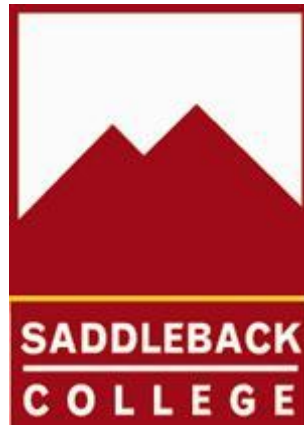


**Saddleback College
Program Review for
Computer Maintenance Technology**



Submitted 11/22/2011

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Program Review Team Members and Approvals

Program Review Team Chair:

Eugene J. Evancoe

Program Review Team Members:

Michael Bartulis

Mark Sierakowski

Thomas Smith

Program Review Checklist

| Date Completed | Action |
|----------------|--|
| 10/7/11 | Contact EPA Chair for orientation |
| 10/8/11 | Form Program Review Team (PRT) |
| 10/14/11 | Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets) |
| 10/15/11 | Solicit input from faculty and students |
| 10/15/11 | Determine if additional research is needed |
| 10/15/11 | Contact College Research Specialist if necessary |
| 11/16/11 | Write Program Review report |
| 11/22/11 | Submit report to Dean and EPA Chair for review |
| | Report submitted to Academic Senate for acceptance |
| | Report submitted to the President and the Vice President of Instruction |
| | Report posted to the EPA web site |
| | Presentation to the Consultation Council |

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission, Vision, and Strategic Directions

The mission of the Computer Maintenance Technology (CMT) program is to provide high quality technical instruction, career preparation, and career upgrading skills in Computer Maintenance Technology which are technologically up to date and relevant to the needs of the local computer industry. In particular, the program serves two distinct purposes:

- 1) Provide technical/vocational certificates in Computer Maintenance Technology for persons intending to work in the field.
- 2) Provide skill updating and upgrading for persons in the computer maintenance industry or related fields.

The mission of the program links directly to the mission of Saddleback College. In the context of computer maintenance, the program mission, which was described specifically above, aligns with the mission of the College by providing courses and a program to foster student learning and success in the attainment of the CMT certificate and lifelong learning in computer maintenance and repair. In addition to the complete certificate, the Computer Maintenance Technology program provides continuing education in computer maintenance, including courses for skills upgrading and retraining for professionals in the computer maintenance industry and related fields. Some students are interested in the field for general knowledge or as a hobby, and the courses provide life-long learning opportunities in computer maintenance. The Computer Maintenance Technology courses and program, with varied learning experiences for a variety of students and student goals and needs, directly support the College mission

The mission of the program also links directly to the vision of Saddleback College by providing dynamic, innovative, and student-centered education in computer maintenance and repair. . The program simultaneously helps fulfill the fourth strategic direction of the College, employ innovative ways to enhance programs and meet increasing student and workforce demands. Because of the constantly changing technology of computer hardware and software, the Computer Maintenance Technology program and courses are also continually changing to be up to date, dynamic, and innovative. High quality courses and certificates enable students to pursue their educational objectives and career goals in computer maintenance and related fields. Many of today's occupations involve computer maintenance or are closely related to the field, and the program enables a variety of students to gain knowledge they desire about computer maintenance by completing a full certificate or individual courses of interest. The Computer Maintenance Technology program leads to the Associate of Arts (AA) and Associate of Science (AS) degrees. Computer maintenance courses can accompany the required general education courses to meet the complete degree requirements. Computer Maintenance Technology is a possible major program at the College as part of either the AA or AS degree.

B. Historical Background and Unique Characteristics of the Program

The Computer Maintenance Technology program has existed formally at Saddleback College for about 10 years. Prior to that, individual courses in computer maintenance and repair were offered under the title of Electronic Service Technology, part of the Electronic Technology program. The program has gone through numerous changes and updates in both curriculum and equipment in accordance with technological developments in the computer maintenance field. At the same time, the beginning fundamentals courses have stayed much the same. The program will continue to include the fundamentals and also areas which will be updated or new as technology in computer maintenance continually changes.

The Computer Maintenance Technology certificate includes our own hardware courses and two software courses from Computer Information Management (CIM). Most courses include approximately equal classroom and laboratory hours. The program is distinct from others which are mainly theoretical (university computer engineering programs), and others at community colleges and technical institutes which are much less rigorous in theory. Both basic principles and hands-on laboratory skills are included in a balance primarily to prepare students for entry level employment as a computer maintenance technician. The laboratory exercises and equipment also include both basics and more advanced aspects for modern technological subjects in computer maintenance. The A+ Test Preparation course serves both students in the program and other computer professionals with a high quality, low cost alternative to similar courses at private institutions.

C. Progress Since the Last Program Review

The program has been strong and is mostly unchanged since the last review in 2009. Despite the downturn in the general Orange County economy, the local computer industry has been relatively stable. We have offered about the same number of Computer Maintenance Technology classes as in the past, with moderate enrollment increases in most of our classes. We have not added new courses and have replaced old computers with newer ones. Present personnel and support levels are still adequate. Several new members have joined our advisory committee and have given valuable suggestions. Publicity and marketing of the program is still inadequate. The department chair (and only full time faculty) has not been able to devote adequate time to recruiting and publicity, and we have obtained only minor help from other college personnel.

D. Discussion of How SLOs Have Been Utilized By the Program

Each semester we have evaluated SLOs at both the course and program level. The results have been used to revise and fine tune the individual courses, in both the classroom and laboratory aspects, plus the methods and details of class delivery by instructors. The revisions based on SLO results have been only minor, so we need to compose and evaluate more challenging SLO's in the future.

E. Current Strengths, Opportunities, and Challenges

The current strengths of the program are as follows:

- 1) High quality certificate and courses which include the fundamentals and advanced topics which cover both the basic principles and practical hands-on aspects of the subjects.
- 2) Many of the instructors have extensive industry experience in computer maintenance.

The main opportunities are as follows:

- 1) We can expand, update, and add some advanced courses without extensive cost using the facilities we have presently and some upgrades to equipment and computers. If necessary, we can charge a modest materials fee to the associated courses.
- 2) With the general working world becoming increasingly more computer-oriented, more persons will need knowledge of basic computer maintenance, and we can meet that need with our courses which include both basic principles and hands-on aspects. Local companies regularly provide input and critique of our curriculum as it pertains to their company needs.

The main challenges are as follows:

- 1) Increase and stabilize the enrollments in all courses so that a regular and predictable sequence courses can continue to be offered and students can plan for and complete the CMT certificate in a timely manner.
- 2) Offer updated and new advanced classes in accordance with industry changes and needs and advisory committee recommendations. When required, acquire additional equipment.
- 3) Continually update equipment which is out of date, unserviceable due to age, unable to run current software, or lacking modern hardware items/features which are studied.
- 3) Expand our pool of part-time instructors for all classes to cover possible absences in the future and the addition of specialized courses.
- 4) Determine appropriate audiences of potential students and market and publicize the program to them.

