

Program Review Summary Template

3.7 Academic Program Review

AAS in Computer Technology

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

CASC Mission Statement

To provide affordable, accessible and exceptional education that fosters student success.

The Computer Technology AAS at CASC provides pathways to provide affordable, accessible, and exceptional education. The Computer Technology program has no authority to set the cost of the programs but our tuition is the lowest in the state and compared to our closest institutions can be considered affordable. We provide accessible education opportunities through scheduling flexibility including mornings, afternoons, evenings, online, hybrid coursework and continuing education. Faculty provide an exceptional education experience based on students surveys, departmental questionnaires, faculty evaluations. Computer Technology/Information Systems Faculty are committed to providing opportunities for success to each and every one of our customers and are excellent at finding strategies to work with each student's particular learning styles.

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

The Higher Learning Commission evaluation was completed in February of 2013. We had previously self-identified Analysis and Assessment as one area that needed organization and improvement. Recognizing this weakness in 2012, Carl Albert State College acquired a license for use of WEAVE online software, an online tool used by faculty to organize course outcomes and objectives, assessment strategies, and measurements.

WEAVE online training was launched in August of 2012, and faculty members worked together to create outcomes and objectives for all courses. Individual faculty members then worked to input measurement strategies for individual course sections. At the end of the semester, faculty entered measurement data to assess course outcomes. The Office of Academic Affairs generated a real-time audit report for faculty and division chair review.

CASC employees are in the learning stages of implementation of the software, but the benefits of the software are already evident as faculty are able to observe, compare, and improve outcomes and measurements.

With the arrival of our new Vice President of Academic Affairs there has been a renewed focus on organization of our Assessment Plan. The institution has made a commitment to this goal by adding an institutional effectiveness person along with a person dedicated to the operational workings of the WEAVE Program. This person also works closely with Faculty to provide leadership in this part of our operation.

A. Centrality of the Program to the Institution's Mission:

The Computer Technology Program prepares students to meet the challenges of a globally connected society. As an example all Computer Technology students are required to be successful in two programming courses. In addition to programming we provide pathways to networking, information security, digital forensics, and gaming/animation. Computer skills are integral for success in today's world. This program also has an office technology options which provides AAS pathways with courses that are business/accounting centric. Computer skills and business skills also drive daily life across many spectrums. In addition part of our mission is also to provide the pathways to four year institutions. Carl Albert Computer Technology Faculty are active in the Regents course equivalency projects working with other institutions to facilitate seamless course transfer. This division also supports the institutions general education mission and prepares students for success in the computer proficiency requirement.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Program Goals

- Prepare students for employment
- Provide computer information systems training
- Provide individual instruction
- Enable students to develop the networking and human interaction skills necessary for success in the academic and real world sector
- Students will master computer and technology skills required in most technology areas and in all sectors of society
- Students will achieve employable skills and effective communication skills based on current state of practice requirements

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- Students will achieve employable skills and effective communication skills based on current business requirements

B.2 Quality Indicators (including Higher Learning Commission issues):

During the reporting period contained in this report the Carl Albert's State College Business Division was certified by Accreditation Council for Business Schools and Programs (ACBSP). This accreditation is nationally recognized and is in addition to our Higher Learning Commission Accreditation. Although computer information systems is not technically a business program we still fell under some of the reporting requirements due to the fact the CIS/CT program is in the business division.

Program goals for the CT program are clearly stated and are currently being tied to a refreshed set of student learning outcomes. As stated before, our institution has a renewed interest in assessment and this is evidenced by the addition of a full time assessment coordinator.

The computer technology program supports an environment of effective teaching and values. Our general divisional operating practice requires a high level of customer service to our students in and out of the classroom. Faculty support this philosophy of support to students and colleagues and this creates an environment of high values which leads to effective teaching.

There are many learning resources that are available to our students. These include individual tutoring by instructors during office hours and also a learning resource center is available for tutoring. Instructors have at their disposal a supporting structure that provides in-service training along with many opportunities for professorships. Along with these items support in the form of equipment and technology is also provided by grants and e and g funding.

