UCC Program Review Committee - Summary of Review

Program – Computer Science Technology

This program includes the following degrees, minors, and certificates:

- Computer Science Technology Major (A.A.B.)

Recommendation
This program is found to be <u>viable</u>. See report for commendations, concerns, and recommendations.

Date of last review – AY ?
Date of this review – AY 2019

This review has been sent to program director and respective RHE deans. Their responses are attached.

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Ohio University Curriculum Council (UCC)
Program Review Committee

Computer Science Technology Program (CTCH)
UCC 7-Year Review On-Site Committee Report

Report Date: November 23, 2018
by
Dr. Andy Igonor and Dr. James R. McKean

EXECUTIVE SUMMARY

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This report summarizes the on-site review activities for the Computer Science Technology (CTCH) program as a component of the University Curriculum Council (UCC) Program Review process conducted by Dr. Andy Igonor (external reviewer) and Dr. James R. McKean (internal reviewer). After a thorough review of the provided CTCH Self-Study Report, the reviewers conducted on-site visits at Ohio University Lancaster, home campus for the CTCH Program on November 7, 2018 and November 8, 2018. During these on-site visits, reviewers had the opportunity to interact with program faculty, students and administrative staff to validate their observations of the CTCH program in context and clarify information contained in the self-study assessment.

Drs. Igonor and McKean had the opportunity to review various aspects of the CTCH program with particular focus on the UCC program review committee's mandate focusing on assessment planning, curricular development, faculty workload, scholarship responsibilities and resource allocation. Through on-site visits and interactions with program faculty, students and administrative staff, the reviewers had the opportunity to witness firsthand, the program's atmosphere vis-à-vis the entire campus operations, strengths and challenges, student support and areas of concerns. Of particular significance is the viability of the program given the nationwide trend of declining enrollments and declining revenues facing degree-granting postsecondary institutions in general and Ohio public regional campuses in specific. After enrollment increases nationwide rose 20% between 2005 to 2010, enrollments in degree-granting postsecondary institutions fell 5% between 2010 and 2015.[1] In response, CTCH has offered 1-credit hour courses and increased the numbers of non-CTCH majors enrolling in these offerings. Similarly, during this review period nationwide, after a 27% decrease in degrees conferred between years 2004 and 2010, degree-granting postsecondary institutions experienced overall increases of degree conferrals in computer and information sciences of 23% between years 2010 and 2015.[2] Degrees awarded in the CTCH Program experienced similar fluctuations. Degrees awarded in

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[1] Digest of Education Statistics, 2016. U.S. Department of Education, National Center for Education Statistics
[2] Ibid

the CTCH program ranged from 19 in 2010-2011 to a high of 24 in 2014-2015. During the 2016-2017 academic year, the CTCH program conferred a total of 18 degrees across the regional campus system. These trends provide opportunities for the CTCH program to work collaboratively with existing baccalaureate completion programs in regional higher education, such as BTAS and BSAM, to create clear pathways for students toward baccalaureate degree completion. The reviewers were very impressed with the overall program coordination of the CTCH program by faculty and campus administration at the Lancaster campus as well as the program's Chillicothe campus director where the program remains sound. If the number of CTCH majors at the Southern campus continues to increase, the reviewers suggest adding additional Group II faculty resources. While specific concerns are noted in this report relative to faculty support, faculty diversity, future curriculum coverage and program transferability, the reviewers concur that the CTCH program is strong and viable. This internal report is subdivided into sections beginning with program evaluative narrative, specific on-site committee findings and culminates in a program viability statement.