Section II: Review Report

A. Faculty and Staff

The staffing structure for the Computer Maintenance Technology program includes one full-time professor and department chair shared with Electronic Technology (Eugene Evancoe), one quarter ($\frac{1}{4}$) time lab assistant who is also shared with Electronic Technology (Tom Smith), and three part-time faculty members. The exact percentage of time spent on Computer Maintenance Technology versus Electronic Technology varies slightly for both persons according to the number and nature of classes offered in each program each semester. The program organizational chart and staffing structure are included later in this report. The current staffing structure is adequate at present but insufficient for any significant growth. Additional classes could be handled by part-time faculty, but more support by the lab technician will also be required. The present ratio (in Fall 2011) of full-time to part-time faculty in CMT classes is 1:1. This ratio is satisfactory, with the present class offerings, to fulfill the mission and goals of the program.

To make the Computer Maintenance Technology program more effective in the future as growth occurs and new and more complex courses, equipment, and computers are added, more support by the laboratory technician will be required. We estimate this need at about 6 hours more per week (includes both Computer Maintenance Technology and Electronic Technology), to bring the technician to a minimum of 20 hours total per week for both programs combined.

B. Curriculum and Instruction

The course offerings in Computer Maintenance Technology primarily provide paths to AS and AA degrees (Computer Maintenance Technology is a major) and a technical/vocational certificate in Computer Maintenance Technology. The course offerings adequately support the mission and goals of the program and College. Timely offering of advanced courses is very important to student success and maintaining a high quality academic program.

The program's offerings are evaluated by course evaluation forms completed by students at the end of courses, informal feedback from students continuously during courses, review by our advisory committee, and the success rate of accomplishing our Student Learning Outcomes (SLO's). We have used and are actively using SLO's for both assessment and improvement of our courses and the Computer Maintenance Technology program as a whole.. With each year we will gather more information about different aspects of courses so that we can continually find what to retain, revise, delete, and add at the course and program levels.

In order to improve the instruction in Computer Maintenance Technology courses, we have utilized various technology improvements, such as computer aided analysis programs and online learning resources which accompany most of our textbooks. These resources include

PowerPoint slides and animations to accompany our class presentations, practice tests, catalogs, application notes, and technical articles from the websites of computer maintenance companies and vendors. Online learning sources (for example, HowStuffWorks.com) are also frequently used, as well as public domain software to test various aspects of computer performance.

The program is strong and current in curriculum. Many of our instructors have direct industry experience in computer maintenance and bring practical examples and insight to the classroom. Our classroom is adequately equipped with computer resources, internet access, computer-aided software, and overhead projectors so that our instructors can use current technology in instruction. Presently we have only one classroom, and if more than one class (Electronics and/or Computer Maintenance) needs the classroom at the same time (which often happens with evening classes), one of the classes must use a lab as the classroom, a less than desirable learning environment for those students. We minimize, but cannot always avoid, concurrent classes which need a classroom, and we need a second classroom or one of the labs to be reconfigured, so that the room could double as a lab and classroom.

In order for the program to be more effective we need the continual updating of the technical content of most courses and adding and deleting advanced computer maintenance courses according to technology changes and updates and changes in the needs of local computer maintenance companies. Often this will require updated or additional hardware or lab equipment. We will also need to recruit instructors with expertise in each technical area.

C. Student Success

The students in the Computer Maintenance Technology program cover a wide age span and have diverse educational goals. According to the Data Set, the age category with the largest percentage of students is 18-21, followed by 22-29. The most popular educational goals were Obtain a Bachelors Degree after Associate and then Prepare for a New Career

Some students come from College support services, such as DSPS and EOPS, and these students are supported and accommodated in the Computer Maintenance Technology classes. Students with learning needs in topics being studied are referred to tutoring services on campus (Learning Assistance Program). We try to keep each student apprised of pending difficulty right away so that help can be offered before it is too late.

The main strength of the Computer Maintenance Technology program in student success is the comparatively small size of classes which allow personal attention to students by instructors. We monitor the progress and possible learning difficulties of each student and provide or refer the appropriate assistance. The size allows good class interaction and communication and addressing of difficulties with particular topics. Our difficulties in student success are the widely different academic backgrounds of students in computer and general study skills and also the differences in motivation and academic work ethic. We are continually evaluating and the adjusting the rigor and pace of the classes to keep the academic integrity of each course while trying to accommodate the learning needs of most of the students in each

particular class. According to the Data Set, our student success and retention rates have varied somewhat over the past five years with no apparent pattern, but we consider the average success rate of 75% and average retention rate of 93% to be indicative of the high quality of education and service we are providing our students.

D. Facilities, Technical Infrastructure, and Resources

As stated previously, a large negative is that we have only one computer maintenance classroom and the seating arrangement of the labs is not good for classroom presentations. If more than one class (Computer Maintenance or Electronics) needs the classroom at the same time (which often happens with evening classes), usually the class with a smaller enrollment is moved to a lab, resulting in a less than desirable learning environment for those students. We need a second classroom or one of the labs to be reconfigured, which would require replacing the existing lab benches with a different style and arrangement so the room could be used as either a lab or classroom. The present setup of labs having benches with high tops is not good for classroom presentations and activities. The present amount of lab space is adequate unless we add a specialty course that requires a dedicated lab.

The information technology presently available is adequate for the program. The library holdings presently available are adequate for the program.

The present lab equipment is barely adequate for the program (plus the needed wireless adapters listed in the Needs Assessment), and there is the constant challenge and need of maintenance and repair of the lab computers and keeping them reasonably current with computer technology. Often particular computers and/or their individual components are discontinued by their manufacturer. Consequently, it becomes very difficult or impossible to get the equipment repaired or order replacement parts. Since the computer industry changes very quickly, often our computers cannot run the latest software which is in widespread use in the computer industry and do not contain important hardware items common in current computers. Presently our computers for the fundamentals classes have been “trickle downs” received after other campus computers are replaced with more modern models. Since the relevance and quality of the computer maintenance classes depend on being reasonably current in technology, our lab computers should be replaced on the same schedule as all other campus computers, rather than being “trickle downs” which are usually out of date for current computer technology.

E. Service, Community Outreach, and Economic Development (optional)

The Computer Maintenance Technology program reaches out to the local computer industry and tries to meet the employment and training needs of the companies through our program. The Computer Maintenance Technology advisory committee includes representatives from about five local computer companies. The committee meets annually with our faculty and staff to review the curriculum and lab facilities of Computer Maintenance Technology program and give recommendations in relation to present and future industry needs for computer maintenance technicians. Sometimes Saddleback College receives donations or discounts on laboratory equipment and computers, invitations for class field trips at company sites, and announcements of full and part-time employment opportunities for our students. The companies on our advisory committee also announce our program and classes to employees.

