO 5: 75% of the students assessed
			performed at the proficiency level.
	IT210	CLO 1 – PLO 1-2 – ILO 1 & 3	CLO 1: 100% of the students assessed
			performed at the proficiency level.
		CLO 2 – PLO 1-2 – ILO 1 & 3	CLO 2: 100% of the students assessed
			performed at the proficiency level.
		CLO 3 – PLO 1-2 – ILO 1 & 3	CLO 3: 100% of the students assessed
			performed at the proficiency level.
		CLO 4 – PLO 1-2 – ILO 1 & 3	CLO 4: 100% of the students assessed
			performed at the proficiency level.
	IT222	CLO 1 – PLO 1-5 – ILO 1-6	CLO 1: 100% of the students assessed
			performed at the proficiency level.
	IT223	CLO 1 – PLO 1-5 – ILO 1-6	CLO 1: 100% of the students assessed
			performed at the proficiency level.
Summer	IT223	CLO 1 – PLO 1-5 – ILO 1-6	CLO 1: 67% of the students assessed
2017			performed at the proficiency level.

Year 3: School Year <u>2017-2018 (FA17-SU18)</u>

Semester	Course	CLO-PLO-ILO Mapping	Results of Assessments
Assessed	Assessed		
Fall 2017	IT105	CLO 1 – PLO 2 – ILO 1 & 3	CLO 1: 96.15% of the students
			assessed reached proficiency level.
		CLO 2 – PLO 2 – ILO 1 & 3	CLO 2: 83.33% of the students
			assessed reached proficiency level.
		CLO 3 – PLO 2 & 5 – ILO 1 & 3	CLO 3: 100% of the students assessed
			reached proficiency level.
		CLO 4 – PLO 2 & 5 – ILO 1 & 3	CLO 4: 81.82% of the students
			assessed reached proficiency level.
		CLO 5 – PLO 2 – ILO 1 & 3	CLO 5: 95.45% of the students
			assessed reached proficiency level.
	IT110	CLO 1 – PLO 1 – ILO 1 & 3	CLO 1: 100% of the students assessed
			reached proficiency level.
		CLO 2 – PLO 1 – ILO 1 & 3	CLO 2: 61.67% of the students
			assessed reached proficiency level.
		CLO 3 – PLO 1 – ILO 1 & 3	CLO 3: 61.67% of the students
			assessed reached proficiency level.
		CLO 4 – PLO 1 – ILO 1 & 3	CLO 4: 61.67% of the students
			assessed reached proficiency level.
	IT200	CLO 1 – PLO 2 – ILO 1 & 3	CLO 1: 100% of the students assessed
			reached proficiency level.
		CLO 2 – PLO 2 – ILO 1 & 3	CLO 2: 100% of the students assessed
			reached proficiency level.
		CLO 3 – PLO 2 & 5 – ILO 1 & 3	CLO 3: 100% of the students assessed
			reached proficiency level.
		CLO 4 – PLO 2 & 5 – ILO 1 & 3	CLO 4: 100% of the students assessed
			reached proficiency level.
		CLO 5 - PLO 2 & 5 - ILO 1 & 3	CLO 5: 100% of the students assessed
			reached proficiency level.
	IT205	CLO 1 – PLO 1 – ILO 1 & 3	CLO 1: 100% of the students assessed
			reached proficiency level.
		CLO 2 – PLO 1 – ILO 1 & 3	CLO 2: 100% of the students assessed
			reached proficiency level.
		CLO 3 – PLO 1 – ILO 1 & 3	CLO 3: 100% of the students assessed
			reached proficiency level.
		CLO 4 - PLO 1 - ILO 1 & 3	CLO 4: 100% of the students assessed
			reached proficiency level.
		CLU 5 - PLU 1 - ILU 1 & 3	CLU 5: 100% of the students assessed
	IT 215		CLO 1, 100% of the stades to see 1
	11215	$\left \begin{array}{c} \text{CLU I} - \text{PLU } 5 - \text{ILU } 1 - 5 \& 6 \\ \end{array} \right $	CLO 1: 100% OF the students assessed
			CLO 2: 100% of the students account
		CLO 2 - PLO 3 - ILO 1 - 3 & 0	reached proficiency level
			$\frac{1}{2} \frac{1}{2} \frac{1}$
		CLU 3 - PLU 3 - ILU 1 - 3 & 6	CLO 3: 40% of the students assessed

