

Instructional Comprehensive Program Review: Computer Information Technology Program Review

Cover

Overview

Title Computer Information Technology Program Review

Year of Last Comprehensive Review Fall 2018

Year of Last Mini Update, if applicable 05/18/2017

Originator Lam, Loc

Area Dean Dr. Dickerson

Division

Bus & Workforce Development

Department

Computer Information Technology

Subject

- CIT - Computer & Information Technology

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses with no Degree or Certification

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

Overview

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

Related Assessments

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

In Fall 1997, the Computer and Information Technology (CIT) program was established with a demand to create a new program that would combine the use and study of computers and information technology to prepare students for the career in technical support. Our course offerings started out with a computer information technology course in 1997 and continued with web development, programming, and operating systems courses a few years later. The mission of CIT is to respond to the growing need of affordable, flexible education accessible to a variety of students and working professionals in the field of computer and information technology. Due to a high demand for technology professionals with the right skillsets in job market, the CIT program prepares students for entry-level occupations or advancement within their career fields including computer applications, front-end web applications, and server-side web applications. The program may be aligned with statewide guided pathways and/or industry standard credentials.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

The goals of the CIT program set during the last comprehensive program review are as follows:

- Offer at least three certificates of achievement in computer information technology.
- Forge alliances with the industry to provide internships and job training for graduates.
- Increase enrollment for CIT courses.
- Offer short courses during the summer semester.

- Cooperate with the Art/Digital Media department to offer courses.

Since the last program review, the CIT department has achieved the following goals:

- A certificate of achievement (level 1) in computer programming has been approved and offered.
 - A certificate of achievement level 2 is in the process of approval.
 - A certificate of achievement level 3 is in the process of approval.
 - Partnerships with the following high-tech companies have been established:
 - PureStorage
 - Amazon
 - CIT enrollment has increased to full capacity, especially in CIT 10, CIT 40, CIT 20, and CIT 134A.
 - At least one summer coding bootcamp session for high school students is offered every year.
- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

As a technology program in the Business and Workforce Development Division at Evergreen Valley College, the mission of the Computer Information Technology Department is to provide students from diverse cultural backgrounds with the skills and knowledge to take on high-demand job growth opportunities and success in Silicon Valley upon graduation. The CIT department has made the following accomplishments to contribute to the College's mission and success in recent years:

- A certificate of Achievement in Computer Programming has been approved and offered.
 - Partnerships with local high-tech companies such as PureStorage and Amazon for IT job training and internship opportunities have been established.
 - A summer coding bootcamp session for high school students is offered every year.
 - A pathway plan for Level 2 and Level 3 certificates of achievement in IT has been developed.
 - A pathway plan for an Associate degree in IT and UC/CSU transfer has been developed.
- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

N/A

- **5. Please describe where you would like your program to be three years from now (Program goals) and how the college mission, strategic Initiatives and student success.**

Due to a high demand for professionals with the information technology skillsets in job market, the CIT program aims to provide students with the skills and knowledge to take on those positions upon graduation as well as comply with campus accreditation. In the next three years, the CIT program should:

- Improve our existing career pathway in the fields of cloud computing and applied data science
- Create certificates of achievement level 2 and 3 in Computer Programming
- Develop AA/AS Degrees in Information Technology

Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'14-F'20 average		71.10%		

Courses with no Degree or Certification

Program Success Rate 71.52%

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 90%

Recommendation: 90% of the 2 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 74%

- Is your program success rate higher or lower than the campus?

It's higher than the campus.

- If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?
 - Clear career pathway in IT – this enables students to come to the program for their job training.
 - Online group discussions via Canvas – this seems to be one of the best methods of keeping students engaged and sharing ideas.
 - On-campus lab model tutoring program – it gathers students in one room for one-to-one tutoring sessions that are monitored by a trained tutor or an instructor. We contact the tutoring center to post announcements and find good CIT tutors for our CIT courses each semester.
- Is the current program success rate higher than the program set standard?