Our faculty also publicizes the Computer Maintenance Technology program at career centers at local high schools. There are no longer any computer maintenance programs at local high schools, so we have no direct way to recruit high school students into the Computer Maintenance Technology program. The local ROP has a beginning computer maintenance class that articulates with our first class, and that results in a few students joining our program at the intermediate stage each year. We also participate in various other community outreach programs, such as high school senior and parent events at Saddleback College.

Section III: Needs Assessment

A. Human Resource Needs

We will need an increase in the weekly lab technician support by about 6 additional hours and additional instructors for new courses when they are offered. The present level of one full time faculty is adequate.

B. Instructional Needs

Present instructional support is adequate.

C. Research Needs

We need research of the local computer maintenance industry with respect to employment projections and training needs of employees and also to recruit new members of the Computer Maintenance Technology advisory committee. We also need to determine if other programs at Saddleback College could include some of our classes as part of their certificates or programs.

D. Technical, Equipment and Other Resource Needs

The only known need at this time is wireless –N cards (quantity 20) for the computers used in the networking class. It is very likely that other equipment needs will arise before the next program review due to new technologies in this rapidly changing field.

E. Facilities Needs

We need one additional classroom or a lab reconfigured to double as a classroom and lab so that concurrent classes which both need a classroom can be offered. We need to maintain two computer maintenance labs, and we need the second one (currently TAS 221) to be wired as a computer network as TAS 219 already is. If a specialty class is added, that may require a dedicated facility or new equipment for an existing lab.

F. Marketing and Outreach Needs

The program and classes need better marketing and publicity to sources of potential students, such as computer companies, high schools and ROP's, and other appropriate local places. The program faculty will continue to recruit students, but we need support from the College for a more organized, consistent, and thorough approach to our enrollment and recruiting challenges. This program is a vocational program that is not transferable and does not contain any general education classes, so building enrollments and recruiting students will always be needed. We need additional assistance and support of at least 2 hours per week from the college because of the limitations of faculty in time and access to data and resources to effectively recruit students continually.

Section IV: Appendices

A. Program Organizational Chart

Division of Advanced Technology and Applied Science
(Dean Don Taylor)

Computer Maintenance Technology Program
(Department Chair Eugene Evancoe)

Faculty
(Full time Eugene Evancoe,
Part time Michael Bartulis, Part time Mark Sierakowski,
Part time Elisia Sierakowski)

Part Time Lab Technician
(Tom Smith)

B. Five-Year Program Staffing Profile

Five-Year Program Staffing Profile

| Position | Staffing Levels for Each of the Previous Five Years | | | | | % Change from Year 1 to Year 5 |
|------------------------------------|---|-------|-------|-------|-------|--------------------------------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | |
| Administration (ATAS Dean) | 1 | 1 | 1 | 1 | 1 | 0 |
| Bargaining Classified Staff FT | 0 | 0 | 0 | 0 | 0 | 0 |
| Bargaining Classified Staff PT | 0.125 | 0.125 | 0.125 | 0.125 | 0.125 | 0 |
| Non-bargaining Classified Staff FT | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-bargaining Classified Staff PT | 0 | 0 | 0 | 0 | 0 | 0 |
| Student Workers | 0 | 0 | 0 | 0 | 0 | 0 |
| Faculty FT | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0 |
| Faculty PT | 0.62 | 0.67 | 0.67 | 0.74 | 0.65 | +5 |

C. SLO Assessment Forms

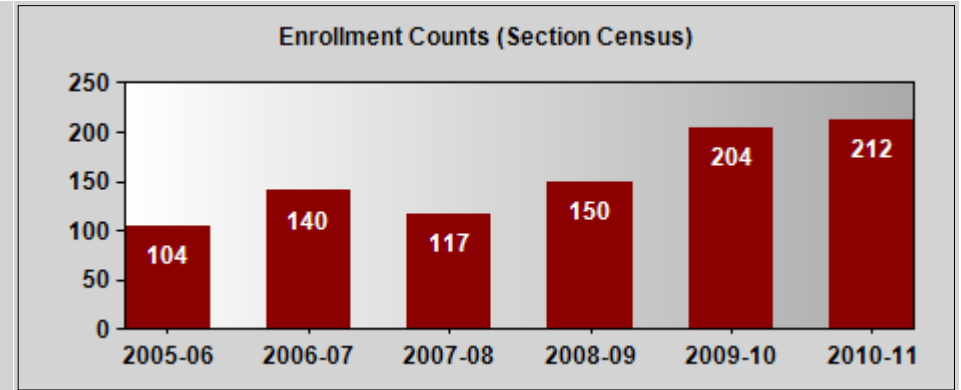
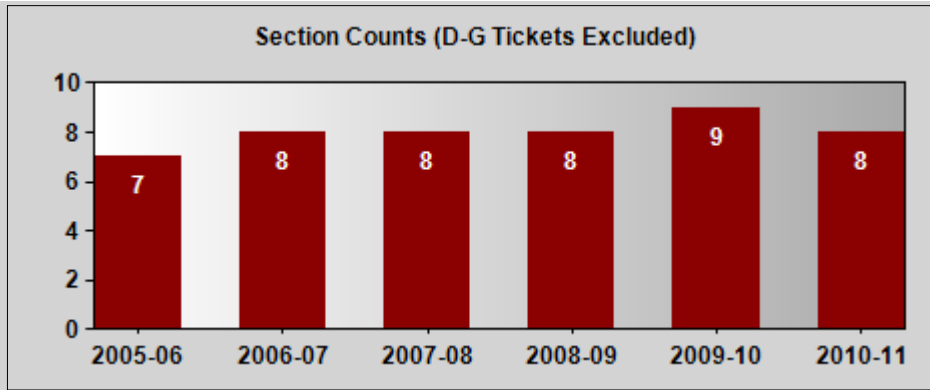
| I | II | III | IV | V |
|--|---|---|---|--|
| Expanded Statement of Institutional Purpose | Program Student Learning Outcomes | Assessment Method and Criteria for Success | Assessment Results | Use of Results |
| <p>Computer Maintenance Technology program:</p> <p style="padding-left: 40px;">The CMT program provides quality technical instruction, career preparation, and career upgrading skills in Computer Maintenance Technology.</p> | <p>1. Graduates of the Computer Maintenance Technology certificate program who desire certification will be certified within one year of completion of the CMT certificate.</p> <p>2. Students who complete CMT classes will be satisfied with the information and concepts they gained from each class in the program.</p> | <p>1. 80% of the students who complete the CMT certificate program and take the A+ certification exam will become certified within one year of completion of the CMT certificate.</p> <p>2. At the end of each CMT class a student satisfaction survey will be given and the results tabulated. For each class at least 80% of the students surveyed will indicate that they are satisfied.</p> | <p>1. 100% of students who took the A+ exam during the 2010-11 school year passed as reported by COMPTIA (the testing agency).</p> <p>2. 86% of respondents indicated satisfaction when assessed by the distribution of a generic survey at the end of the 2010-11 school year.</p> | <p>1. We were pleased that we met more than our expected outcome. We plan to continue to monitor results. No changes needed at present.</p> <p>2. We are meeting our objective with this outcome; we will continue to monitor student satisfaction and academic needs within the classes in the program.</p> |