CTCH PROGRAM EVALUATIVE NARRATIVE

The CTCH program at Ohio University in Lancaster was evaluated on November 7 and 8, 2018 as part of the University's academic program review committee's 7-year review. The review committee comprised of an external reviewer, Dr. Andy Igonor, Dean of the Ross College of Business at Franklin University and an internal reviewer, Dr. James R. McKean, Law Enforcement Technology Program Coordinator at Ohio University. On November 7 and 8, the reviewers met on-site with the CTCH RHE Program Coordinator, Mike Kelley and faculty Dr. Christine Wolf and Dr. Da Zhang. Faculty from Ohio University Chillicothe and Southern campuses were able to connect through Zoom to answer questions and discuss the CTCH program at their campuses. The team had the opportunity to meet with approximately 20 students, split between face-to-face and Zoom video conferencing. The team also toured the institution's facilities including the library, student advising offices and student classrooms, and had the opportunity to meet with the Dr. Jim Smith, Dean of Ohio University, Lancaster campus.

The Computer Science Technology (CTCH) program emphasizes the computing and problem solving skills used by successful computer professionals since its inception on the Ohio University Lancaster campus in 1985. Additionally, the program is offered on the Ohio University Chillicothe under the coordination of a Group II faculty member. Based on the low number of CTCH majors at the Southern campus, they currently operate the program without a full-time campus director. The reviewers were impressed with the level of coordination and communication among the campuses provided by RHE Program Coordinator Mike Kelley. In addition to studying current technologies, students develop the ability to learn new technologies, complete projects, work in teams, and other skills valued in an ever-changing workplace. Students take courses in networking, programming, and database website management to

develop a broad set of skills in the profession. Of significance during this review period, the institution transitioned from quarters to semesters. During this transition, the CTCH program conducted a comprehensive curricular review of the program technical course offerings and program requirements. Six core technical courses in networking, programming, hardware, analysis, website management and databases comprise the technical major requirements with students selecting electives from CTCH or Electronic Media (EM) fulfill their major requirements. This curricular flexibility enables students to align their academic plan with their aspirations or employment goals upon graduation. Degrees awarded remain stable with 52 from the Chillicothe campus, 53 from the Lancaster campus and 30 from the Southern[3] campus during the review period. Reviews of the self-study report, meetings with the CTCH program director, faculty and student, and on-site tours of facilities confirms that the CTCH program is viable.

Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the CTCH program (Teaching; Research, Scholarship and Creative Activity; Service)?

Instructional delivery of the CTCH Program is provided by an extremely qualified staff of four (4) full-time faculty throughout the system complemented by Group III adjuncts. At the Lancaster campus, there are two Group 1 tenured associate professors with terminal degrees and one Group 2 lecturer. At the Chillicothe campus, a Group 2 faculty member coordinates the campus program and advises student majors. The Southern campus utilizes the administrative Director of Information to coordinate campus programmatic activities and provide student major advising while Group III adjuncts provide instructional delivery. The reviewers found this potentially problematic as the flexible curricular design of the program depends primarily upon student advising to determine elective enrollments based on the student's intended aspirations upon graduation. Faculty with practitioner experiences perform this function at a higher level than administrative staff as they are more likely to engage in professional development activities necessary to remain current in the field. If the number of CTCH majors continue to increase at Southern, it is likely to further exacerbate this issue. [See below tables for CTCH Courses Taught by Instructor Rank, Format and Campus]

Like many similar programs, the CTCH program has seen an enrollment decline in the last few years. For example, the self-study report noted a decline in enrollment from 138 in the Fall of 2011 to a low of 89 in the Fall of 2017. However, class enrollment has increased from 1,176 in 2014-15 to 1,551 in 2015-16 due in part to service courses offered to non-CTCH majors.

Despite these trends, it appears that the current number of faculty is sufficient to meet the needs of the CTCH program—especially if there is a continued high level of communication between RHE Program Coordinator Mike Kelley and Southern Campus Director Mary Malone. In the

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[3] Note: See Concern section of report for additional information on faculty resources at Southern campus.

short term, faculty collaboration between Lancaster and Southern could alleviate some of these faculty concerns. Additionally, CTCH faculty profiles compare favorably with peer programs such as the Business Management Technology (BMT) program.