Curricular evaluation comes from instructor knowledge base along with input from various professionals and employers. The Computer Technology program does not currently have a formal advisory board. Input from various professionals along with employers helps keep our curriculum at current state of practice.

Our programs are stakeholder driven and we strive to gather as much information from the area we serve to adjust programs to needs and expectations.

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B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2009	46	7
2010	48	6
2011	43	10
2012	40	3
2013	32	4

B.4. Other Quantitative Measures:

a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

There are no courses taught exclusively for the Computer Technology Associate of Applied Science. The courses for this degree are a mixture of course offerings from our Business Administration and Computer Information Systems Associate Programs.

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

CS 1103	Microcomputer Applications	3.00 Credits
2009-10	788 Credit Hours	2364
2010-11	789 Credit Hours	2367
2011-12	876 Credit Hours	2628
2012-13	868 Credit Hours	2604
2013-14	880 Credit Hours	2640
CS 1113	Introduction to Computer Forensics	3.00 Credits
2009-10	10 Credit Hours	30
2010-11	10 Credit Hours	30
2011-12	10 Credit Hours	30
2012-13	10 Credit Hours	30
2013-14	10 Credit Hours	30
CS 1313	Programming I	3.00 Credits
2009-10	26 Credit Hours	78
2010-11	21 Credit Hours	63
2011-12	29 Credit Hours	87
2012-13	24 Credit Hours	72
2013-14	20 Credit Hours	60
CS 1333	Programming II	3.00 Credits
2009-10	22 Credit Hours	66
2010-11	24 Credit Hours	72
2011-12	23 Credit Hours	69
2012-13	22 Credit Hours	66
2013-14	13 Credit Hours	39
CS 1423	Information Security	3.00 Credits
2009-10	16 Credit Hours	48
2010-11	20 Credit Hours	60
2011-12	19 Credit Hours	57
2012-13	19 Credit Hours	57
2013-14	12 Credit Hours	36

CS 1433 Introduction to Photoshop 3.00 Credits

2009-10 54 Credit Hours 162
 2010-11 29 Credit Hours 87
 2011-12 38 Credit Hours 114
 2012-13 25 Credit Hours 75
 2013-14 17 Credit Hours 51

CS 1443 Animation and Interactive Media 3.00 Credits

2009-10 22 Credit Hours 66
 2010-11 19 Credit Hours 57
 2011-12 16 Credit Hours 48
 2012-13 15 Credit Hours 45
 2013-14 7 Credit Hours 21

CS 1463 Digital Photography 3.00 Credits

2009-10 12 Credit Hours 36
 2010-11 13 Credit Hours 39
 2011-12 11 Credit Hours 33
 2012-13 0 Credit Hours 0
 2013-14 0 Credit Hours 0

CS 2003 Electronic Spreadsheets 3.00 Credits

2009-10 33 Credit Hours 99
 2010-11 33 Credit Hours 99
 2011-12 31 Credit Hours 93
 2012-13 30 Credit Hours 90
 2013-14 19 Credit Hours 57

CS 2013 Data Base Management 3.00 Credits

2009-10 17 Credit Hours 51
 2010-11 17 Credit Hours 51
 2011-12 22 Credit Hours 66
 2012-13 15 Credit Hours 45
 2013-14 11 Credit Hours 33

CS 2203	Networking I	3.00 Credits
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2009-10	21	Credit Hours	63
2010-11	32	Credit Hours	96
2011-12	19	Credit Hours	57
2012-13	18	Credit Hours	54
2013-14	17	Credit Hours	51

CS 2213	Networking II	3.00 Credits
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2009-10	14	Credit Hours	42
2010-11	19	Credit Hours	57
2011-12	13	Credit Hours	39
2012-13	10	Credit Hours	30
2013-14	12	Credit Hours	36

CS 2223	Desktop Publishing	3.00 Credits
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2009-10	14	Credit Hours	42
2010-11	36	Credit Hours	108
2011-12	16	Credit Hours	48
2012-13	7	Credit Hours	21
2013-14	7	Credit Hours	21