| I | II | III | IV | V |
|---|--|---|--|--|
| Expanded Statement of Institutional Purpose | Program Student Learning Outcomes | Assessment Method and Criteria for Success | Assessment Results | Use of Results |
| | <p>3. Students who complete the second computer maintenance class (CMT 225) will be able to correctly select parts from catalogs to build a personal computer.</p> | <p>3. At the end of the CMT 225 class each student will be given a technical specification for a personal computer and required to select parts to build it to meet the specs. The results will be evaluated and tabulated according to a faculty designed scoresheet. At least 80% of the students will receive a score of at least 90% on the evaluation.</p> | <p>3. During the 2010-11 school year, 100% of the students who participated in the project received a score of at least 90%.</p> | <p>3. We met our expected outcome. We will continue to monitor results and look for ways to improve.</p> |

| I | II | III | IV | V |
|---|-----------------------------------|--|--------------------|----------------|
| Expanded Statement of Institutional Purpose | Program Student Learning Outcomes | Assessment Method and Criteria for Success | Assessment Results | Use of Results |
| <p>This table is empty but cannot be deleted.</p> | | | | |

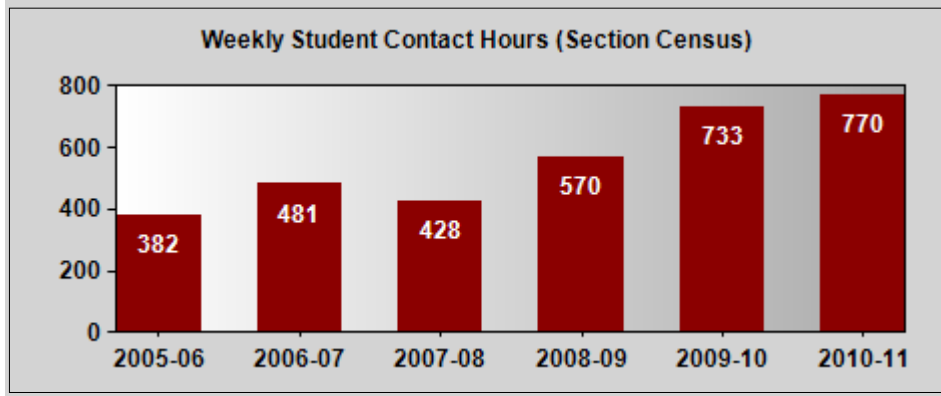
D. Data Sets

E.

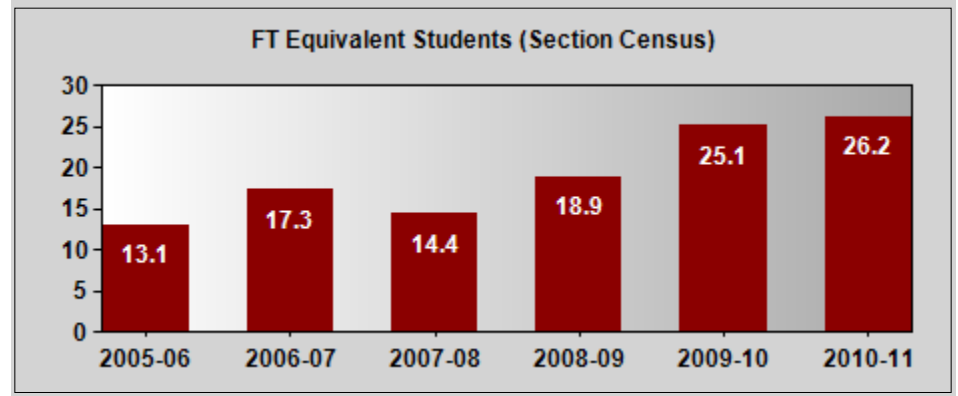


| Course ID | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|-----------------------|----------|----------|----------|----------|----------|----------|
| CMT 215 | | | 1 | 1 | 1 | 1 |
| CMT 220 | 3 | 3 | 3 | 3 | 3 | 3 |
| CMT 225 | 2 | 2 | 2 | 2 | 3 | 2 |
| CMT 230 | 1 | 1 | 1 | 1 | 1 | 1 |
| CMT 235 | 1 | 2 | 1 | 1 | 1 | 1 |
| Total Sections | 7 | 8 | 8 | 8 | 9 | 8 |

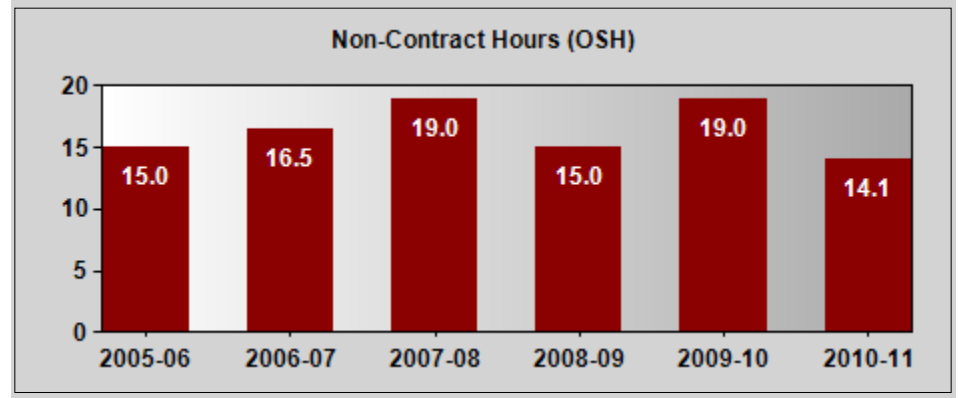
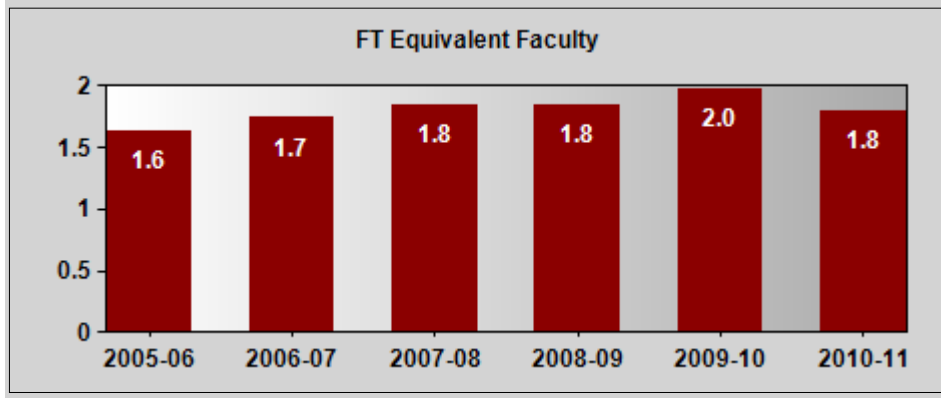
| Course ID | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--------------------------|------------|------------|------------|------------|------------|------------|
| CMT 215 | 6 | 14 | 21 | 21 | 41 | 30 |
| CMT 220 | 50 | 59 | 46 | 67 | 81 | 87 |
| CMT 225 | 26 | 32 | 24 | 31 | 38 | 34 |
| CMT 230 | 12 | 12 | 10 | 19 | 23 | 28 |
| CMT 235 | 10 | 23 | 16 | 12 | 21 | 33 |
| Total Enrollments | 104 | 140 | 117 | 150 | 204 | 212 |