			reached proficiency level.
	IT220	CLO 1 – PLO 4 – ILO 1 & 3	CLO 1: 87.50% of the students
			assessed reached proficiency level.
		CLO 2 – PLO 4 – ILO 1 & 3	CLO 2: 100% of the students assessed
			reached proficiency level.
		CLO 3 – PLO 4 – ILO 1 & 3	CLO 3: 100% of the students assessed
			reached proficiency level.
		CLO 4 – PLO 4 – ILO 1 & 3	CLO 4: 87.50% of the students
			assessed reached proficiency level.
	IT223	CLO 1 – PLO 1-5 – ILO 1-6	CLO 1: 100% of the students assessed
~			performed at the proficiency level.
Spring	IT105	CLO 1 – PLO 2 – ILO 1 & 3	CLO 1: 100% of the students assessed
2018			performed at the proficiency level.
		CLO 2 – PLO 2 – ILO 1 & 3	CLO 2: 76% of the students assessed
			performed at the proficiency level.
		CLO 3 - PLO 2 & 5 - ILO 1 & 3	CLO 3: 96% of the students assessed
			performed at the proficiency level.
		CLO 4 - PLO 2 & 5 - ILO 1 & 3	CLO 4: 100% of the students assessed
			CLO 5. 100% of the stades to service d
		CLO 5 - PLO 2 - ILO 1 & 3	CLO 5: 100% of the students assessed
	177115		CLO 1: 50% of the students assessed
	11115	CLO I - PLO 4 - ILO I & 3	CLO 1: 50% of the students assessed
		CIO2 $PIO4$ $IIO1&3$	CLO_2 : 100% of the students assessed
		CLO 2 = 1LO 4 = 1LO 1 @ 3	performed at the proficiency level
		CIO3 - PIO4 - IIO1 & 3	$CI \cap 3^\circ$ 0% of the students assessed
			performed at the proficiency level
		CLO4 - PLO4 - ILO1 & 3	CLO 4: 0% of the students assessed
			performed at the proficiency level.
	IT120	CLO 1 – PLO 5 – ILO 1 & 3	CLO 1: 50% of the students assessed
			performed at the proficiency level.
		CLO 2 – PLO 5 – ILO 1 & 3	CLO 2: 50% of the students assessed
			performed at the proficiency level.
		CLO 3 – PLO 5 – ILO 1 & 3	CLO 3: 0% of the students assessed
			performed at the proficiency level.
		CLO 4 – PLO 5 – ILO 1 & 3	CLO 4: 0% of the students assessed
			performed at the proficiency level.
	IT125	CLO 1 – PLO 1 – ILO 1 & 3	CLO 1: 50% of the students assessed
			performed at the proficiency level.
		CLO 2 – PLO 1 – ILO 1 & 3	CLO 2: 50% of the students assessed
			performed at the proficiency level.
		CLO 3 – PLO 1 – ILO 1 & 3	CLO 3: 50% of the students assessed
			performed at the proficiency level.
		CLO 4 – PLO 1 – ILO 1 & 3	CLO 4: 50% of the students assessed
			performed at the proficiency level.
		CLO 5 – PLO 1 – ILO 1 & 3	CLO 5: 50% of the students assessed
			performed at the proficiency level.

	177200		CIO(1, 750) of the students screen 1
	11200	CLO I - PLO 2 - ILO I & 3	CLO 1: 75% of the students assessed
			performed at the proficiency level.
		CLO 2 – PLO 2 – ILO 1 & 3	CLO 2: 100% of the students assessed
			performed at the proficiency level.
		CLO 3 – PLO 2 & 5 – ILO 1 & 3	CLO 3: 100% of the students assessed
			performed at the proficiency level.
		CLO 4 – PLO 2 & 5 – ILO 1 & 3	CLO 4: 100% of the students assessed
			performed at the proficiency level.
		CLO 5 – PLO 2 & 5 – ILO 1 & 3	CLO 5: 100% of the students assessed
			performed at the proficiency level.
	IT210	CLO 1 – PLO 1-2 – ILO 1 & 3	CLO 1: 100% of the students assessed
			performed at the proficiency level.
		CLO 2 – PLO 1-2 – ILO 1 & 3	CLO 2: 100% of the students assessed
			performed at the proficiency level.
		CLO 3 – PLO 1-2 – ILO 1 & 3	CLO 3: 100% of the students assessed
			performed at the proficiency level.
		CLO 4 – PLO 1-2 – ILO 1 & 3	CLO 4: 100% of the students assessed
			performed at the proficiency level.
	IT222	CLO 1 – PLO 1-5 – ILO 1-6	CLO 1: 100% of the students assessed
			performed at the proficiency level.
	IT223	CLO 1 – PLO 1-5 – ILO 1-6	CLO 1: 100% of the students assessed
			performed at the proficiency level.
Summer	IT223	CLO 1 – PLO 1-5 – ILO 1-6	CLO 1: 100% of the students assessed
2018			performed at the proficiency level.