Totals - CTCH Courses Taught by Instructor Rank and Format - 2017-2018

Instructor Rank	Online Courses Taught	Credit Hours	Students Enrolled	Hybrid Courses Taught	Credit Hours	Students Enrolled	FTF Courses Taught	Credit Hours	Students Enrolled
Group I	15	37	264	1	3	9	3	9	32
Group II	22	36	509	3	7	57	7	21	94
Group III	45	67	1116	5	15	50	2	6	23
Totals	**82**	**140**	**1889**	**9**	**25**	**116**	**12**	**36**	**149**

OU-Chillicothe - CTCH Courses Taught by Instructor Rank and Format - 2017-2018

Instructor Rank	Online Courses Taught	Credit Hours	Students Enrolled	Hybrid Courses Taught	Credit Hours	Students Enrolled	FTF Courses Taught	Credit Hours	Students Enrolled
Group I									
Group II	5	15	92	2	6	54	5	15	66
Group III	6	8	87				2	6	23
Totals	**11**	**23**	**179**	**2**	**6**	**54**	**7**	**21**	**89**

OU-Lancaster - CTCH Courses Taught by Instructor Rank and Format - 2017-2018

Instructor Rank	Online Courses Taught	Credit Hours	Students Enrolled	Hybrid Courses Taught	Credit Hours	Students Enrolled	FTF Courses Taught	Credit Hours	Students Enrolled
Group I	15	37	264	1	3	9	3	9	32
Group II	17	21	417	1	1	3	2	6	28
Group III									
Totals	**32**	**58**	**681**	**2**	**4**	**12**	**5**	**15**	**60**

OU-Southern - CTCH Courses Taught by Instructor Rank and Format - 2017-2018									
Instructor Rank	Online			Hybrid			FTF		
	Courses Taught	Credit Hours	Students Enrolled	Courses Taught	Credit Hours	Students Enrolled	Courses Taught	Credit Hours	Students Enrolled
Group I									
Group II									
Group III	39	59	1029	5	15	50			
Totals	**39**	**59**	**1029**	**5**	**15**	**50**	**0**	**0**	**0**

The reviewers noted from the self-report that research, scholarship and creative activity do not appear to be critical requirements for faculty positions. These activities are encouraged and supported, with teaching and meeting student needs considered the most critical job functions performed by CTCH faculty. The self-study report clearly articulated the primary responsibilities of faculty being teaching and curriculum development. Areas of faculty professional development typically focus on improvements in pedagogy, technical and professional skills.

Is the level of the CTCH's RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department's level of external funding at an appropriate level?

As noted elsewhere in this report, faculty involved in the CTCH program devote a substantial portion of their time to teaching and student support. Depending on faculty contracts, typical teaching load is four three-credit courses, excluding overloads. The CTCH program itself is a hands-on program that provides practical education and training to students seeking to enter the workforce. Faculty teaching in this program are encouraged to do research and contribute to the scholarship of teaching and learning. A review of faculty curriculum vitae demonstrate an acceptable level of presentations and professional development through year 2014 guided by a strategy to improve pedagogy. Significantly, RHE Program Coordinator Michael Kelley obtained Amazon Web Services (AWS) Solutions Architect Associate and AWS Cloud Practitioner certifications in 2018. This is especially important given the online courses delivered at each campus as well as the impact of emergent cloud technology in the workplace environment. In summary, the reviewers found the levels of research, scholarship, and creative activity appropriate for an associate degree technology program.

Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?

According to the CTCH Self-Study Report, depending on the faculty's contract, the expected level of service contributions outside of teaching varies between 0% and 10%. Given the

expectations for teaching and service to meet the normative criteria for promotion to full professor or senior lecturer as required by RHE and Ohio University guidelines, this was confusing to the reviewers. With service such an integral part of the normative criteria for promotion, an expectation level of 0% for Group 2 faculty is problematic. Despite this language in the self-study report, the reviewers found faculty at the Lancaster, Chillicothe and Southern campuses appropriately involved in professional, university and campus service. The external reviewer felt the institution should consider a structured approach to incorporate faculty community work into its operations while implementing a mechanism to track community outreach and engagement. Peer programs utilize internships as one example to engage with the community and provide students experiential learning. Further, RHE Program Coordinator Mike Kelley serves on the Fairfield County Career Center Cyber Security Program Advisory Committee. Overall, the CTCH program is able to fulfill its mission to the institution and the community given the current level of support that it receives, even though there is room for improvement in professional service or community engagement tracking.

Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

Interviews with faculty and staff of the CTCH program, a tour of facilities including computer labs, library and student advising suggests that the department enjoys an appropriate level of financial resources to fulfil its mission. The self-study report confirms the same observation. The student-faculty ratio appear to fall within an expected range when compared to similar institutions. Library resources both physical and electronic, as well as computer laboratories appear sufficient for a program of this size. Student support services in the form of advising complement direct faculty and staff support in the program.

Is the Department fulfilling its service role, adequately preparing non- majors for future coursework and/or satisfying the needs for general education?

The CTCH program fulfills its service roll by preparing non-majors for future coursework or meeting general education needs in two primary methods. First, during the review period the CTCH program instituted a series of 1-credit hour service courses delivered primarily online for non-CTCH majors. These one hour workshops cover topics such as MS Office, Photoshop and Google Docs enhancing the academic preparation and integration of non-CTCH majors pursuing a variety of degree programs. The program's class enrollment figures increased from 1,176 in the 2014-15 academic year to 1,551 in 2015-16 due in part to these service courses. Secondly, CTCH 1250 and CTCH 1270 serve as general education options for most associate degree technology programs.

Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The program attracts students who are particularly interested in a career in one or more of the information technology areas that the program covers - networking, programming, hardware, analysis, website management, and databases. According to the self-report, there has been a recent trend toward more traditional, recent high school graduates as compared with non-traditional or older adult students. Class completion rates mirror enrollment rates and range from a high in the fall 2011-12 academic year of 5, 675 to a current level of 3,292 for fall 2017 and spring 2018. One area of concern noted by the reviewers is the lack of demographic faculty diversity with students attracted to the program. According to demographic data from Ohio University's Institutional Research, the ethnic composition of CTCH students ranged from 16% of student enrollments in fall of 2010 to averages exceeding 20% through fall of 2017. One recommendation is for the institution to support a deliberate recruitment effort to attract a more demographically diverse faculty pool. In order to increase the ethnic diversity of the faculty, the reviewers recommend the campus utilize their adjunct faculty pool. Students are attracted to programs when their demographic profiles align with faculty.

Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

The CTCH program is a two-year associate degree program. Students are able to continue with their studies by transferring into a four-year Bachelor of Science degree at the Ohio University campus in Athens or matriculate into one of Ohio University's baccalaureate completion programs. The external reviewer noted that while the program prepares students to pursue an Information Technology at the main campus, it does not appear to be very transfer friendly when transferring to other institutions as a completion program. One option for consideration is to evaluate opportunities for program articulation with other institutions and seek guidance on improving the transfer process. Another option, is to focus collaboratively with peer programs to create clear pathways to matriculate into one of Ohio University's baccalaureate completion programs such as Applied Management or Technical Studies. The advantage of this option is the ancillary goal to connect with practitioners in the field holding certifications that may align with CTCH and BSAM/BTAS curricula. Ohio University enables students to apply for up to 15 hours of experiential credit toward degree completion at the associate and baccalaureate level supporting this approach as a viable alternative.

Are pedagogical practices appropriate? Is teaching adequately assessed?

The program employs a variety of methods in its program delivery including face to face

traditional classes, hybrid and online class delivery. The proportion of class instruction by academic rank was notable. Based on credit hours, Group 1 tenured faculty taught 24.8% of the classes, Group 2 taught 31.84% and Group III adjunct faculty taught 43.78% in the most recent academic year in which data was available (2017-18). The reviewers felt these ratios were appropriate given the mission of the CTCH program and their general education role. Classroom lectures are supplemented by hands-on practical exercises and the use of publishers' courseware to complement teaching and learning. Further, the use of eBooks enables the CTCH program to substantially reduce student costs.

