2020-22 Program Audit Report Due March 24, 2022

In all responses, provide the data (attach or provide links) used to determine the response.

PROGRAM QUALITY:

1. Discuss how the program determines that the courses, certificates, and degrees are still viable and relevant?
    1. When new industry certifications come out (I.e., CompTIA Network+ - Summer 21, CompTIA A+ Fall 21, Complete Cisco curriculum and certification updates - Spring 20), we compare the learning outcomes to the related MCOs to see what we should add or remove from the courses.
    2. At least annually, we look at the programs overall and then work with our industry partners and advisory board to revise where needed to make changes to the program. For example, when the Microsoft Data Center Academy folks suggested that we needed a "culture of certification", we moved to see how we could make that happen. In the Spring of 2020, we added 5 new certification courses and required that two of them be part of the 45+ certs and AAS, AAS-T.
    3. We are constantly in contact with our industry partners to talk about their needs and what innovative technologies or different skill sets may be required. Our relationship with the datacenters, other companies, and contract employment agencies is very strong. At this point, they will often contact us first to let us know what they need instead of waiting for us to contact them.
    4. We recently joined the National Cybersecurity Training and Education Center (NCyTE) and have participated in several presentations, seminars, and webcasts to find out more about how we can improve our program. This review is currently underway and will result in new courses, certificates, and degree updates next year

2. Does the curriculum meet industry standards? How do you know? What needs to change?
    1. We believe that our curriculum meets industry standards because we are in a constant state of reviewing and updating courses.
    2. We work with our industry partners to find out what they need and how we can provide it. They are particularly good at helping us review course outcomes and see future changes.
    3. A few of our courses have not been changed significantly since 2012 (Windows Server Admin, Linux Server Admin, Database Design & Management). However, we have continued to update our training materials to the most current versions of the related products and the learning outcomes are broad enough to still be relevant. Every other course has had or is going through a significant review and change this coming year as a direct result of industry input to focus on cybersecurity more.

3. Since the last audit (in the last three years), did your program invest in technology or equipment used to improve content delivery or student performance? Yes. Fortunately, we were part of the Transforming STEM Pathways Grant and a Microsoft Data Center Academy, so most of our equipment is still new enough to get us through several more years. We did make some purchases.
    1. We replaced all our Cisco networking equipment with the latest version in 2020.
    2. We have purchased equipment to help us set up a demarcation room in our networking labs.

3. We have also received some donated panels to finish out our server room hot and cold aisle isolation.
   a. If so, please describe the purchase and the impact it has on content and/or student performance.
   For the Cisco labs, it gives students the opportunity to use the latest technology and software skills that are more transferable to industry.

   For the demarcation room, the goal is to bring in fiber optic cabling so that our students can learn to use it. We will also set up a simulated scenario where "customers" who choose to use different internet providers can have that option. We still have some equipment purchases or donation requests to finish out the inventory and plan to use student project work or voluntary contributions with support from our industry partners to get it all up and running.

   For the server room and demarcation room projects, unfortunately, the COVID pandemic stopped us in our tracks, and we have not been able to make that happen. We will regroup for 22-23 to move forward.

4. Select all methods that are used by your program to integrate the academic and technical skills of your students and ensure that they are taught with the same coherence and rigor as all other students, including transfer students.

   Please provide short descriptions for each method selected.
   X Contextualized Instruction – all our courses are taught with lab components or classroom environments where the students get hands-on or real-time support for their classwork
   ☐Team-Teaching
   ☐Math-First Initiatives
   ☐College-Level Core Curriculum
   ☐College-Wide Student Learning Outcomes
   X STEM Initiatives - We are an active participant in the Apple STEM Network and the North Central Washington Technology Alliance.
   X Industry Standardized Tests/Exams - we provide required and optional courses to help students prepare for industry certification exams. The courses they take to learn the skills are geared towards providing them with the knowledge, skills, and abilities needed to pass.
   ☐Tutoring
   ☐Flipped Classrooms
   X Industry-Standard Equipment/Facilities - all our labs are equipped with computers, servers, and networking equipment that meets our training needs. We are always looking for ways to improve that (I.e., fiber optics).
   ☐I-BEST CTE Programs
   ☐Other

5. Please provide examples of any innovative projects, initiatives, or state-of-the-art equipment undertaken since the last audit (in the last three years).
   a. Please describe and include attachments of or links to any social media posts and/or press/media coverage, if applicable.

b. BBCC was one of 13 community colleges selected by Microsoft (October 2021) to build programs/curricula to respond to a nationwide shortage of cybersecurity workers. Brad Smith Blog. We received a $46K grant to support our work and student scholarships.