Provide Summary of Course Assessment Data with analysis results in the box below. Summary should include how assessment results have led to improvement of course and program learning outcomes, student learning and student achievement.

IT courses are assessed every semester when offered. Student proficiency levels are measured and action plans are established when the proficiency level falls below 70%. However, for some course assessments, action plans are established even when the required 70% of students assessed reach proficiency level in an effort to further improve student proficiency levels. The assessment data above shows improvements in achieving course and program learning outcomes, student learning, and student achievement. For example, during semesters when proficiency levels for a specific course was low, action plans were established and implemented and assessment data for the same course in the next semester it was offered usually shows improvements in student proficiency level. Refer to Appendix D for detailed course assessments.

Year	PLO	Proficiency Levels	Results of Assessments
Assessed	Assessed		
2015-2016	PLO 1	IT110 CLO 1 – 75%	92% of students assessed performed at the
		IT110 CLO 2 – 75%	proficiency level. The expected outcome of
		IT110 CLO 3 – 75%	70% was met. The IT program will continue
		IT110 CLO 4 – 75%	to offer program courses as they are, continue
		IT125 CLO 1 – 89%	to assess the program courses, and will make
		IT125 CLO 2 – 89%	changes when need arise. Changes and
		IT125 CLO 3 – 89%	implementation will continue to be based on
		IT125 CLO 4 – 89%	course assessment results and data.
		IT125 CLO 5 – 89%	
		IT205 CLO 1 – 100%	
		IT205 CLO 2 – 100%	
		IT205 CLO 3 – 100%	
		IT205 CLO 4 – 100%	
		IT205 CLO 5 – 100%	
		IT210 CLO 1 – 100%	
		IT210 CLO 2 – 100%	
		IT210 CLO 3 – 100%	
		IT210 CLO 4 – 100%	
		IT222 CLO 1 – 100%	
	PLO 2	IT105 CLO 1 – 97.5%	91.20% of students assessed performed at the
		IT105 CLO 2 – 56.5%	proficiency level. The expected outcome of
		IT105 CLO 3 – 96.25%	70% was met. The IT program will continue
		IT105 CLO 4 – 85%	to offer program courses as they are, continue
		IT105 CLO 5 – 97.5%	to assess the program courses, and will make
		IT200 CLO 1 – 85.25%	changes when need arise. Changes and
		IT200 CLO 2 – 87.5%	implementation will continue to be based on
		IT200 CLO 3 – 87.5%	course assessment results and data.
		IT200 CLO 4 – 87.5%	
		IT200 CLO 5 – 87.5%	
		IT210 CLO 1 – 100%	
		IT210 CLO 2 – 100%	
		IT210 CLO 3 – 100%	
		IT210 CLO 4 – 100%	
		IT222 CLO 1 – 100%	
	PLO 3	IT215 CLO 1 – 100%	100% of students assessed performed at the
		IT215 CLO 2 – 100%	proficiency level. The expected outcome of
		IT215 CLO 3 – 100%	70% was met. The IT program will continue
		IT222 CLO 1 – 100%	to offer program courses as they are, continue
			to assess the program courses, and will make
			changes when need arise. Changes and
			implementation will continue to be based on
			course assessment results and data.
	PLO 4	IT115 CLO 1 – 86%	94% of students assessed performed at the
		IT115 CLO 2 – 86%	proficiency level. The expected outcome of