Yes, it is lower than the program set standard.
- How close is the program to meeting the program success goal?
 - Certificate of Achievement in Computer Programming: Approved
 - PureStorage Courses: Completed
 - AWS Academy Courses: In progress
 - Student Learning Outcomes Assessment: 100% completed

- We are approaching our success goal which will implement and develop AS and AS-T degrees in Information Technology and get our CIT program articulated with San Jose State University and other CSU/UC campuses for our students to transfer.
- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

Yes, these are still current.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian**
Program Average Total Enrolled
2.000
Program Success Rate
87.500
- **Asian**
Program Average Total Enrolled
124.000
Program Success Rate
74.460
- **Black or African American**
Program Average Total Enrolled
6.000
Program Success Rate
60.800
- **Hawaiin/Pacific Islander**
Program Average Total Enrolled
2.000
Program Success Rate
87.500
- **Hispanic**
Program Average Total Enrolled
52.000
Program Success Rate
66.220
- **Two or More Races**
Program Average Total Enrolled
8.000
Program Success Rate
68.410

- **Unknown**
Program Average Total Enrolled
18.000
Program Success Rate
69.540
- **White**
Program Average Total Enrolled
15.000
Program Success Rate
66.410

Success Rates: Measures by Gender

- **Female**
Program Average Total Enrolled
89.000
Program Success Rate
74.350
- **Male**
Program Average Total Enrolled
133.000
Program Success Rate
69.160
- **No Value Entered**
Program Average Total Enrolled
2.000
Program Success Rate
70.830

Success Rates: Measures by Age

- **17 & Below**
Program Average Total Enrolled
10.000
Program Success Rate
83.250
- **18-24**
Program Average Total Enrolled
122.000
Program Success Rate
71.870

- **25-39**

Program Average Total Enrolled

68.000

Program Success Rate

69.630

- **40 & Over**

Program Average Total Enrolled

25.000

Program Success Rate

65.260

- **Unknown**

Program Average Total Enrolled

2.000

Program Success Rate

100.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

Success rates by IPED are difficult to assess due to low *N*. Gender success rates are higher in women that we should like to see in this technical field since the Mother/Daughter STEM program is proved to be a working initiative. Success rates for older students are dramatically lower than campus wide. Our race success rates are lower in some ethnic groups and higher in others. Our CIT program already boasts a highly diverse student population. Nevertheless, gaps exist in the types of IPEDs.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Student performance for American Indian students takes a big jump while there is a small decrease for Asian American students in CIT.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

N/A

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

Student Enrollment Types

Related Assessments

Student Enrollment Type: Day or Evening Student

- **Day: 4721 - 51.130%**
Program Average Headcount
72.000
Program Percentage of Total
34.380
- **Day & Evening: 3111 - 33.690%**
Program Average Headcount
89.000
Program Percentage of Total
42.460
- **Evening: 1061 - 11.490%**
Program Average Headcount
26.000
Program Percentage of Total
12.320
- **Unknown: 341 - 3.700%**
Program Average Headcount
23.000
Program Percentage of Total
10.850

Student Enrollment Type: Academic Load

- **Full Time: 2259 - 24.450%**
Program Average Headcount
76.000

Program Percentage of Total

36.070

- **Half Time or less than half time: 6214 - 67.280%**

Program Average Headcount

118.000

Program Percentage of Total

56.200

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

For day/evening student headcount, it is slightly different from the data reported in the last program review. However, there is an increase in the day section student headcount from 47.2 to 72 and we have seen a decrease from 33.6 to 26 for evening section student headcount. The data shows that the program has offered more day and weekend courses in the last six years. In another aspect, full time and half-time student headcount has not changed much since the last program review. Our percent of total day and day/evening student headcounts in the program are not balanced compared to the campus because CIT offers day, evening, and weekend courses to respond to the growing need for flexible education accessible to a variety of students and working professionals in the field of computer and information technology.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

The CIT program enrollments in percentage of total are higher than the campus for day/evening and evening classes, while day classes alone are lower. The data shows the program has offered more day and weekend courses in the last six years.

