Annual Program Of Web Design & Development For AY 2018 (2017-2018)

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Table of Contents
1.0 Program Data and Resource Repository ................................................................................................. 2
  1.2 Quantitative and Qualitative Data ........................................................................................................... 2
    Narrative: ............................................................................................................................................. 2
3.0 Assessment of Student Learning Outcomes ............................................................................................... 5
  3.2 Significant Assessment Findings ............................................................................................................. 5
    Narrative: ............................................................................................................................................. 5
4.0 External Constituency and Significant Trends ............................................................................................ 8
  4.1: Program Advisory Committee: ............................................................................................................. 8
    Narrative: ............................................................................................................................................. 8
  4.2: Specialized Accreditation: ..................................................................................................................... 11
    Narrative: ............................................................................................................................................. 11
  4.3: Other: .................................................................................................................................................. 11
    Narrative: ............................................................................................................................................. 11
5.0 Curriculum Reflection ................................................................................................................................... 14
  Narrative: ................................................................................................................................................ 14
  5.2 Degree and Certificate Offerings or Support .......................................................................................... 15
    Narrative: ............................................................................................................................................. 15
8.0 Fiscal Resource Requests/Adjustments ....................................................................................................... 16
  8.1 Budget Requests/Adjustments ................................................................................................................ 16
    Narrative: ............................................................................................................................................. 16
9.0 Program Planning and Development Participation ...................................................................................... 17
  9.1 Faculty and Staff.................................................................................................................................. 17
    Narrative: ............................................................................................................................................. 18
  9.2 VPAA and/or Administrative Designee Response .................................................................................... 18
    Narrative: ............................................................................................................................................. 18
10.0 Appendices .............................................................................................................................................. 19
1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Narrative:

Students who elect to pursue an AAS degree in Web Design and Development will prepare themselves for entry-level work in the design, creation, and maintenance of websites. Web Design students will obtain both creative and technical skill sets in Web Design, HTML, CSS and JavaScript alongside structural knowledge of web marketing, web animation, e-Commerce, the social and mobile web. Students may also elect to continue on with their Bachelor's Degree where we have a 2+2 program in place at one Area University and plan to get more in place at the other universities.

Web Design artists find varied careers in the design, creation, and maintenance of websites in promotion, film, broadcast, visual effects, mobile, and Internet industries. Job titles may include: Web Designer, Web Project Manager, Media Designer, Web Developer, Content Developer, Front-End Developer, Social Media Strategist, UI Designer, Interaction Designer, Art Director, UX Designer, Web Master, SEO Specialist,
Digital Marketing Manager, Content Manager, Web Manager, Web Strategist, Web Marketing Director, Web Animator.

Students who elect to pursue a Technical Certificate in Web Design and Development will prepare themselves with the knowledge they need to design and implement effective, dynamic websites.

Web Design & Development WDD Data AY 2018

Number of Faculty:
3 Full time (1 dedicated to Web Design & Computer Science, 1 dedicated to IS, IT & Fab Force and the other 1 dedicated to AOM and teaches several CCA classes)
0 part time

Enrollment & Student credit hours by Faculty type:
Full time: 94 total credit hours taught, 334 with total students enrolled
Part time: 0 credit hours taught, 0 total students enrolled

Average Class size:
11.24 students in Face-to-Face classes
13.25 students in online classes
11.52 students across all courses

CCA Completion rates:
99.03% face-to-face
90.38% online
97.30% all CCA classes

CCA Pass (‘D’ or better) rates:
90.73% face-to-face
82.98% online
89.29% all CCA classes

Other GME, CIT, & CSE Course Completion rates:
93.24% face-to-face
100% online
93.33% all courses

Other GME, CIT, & CSE Course Pass (‘C’ or better) rates:
85.51% face-to-face
100% online
85.71% all courses

Number of Majors: 2 AAS WDD (2 returned in Fall 2018), 0 Cert WDD
Degrees Awarded: 0 AAS WDD, 0 Cert WDD

According to GetEducated.com Web Developer is #9 of the 20 Highest Paying Associate Degree Jobs in 2018. This job is also expected to grow by 13%, (which they probably got straight from the Occupational Outlook Handbook) one of the largest fields other than the health care fields:

https://www.geteducated.com/careers/highest-paying-associate-degree-jobs
We just revised our programs so that they are more hands on and project oriented. The classes are very heavy technical based and only those courses required for transfer and AAS graduation requirements. The Web Design & Development transfers to KSU’s Polytech program seamlessly.