V. Program Learning Outcomes (PLOs) Assessment

		IT115 CLO 3 – 86%	70% was met. The IT program will continue
		$TT_{115} CLO 3 = 86\%$	to offer program courses as they are continue
		IT220 CL O 1 100%	to assess the program courses and will make
		11220 CLO 1 = 100%	changes when need arise. Changes and
		11220 CLO 2 - 100% 17220 CLO 3 - 100%	implementation will continue to be based on
		11220 CLO 3 - 100%	implementation will continue to be based on
		11220 CLO 4 - 100%	course assessment results and data.
		11222 CLO $1 - 100%$	99.790/ of starlagt second second second starts
	PLO 5	11105 CLO 3 – 96.25%	88.78% of students assessed performed at the
		11105 CLO 4 – 85%	proficiency level. The expected outcome of
		IT120 CLO I – 86%	70% was met. The IT program will continue
		11120 CLO 2 – 86%	to offer program courses as they are, continue
		IT120 CLO 3 – 86%	to assess the program courses, and will make
		IT120 CLO 4 – 86%	changes when need arise. Changes and
		IT200 CLO 3 – 87.5%	implementation will continue to be based on
		IT200 CLO 4 – 87.5%	course assessment results and data.
		IT200 CLO 5 – 87.5%	
		IT222 CLO 1 – 100%	
2016-2017	PLO 1	IT110 CLO 1 – 100%	94% of students assessed performed at the
		IT110 CLO 2 – 100%	proficiency level. The expected outcome of
		IT110 CLO 3 – 100%	70% was met. The IT program will continue
		IT110 CLO 4 – 100%	to offer program courses as they are, continue
		IT125 CLO 1 – 83.5%	to assess the program courses, and will make
		IT125 CLO 2 – 83.5%	changes when need arise. Changes and
		IT125 CLO 3 – 83.5%	implementation will continue to be based on
		IT125 CLO 4 – 83.5%	course assessment results and data.
		IT125 CLO 5 – 83.5%	
		IT205 CLO 1 – 100%	
		IT205 CLO 2 – 100%	
		IT205 CLO 3 – 100%	
		IT205 CLO 4 – 100%	
		IT205 CLO 5 – 100%	
		IT210 CLO 1 – 100%	
		IT210 CLO 2 – 100%	
		IT210 CLO 3 – 100%	
		IT210 CLO 4 – 100%	
		IT222 CLO 1 – 100%	
		IT223 CLO 1 – 67%	
	PLO 2	IT105 CLO 1 – 95%	92% of students assessed performed at the
		IT105 CLO 2 – 87.5%	proficiency level. The expected outcome of
		IT105 CLO 3 – 100%	70% was met. The IT program will continue
		IT105 CLO 4 – 100%	to offer program courses as they are, continue
		IT105 CLO 5 – 100%	to assess the program courses, and will make
		IT200 CLO 1 – 80.5%	changes when need arise. Changes and
		IT200 CLO 2 – 77.5%	implementation will continue to be based on
		IT200 CLO 3 – 100%	course assessment results and data.
		IT200 CLO 4 – 82.5%	
		IT200 CLO 5 – 82.5%	
		IT210 CLO 1 – 100%	