Although program assessment was implemented very recently in the program, CTCH employs a diversity of direct and indirect evidence-based approaches to assess student learning. Currently, these include examinations, laboratory exercises and in-class presentations. Since most of these techniques rely on a review of student materials by CTCH faculty, the reviewers recommend including a student graduate survey as a way to incorporate direct evidence of student learning emanating from students. Also, a content analysis of the CTCH assessment plan shows four primary program learning outcomes focused on CTCH majors. There appears to be a gap in learning outcome assessment measures for non-CTCH majors enrolled in service or general education courses. Overall, the reviewers felt the assessment practices appear to be appropriate for the type of course and program under review.

ON-SITE REVIEW FINDINGS

In general, the on-site reviewers were thoroughly impressed with the CTCH program, specifically the staff and how they integrate students academically into the campus culture. Similarly, during interactions with students, faculty and administration, it is notable to report this general "sense of community" evident on the Ohio University Lancaster campus. Internal campus stakeholders are dedicated and student-centric in their approach to instruction, advising and developing students for the workforce. CTCH service courses fulfill a critical and important function providing the technical skills necessary to enhance the educational experience and academic preparation of non-CTCH majors. Assessment planning and curricular development is strategic and designed to enable the program to pursue a continuous quality improvement plan to the mutual benefit of students and staff.

It is important to avoid viewing the constructive information that follows in a negative light as the reviewers believe the CTCH program to be a viable, important part of Ohio University's regional campus mission.

- o Commendations:

- Faculty and staff show a genuine interest in student success. This was evident from the interviews conducted with students. Students on several occasions, provided examples of faculty going above and beyond in ensuring that they learn and succeed;
- The CTCH program boasts qualified faculty with practical and relevant industry hands-on experience;
- Faculty take academic quality seriously. They have put in place a structured plan to update curriculum, ensuring that it is relevant and practical, and that it meets the needs of industry;
- Program Assessment Plan;
- The use of a special topics course ensures topics in the fast-growing technology field are introduced and taught in the CTCH curriculum;
- The CTCH curriculum is well-rounded providing technical and soft skills that students require in order to be successful in the workforce;
- The flexible design of the program allows for students to take courses that align with workforce interests beyond the 6 required technical major courses; and
- Students have access to resources in the form of library and advising support. These resources are easily accessible and complement student learning

- Concerns:

  - Faculty diversity;
  - A lack of full-time faculty resources at the Southern campus is problematic for CTCH majors given the flexible curriculum and the need for students to receive specific advising to align their electives with their aspirations;
  - Program Assessment Plan "course focused" without strategic student input in assessing the four broad, program learning outcomes;
  - The external reviewer felt there is a no formal and structured process in place to assess the effectiveness of curriculum in meeting not only the program's needs but industry needs. Given the dynamic nature of the discipline, a 7-year review is too late to address the ever changing the needs of industry, which the curriculum should reflect;
  - There is no formal way to quickly incorporate advisory board feedback into the program given the nature and period of the curriculum course add and review process;
  - Prioritize experiential learning and community engagement activities;
  - Student options appear limited in transferring to other institutions upon completion of the 2-year CTCH program; and

- The curriculum appears contain more electives than necessary, sometimes presenting a confusing picture for students in terms of pathways to baccalaureate completion degrees.

o Recommendations:

- Comprehensive Faculty and Student Diversity Recruitment Plan;
- Strategic Personnel Plan to add a Southern Campus Group II Faculty as student majors increase;
- CTCH Graduate Survey of Program Learning Outcomes;
- The external reviewer felt a change in the program review process from 7- to 4-years would allow for the capturing for emerging trends in the curriculum especially with respect to information technology;
- There is an opportunity to incorporate new and emerging topics in the curriculum given the dynamic nature of the information technology discipline;
- Develop an agile curriculum review committee process that allows for quick and effective renewal of curriculum;
- Develop clear baccalaureate pathways for CTCH degrees at Ohio University or other institutions, emphasizing the CTCH program as the first two years of a completion degree program;
- Streamline program electives and structurally align courses based on workforce opportunities; and
- Consider adding electives with current and emerging topics in cybersecurity, analytics, cloud computing and infrastructure management, and artificial intelligence.