CS 2243	Internet Programming	3.00 Credits
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2009-10	24	Credit Hours	72
2010-11	20	Credit Hours	60
2011-12	20	Credit Hours	60
2012-13	14	Credit Hours	42
2013-14	18	Credit Hours	54

CS 2323	Web Design	3.00 Credits
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2009-10	14	Credit Hours	42
2010-11	16	Credit Hours	48
2011-12	13	Credit Hours	39
2012-13	13	Credit Hours	39
2013-14	06	Credit Hours	18

ACCT 1103 Fundamentals of Accounting	3.00 Credits
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2009-10	72	Credit Hours	216
2010-11	65	Credit Hours	195
2011-12	86	Credit Hours	258
2012-13	56	Credit Hours	168
2013-14	57	Credit Hours	171

ACCT 2103 Financial Accounting	3.00 Credits
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2009-10	128	Credit Hours	384
2010-11	127	Credit Hours	381
2011-12	137	Credit Hours	411
2012-13	128	Credit Hours	384
2013-14	111	Credit Hours	333

BUS 1013 Introduction to Business	3.00 Credits
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2009-10	93	Credit Hours	279
2010-11	106	Credit Hours	318
2011-12	46	Credit Hours	138
2012-13	19	Credit Hours	57
2013-14	19	Credit Hours	57

BUS 1113 Business Mathematics	3.00 Credits
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2009-10	93	Credit Hours	279
2010-11	76	Credit Hours	228
2011-12	78	Credit Hours	234
2012-13	69	Credit Hours	207
2013-14	54	Credit Hours	162

BUS 2133 Business Communications	3.00 Credits
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2009-10	105	Credit Hours	315
2010-11	109	Credit Hours	327
2011-12	100	Credit Hours	300
2012-13	95	Credit Hours	285
2013-14	80	Credit Hours	240

OS 1132 Records Management	2.00 Credits
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This comprehensive course covers filing and records control, including alphabetic indexing and basic card filing and alphabetic correspondence, numeric, subject, and geographical filing. Students are exposed to computerized data base management of records through the practice materials for the computer.

2009-10 0 Credit Hours 0
 2010-11 0 Credit Hours 0
 2011-12 0 Credit Hours 0
 2012-13 0 Credit Hours 0
 2013-14 0 Credit Hours 0

OS 2133 Information Processing

3.00 Credits

This course reviews basic operations of word processors and emphasizes the creation, revision, storage, and final copy printing of documents as well as speed and accuracy. Study includes interrelated concepts and terminology of the word processing industry.

2009-10 0 Credit Hours 0
 2010-11 0 Credit Hours 0
 2011-12 0 Credit Hours 0
 2012-13 0 Credit Hours 0
 2013-14 0 Credit Hours 0

OS 2143 Secretarial Procedures

3.00 Credits

The ethics, traits, and duties of a secretary in a business or professional office are taught with emphasis on Twenty First Century skills, diversity and the international environment. Prerequisite: OS 2133.

2009-10 0 Credit Hours 0
 2010-11 0 Credit Hours 0
 2011-12 0 Credit Hours 0
 2012-13 0 Credit Hours 0
 2013-14 0 Credit Hours 0

OS 2150 Office Internship

1-3 Credits

This course is designed to provide students with practical work experience in an office environment. Students are required to complete a project related to the work experience. Prerequisite: Sophomore standing and approval by Division Chairperson.

2009-10 0 Credit Hours 0
 2010-11 0 Credit Hours 0
 2011-12 0 Credit Hours 0
 2012-13 0 Credit Hours 0
 2013-14 0 Credit Hours 0

OS 2233 Medical Transcription

3.00 Credits

This course is designed for students who plan careers as medical or dental secretaries and stresses medical terminology in the medical office. A major emphasis is placed on the transcription of medical correspondence and reports from dictation equipment.