		IT210 CLO 2 – 100%	
		IT210 CLO 3 – 100%	
		IT210 CLO 4 – 100%	
		IT222 CLO 1 – 100%	
		IT223 CLO 1 – 67%	
	PLO 3	IT215 CLO 1 – 100%	87% of students assessed performed at the
		IT215 CLO 2 – 100%	proficiency level. The expected outcome of
		IT215 CLO 3 – 66.67%	70% was met. The IT program will continue
		IT222 CLO 1 - 100%	to offer program courses as they are continue
		IT222 CLO 1 - 67%	to assess the program courses and will make
			changes when need arise. Changes and
			implementation will continue to be based on
			course assessment results and data
	PLO 4	IT115 CL O 1 – 92%	85% of students assessed performed at the
	I LO I	IT115 CLO 1 - 52.0	proficiency level. The expected outcome of
		IT115 CLO 2 = 86.5%	70% was met. The IT program will continue
		IT115 CLO 5 - 00.5%	to offer program courses as they are continue
		IT220 CLO 1 - 100%	to assess the program courses and will make
		IT220 CLO 2 - 100%	changes when need arise. Changes and
		IT220 CLO 3 - 100%	implementation will continue to be based on
		IT220 CLO 4 – 57.14%	course assessment results and data.
		IT222 CLO 1 – 100%	
		IT223 CLO 1 – 67%	
	PLO 5	IT105 CLO 3 – 100%	88% of students assessed performed at the
		IT105 CLO 4 – 100%	proficiency level. The expected outcome of
		IT120 CLO 1 – 94%	70% was met. The IT program will continue
		IT120 CLO 2 – 94%	to offer program courses as they are, continue
		IT120 CLO 3 – 75.5%	to assess the program courses, and will make
		IT120 CLO 4 – 75.5%	changes when need arise. Changes and
		IT200 CLO 3 – 100%	implementation will continue to be based on
		IT200 CLO 4 – 82.5%	course assessment results and data.
		IT200 CLO 5 – 82.5%	
		IT222 CLO 1 – 100%	
		IT223 CLO 1 – 67%	
2017-2018	PLO 1	IT110 CLO 1 – 100%	82% of students assessed performed at the
		IT110 CLO 2 – 61.67%	proficiency level. The expected outcome of
		IT110 CLO 3 – 61.67%	70% was met. The IT program will continue
		IT110 CLO 4 – 61.67%	to offer program courses as they are, continue
		IT125 CLO 1 – 50%	to assess the program courses, and will make
		IT125 CLO 2 – 50%	changes when need arise. Changes and
		IT125 CLO 3 – 50%	implementation will continue to be based on
		IT125 CLO 4 – 50%	course assessment results and data.
		IT125 CLO 5 – 50%	
		IT205 CLO 1 – 100%	
		IT205 CLO 2 – 100%	
		IT205 CLO 3 – 100%	
		IT205 CLO 4 – 100%	
		IT205 CLO 5 – 100%	

	IT210 CLO 1 – 100%	
	IT210 CLO 2 – 100%	
	IT210 CLO 3 – 100%	
	IT210 CLO 4 – 100%	
	IT222 CLO 1 – 100%	
	IT223 CLO 1 – 100%	
PLO 2	$T_{105} CLO 1 - 98.08\%$	96 99% of students assessed performed at the
1202	$T_{105} C_{10} 2 - 7967\%$	proficiency level. The expected outcome of
	T105 CLO 2 - 98%	70% was met. The IT program will continue
	T105 CLO 5 - 50%	to offer program courses as they are continue
	T105 CLO = 97.73%	to one program courses as they are, continue to assess the program courses, and will make
	$TT_{200} CLO 1 - 87.5\%$	changes when need arise. Changes and
	11200 CLO 1 = 87.5%	implementation will continue to be based on
	11200 CLO 2 - 100%	implementation will continue to be based on
	11200 CLO 3 - 100%	course assessment results and data.
	11200 CLO 4 - 100%	
	11200 CLO 5 - 100%	
	II210 CLO I - 100%	
	11210 CLO 2 - 100%	
	11210 CLO 3 – 100%	
	11210 CLO 4 - 100%	
	11222 CLO 1 – 100%	
	IT223 CLO 1 – 100%	
PLO 3	IT215 CLO 1 – 100%	88% of students assessed performed at the
	IT215 CLO 2 – 100%	proficiency level. The expected outcome of
	IT215 CLO 3 – 40%	70% was met. The IT program will continue
	IT222 CLO 1 – 100%	to offer program courses as they are, continue
	IT223 CLO 1 – 100%	to assess the program courses, and will make
		changes when need arise. Changes and
		implementation will continue to be based on
		course assessment results and data.
PLO 4	IT115 CLO 1 – 50%	73% of students assessed performed at the
	IT115 CLO 2 – 100%	proficiency level. The expected outcome of
	IT115 CLO 3 – 0%	70% was met. The IT program will continue
	IT115 CLO 4 – 0%	to offer program courses as they are, continue
	IT220 CLO 1 – 87.50%	to assess the program courses, and will make
	IT220 CLO 2 – 100%	changes when need arise. Changes and
	IT220 CLO 3 – 100%	implementation will continue to be based on
	IT220 CLO 4 – 87.50%	course assessment results and data.
	$T_{222} CLO 1 - 100\%$	
	IT223 CLO 1 - 100%	NOTE: The detailed assessment for IT115
		specifically for CLO 1 3 and 4 identified the
		following action plan in an effort to improve
		student proficiency level for the three CLOS
		• More activities will be provided and
		• More activities will be sport on reviewing
		more time will be spent on reviewing
		understand the tenior discussed
		Topics discussed.
PLO 5	11105 CLO 3 – 98%	72% of students assessed performed at the