| Course ID | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|-------------------|------------|------------|------------|------------|------------|------------|
| CMT 215 | | | 60 | 66 | 102 | 75 |
| CMT 220 | 200 | 236 | 184 | 268 | 324 | 348 |
| CMT 225 | 104 | 128 | 96 | 124 | 152 | 136 |
| CMT 230 | 48 | 48 | 40 | 76 | 92 | 112 |
| CMT 235 | 30 | 69 | 48 | 36 | 63 | 99 |
| Total WSCH | 382 | 481 | 428 | 570 | 733 | 770 |

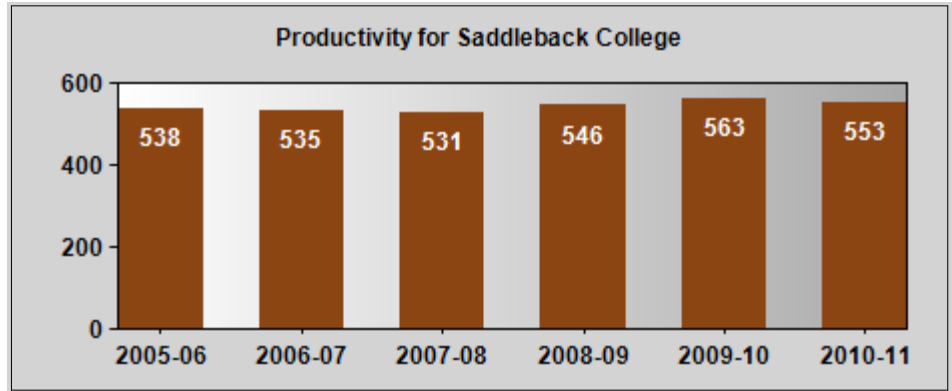
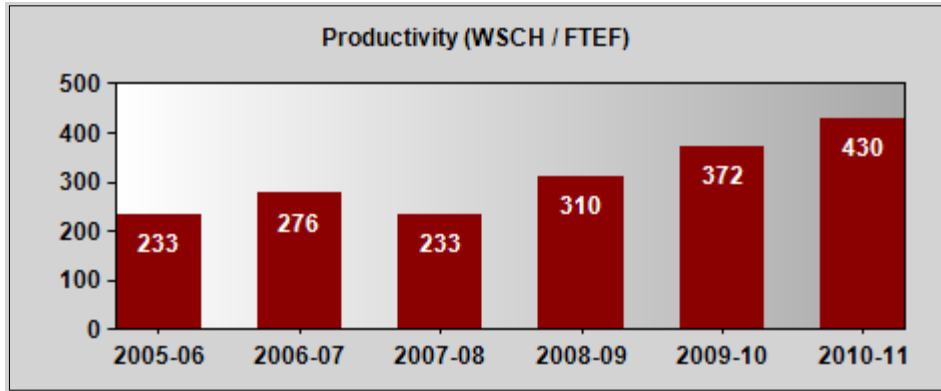


| Course ID | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CMT 215 | .6 | 1.4 | 2.1 | 2.1 | 4.1 | 3 |
| CMT 220 | 6.7 | 7.9 | 6.1 | 8.9 | 10.8 | 11.6 |
| CMT 225 | 3.5 | 4.3 | 3.2 | 4.1 | 5.1 | 4.5 |
| CMT 230 | 1.4 | 1.5 | 1.3 | 2.5 | 3.1 | 3.7 |
| CMT 235 | 1 | 2.3 | 1.6 | 1.2 | 2.1 | 3.3 |
| Total FTES | 13.1 | 17.3 | 14.4 | 18.9 | 25.1 | 26.2 |

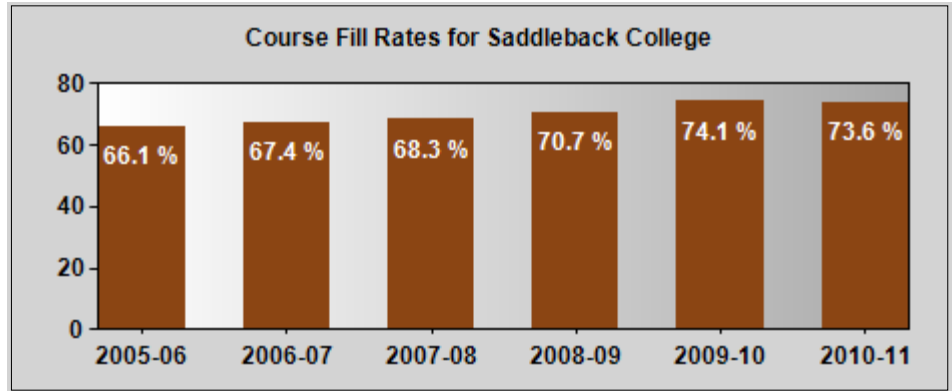
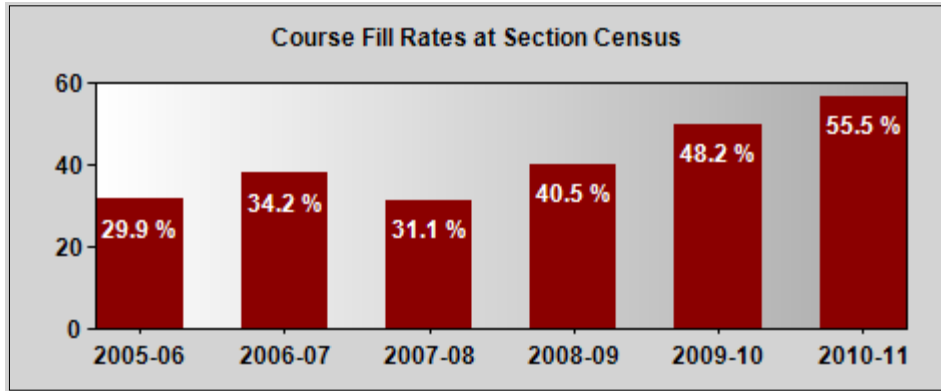