6. What was the most successful or noteworthy development with respect to program quality and/or program improvement since the last audit (in the last three years)? Development of the CompTIA Certification courses.

7. What were the most significant challenges (e.g., funding, enrollment, performance, staff retention or turnover, equity, etc.) encountered since the last audit (in the last three years)?

   a. The most significant challenge was the performance of and unannounced loss of our FT Instructor. Close behind, in terms of priority, was having to deal with COVID-19. Enrollment has been an issue for the last year as our students strongly prefer being able to get their hands on the equipment and work in teams to resolve issues.   What impact did the challenge have on the program? Trying to scramble at the last minute to adjust to losing our FT instructor, left our adjunct instructors, program coordinator, and some students in a state of flux just days before our Fall Quarter 21 began and has had long-lasting effects on schedules, workloads, and execution of "normal" operation. Moving online for a hands-on program is not ideal. We rallied to mitigate the consequences for each class as we could and have managed to maintain continual improvement as a priority.
   b. How could BBCC assist in addressing these challenges? BBCC has been helpful and flexible in helping us deal with these. All three still have impacts on our daily work.
   NOTE: Losing the Advisor Data Portal was a huge blow to being able to manage a department. We are unable to easily find and look at enrollment collectively for our CS students. It is not an efficient use of time for us or the dean to have to run reports. There have been some cases where students fell through the cracks, and we had to scramble to figure out how to support their academic needs. Program Coordinators need the ability to look at rosters on the fly and across multiple classes and departments. Canvas (suggested as the replacement) is not a viable option.

FACULTY/STAFF PROFESSIONAL DEVELOPMENT:
8. Please provide the dates and a brief description of any professional development in which you participated in since the last program audit (in the last three years).
   1. 3 of our instructors attended the IT Faculty Summit sponsored by the Bellevue IT Center of Excellence in May 2020 and 2021. 2 attended in May 2022.
   2. Attended a series of Guided Pathways Student Success Institute webinars in March 2021, March, and April 2022
   3. Attended a series of WorkforceGPS Event: Historically Marginalized Populations in the Community College System, March and April 2022
   4. Attended the High School Counselor Summit 2021
   5. Attended at least 20 CompTIA webinars to learn how changes to their certifications and procedures would impact our courses and content (A+, Network+, Server+, Security +, Cloud+, Data+, CompTIA Instructor Network, and CompTIA content for training students and instructors throughout the 19-20, 20-21, and 21-22 academic years.

6. Presented about the importance of certification to Microsoft DCA Summit_US and attended multiple presentations, August 2021

9. Did the professional development activities support the required activities in your vocational certification plan? Please describe. (Be sure these are reported so they can be recorded.)

Yes, the IT Faculty Summit helped us to
- identify, evaluate, and implement new instructional strategies and technologies for Required Standard A – Manage Learning Environments.
- Create, evaluate, and modify curriculum for Required Standard - B - Develop Outcomes, Assessments and Curricula
- Coordinate program development with other college programs and institutions for Required Standard - C - Develop and Review Programs - Step 3
- Develop criteria, recruit, and make recommendations regarding hiring of faculty for Required Standard - F - Administrative and Program Management Functions
- Participate in professional networking for Required Standard - G - Create and Maintain a Professional Environment

The Guided Pathways Spring Student Success Institute helped us to
- identify, evaluate, and implement new instructional strategies and technologies for Required Standard A – Manage Learning Environments.
- Coordinate program development with other college programs and institutions for Required Standard - C - Develop and Review Programs - Step 3
- Participate in professional networking for Required Standard - G - Create and Maintain a Professional Environment

The WorkforceGPS Event: Historically Marginalized Populations in the Community College System helped us to
- identify, evaluate, and implement new instructional strategies and technologies for Required Standard A – Manage Learning Environments.
- Participate in professional networking for Required Standard - G - Create and Maintain a Professional Environment

The High School Counselor Summit 2021 helped us to
- Provide information or referrals to meet student needs for Required Standard - E - Provide Support and Guidance to Students - Step 5
- Participate in campus, high school and community organization activities and educational partnerships for Required Standard - H - Promote the Program and Recruit Students - Step 8

CompTIA webinars helped us to
- identify, evaluate, and implement new instructional strategies and technologies for Required Standard A – Manage Learning Environments.