Computer Science Technology Program – Ohio University

University Curriculum Council – 7 Year Review - 2018

Response to Reviewers' Report

From: Mike Kelley, System Coordinator

Date: 2/15/19

We would like to start by thanking our review team for their time and effort in reviewing our program. By coming on site and meeting with staff, faculty, and students we believe they gained a comprehensive insight into our program. Their report has provided useful feedback on where we are as a program – and more importantly where we need to improve going forward.

Listed below are some of our review committee's recommendations and concerns followed by our response.

Increase Community Engagement

Review Committee Concerns/Recommendations:

The external reviewer felt the institution should consider a structured approach to incorporate faculty community work into its operations while implementing a mechanism to track community outreach and engagement. Peer programs utilize internships as one example to engage with the community and provide students experiential learning.

Overall, the CTCH program is able to fulfill its mission to the institution and the community given the current level of support that it receives, even though there is room for improvement in professional service or community engagement tracking.

Prioritize experiential learning and community engagement activities.

Our Response:

Although we do feel we outreach to the community by serving on community advisory boards we acknowledge we could look for opportunities to do more in this area.   We will attempt to develop a tracking system to keep a record of our outreach and engagement and identify ways we further engage with our community.

We meet annually with our advisory committee to gain feedback from our community regarding workforce needs and other trends. At our next meeting in April we plan to discuss with our advisory committee the result of our 7-year review and comments from our reviewers. They may have useful suggestions on how we can better engage with the community and find ways to increase experiential learning (i.e. internships, mentoring, etc.)

Comprehensive Faculty and Student Diversity Recruitment Plan

Review Committee Concerns/Recommendations:

One area of concern noted by the reviewers is the lack of demographic faculty diversity with students attracted to the program. According to demographic data from Ohio University's Institutional Research, the ethnic composition of CTCH students ranged from 16% of student enrollments in fall of 2010 to averages exceeding 20% through fall of 2017. One recommendation is for the institution to support a deliberate recruitment effort to attract a more demographically diverse faculty pool. In order to increase the ethnic diversity of the faculty, the reviewers recommend the campus utilize their adjunct faculty pool. Students are attracted to programs when their demographic profiles align with faculty.

Our Response:

Our department strongly supports the goal of having both a diverse faculty and student population. In our report we pointed out that our full-time faculty of four includes one Asian and one female – which is a much larger proportion of diversity than our student population. We plan to share the recommendation of our review committee with those hiring adjunct faculty for our department and see if faculty diversity can be increased through this avenue. We will also be mindful of diversity when hiring resident faculty when new positions arise.

Develop More Baccalaureate Pathways for CTCH students – both at OU and with Other Institutions

Review Committee Concerns/Recommendations:

Develop clear baccalaureate pathways for CTCH degrees at Ohio University or other institutions, emphasizing the CTCH program as the first two years of a completion degree program.

The external reviewer noted that while the program prepares students to pursue an Information Technology at the main campus, it does not appear to be very transfer friendly when transferring to other institutions as a completion program. One option for consideration is to evaluate opportunities for program articulation with other institutions and seek guidance on improving the transfer process. Another option is to focus collaboratively with peer programs to create clear pathways to matriculate into one of Ohio University's baccalaureate completion programs such as Applied Management or Technical Studies.

Our Response:

We regret the confusion regarding baccalaureate pathways for CTCH graduates. The program's relationship with the Information and Telecommunication Systems (ITS) program in Athens is not a formal 2+2 agreement. We have an informal 2+2 alignment with the program and several of our students have successfully completed the ITS program with little or no need to extend the time required for the bachelor degree.