IT105 CLO 4 – 90.91%	proficiency level. The expected outcome of
IT120 CLO 1 – 50%	70% was met. The IT program will continue
IT120 CLO 2 – 50%	to offer program courses as they are, continue
IT120 CLO 3 – 0%	to assess the program courses, and will make
IT120 CLO 4 – 0%	changes when need arise. Changes and
IT200 CLO 3 – 100%	implementation will continue to be based on
IT200 CLO 4 – 100%	course assessment results and data.
IT200 CLO 5 – 100%	
IT222 CLO 1 – 100%	NOTE: The detailed assessment for IT120
IT223 CLO 1 – 100%	identified the following action plans for all
	four CLOs in an effort to improve student
	proficiency level:
	F
	• More data modeling activities will be
	provided to students to ensure that
	they understand the concept behind
	database design
	 More time will be spent on reviewing
	- materials to ensure students
	understand the taning discussed
	understand the topics discussed.

Provide Summary of Program Learning Outcomes Assessments and analysis results in the box below. Summary should include analysis of this cycle with previous cycles; how assessment results have led to major decisions made to support the improvement of program's student learning and student achievement.

Compared to the last program review, the proficiency level for all five PLOs of the IT program decreased for this review cycle. PLO 1 decreased from 94.50% to 89.33% or a drop of **5.17%** in proficiency level. PLO 2 decreased from 94.58% to 93.40% or a drop of **1.18%** in proficiency level. PLO 3 decreased from 96.67% to 91.67% or a drop of **5%** in proficiency level. PLO 4 decreased from 92.83% to 84% or a drop of **8.83%** in proficiency level. PLO 5 decreased from 82.98% to 82.93% or a drop of **.05%** in proficiency level.

PLO	FA2015-SU2018 Proficiency Level (This Review)	FA2012 – SU2015 Proficiency Level (Previous Review)	Difference
PLO 1	89.33%	94.50%	5.17%
PLO 2	93.40%	94.58%	1.18%
PLO 3	91.67%	96.67%	5.00%
PLO 4	84%	92.83%	8.83%
PLO 5	82.93%	82.98%	0.05%

Although the proficiency level decreased for all PLOs, the proficiency levels met the expected outcome of 70%. As such, no changes are needed at this time. The IT program will continue to offer program courses as they are, continue to assess the program courses, and will make changes when need arise.

VI. Evaluation of Previous Program Review Action Plan(s)

Indicate the status of the previous program review action plans below. (Include all previous action plans.) Indicate the cycle and years of the previous program review.

Cycle: 4th	Years: FA2012 – SU2015

Action Plan	Status	Updates of Action Plan/s
Activity/Objectives	Complete/Ongoing/Incomplete	(Report action plan individually.)
Review and update course outlines, CLOs, and other documentations	Ongoing	IT program course outlines are currently being updated. Modifications will result in the deletion of at least one course, the modification of several courses, and the possible creation of a new course. The changes will address the need to further develop specific skills among IT program students as well as reflect current trends and topics in the field.
Review and update program documentations	Ongoing	IT program course outlines are currently being updated. Modifications will result in the need to review and update other program documentations (e.g. program, mapping, etc.)
Search for grants to help support the IT program	Ongoing	Efforts have been made to search for grants to support the program. However, with the lack of expertise/training in evaluating/searching for grants, the process has not been very successful.
Hire an additional qualified fulltime IT faculty	Complete	In the spring of 2018, the College hired an Instructional Media Specialist whose primary role includes teaching IT courses. Although the action plan called for the hiring of a fulltime IT faculty, a fulltime position is not economically feasible due to current low student enrollment and small IT class sizes. As a part-time IT instructor, the Instructional Media Specialist will be able to assist in teaching IT courses to address immediate needs of the program.
Professional development	Ongoing	IT program chair continues to search for and participate in relevant professional development activities.
Assess and repair, replace, or upgrade IT computer laboratory	Ongoing	Computers in the IT computer laboratory are continuously being assessed and repairs are made when needed. Replacement of

classroom computer and necessary hardware.		computers in the IT computer laboratory is anticipated for summer 2019.
Assess and replace or upgrade IT computer laboratory classroom software.	Ongoing	Software used in the IT computer laboratory aligns with program course needs. Software are replaced when need arise.
Research and experiment with open source software	Ongoing	IT program chair continues to search for and experiment with open source software that are relevant to program course instruction and activities.
Recruitment activities	Ongoing	IT program faculty and students participate in the College's annual Career and Technical Awareness Week in an effort to recruit potential future IT program students.