Microsoft DCA Summit_US helped us
- identify, evaluate, and implement new instructional strategies and technologies for Required Standard A – Manage Learning Environments.
- Coordinate program development with other college programs and institutions for Required Standard - C - Develop and Review Programs - Step 3
- Participate in professional networking for Required Standard - G - Create and Maintain a Professional Environment
- Promote professionalism in the learning for Required Standard - D - Provide Student Instruction - Step 4

10. Did any of your program faculty or staff earn industry-recognized credentials or certification since the last program audit (in the last three years)? Please describe. Noe Guzman continues to update and maintain his Cisco Academy certifications.

11. What was the most successful or noteworthy development with respect to faculty/staff retention and professional development since the last audit (in the last three years)? None were significant or noteworthy.

12. Select the methods employed to provide professional development opportunities for faculty/staff.

       <u>Provide a brief description of each method selected.</u>
        ☐New Instructor/Faculty Conference
        ☐Workforce Boot Camp
        ☐Deans Academy
        ☐Return-to-Industry
        ☐Faculty Peer Mentoring
        ☐Professional Development Days
        ☐CTE Certification Workshops
        X Distance Learning/Online Teaching Training
        ☐Technology and E-Learning Tools
        ☐Data and Assessment Workshops
        X Industry Conferences
        ☐Other

13. How did the professional development impact your program? Noe Guzman's maintaining his Cisco Certification is key to his being able to teach using Cisco Curriculum. The Regular and Substantive Interaction Training for online instruction has been very helpful in maintaining our course objectives for our online presence, particularly important during COVID times.

INDUSTRY/COMMUNITY INVOLVEMENT:
14. Describe how this program ensures involvement of stakeholders in the improvement, implementation, and assessment of the program and program development.
    1. Continual contact with members of the Data Center Collaboration Team from Quincy where we talk about the ways Big Bend Community College can support their efforts to gainfully employ our students.
    2. Several visits and presentations to the Grant County Industrial Alliance (GCIA) to get support and feedback for our Manufacturing & Process Technology – Mission Critical Ops program.
    3. Met with Aerotec, Inc to talk about the Systems Administration Program and to gain feedback about their needs. No substantial changes or requests were made.
    4. Member of the Moses Lake Workforce Alliance team which is primarily focused on manufacturing and industrial technology. Monthly meetings to discuss how we can provide training and education to our potential workforce candidates.
    5. Our CS Advisory Board suffered some last year with the loss of our FT Instructor. We were still able to meet online and work together with virtual/online voting and communication to stay on track with the changes we needed to make.

15. Since the last audit (in the last three years), has course/program content been updated to reflect industry needs/feedback from advisory committee?
    a. If yes, please describe how.
    b. If no, please describe why not.
    Yes, we have added CompTIA certification requirements to the program for A+ and Network+. We also added the opportunity for students to earn their Server+, Security+, and Cloud+ certifications. This required that we rearrange the program and certificates. We updated the Cisco courses to match the newest versions of the curricula from Cisco. We also changed the lecture and lab credit balances to reflect the need for more hands-on training in our classrooms.

16. Since the last audit (in the last three years), what noteworthy activities did your program advisory committee undertake? Nothing significant.
    a. Should these activities be reported/used in outreach/marketing? N/A
    b. Were there any changes to your committee? Have these been reported to Julia? There were some member changes and Julia's records are up-to-date.
    c. Have all the minutes been submitted to Julia? Yes.
    d. Has an advisory committee audit form been completed annually? No, this is something we need to work on when we hire a new FT Instructor or if we move forward with primarily adjunct faculty, we will regroup with the support of our advisory committee and develop a plan for the future.

17. Provide information about how this program is involved in building and/or maintaining specific internal and external partnerships/relationships:
    a. Internal: list and discuss each partner (examples: Career Services, WES (Workforce Ed Serv), ASB, Business Office, Registration, etc.)
    CS is very involved in the BBCC community, and we work hard to be involved with Career Services, WES, and all processes related to the registration process, outreach, and particularly in placing our students in jobs. We often are integral to the development of new processes that have a positive impact on situations where systemic bias becomes a hurdle to first-gen, HUGs who have no idea how the system works.