We would also point out that CTCH is currently marketed as the first two years of Ohio University's Bachelor of Technical & Applied Studies (BTAS), Bachelor of Science in Applied Management (BSAM), and Communications Studies (COMS) programs, so we do feel we have several formal 2+2 options for our students.

We are open to exploring more 2+2 options and are willing to undertake the necessary alignments when the opportunities arise.

Improvements to Program Assessment Plan

Review Committee Concerns/Recommendations:

Program Assessment Plan "course focused" without strategic student input in assessing the four broad, program learning outcomes.

Recommends CTCH Graduate Survey of Program Learning Outcomes.

Our Response:

We have just begun to develop our program assessment tools and plan an ongoing process of updating and refining our methods. We plan to enhance our current tool of using course activities to acquire data to measure whether our program is obtaining the necessary outcomes for our students. We also plan to implement a CTCH graduate survey as another program assessment tool.

Develop Better Methods to Evaluate Program's Curriculum Based on Industry Needs

Review Committee Concerns/Recommendations:

The external reviewer felt there is a no formal and structured process in place to assess the effectiveness of curriculum in meeting not only the program's needs but industry needs

There is no formal way to quickly incorporate advisory board feedback into the program given the nature and period of the curriculum course add and review process.

The external reviewer felt a change in the program review process from 7- to 4- years would allow for the capturing for emerging trends in the curriculum especially with respect to information technology.

Our Response:

Our current 7-year program review schedule is dictated by Ohio University Curriculum Council policy, but our program is open to finding more ways evaluating whether our curriculum matches with industry needs. We do have our yearly advisory committee meeting that we feel helps meet this need. Other approaches that we plan on exploring are more contacts with local IT leaders and past graduates to survey them on the type of IT skills in demand. We will share this with faculty and plan accordingly. The statement pertaining to the nature and period of the curriculum course add and review process will be addressed in the Curriculum Recommendations section below.

Curriculum Recommendations

Review Committee Concerns/Recommendations:

Develop an agile curriculum review committee process that allows for quick and effective renewal of curriculum.

There is an opportunity to incorporate new and emerging topics in the curriculum given the dynamic nature of the information technology discipline.

Streamline program electives and structurally align courses based on workforce opportunities.

Consider adding electives with current and emerging topics in cybersecurity, analytics, cloud computing and infrastructure management, and artificial intelligence.

The curriculum appears contain more electives than necessary, sometimes presenting a confusing picture for students in terms of pathways to baccalaureate completion degrees. Streamline program electives and structurally align courses based on workforce opportunities.

Our Response:
One factor to consider in regard to curriculum for our program is that it is a two-year degree, so we feel we have a tight window in which to provide an adequate range of classes for our students. Our strategy is to give them practical IT skills while also providing, in the context of a larger university setting, broader skills that will allow them to adapt to various IT work environments as they progress through their career. In trying to meet this goal we have developed many of our core classes with broad themes that, in the long term, can adapt to changing IT trends. Our core requirement CTCH 1600 Network Concepts I for example allows all our students to have exposure to networking – although the method, technology, and topics used for this course can change over time to meet the current IT market's trends.

We also understand our reviewers' concern and our program will continue to attempt to add new classes (and pare down those no longer necessary) that fit in with current needs of the IT industry. We are currently researching the use of a cloud-based lab environment to be used in new course offerings – and to be integrated into some of our current courses.

It is also worth noting that as part of a larger university we must go through an arduous process to get courses approved and have other curriculum changes completed. This often impedes our efforts to make quick and meaningful changes to our curriculum. At the time of this document, CTCH has 14 proposals in the curriculum committee pipeline. Some of the items have been in the system for over a year.

Strategic Personnel Plan to add a Southern Campus Group II Faculty as Student Majors Increase

Review Committee Concerns/Recommendations:
A lack of full-time faculty resources at the Southern campus is problematic for CTCH majors given the flexible curriculum and the need for students to receive specific advising to align their electives with their aspirations.