Prerequisites: Office Science 2133 and Ethics 1113

2009-10 0 Credit Hours 0
 2010-11 0 Credit Hours 0
 2011-12 0 Credit Hours 0
 2012-13 0 Credit Hours 0
 2013-14 0 Credit Hours 0

c. Direct instructional costs for the program for the review period:

Account # 10108		Transaction Amt.
1-10108-1011-510000	Teaching Salaries	278,844.00
1-10108-1111-511000	Professional Salaries	47,100.00
1-10108-1111-512000	Other Salaries	5,302.01
1-10108-1011-513000	Fringe	128,480.81
Total Salaries/Fringe for 09/10 Year		459,726.82
1-10108-1011-510000	Teaching Salaries	278,844.00
1-10108-1111-511000	Professional Salaries	47,100.00

1-10108-1111-512000	Other Salaries	5,302.01
1-10108-1011-513000	Fringe	128,480.81
Total Salaries/Fringe for 10/11 Year		459,726.82
1-10108-1011-510000	Teaching Salaries	297,811.36
1-10108-1111-511000	Professional Salaries	48,960.00
1-10108-1111-512000	Other Salaries	8,285.04
1-10108-1011-513000	Fringe	122,844.40
Total Salaries/Fringe for 11/12 Year		477,900.80
1-10108-1011-510000	Teaching Salaries	326,009.04
1-10108-1111-511000	Professional Salaries	0.00
1-10108-1111-512000	Other Salaries	3,508.36
1-10108-1011-513000	Fringe	134,785.79
Total Salaries/Fringe for 12/13 Year		464,303.19
1-10108-1011-510000	Teaching Salaries	314,310.80
1-10108-1111-511000	Professional Salaries	0.00
1-10108-1111-512000	Other Salaries	4,919.15
1-10108-1011-513000	Fringe	121,927.57
Total Salaries/Fringe for 13/14 Year		441,157.52
Total Salaries/Fringe for last 5 years		2,302,815.15

d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

Microcomputer Application is a required general education elective for all degrees and certificates. Hours generated are reflected below:

CS 1103 Microcomputer Applications 3.00 Credits

2009-10 788 Credit Hours 2364

2010-11	789	Credit Hours	2367
2011-12	876	Credit Hours	2628
2012-13	868	Credit Hours	2604
2013-14	880	Credit Hours	2640

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
William Gann	Masters	East Central University
Jack Armstrong	MBA	OKC University
Hali Repass	MBA	Texas A&M Commerce
Savannah Knight	BS	Northeastern State University
Tommy Smith	Masters	East Central University
Stephanie Thompson	BS	Northeastern State University
Belinda Westfall	Masters	East Central University
Ruth Hendrix	Masters	John Brown University

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

This information is not currently available.

g. If available, information about the success of students from this program who have transferred to another institution:

This information is not currently available.

B.5. Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

B.5. Duplication and Demand Issues:*Address Duplication:*

Computer Information Systems is a program that exists in a large percentage of colleges and universities. These programs are supported at the two and four year levels not only nationwide but also in the Oklahoma state system. We have had success interfacing with most of our regional institutions in part thanks to the course equivalency project which allows institutions the input to transfer courses more seamlessly.

Address Demand:

Carl Albert State College has a robust and successful CIS program. Evidence for this success and consequently the demand is shown in section B1. The course student numbers previously stated along with feedback from CASC recruiters should provide an idea of demand with a minimum of one-fourth of the student body in any given year declaring the program as their major. Our program is in demand and continued support is warranted.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

2009	46
2010	48
2011	43
2012	40
2013	32

Student inquiry and ultimately their enrollment is based on many factors. Typically we will see the non-traditional student enrolling in the Computer Information Systems area to either improve current skills or obtain needed skills for employment. The traditional student is looking to this program for an introductory skill set with the idea being that they will further their education at a four year institution. Most students that are interested in the CIS program seek the traditional programming degree with sub categories in Networking, Computer Forensics, and graphics based computing. We see many inquiries from students and exact data is not gathered. Anecdotally it can be said that this program is in great demand just from the traffic we see by phone, email, and through feedback from our enrollment and retention center. We also have many inquiries from our website.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