    b. External: list and discuss each partner (examples: business/ industry, Job Corps, WorkSource, labor unions, accrediting agencies, etc.
        a. Job Corp – Noe Guzman is a BBCC alum and has been a PT Faculty member since way before I joined CS. We also work very closely with him and Job Corps to make sure that we maintain good articulations and relationships.
        b. WorkSource – CS is involved in at least 3 different teams that include WorkSource and others to be sure that BBCC is meeting the needs of their clients and providing viable educational programs and employment opportunities.
        c. Microsoft – We have worked directly with Microsoft for the last 5 years resulting in over $70K in equipment donation, ~180K in scholarships, $400K for our WEC building completion, and as the "first" (officially second) Microsoft Datacenter Academy, we help set the bar for what the program represents nationally and internationally. Conversations in 2017 set the bar and initiated the "academy". We have placed 6 scholars into internships and so far everyone has been hired into great jobs that pay $29-34 per hour. We were the first college that they called when they wanted to set up a Cybersecurity initiative and only one of thirteen that were given grant monies to implement.

    d. Vantage Data Centers – Integral to developing a new program to complement the IT training with infrastructure training that has yet to attract a good student population but is the crux of the work the iMasons is doing internationally...a true global problem that we strive to resolve.

    e. Sabey Data Center continues to support us by regularly hiring our students.

    f. Yahoo!, Verizon, NTT Data, T-Mobile, Etc. This list of data center partners is much larger and continues to grow as we are having regional, statewide, and even national recognition for the work we do.

    g. Long-standing member of the WACSE team to improve and develop a transfer degree for the programming side of CS. While this work has been frustrating and long, we do not give up on the goal of reaching some statewide agreement for a true CS DTA.

    h. We extend this work to international affiliation with iMasons (Infrastructure Masons) as a member and participating committee member to contribute to global resolution of issues related to outreach, program development, scholarship implementation, and other areas of need as identified by the larger organization. We are the one of very few programs internationally whose students are eligible for their scholarships.

    i. Member NCW Tech Alliance and Advisory Board member for the Cybersecurity committee. Monthly meetings where industry is invited to participate and share thoughts and questions.

    j. Bi-weekly participation in Workforce Alliance team.

K-12 ENGAGEMENT:

18. Does your program provide opportunity for CTE Dual Credit (Tech Prep) articulations with area high schools/skills centers

    a. If yes, could this be expanded? How? We articulate CS classes with Almira Coulee Hartline, Columbia Basin Job Corps, Columbia Basin Technical Center, Ephrata, Manson, and Quincy. We continue to build on this every year and expect the "new" CS requirements for K-12 to help us expand this. We also participated and presented in CTE training sessions for the Basin Consortium, NCESD 6-county training sessions in partnership with WVC, Regional CTE "Eastsider's" team to review and support SBCTC revisions to the statewide CTE program, and provided specific training for Wahluke, Moses Lake, Warden, Othello, and Ephrata High Schools.

    b. If not, is this an area that can be developed? How? **OR** Why not?

19. Does your program faculty participate in any advisory committees or joint advisory committees at the high school level? If so, please describe. CBTech CS Advisory Board, Wilson Creek Advisory Board, and Quincy HS CS Development Team.

20. Since the last audit (in the last three years), how did your program partner with high schools and districts to engage and recruit students and market your program? We did not do any direct partnerships with HS for this purpose, but we do participate in all of the events that are geared toward attracting/recruiting HS students and we do multiple tours every year for local/regional high schools.

21. Since the last audit (in the last three years), what was the most successful or noteworthy development with respect to high school partnerships? Working with Quincy HS and College for All to develop a plan for a Data Center Program, CTE-based set of classes that students can earn

credits at BBCC that leads them to certificates and degrees, but more importantly, the opportunity for great jobs.

22. Select all methods employed by your program to engage, recruit, and/or provide career and academic guidance to prospective students.

    <u>Please provide a brief description of each method selected.</u>
- X High School Visits
- ☐CTE Open Houses
- ☐Try-a-Trade Events
- ☐Youth Re-Engagement Programs
- ☐Mailings featuring Programs of Study and/or Pathway Information
- X Community-Based Organization Visits
- ☐Faith-Based Organization Visits
- ☐TV or Web Video Ads
- ☐WorkSource Co-Location
- ☐Veteran Center Visits
- ☐Tribal or Cultural Center Visits
- ☐Corrections Center Visits or Re-Entry Programs
- ☐Labor Union Visits
- X Other   Use of our WKED – Professional Prep classes.