| Course ID | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|-------------------|---------|---------|---------|---------|---------|---------|
| CMT 215 | | | .2 | .2 | .2 | .2 |
| CMT 220 | .72 | .72 | .72 | .72 | .72 | .72 |
| CMT 225 | .48 | .48 | .48 | .48 | .61 | .43 |
| CMT 230 | .24 | .24 | .24 | .24 | .24 | .24 |
| CMT 235 | .2 | .3 | .2 | .2 | .2 | .2 |
| Total FTEF | 1.64 | 1.74 | 1.84 | 1.84 | 1.97 | 1.79 |

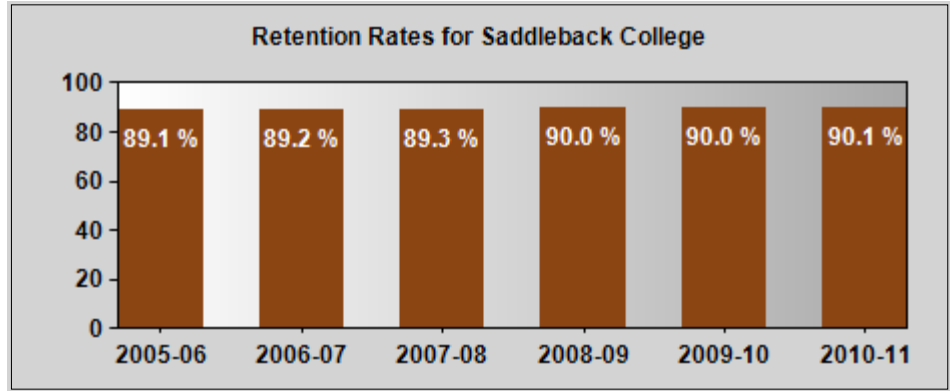
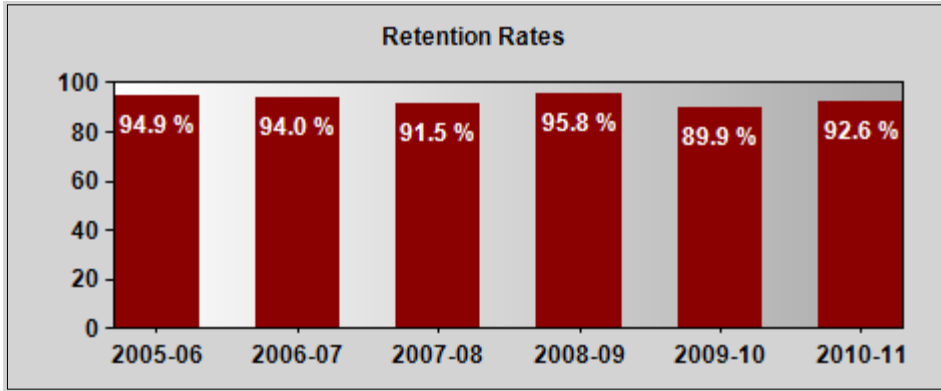
| Course ID | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|------------------|---------|---------|---------|---------|---------|---------|
| CMT 215 | | | | | | |
| CMT 220 | 4 | 4 | 6 | 4 | 6 | 4 |
| CMT 225 | 4 | 4 | 6 | 4 | 6 | 3 |
| CMT 230 | 4 | 4 | 4 | 4 | 4 | 4 |
| CMT 235 | 3 | 5 | 3 | 3 | 3 | 3 |
| Total OSH | 15 | 17 | 19 | 15 | 19 | 14 |



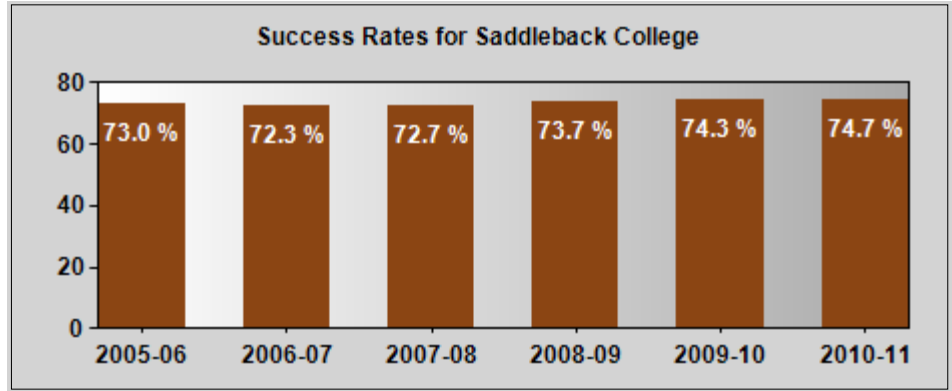
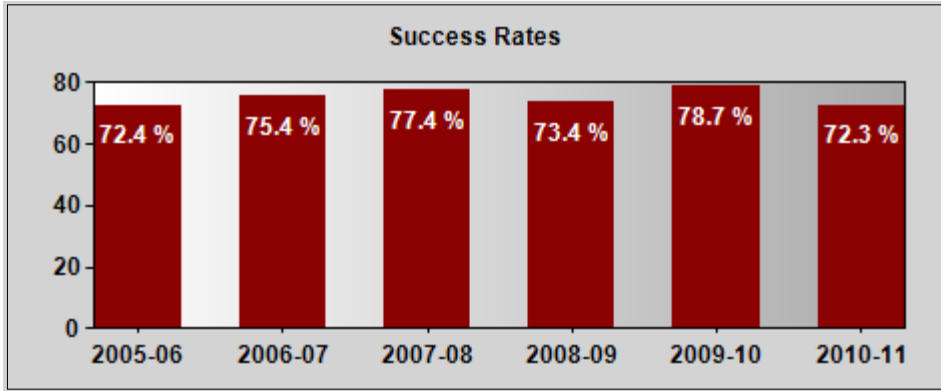
| Course ID | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---------------------|---------|---------|---------|---------|---------|---------|
| CMT 215 | | | 300 | 330 | 510 | 375 |
| CMT 220 | 278 | 328 | 256 | 372 | 450 | 483 |
| CMT 225 | 217 | 267 | 200 | 258 | 249 | 316 |
| CMT 230 | 200 | 200 | 167 | 317 | 383 | 467 |
| CMT 235 | 150 | 230 | 240 | 180 | 315 | 495 |
| Productivity | 233 | 276 | 233 | 310 | 372 | 430 |