- **c. Based on the data, would you recommend any changes?**

None

Student Demographics - Headcount

Related Assessments

Student Demographic: Gender

- **Female: 5022 - 54.390%**

Program Headcount

86.000

Program Percentage of Total

40.950

- **Male: 4176 - 45.220%**

Program Headcount

123.000

Program Percentage of Total

58.600

- **No Value Entered: 36 - 0.390%**

Program Headcount

2.000

Program Percentage of Total

0.730

Student Demographic: Age

- **17 & Below: 465 - 5.000%**

Program Headcount

9.000

Program Percentage of Total

4.260

- **18-24: 5542 - 59.990%**

Program Headcount

116.000

Program Percentage of Total

55.470

- **25-39: 2214 - 24.010%**

Program Headcount

61.000

Program Percentage of Total

29.440

- **40 & Over: 1006 - 10.900%**

Program Headcount

22.000

Program Percentage of Total

10.730

- **Unknown: 9 - 0.100%**

Program Headcount

2.000

Program Percentage of Total

0.720

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 45 - 0.480%**

Program Headcount

1.000

Program Percentage of Total

0.590

- **Asian: 3675 - 39.790%**

Program Headcount

116.000

Program Percentage of Total

55.440

- **Black or African American: 218 - 2.360%**

Program Headcount

5.000

Program Percentage of Total

2.500

- **Hawaiin/Pacific Islander: 38 - 0.410%**

Program Headcount

1.000

Program Percentage of Total

0.590

- **Hispanic: 3650 - 39.500%**

Program Headcount

50.000

Program Percentage of Total

23.580

- **Two or More Races: 245 - 2.650%**

Program Headcount

7.000

Program Percentage of Total

3.210

- **Unknown: 773 - 8.390%**

Program Headcount

16.000

Program Percentage of Total

7.810

- **White: 591 - 6.420%**

Program Headcount

14.000

Program Percentage of Total

6.720

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

For gender headcount, both female and male headcounts increase from 70 to 86 and from 110 to 123, respectively. The Mother/Daughter STEM program seems to be working.

For age headcount, all age groups increased since the last program review, especially ages from 18 to 24.

For IPED headcount, there is a big jump in Asian American students while other groups remain almost the same number of students.

The percent of total program headcount for Asian American students (55.4% compared to 39.79%) and Hispanic students (23.58% compared to 39.50%) is not balanced compared to the campus. The program should introduce a clear career path in IT, offer more attractive certificates to support that path, and invest in content and social media marketing in the Latino community in the next few years.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

Gender is unbalanced in favor of males (which is a topic that has been getting a lot of attention in general in the press). The Mother/Daughter STEM program could help lessen this imbalance.

IPED is unbalanced in the direction of Asians, with less for Hispanic; this is also an industry-wide issue. Financial aid and college readiness programs are made available to Latino students to improve this IPED imbalance. Our department calls for better relationships and communication with instructors, counselors, tutors, and other personnel inside and outside of the classroom.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

The program should implement the following tasks:

- Developing high-demand certificates of achievement and degrees
- Articulating more CIT courses with High School Districts and UC/CSU campuses
- Improving learning for students, especially Hispanic students
- Creating a clear career pathway in computer information technology
- Investing the latest technology to improve teaching methods in the classrooms

Institutional Effectiveness (5 year average, see Summary Tab)

EVC Capacity: 62.49% EVC Productivity: 14.72

Program Capacity

61.61%

Program Productivity

10.39

Is your capacity rate higher or lower then the campus?

It is lower than the campus.

Is your productivity goal higher or lower than the campus?

It is lower than the campus.

If the program capacity and/or productivity is lower than the campus, please provide rationale:

The low levels of capacity and productivity are often the result of the following issues:

- No certificates of achievement or degrees in CIT
- Lack of transferrable courses to UC/CSU in CIT
- Ineffective advertising of a career pathway in information technology

Curriculum

Related Assessments

Courses with no Degree or Certification

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

Since the last comprehensive program review, the CIT department has made the following updates to the curriculum:

- One articulation application was approved by the Computer Science Department at San Jose State University (SJSU).
 - Twenty-five (25) courses which have not been taught in many academic years were successfully deactivated.
 - Two courses for the Data Storage certificate with PureStorage industry partner have been developed.
 - Two new courses for the Cloud Computing certificate with Amazon industry partner have been proposed and launched on CurriQuNet.
 - Two courses have been modified for the next articulation application with SJSU and other UC/CSU campuses.
 - New courses have been placed on the list in coordination with the Automotive Technology Department to apply for a Bachelor of Science degree in Automotive Technology.
 - The Math 13 prerequisite was removed from CIT courses due to AB 705.
- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to deactivate these courses, please explain why).**

The following courses are active and required for the Certificate of Achievement in Computer Programming, which was approved and offered at the time, so they remain 100% relevant in the program:

- CIT 041J: JavaScript and Dynamic HTML
- CIT 043A: MySQL and PHP
- CIT 044: Java Programming