TECHNOLOGY:
23. Does your program have the technology available that is needed to prepare students for industry? Discuss.
    a. If YES,
       - Include how you know it is technology used in business/industry. We have our industry partners come to visit our labs and classrooms on an almost quarterly basis. (Except during COVID). We are looking forward to being able to return to that model. Our data centers are always willing to donate or get their suppliers to donate current equipment that we can use. We are only in need of more equipment when we expand our program training or labs.
    a. If NO,
       - Has your program identified the needed technology or equipment?
       - How do you know this is the technology/equipment that is used in business/industry?
       - Please describe the technology or equipment and share the plan for purchasing or provide the barriers to purchase.
       - Is business/industry an option for providing and/or donating **current** technology/equipment? *(Remember that BBCC cannot become the dumping grounds for outdated or broken equipment.)*

24. Did your department invest in technology or equipment used to improve content delivery or student performance? If so, please describe the purchase and the impact it has had on content and/or student performance. Yes, we purchased the infrastructure to build a fiber optic demarcation room in one of our labs. We will purchase or get donations for the electronic equipment and fiber optic capability next year. We also purchased security cages to replicate a logistics (inventory management) process and monitors for an Operations Center room.

25. Provide a current equipment/technology inventory that indicates the following:
    a. When replacement/update is/will be needed – We will purchase or get donations for the electronic equipment and fiber optic capability next year.
    b. Technology/equipment that is obsolete - everything we have is still current enough for what we need.
    c. Technology/equipment that requires repair, disposal, etc. - We use this equipment to help the students learn. When we have equipment that we need to dispose of we work with Joe Auvil – usually goes to auction.

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LAB FEES:
1. Does your program maintain a lab fee account? Yes.
    a. If yes, please answer the remaining questions regarding lab fees.
    b. If no, should your program consider developing a lab fee account?
    c. If no, please skip the remaining questions regarding lab fees.

2. Is the lab account balance adequate to cover consumable expenses? Yes.
    a. If no, have fees been reviewed? Why/why not?
        ▪ What is needed to ensure consumables are covered. Discuss. CompTIA and other certification fees are substantial, and we have been able to cover the first exam for students. However, many do not pass on the first try, so we have also been able to cover the cost of the second exam. If our enrollment gets back to the normal level (35-40 students per year), we will not be able to cover the second exam in the future.
        ▪ Should this discussion be used to request a fee increase? No.
    a. If yes, do fees need to be reduced? Discuss. Lab fees do need to be reviewed considering a lesser use of classroom space because we may or may not need to purchase new computers. If we do have the need to purchase new computers, the current balance will require planning to be sure we use the budget most wisely. This depends on the overall use of technology fees for computer equipment.

3. Is the lab account balance adequate for purchasing needed equipment/technology updates? Yes.
    a. If YES, what will be purchased and when? Electronics and equipment to complete our demarcation room, sensors and equipment to support our server room/farm bot project, and fiber optic capabilities for our labs.
    b. If NO, do fees need to be increased to help support these? No.
        ▪ What is needed and what will it cost?
        ▪ How much do the fees need to increase? Discuss.
        ▪ Should this discussion be used to request a fee increase?

SPECIAL POPULATIONS AND NON-TRADITIONAL FIELDS:
Special Populations: Individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals (formerly "displaced homemakers"); English learners; youth who are in, or have aged out of, the foster care system; homeless individuals; and youth with active-duty military parents.

Non-Traditional Fields: Non-traditional fields means occupations or fields of work for which individuals from one gender comprise less than 25% of those employed in such fields. (Examples: men in nursing, women in aviation, women in welding, etc.)

4. Using the data provided in the BBCC and Perkins dashboards
    a. Where are the biggest gaps in performance indicators for this program?
        ▪ Demographic subgroups – Female students in the CS DTA is the largest gap with Hispanic/Latino students close behind.
        ▪ Perkins special populations
        ▪ Non-traditional enrollment - Women in the CS DTA.

b. How is the program addressing the performance gaps identified above? We continue to support NSE and other recruitment efforts to identify ways to improve these gaps.