Provide Summary of the Evaluation of Previous Program Review Action Plans and analysis results in the box below. Summary should include what measurable outcomes were achieved due to the actions completed; were the completed action plans led to improvement of student learning and student achievement; and provide detailed explanation of action plans that are ongoing and plans that are incomplete.

The only completed action plan for the previous program review was the hiring of an additional instructor to teach IT courses. In the spring of 2018, the College hired an Instructional Media Specialist whose primary role includes teaching IT courses. Although the action plan specifically called for the hiring of a fulltime IT faculty, a fulltime position is not economically feasible due to current low student enrollment and small IT class sizes. As a part-time IT instructor, the Instructional Media Specialist will be able to assist in teaching IT courses to address immediate needs of the program.

IT program as well as its course outlines are currently being updated and will be submitted to the Committee on Programs and Curricula (CPC) for review and approval. Modifications to the program will result in the deletion of at least one course, the modification of several courses, and the possible creation of a new course. The changes will address the need to further develop specific skills among IT program students as well as reflect current trends and topics in the field.

Hardware and software in the IT computer laboratory are continuously being evaluated and repairs and replacements are made as needed. Efforts have been made to search for grants to support the program especially in the replacement and maintenance of hardware and software. However, with the lack of expertise/training in evaluating/searching for grants, the process has not been very successful. Replacement of computers in the IT computer laboratory and all necessary software is anticipated for summer 2019.

IT program faculty will continue to search for relevant open source software that could be used to improve or enhance teaching and learning, search for and participate in relevant professional development activities, and initiate and organize recruitment activities in an effort to recruit more students into the IT program.

VII. Action Plans

Based on this program review results, describe the program action plan for the next three (3) academic years. Include necessary resources.

Action Plan	How will this action plan improve	Needed Resources	Timeline
Activity/Objectives	student learning outcomes?	(if any)	
	(CLO, PLO, ILO)		
Review and update	The changes will address the need	None	Summer
the program, program	to further develop specific skills		2019
course outlines, and	among IT program students as		
other documentations	well as reflect current trends and		
(e.g. mapping)	topics in the field.		
Replace/upgrade IT	The computers in the lab are	\$25,000	Summer
computer laboratory	already 9 years old. The program		2019
classroom computers	desperately needs to replace the		
and all necessary	computers and equip them with all		
software to support IT	the necessary software to support		
program courses.	IT program courses.		
Research and	Search for relevant open source	None	Fall 2018 to
experiment with open	software that could be used to		Summer
source software	improve or enhance teaching and		2021
	learning.		
Professional	Search for and participate in	\$10,000	Fall 2018 to
development	professional development		Summer
	activities that can help improve		2021
	and enhance instruction as well as		
	perform other relevant teaching		
	related tasks.		
Recruitment activities	Initiate and organize recruitment	\$1,000	Fall 2018 to
	activities in an effort to recruit		Summer
	more students into the IT program.		2021
Search for grants to	Continue to search for grants that	None	Fall 2018 to
help support the IT	can help support the IT program		Summer
program.	and its instructors and students.		2021

Provide Summary of <u>Action Plans</u> in the box below. Summary should include program major strengths; program needs and any recommendations for improvements based on assessment results, data and/or other college major plans. The summary needs to indicate overall program needs that may require financial support from the institution.

The IT program continues to introduce students to various areas in the IT field. The IT program, through its courses and instructors, give students the opportunity to work with community members on IT related projects. Such projects not only address the needs of the community but also give students the opportunity to gain IT related skills and experiences.

There is an immediate need to update the IT program and IT program course outlines. This update will not only address the established 5 year update cycle for courses and programs but will also address the

need to further develop specific skills among IT program students as well as reflect current trends and topics in the field.

To continue to support teaching and learning in IT program courses, there is an immediate need to replace the computers in the current IT computer laboratory classroom. The current computers in the IT computer laboratory classroom are already 9 years old which is well beyond the 3 years replacement cycle established in the College's Technology Plan. Although the current computers are sufficient to support current courses, deteriorating performance and usability is now very much evident due to age.