- CIT 130A: Introduction to Programming using C++
- CIT 134A: Programming in Python

The following courses are active and transferable to UC/CSU, so they remain relevant in the discipline:

- CIT 010: Computer and Information Technology
- CIT 020: Program Design and Development
- CIT 040: Web Design I
- CIT 044: Java Programming
- CIT 050: Introduction to UNIX/Linux

The following courses are active and required for the Certificate in Data Storage, so they remain relevant in the program:

- CIT 054: UNIX/Linux System Administration
- CIT 110: Information Storage and Management

The following courses have not been taught for several years, so they were deactivated:

- CIT 024: Visual Basic Programming
- CIT 041X: Introduction to XML
- CIT 042: Perl Programming
- CIT 052: UNIX/Linux Shell Programming
- CIT 073: Fundamentals of Data Communications and Networking
- CIT 074: IP Routing Protocols (CCNA)
- CIT 075: The Local Area Networks. Ethernet and Wireless Networks (CCNA)
- CIT 076: Introduction to Wide Area Networks (CCNA)
- CIT 077: Introduction to IP Network Security
- CIT 078: Advanced Switching & Campus LAN Design (CCNP)
- CIT 079: Advanced IP Routing Protocols & Services (CCNP)
- CIT 091: Advanced Network Troubleshooting (CCNP)
- CIT 092: Enterprise Wireless Local Area Networks
- CIT 105: Data Mining for Cybersecurity
- CIT 130B: Advanced C++ Programming
- CIT 132: Advanced Java Programming
- CIT 134B: Advanced Python Programming
- CIT 135A: Mobile Web App Development
- CIT 135B: Android Programming
- CIT 135C: iOS/Swift Programming
- CIT 138: Work Experience
- CIT 155: Systems and Network Administration
- CIT 160: Introduction to Information Systems Security
- CIT 164: Introduction to Cybersecurity: Ethical Hacking
- CIT 165: Digital Forensics Fundamentals
- CIT 188: R Programming for Data Scientists

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

This Certificate in Computer Programming is generally designed for students to enter the high-tech workforce. To earn a Certificate, students must:

1. Maintain a minimum cumulative GPA of 2.0.
 2. A grade of "C" or better is required in each course.
 3. Have no financial or library obligation to the college.
 4. Complete all five online courses listed below.
 - CIT 041J: JavaScript and Dynamic HTML
 - CIT 043A: MySQL and PHP
 - CIT 044: Java Programming
 - CIT 130A: Introduction to Programming using C++
 - CIT 134A: Programming in Python
- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

The CIT program is designed to prepare students to enter the high-tech workforce, so one of the innovative strategies is to create certificates of achievement that the low-income students and working professionals can earn in a short period of time to better adapt to a work environment in the ever-changing world of high-tech. In addition, this strategy also responds to an increasing demand for qualified people in the field of computer information technology:

- Increasing equity and diversity: The opportunity that is accessible to low-income students and working professionals who pursue to obtain a comprehensive training of the field.
- Improving college completion: The recognition that brings collaborating efforts to complete a certificate of achievement in one year.

Making college affordable: The certificates of achievement represent an effort to respond to the growing need of affordable, flexible education accessible to low-income students and working professionals.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

The program plans to develop two more certificate of achievements level 2 and level 3 which lead to a AS/AA degree in Computer Technology and get CIT courses articulated with Computer Science and Computer Engineering courses for students to transfer to SJSU and other CSU/UC campuses in the next three years.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

The program contacts the campus articulation officer who directly work with High School Districts and UC/CSU campuses on course contents for articulation to start the process. The CIT program focuses on getting agreements with East Side High School District (ESHSD), San Jose State University (SJSU), and California State University East Bay (CSUEB). First, the program needs to update the

course contents that should match the course contents at ESHSD, SJSU, and CSUEB before the articulation officer submits the applications. Then the course contents should be modified upon request from the district and campuses for the final agreements.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A

Student Learning Outcome and Assessment

Related Assessments

Student Learning Outcomes

Program Learning Outcomes

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29> (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29>)). Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

N/A

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.**

Since the last comprehensive program review, the CIT department conducted the following SLO assessment activities:

- Deactivated twenty-five courses which have not been taught in many years to eliminate the need for assessment before populating SLO assessment results.
- Discussed SLO assessment methods with the Dean, faculty members, and SLO coordinator during the division/department meetings (see the attached division meeting minutes file).
- Collected assessment results from faculty members and consulted with the SLO coordinator frequently to launch the SLO assessment submission.
- Submitted assessment reports to get active CIT courses fully SLO compliant. The 100% SLO approval was confirmed by the SLO coordinator at the division meeting in November 2021 (see the attached division meeting minutes file).