5. Please provide a brief description of any example in the five areas below of initiatives, events, or strategies implemented in the past year pertaining to students in *special populations* or *non-traditional fields*.

   a. Decreasing barriers to participation – I work closely with MaryJo Ibarra-Vega to reach Hispanic/Latinx students to take advantage of the MS IT Scholarship.
   b. Ensuring equitable access to programs – With COVID we went nearly all online, but we also worked within the department to support students with families and jobs by making due dates and assignment parameters more flexible. We have also experimented with provided kits and virtual options for students to be able to complete labs at home.
   c. Increasing enrollment – press releases and reaching out to community members like MaryJo to help us find new students. Checking for students who have dropped out and contacting them to return. Using an Excel spreadsheet to track students who show interest in the program and then calling and emailing them at registration time.
   d. Improving completion rates – intensive advising for SysAdmin Students through the WKED, Professional Preparation classes. Working with instructors to meet students where they are as much as possible without sacrificing rigor.
   e. Promoting and maintaining a discrimination-free environment. I make a special point of letting my students know that any type of discrimination, micro-aggression, or other even subtle signs of putting someone down or dismissing their comments will not be tolerated.

6. What was the most successful or noteworthy development with respect to support for *special populations* and students in *non-traditional fields* this year? Nothing noteworthy.

WORK-BASED LEARNING:
7. How is work-based learning integrated into your program? Please describe and identify all types of work-based learning that is required in your programs. For the CS DTA, we have no work-based learning. For the Systems Administration program, we integrate the WKED, Professional Preparation classes for the majority of the students (~90%). These students (in non-COVID times) participate in tours and job shadows directly with our industry partners. We also require mock interviews for them. The Microsoft Scholars are generally all offered internships if they have acquired at least one industry certificaiton. We also use our CS 195 and 197 Internship classes when appropriate for students who work or find other internship opportunities.

8. Select all methods employed that are used in your program to provide your students with experience in and an understanding of all aspects of industry.

   Provide short descriptions of each method selected.
   X Industry Speakers
   X Workplace Tours
   X Job Shadows
   ☐Job & Career Fairs
   ☐Simulations
   ☐Required Internship or Clinical Experience

☐Optional Internship or Clinical Experience
☐Cooperative/Capstone Projects
☐Student Clubs
☐Business/Industry Mentoring
X Other Mock Interviews

CAREER GUIDANCE:
9. How does your program provide career counseling with information on employment trends, wages, and opportunities to assist students plan their education? Through our WKED classes, we include information about trends, opportunities, and substantial information about how to be successful at work.

10. Since the last audit (in the last three years), what was the most successful or noteworthy development with respect to program academic guidance and career counseling this year? Use of the WKED courses.

11. Select all methods employed to provide students with comprehensive and labor market-informed guidance, counseling, and coaching related to career discernment, academic transfer, and job search strategies.

    Please provide a brief description of each method selected.
    ☐Online Job Search Engines
    ☐Career Exploration Workshops
    X Mock and On-Campus Interviews
    ☐WorkSource
    ☐Interactive/Online Pathway Tools
    ☐Hardcopy Career Pathway Tools (Posters, Brochures, Worksheets, etc.)
    X Resume Workshops
    X Credit-Bearing Career Readiness Courses
    X Credit-Bearing College Readiness Courses
    ☐College/Transfer Fairs
    ☐BA-S Program Presentations/Open Houses
    ☐Other

SCHEDULING:
12. Discuss how the scheduling for your courses is developed and how it is evaluated to determine access/availability for students. We constantly look at scheduling to determine the best times to offer courses. Primarily evening times were historically chosen because many of our students work. We have interest in daytime courses, but not enough students or instructors to offer both, so we try to be as flexible as possible with the coursework.

13. Has this program considered providing other options for offering the program content; such as, online, hybrid, nights, competency-based, weekends, etc?
    a. If yes, what is being considered and why? We offer all of these except weekends.
    b. If no, is this something that should be considered and why/why not? Have not considered weekends.

14. Using the schedule and MCOs provided, please

      a.   review schedule and MCOs for accuracy or required changes – currently accurate

      b.   identify classes that should be retired – CS 110 will be retired this year.

      c.   identify changes to the quarters, time, and modality offered – none at this time.

ASSESSMENT REVIEW:

15. Please review your assessment work over the last three years. Has the assessment work that your program reported resulted in improved student learning or student success or improved attainment of industry-recognized credentials? Please share an example. While not an official assessment, we have added the CompTIA Certification Preparation courses and required A+ and Network+ certification in the degee.

16. As you reviewed this work, are there elements of this assessment work that you need to revisit or follow up in order to learn more in these areas or to "close the loop"? Yes, I would like to see if this has made any difference to the hiring rates.

17. What future steps can you make in your assessment work so that it has greater meaning and value to you and your students? Include students in the preparation of the assessments.

18. If your assessment work resulted in curriculum changes, equipment/technology purchases, professional development/training, please make sure those are reflected in the appropriate areas within the audit.