Professional development activities will require financial commitment from the College to ensure that faculty and instructors receive relevant IT and teaching training to support teaching and learning. Additionally, recruitment activities will also require financial support from the College.

VIII. Resource Requests

Itemize resource request below to include resource requests that will support action plans and are datadriven (e.g. program enrollment, course needs, student needs). This section should provide a clear representation of the program's annual budget request.

Type of	Detailed Description	Estimated Amount	Justification
Resource		Requested	
Personnel	Not Applicable	Not Applicable	Not Applicable
Facilities	Repair ceiling leaks in the IT	\$500	The ceiling in the IT computer laboratory
	computer laboratory		classroom has been leaking for the past 5
	classroom		or more years. There is a critical need to
			repair the ceiling to avoid damage to
			equipment and to prevent injuries.
Equipment	Replace computers in the IT	At least \$25,000	The current computers in the IT
	computer laboratory		computer laboratory classroom are
	classroom		already 9 years old which is well
			beyond the 3 years replacement cycle
			established in the College's
			Technology Plan. Although the current
			computers are sufficient to support
			current courses, deteriorating
			performance and usability is now very
			much evident due to age.
Supplies	Office supplies and other	\$1500	To ensure that IT faculty and
	course support supplies		instructors have access to supplies such
			as pens, papers, markers and other
			commonly used teaching supplies to
			support instruction and other teaching
			related tasks.
Software	Replace software in the IT	At least \$10,000	To ensure that necessary software are
	computer laboratory		available for students as well as faculty

	classroom.		teaching IT courses.
Training	Professional development	At least \$3,500	To ensure that IT faculty and
	activities and training in	per participant per	instructors are up to date with the latest
	the following areas are	training.	technologies in the IT field that are
	needed:	-	relevant or that aligns with the
	• Computer		program's area of focus: computer
	programming		programming, database, networking,
	Database		troubleshooting, and web design.
	• Networking		
	Troubleshooting		Additionally, trainings in learning
	hardware and		management systems, content
	software problems		management systems, open source
	• Web design		software, teaching methods, and
	• Leaning		searching for and writing grants will
	management		also help in achieving the established
	systems		action plans for this program review.
	Content		
	management		
	systems		
	• Open source		
	software		
	 Teaching methods 		
	Searching for grants		
	Writing grants		
Other	Systematic classroom	At least \$100 per	To continue to provide a conducive
	inspection to identify	replacement.	learning and teaching environment for
	needed replacements such	however, more	both students and faculty.
	as light bulbs, electrical	accurate cost will	
	wiring/outlets, doors, and	be based on the	
	windows.	necessary	
		replacement	
		activities that	
		need to take	
		place.	
Total		Approximately	College's continuous efforts to support
		\$48,100 for 3 years	the IT program and its students,
		(until the next IT	faculty, and courses.
		program review).	_

Provide Summary of Resource Request in the box below. Summary should connect the resources requested to course, program and institutional learning outcomes assessment results and/or any other college major plans.

Replacing computers and software in the IT computer laboratory classroom supports IT program courses because it ensures that students and instructors have access to the necessary software and hardware to support teaching and learning. This, in turn, supports the IT program learning outcomes, the institutional learning outcomes, and the institution's mission statement. Additionally, the replacement of computers and software in the IT computer laboratory classroom aligns with the Technology Plan which is part of the 15 Year Institutional Master Plan.

Providing office supplies and other course support supplies ensures that instructors have access to the materials needed to teach. Providing and supporting professional development activities and training in relevant areas ensures that instructors are up to date with the latest technologies and trends in the field as well as receive the needed training to support teaching and other work related tasks. This, in turn, ensures that instructors continue to support the course learning outcomes, the program learning outcomes, the institutional learning outcomes, and the institution's mission statement.

Repairing ceiling leaks in the IT computer laboratory classroom as well as conducting systematic classroom inspections to identify needed repairs and replacements such as light bulbs, electrical wiring/outlets, doors, and windows ensures that the College continues to provide a conducive teaching and learning environment for students and instructors. This ensures that instructors and students can continue to strive to meet the course learning outcomes, the program learning outcomes, and the institutional learning outcomes. This also supports the institution's mission statement.

Do not forget to include all your required appendices. Required appendices are listed on page 2 of this template.