The Computer Technology program is an associate of arts program and is designed to dovetail with CIS/CT programs at four year colleges and also be viable for students wishing to go directly in to industry. Consequently data concerning employer demands, demands for skills, and job placement data is not collected at our level.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Carl Albert State College currently does not have a structure in place that is designed to provide the above mentioned services. These are typically the types of operations that can be expected of research universities and typically is not practical for the community college level. We do however have knowledgeable and talented staff that able to refer stakeholders to other institutions in the state that would provide these services.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Computer Technology Faculty participate in a variety of projects that add to the cultural lifestyle we enjoy in our community and translate to real world examples:

Under the leadership of our computer science instructor students write programs to make animated characters operate and these are used to entertain children in churches and in schools.

Faculty members organize and participate in running competitions (example Vike Hike, 5K) throughout the year and students are encouraged to volunteer.

Faculty members dedicate time to local high schools and work directly with students on special projects

Faculty members participate in Rotary and Kiwanis clubs.

Faculty members volunteer in Main Street Matters projects.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

The Computer Technology Program supports the institution in efforts to provide alternate delivery of course content. Realizing that not all students are traditional, support structures have been put in place to give students a wide variety of participation opportunities. The

Computer Information Systems Division offers one week accelerated courses if course content is appropriate for this type of delivery. In addition some portions of the Computer Information Systems Program is available online using Blackboard and proprietary course frameworks (My Lab Series). Future plans include eight week courses both in the traditional classroom and online. There has been success using a hybrid in class/online delivery method and this has been embraced by our students. We also have been giving some consideration to the traditional evening class model. The Computer Technology Program continues to meet demands for alternate forms of delivery and has an excellent grasp on future trends and models.

B.6. Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

Education budgets are limited. This is why it is important to have faculty and staff that are not only judicious with funds but also have an innovative spirit and the ability to do much with less. Budget shortfall and creative forms of finance are a fact of life in education. I believe it is obvious that we are effective with the use of resources. We still exist and our programs are high quality. With that said the Computer Technology Degree Faculty have many forms of support at their disposal. Faculty has received professorships from the CASC Development Foundation. This program has allowed faculty to write for and receive funds that will enhance projects related to a particular faculty member's field of instruction. A list below details some of those projects and the benefits to the institution:

- Laptop computers were purchased for each faculty member.
- FlipVideo cameras provided for faculty members.
- Classroom software updates.
- Upgrades of instructional equipment in classrooms.
- Two mobile computer labs were provided for use in business and technology courses.
- Attended ASCUE conference in South Myrtle Beach, SC.
- Oklahoma Association of Community Colleges annual conference.
- Photoshop training in Dallas, TX attended by faculty and fifteen students.
- Customer Service Training provided by the institution.
- Multiple WEAVE training sessions provided on campus.

In addition our computer labs are continually updated along with instructional presentation equipment. Partial funding is provided by E&G funds and also Title III.

The Carl Albert State College Library proves excellent support by providing materials that are Computer Technology Degree specific along with training in research methods to our students. In addition to the many residential resources, the CASC Library also provides E-Library services including many online databases. Business students and faculty also have at their disposal the Library computer network which includes wireless connectivity and desktop

computers with current state of practice software.

One of the most recent additions to student services on the Carl Albert Campus has been the enrollment center which is a centralized location where students and prospective students can go to enroll or receive advisement. This department has received training and interfaces on a continual basis to make sure Computer Information Systems students have the advisement and enrollment resources on an extended basis.

*Low Producing Program Reviews follow a different format and template.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Study recruiting materials and practices to maximize enrollment in the Computer Technology Program AAS	Review Materials. Work with recruiters. Increase and update online presence. (Website Information)	Ongoing

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)			
Maintain program at current level	Computer Technology AAS		
Reduce program in size or scope			
Reorganize program			

Suspend program			
Delete program			

Department/
Program Head


(Signature)

Date 5/4/15

Dean


(Signature)

Date 5/4/15