https://global.k-state.edu/affiliations/2plus2/independence/

http://polytechnic.k-state.edu/documents/academics/studyguides/WebDevelopment.pdf

Other jobs students could pursue with an Associates of Web Design and Development: Graphic Designers, Multimedia Artists & Animators, Assistant Designer, Layout Artist, Assistant Art Director, Production Artist, Digital Media, Programming, Website Design, and Desktop Publishing.
3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. (See Section 3.2 in the Program Review Handbook for more information.)

Narrative:

Fall Web Design & Development Assessment

Students will score at least 70% on Chapter 7 Case Study Assignment

The 12 students in the class all created their websites beautifully and scored at least 70% on the assignment. 11 of the 12 students scored 100% on the assignment.

Students will score at least 70% on Chapter 7 Case Study Assignment. This assignment is to actually self-test publish or pre-publish their websites they have created; they also need to create a team of testers within the class to test their websites; next they need to choose an appropriate web hosting service or content management system if they are not going live; determine online and traditional promotional techniques to promote their website; develop a regular schedule for website maintenance, updating and retesting; and identify the methods they will use to analyze their website’s performance against its stated goals and purpose.

The 12 students in the class all created their websites. They all look and function wonderful. However only 11 of the 12 students completed the assignment. Those who completed the assignment did so with 100% accuracy. With the one person who did not complete the assignment added in the percent is lower a bit to 92%, still higher than the 70% expectation.

Fall HTML Assessment

Students will complete Project 6 in Chapter 7 with 70% accuracy. This is completing a webpage/website on their own after learning the coding and techniques throughout the semester.

4 of the 5 students completed this project with 100% accuracy. That is 80% figuring in the zero for the one student who did not complete the assignment. The one student who did not complete the project had stopped coming to class.

Strengths: This is a culminating project to see how much HTML/CSS coding students can apply to their websites.
Weakness: When students do not attend class regularly and do not keep up on missed work they fall behind and tend to stop instead of trying to figure it out.

**Fall JAVA Assessment**

80% of the students will design and create a program that animates a story using Java, by the end of the semester by following the steps presented throughout the course.

All 7 of the students in the class completed this assignment using Alice, a Java editing software.

Strengths:

Programming and problem solving through the use of Java, Alice and editing software.

Weakness:

We installed new computers where the software is housed on servers in the IT building and this seemed to cause issues for this class trying to use Java and Alice. Going forward there are other ways that we might be utilizing software for the computer classes.

**Spring Internship Assessment**

70% of the students, as a part of their program requirements, will create a resume they can immediately have in hand to use for a job interview as they enter the work force or continue their education.

All of the students in the Internship class completed this task with 100% accuracy.

Strengths:

This is a great tool for students to use going forward whether they look for work or continue their education.

**Spring HTML5 Assessment**

70% of the students, as a part of their program requirements, will create the bubble shooter program using the coding learned throughout the semester.

All of the students in the HTML5 class completed this task with 100% accuracy. Many exceeded expectations by adding extra gaming elements.

Strengths:
This is a great tool for students who are considering any type of programming, coding or designing career.

Weakness:

If the student would be unable to complete the bubble shooter game, it might deflate their self-esteem.

**Spring Video Game Design Assessment**

80% of the students, as a part of their program requirements, will create a working video game model, by the end of the semester by following the steps presented throughout the course.

All the students in the class completed this assignment with their version of video game model.

Strengths:

Many students found what is really involved in creating a video game.

Weakness:

Students found out it is very difficult to develop and produce a video game all by themselves.

**Spring Advanced Web Design Assessment**

70% of the students, will complete a Website design using the properly designated approach and structures after completing the sample lessons 1-12. This will be a culminating final project.

All of the students in the class completed this assignment. Many exceeded expectations by adding dynamic web elements.

Strengths:

Students get real practice building websites to use themselves or for others to use.

Weakness:

The possibility of the client not liking their work.
4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Fall 2017 Meeting Minutes:

Present: Tamara Blaes, Chance, Mike*, and Tim with MicroWare.