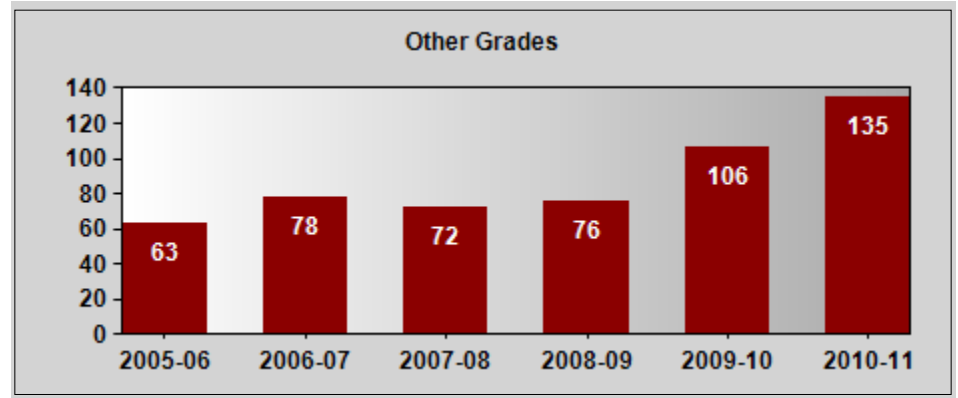
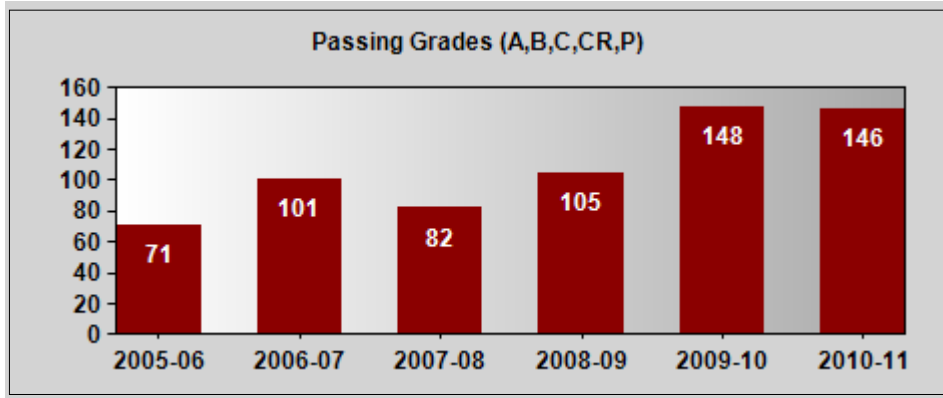
| Course ID | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--------------------------|---------|---------|---------|---------|---------|---------|
| CMT 215 | 13.3 | 31.1 | 23.3 | 23.3 | 45.6 | 33.3 |
| CMT 220 | 37 | 43.7 | 34.1 | 49.6 | 60 | 64.4 |
| CMT 225 | 36.1 | 44.4 | 33.3 | 43.1 | 35.2 | 47.2 |
| CMT 230 | 33.3 | 33.3 | 27.8 | 52.8 | 63.9 | 77.8 |
| CMT 235 | 25 | 28.8 | 40 | 30 | 52.5 | 82.5 |
| Course Fill Rates | 31.7 | 38.0 | 31.4 | 40.2 | 49.9 | 56.8 |



| Course ID | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|-----------------------|---------|---------|---------|---------|---------|---------|
| CMT 215 | 83.3 | 85.7 | 94.7 | 77.8 | 89.5 | 84.6 |
| CMT 220 | 91.5 | 93.2 | 88.4 | 98.5 | 89.5 | 92.9 |
| CMT 225 | 100 | 93.5 | 95.8 | 100 | 97.3 | 97 |
| CMT 230 | 100 | 100 | 100 | 94.4 | 81 | 89.3 |
| CMT 235 | 100 | 100 | 80 | 100 | 87.5 | 96.8 |
| Retention Rate | 94.9 | 94.0 | 91.5 | 95.8 | 89.9 | 92.6 |

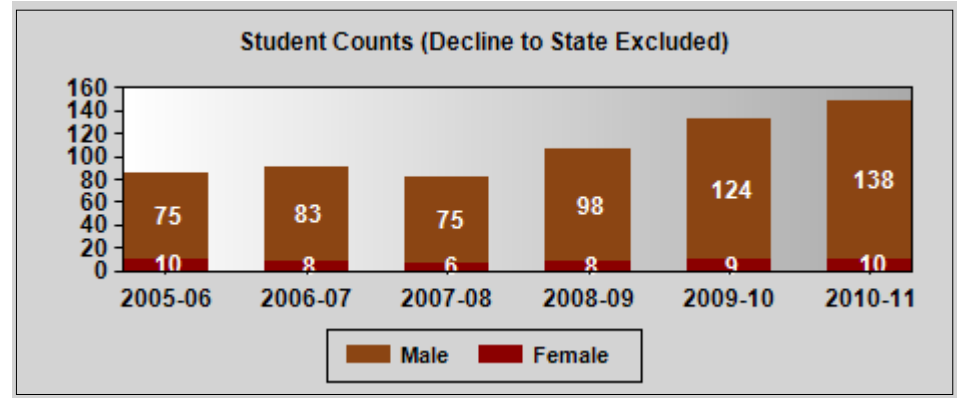
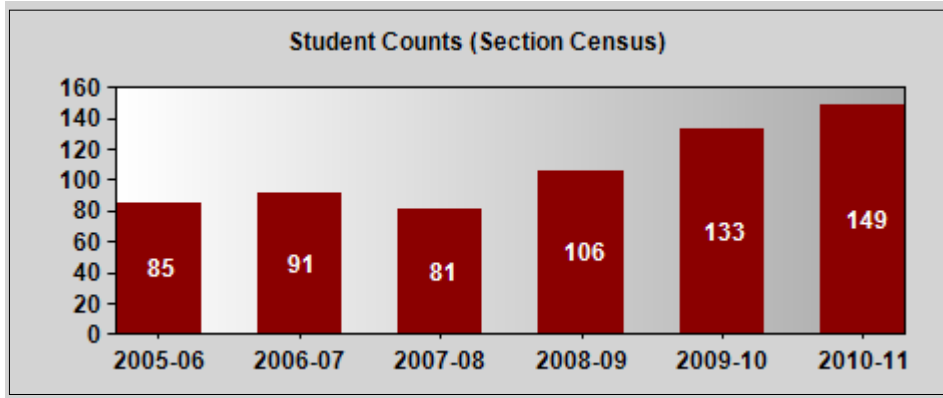