Our Response:
It is important to note that all students in our program at Ohio University Southern are being advised and assisted by Mary Lou Malone. Mary Lou, although not CTCH faculty per se, is the coordinator for our program at OUS.

We acknowledge that all classes at OUS are currently being taught by adjunct faculty. Although adjunct faculty provide a valuable role in our program, and almost every other university setting, we understand that there has also been value placed on having full-time faculty deliver long-term quality education to students. The current decision not to have full-time CTCH faculty at

OUS is made by the local campus. This speaks to the current structure of our, and most other OU RHE programs – certain aspects are centrally coordinated but many, such as personnel decisions, are controlled by the local campus.

We disagree with the recommendation that a new faculty hire for the Southern or any campus, should be a non-tenure track position. We believe the determination of tenure track or non-tenure track hiring should be made at the time a position is defined.

In closing we would also like note the correct spelling of Christine Wolfe's surname is Wolfe.

March 8, 2019

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Dr. John Cotton
Chair, Program Review Committee
University Curriculum Council (UCC)

Dear Dr. Cotton:

This memo provides the response of the regional campus deans where the Computer Technology (CTCH) associate degree program is offered. We concur with the commendations expressed by the review committee. The faculty are genuinely interested in all aspects of the program and given the nature of the discipline remain committed to curriculum change to maintain its relevancy and value to students and their employers. We would encourage the faculty to continue to revise the curriculum to maintain its relevancy, particularly into areas such as data analytics, logistics and cybersecurity where there are currently numerous employment opportunities. We are also in full agreement that the program is viable and important to the regional campus mission.

With respect to concerns in the report, the collective faculty of the discipline systematically addressed each with a response. The deans concur with the observation and response to engage more with the community. As noted, the culmination of this program review process opens up the opportunity to connect with community advisors and discuss experiential learning and the other recommendations. The strength and value of regional campus programs is in their service to the community.

Similarly, we concur with the faculty response that we continually strive to address diversity and that diversity in role models, including female role models, in non-traditional fields is important contributions to the community we serve and a way to help meet demand for IT professionals.

It appears some confusion occurred regarding bachelor's degree pathways. This is understandable given the scope of work taken on by external reviewers. The deans recognize that often the specific skill set for associate degree technicians and entry level positions is not compatible to 4 year degree programs. However, RHE does provide bachelor's degree completion programs that broaden skills and knowledge of applications of IT (e.g., the BTAS/Applied Management degree) as well as marketability for advancing in a career.
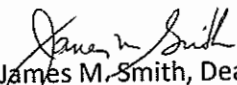
As with other programs, assessment activities while documented are still being enhanced with respect to the measurement of outcomes and the utility of the data in curriculum improvements. The deans are committed to seeing assessment fully implemented, producing valuable data, and informing the future of RHE associate degree programs. Assessment should inform curriculum and curriculum in a technical program, while broad

based, needs to move to market more quickly than it currently does. The regional deans support the need for adequate committee review to ensure quality but also urge processes be streamlined to be more responsive to community input. It will be hard to continue to engage with community partners in assessment activities unless they see a timely response to the assessment results.

The Southern campus was specifically mentioned with respect to the need to add faculty. The Southern Campus dean indicates that the lack of a full time faculty resource has not been problematic. The OUS campus has a dual advising arrangement where student service staff are trained to specifically advise assigned majors.   In addition, students are paired with the advisor who coordinates the program. The program advisor is also the director of instructional technology and her expertise in curriculum makes her fully capable of effectively advising the students.

In summary, the CTCH program review was productive and informative. While the curriculum work will be ongoing, the comments on assessment, connection to industry needs, and adding new, as well as eliminating old, electives provide a clear focus on the work to move the program forward. The deans look forward to seeing and supporting future activities in these areas.

Sincerely,

James M. Smith, Dean
Lancaster

Martin Tuck, Dean
Chillicothe

Nicole Pennington, Dean
Southern