Here are the outcomes for our Computer Science Program:

Program Outcomes:

1. The student will be able to analyze a variety of complex information systems.
2. The student will be able to apply and demonstrate power usage of computer science skills.
3. The student will be able to organize and prepare a system for solving problems.
4. The student will be able to demonstrate effective collaboration and communication skills.

We would like to know:

Are students being prepared for the future job market?
This is a tricky question for us. We hire people to work with us who fit in with us so the answer to this question for us is yes, we have had extremely good luck with prepared young individuals working for us.

What should the training include?
We all agreed this should be an equal amount of hardware, software, and people skills. Even though many computer technicians do not feel like they may need people skills, they will. We interact with people all the time to find out what is wrong with their item and what needs to be done to fix or replace it. We also do a small amount of our own on the job training that is concentrated on our business needs when we hire a new technician.

Do you think our curriculum adequately addresses industry needs?
For the most part yes, there could be more software class added to reach that more equal status. Also, there is a huge demand in this area for website construction. We have customers asking us all the time if we know how or know anyone who can create a website. This area of Kansas is lacking in this technology.
Do course and program outcomes and performance levels meet industry standards? Okay, this is what took us so long to get back to you, as we are not teachers. So, looking at what you have and your programs, everything seems to fit and flow well together. We really did look at all of it.

What industry validated credentials (include certificates or licenses) are necessary for industry success?

Having these certifications is always nice but not always required: A+, CISCO, Windows and Microsoft Office.

These are a few questions to get us talking.

Another important issue facing us this year is how prepared are the students we get when they arrive to ICC in general? What I mean by that is, are they already trained and know how to use a computer and computer software, in your opinion? Our experience with kids in school is that they know how to use their phones, but they do not know how to operate at computer. If you put them in front of one they can probably do a simple Google search but that is it, no other skills unless they are someone who is very interested in computers themselves.

Is there a need for them to learn the basic class we teach which is a class that covers how to use Microsoft Word, Excel, Access & PowerPoint and then concepts of hardware, software and how a computer functions?

Oh yes! We think this is very important and should never go away from education. Computers and technology are not going anywhere except bigger, better, faster, or different. But we will have computers around for a very long time and in more commonly used items. Also covered are the Internet, social media, security, data, and careers. Now, they may think they know all there is to know about social media, but they are always surprised in class to learn more. Anyway, just your thoughts on this type of class as well. Students could possibly benefit from this type of class information. We believe the more they get the better off they will be.

Spring 2018 Meeting Minutes:

Present: Tamara, Blake, Drew*, and Mick

Here are the outcomes for our Computer Science Program:

Program Outcomes:

1. The student will be able to analyze a variety of complex information systems.
2. The student will be able to apply and demonstrate power usage of computer science skills.
3. The student will be able to organize and prepare a system for solving problems.
4. The student will be able to demonstrate effective collaboration and communication skills.

I would like to know:
1. Are students being prepared for the future job market? Drew: I don’t think they are at this point. They need more hands-on experience. Blake: Yes and no Mick: I was, but I already had a large knowledge base going in.
2. What should the training include? Drew: Actual experience they will need in a real job. Blake: More real-world experience. Mick: Everything that could go wrong will go wrong and how to fix it.
3. Do you think our curriculum adequately addresses industry needs? Drew: there needs to be more soft skills and hands-on practices. Blake: For me yes, others probably not. Mick: There probably needs to be more technical classes.
4. Do course and program outcomes and performance levels meet industry standards? Drew: Well, that is a tough one, let me think on it. Blake: I’m sure it does. Mick: You guys are the ones checking on it, so I am guessing it is all okay.
5. What industry validated credentials (include certificates or licenses) are necessary for industry success? Drew: Just an IT Associates degree for me. Blake: I'm not completely for sure yet, I do my own work. Mick: I’ll leave that up to my boss.

These are a few questions to get us talking. Like I told you on the phone, we are not required this semester to meet face-to-face, which is nice. We just should communicate with each other at least digitally. In the Fall of 2018, we will try to meet as a whole group with the guys from MicroWare to discuss further options.

Another important issue facing us this year is how prepared are the students we get when they arrive to ICC in general? What I mean by that is, are they already trained and know how to use a computer and computer software, in your opinion? Drew: I have interviewed a few students straight out of high school that are self-taught and are by far, very knowledgeable. In general, the overall student population is not well educated in high school. Unless a person takes the initiative and teaches themselves, they will not receive this type of knowledge from the high school setting. Now, with that being said, I have hired and fired 13 people to work in my store in Independence, two of them who said they had an AAS from ICC. Blake: I did not get my knowledge from high school, I was self-taught and furthered my education at ICC. Mick: I was self-taught and then went on to Neosho County Community College.