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

Since the last program review, the CIT program has implemented the following plans:

- Reduce the number of SLOs to simplify assessment methods.
- Modify the current SLOs to reflect the latest computer technology in teaching strategies.
- Update assessment methods every year to improve student learning and engagement.

One success story is that the Computer Information Technology program has added the learn-by-doing method to the list of teaching strategies and simplified SLOs to improve our student test scores and engagement since the last program review. The Business and Workforce Development division supports the CIT program by purchasing PC software, textbooks, code lab, laptops, and robot kits for our students to use every semester. The CIT program used the power of teamwork to make all courses 100% SLO compliant by the deadline on November 2021 and will continue to do so for the next SLO assessment cycle.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

Full-time Faculty: 1

Associate Faculty: 4

Classified Staff: 1

Loc Lam is a full-time faculty member who specializes in computer programming using C/C++, Java, Python, and HTML. His extensive professional experience in the software development industry allows Loc Lam to teach programming classes well in the CIT department and to bring real-world technical solutions into the classrooms.

Areas of Expertise: Software Development, Embedded Systems, Web Development, and Programming Languages

John Powell is an associate faculty member who was one of the first instructors at Evergreen Valley College. John Powell also teaches computer information systems courses at different colleges and universities in Silicon Valley. John Powell specializes in operating systems, cloud computing, networking, and databases. His technical and teaching skills are extremely suitable for any courses and certificate programs in the CIT department.

Areas of Expertise: Operating Systems, Cloud Computing, Network Security, and Database Management Systems

Lucia Lawson is an associate faculty member in the CIT department and a senior software engineer with several years of professional experience. Lucia Lawson specializes in web development, programming, and computer information technology, so her technical skills are perfect for our

certificate program courses in the CIT department.

Areas of Expertise: Computer Programming, Computer Applications, Web Design, and Information Technology Solutions

Cecil Lawson is an associate faculty member in the CIT department and an entrepreneur in California. Cecil Lawson specializes in business applications, programming, and information technology solutions, so his technical and business skills are the best for our certificate program courses in the CIT department for several years to come.

Areas of Expertise: Operating Systems, Software Development, Database Management Systems, and Information Technology Solutions

Ly-Huong Pham is an associate faculty member in the CIT department and a member of the Business Administration department who has extensive professional experience in both business and information technology. Ly-Huong Pham specializes in business administration and computer information technology. Her teaching and technical skills are a good fit for our CIT courses.

Areas of Expertise: Business Administration and Information Technology

Kiet Tran is an instructional support assistant supporting students in Accounting, BIS, BUS, and CIT. He helps proctor CIT lab assignments and exams.

Areas of Expertise: Tutoring, Programming Languages, and Operating Systems

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

N/A

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

Fund 10 budget supports the following salary lines:

- One full-time faculty
 - Four adjunct faculty
 - One classified staff
- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

Fund 17 supports the following non-salary lines:

- Perkins fund budget of \$10,000 for professional development/training.

- Strong Workforce funds of \$25,000 for equipment, software, counselor's support for student success.

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

The following equipment and technology are needed for better student learning and teaching strategies:

- Mac computers along with Windows PCs in CIT labs
- Photoshop software
- Dreamweaver software
- Robot kits

Additional Information

Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**
 - Move to Open-source software for Python, C/C++, and Java.
 - Installed the IDE (Integrated Development Environment) for programming classes.

Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next six years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Attach Files

Attached File

BWD Division Meeting_Nov 19.pptx (/Form/Module/_DownloadFile/1900/41960?fileId=122)

Division Meeting Minutes 8.27.2021.pdf (/Form/Module/_DownloadFile/1900/41960?fileId=123)

BWD Division Meeting_Dec 15.pptx (/Form/Module/_DownloadFile/1900/41960?fileId=124)

BWD Division Meeting_October.pptx (/Form/Module/_DownloadFile/1900/41960?fileId=125)

IEC Reviewers

IEC Mentor

Judith Girardi

IEC Second Reader

Fahmida Fakhruddin