Is there a need for them to learn the basic class we teach which is a class that covers how to use Microsoft Word, Excel, Access & PowerPoint and then concepts of hardware, software and how a computer functions? Drew: Yes, sure. Blake: In my opinion, no, but I know how to use them. Mick: Yes, I use them on a daily basis.

Also covered are the Internet, social media, security, data, and careers. Now, they may think they know all there is to know about social media, but they are always surprised in class to learn more. Anyway, just your thoughts on this type of class as well.

Drew: It seems to me that anyone younger than me has their face stuck in their phone and that is the only thing they know. If we could get their classes and lessons on their
phone, that might work, but the world does not revolve only on their phones. Blake: all of this information is important. Mick: I feel like some of this is the most important of computer information.

4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

These programs do not require specialized accreditation; however, it is a KBOR technical approved program and WIOA approved for Kansas Works.

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

The AAS Web Design and Development degree program follows our 2+2 articulation agreement for students transferring to Kansas State university. If this program is followed, students should be able to seamlessly transfer to the Kansas State Polytechnic Technology Management. All the core classes for the Web Design and Development degree and Technical Certificate have met KBOR requirement for alignment. Both facts show alignment with KBOR and HLC's accreditation requirements. This is a degree in which students can choose to go directly into the work force or transfer to a university. If they decide to transfer, they will have to a few extra general education courses.

The following are HLC goals that are being addressed in this review:

**Core Components**

3. A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
• This program meets this core component by offering the first two years of a 4-year degree to K-State Polytechnic 2+2 program (we are working on others).

This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment:

• Excellence: Academic excellence of this program has been met through the completion of this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continue improvement.
• Responsiveness: Addressed the changes for Web Design and Development by updating this program to meet the KBOR guidelines, which meets the program requirements for the K-State 2+2 articulation agreement.
• Diversity/Enrichment: Students are exposed to International issues with Web Design and Development and exposed to the difference between policies of other countries. Students are also informed of the male/female career ratio unbalance.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented. Web Design and Development is a degree that offers several possibilities for students entering many different computer related fields for work or transfer. Currently, one faculty instructor teaches all the core Web Design classes for this program and some of those same classes are requirements in several other degrees. This keeps the cost of all the programs at a minimum.

I worked closely with ICC Now to develop programs (WDD AAS & Technical Certificate) geared toward the area high school students. The idea was that students would be bussed here to campus to enroll in the Web Design programs. These programs have also been setup online for students unable to utilize the on-campus offerings. Other ICC students can take advantage of this course design as well.

ICC has a 2+2 Web Design & Development agreement with K-State. We would like to create this type of 2+2 with other universities.

The demand for digital design aptitude isn’t slowing down, in fact, it is rapidly growing. Good web designers are a must-have in any organization today. Hiring managers are moving quickly to snag top web design talent, and highly qualified candidates are seeing multiple job offers.

“As consumers’ expectations increase, more companies are realizing good design is no longer an option – it’s a business imperative,” says Dian Domeyer, executive director of The Creative Group. “As a result, job growth and salaries are increasing for web designers who can create unique and user-friendly websites that cater to target audiences.”
According to The Creative Group 2019 Salary Guide, the midpoint starting salary for web designer is $79,250.


<table>
<thead>
<tr>
<th>Web Developer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 Median Pay</td>
<td>$67,990/year or $32.69/hour</td>
</tr>
<tr>
<td>Entry Level Education Required</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>Work Experience Required</td>
<td>None</td>
</tr>
<tr>
<td>On the job Training</td>
<td>None</td>
</tr>
<tr>
<td>Number of Jobs, 2016</td>
<td>162,900</td>
</tr>
<tr>
<td>Job Outlook, 2016-26</td>
<td>+ 15% (Much faster than Average)</td>
</tr>
<tr>
<td>Employment change, 2016-26</td>
<td>+ 24,400</td>
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<td>Kansas Number of Jobs, 2016</td>
<td>990-1708</td>
</tr>
<tr>
<td>Kansas 2016 Annual Mean Wage</td>
<td>$55,140 - $92,730</td>
</tr>
</tbody>
</table>

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program’s curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

The Web Design & Development AAS degree is aligned with the 2+2 program at K-State. This is a seamless transfer program for students wanting to continue to their Polytechnic Technology Management Department. The plan is to create similar 2+2 programs with other universities. This is a program that was updated the end of the Spring 2018 semester. The first full year will be AY18, 2018-2019.

Jobs students could acquire with an AAS or Technical Certificate in Web Design are: Graphic Designers, Multimedia Artists & Animators, Assistant Designer, Layout Artist, Assistant Art Director, Production Artist, Digital Media, Programming, Website Design, Front-End Developer, Social Media Strategist, UI Designer, UX Designer, Web Master, Web Manager, Web Animator, Web Marketing Director, and Desktop Publishing.

This is a program that can be accessed online as well as on campus so a person in another state or country has the option to enroll. Currently, the setup of the courses allows interaction of online students with enrolled on campus students.

These programs are typically male dominated, however there has been a concentrated effort to encourage females to enter the stemtech world. This summer there was a grant provided STEM camp for 6th, 7th and 8th grade girls. The camp was 3 weeks where the
girls learned design thinking and a variety of technology in order to help solve a problem, they came up with themselves or in a group.

The AAS and Certificate program each have an Internship course in which the students seek a position on campus or within the community. This Internship allows students to gain exposure to a profession or field and more in-depth knowledge of a career in their field of study.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

AAS in Web Design and Development and a Technical Certificate in Web Design and Development

There are a few general education, business, Fab Force and art courses in the AAS Web Design and Development degree. The Technical Certificate has a few Fab Force courses in it as well.
8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college’s Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  - Non-Capital Furniture & Equipment
  - New Capital Furniture & Equipment
  - Replacement Capital Furniture & Equipment
- Other, as applicable
  - Accreditation Fee Request
  - Membership Fee Request
  - Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

**Narrative:**

Budget requests are as follows:

1. HoverCam HCP3-P Pilot 3 Plus Podium for Web Design classroom. This would allow connection to any device PC, Mac, iPad or mobile device. Mirroring from any...
device which promotes front-facing technology that allows for more engaged students and better learning ($3,199-3,999).

2. Provide $2,000 in instructional supplies to Microcomputer Supplies. This can help defray costs associated with materials/supplies for the hands-on project classes.

3. Provide funding to allow for Web Design students to take industry certs. Provide $3,000 ($65-80 per test per student) for this in 2018-2019. This is being paid for out of Innovation fund in 2017-2018. There are several MTA certs that are free to the students at this point just for completing courses.

4. Provide funding for faculty to continue education and attend conferences, for example the annual iTRAC Teaching & Learning conference, Wichita, $30; ACTE Conferences $565 plus travel and hotel, attendance centers vary, (however these at times land on or just before finals week in the fall); The Teaching Professor Annual Conference, $699 plus travel and hotel (usually the first of June each year).

(5, 6 & 7 would be as budgetary funds are available for updating, repairs and replacements in the classrooms.)

5. Consider removing the carpet in AC107 and AC108 as the carpet in both labs is very worn and has holes in several spots. It does not look nice when showing to prospective students. Removing and polishing the cement will reduce the chance of static electricity discharge, which can be dangerous to computer equipment, and even possibly students. There is also carpet is AC106 that is newer that could be removed and that floor polished as well.

6. Providing funds for repairs and/or replacements of the chairs in all three computer labs ($40-$60 each, 24+24+17=65, in total about $2,600-3,900).

7. Consider replacing the old desks in AC107 that are not conducive to the students in a computer lab setting. The desks should be facing towards the monitors in the front of the classroom, however these desks are too big to be turned. The desks are also too low for the proper ergonomics of sitting and working students. ($170/2 stations=12, total of $2,040)

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).
Narrative:

This program review was completed by Tamara Blaes. Anita Chappuie provide IR data and Wendy Isle provide microcomputer budget information. The Computer Science/Web Design Advisory Committee provided their insights and opinions.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the Comprehensive Program Review or the Annual Program Review, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Does ICC have plan to support academic programs through scholarships?

I agree with the narrative of this Annual Review.

Brian Southworth, Division Chair--STEMB. November 14, 2018
10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.