| Course ID | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---------------------|---------|---------|---------|---------|---------|---------|
| CMT 215 | 66.7 | 57.1 | 63.2 | 44.4 | 71.1 | 53.8 |
| CMT 220 | 59.6 | 69.5 | 79.1 | 67.2 | 73.7 | 71.4 |
| CMT 225 | 84.6 | 80.6 | 91.7 | 90.3 | 97.3 | 75.8 |
| CMT 230 | 83.3 | 100.0 | 60.0 | 83.3 | 71.4 | 85.7 |
| CMT 235 | 100.0 | 84.2 | 80.0 | 100.0 | 87.5 | 74.2 |
| Success Rate | 72.4 | 75.4 | 77.4 | 73.4 | 78.7 | 72.3 |



| Passing Grades | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|----------------|-----------|------------|-----------|------------|------------|------------|
| A | 28 | 41 | 30 | 45 | 61 | 52 |
| B | 26 | 25 | 25 | 37 | 52 | 54 |
| C | 13 | 32 | 25 | 20 | 33 | 35 |
| CR | 4 | 3 | 2 | 3 | | |
| P | | | | | 2 | 5 |
| Total | 71 | 101 | 82 | 105 | 148 | 146 |

| Other Grades | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--------------|-----------|-----------|-----------|-----------|------------|------------|
| D | 4 | 10 | 6 | 12 | 3 | 10 |
| DR | 36 | 45 | 48 | 38 | 66 | 79 |
| F | 18 | 14 | 9 | 17 | 18 | 30 |
| NC | | 1 | | 3 | | |
| NP | | | | | | 1 |
| W | 5 | 8 | 9 | 6 | 19 | 15 |
| Total | 63 | 78 | 72 | 76 | 106 | 135 |



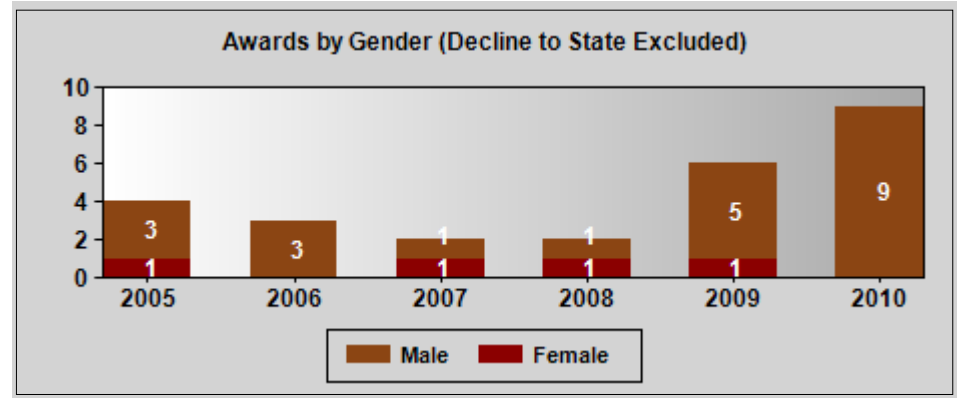
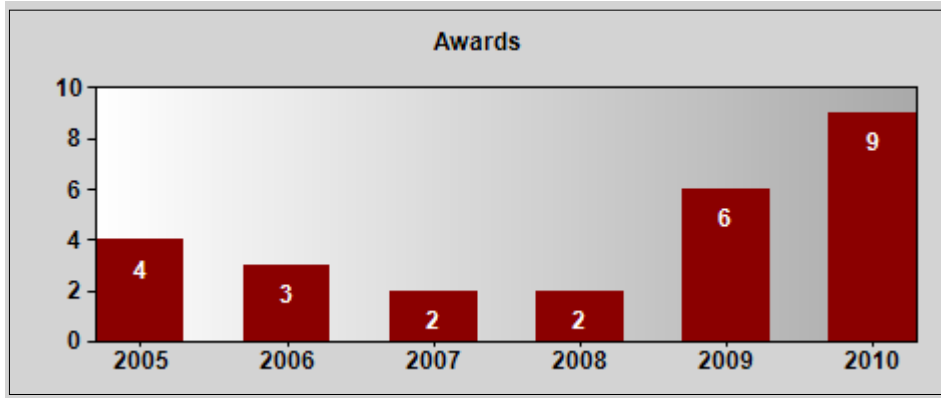
| Age Group | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|-----------------------|-----------|-----------|-----------|------------|------------|------------|
| 1. Below 18 | 1 | 6 | 3 | 2 | 3 | 3 |
| 2. 18-21 | 42 | 47 | 37 | 47 | 55 | 66 |
| 3. 22-29 | 14 | 14 | 19 | 30 | 39 | 42 |
| 4. 30-39 | 6 | 6 | 7 | 12 | 15 | 13 |
| 5. 40-49 | 13 | 13 | 9 | 10 | 10 | 12 |
| 6. 50-59 | 5 | 2 | 2 | 4 | 10 | 9 |
| 7. Over 59 | 4 | 3 | 4 | 1 | 1 | 4 |
| Total Students | 85 | 91 | 81 | 106 | 133 | 149 |

Student Counts by Ethnicity

| Ethnicity | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|------------------------------------|---------|---------|---------|---------|---------|---------|
| White, Non-Hispanic | 46 | 45 | 42 | 57 | 77 | 86 |
| Decline to state | 14 | 18 | 11 | 7 | 8 | 10 |
| Mexican, Chicano, Mexican-American | 4 | 11 | 8 | 9 | 17 | 19 |
| Mixed Ethnicity | 2 | 3 | 2 | 9 | 7 | 7 |
| Vietnamese | 8 | 3 | | 2 | 3 | 5 |
| South American | 1 | 5 | 4 | 2 | 4 | 4 |
| Black, African-American | 1 | | 4 | 3 | 5 | 4 |
| Central American | 1 | 1 | 2 | 4 | 2 | 3 |
| Other Hispanic | 2 | 1 | 2 | 3 | | 3 |
| Chinese | 1 | 2 | 3 | 1 | 1 | 1 |
| Other Asian | | | | 5 | 2 | 2 |
| Filipino | 3 | | | 1 | | 2 |
| Japanese | 1 | | 1 | | 2 | |
| Indian Sub-Continent | | 2 | 1 | | 1 | |
| Other Non-White | | | | 3 | | 1 |
| Korean | | | 1 | | | 2 |
| Middle Eastern | 1 | | | | 1 | |
| Other Pacific Islander | | | | | 2 | |
| Loatian | | | | | 1 | |
| Total Students | 85 | 91 | 81 | 106 | 133 | 149 |

Student Counts by Educational Goal

| Educational Goal | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---------|---------|---------|---------|---------|---------|
| Obtain a Bachelor's degree after Assoc. | 12 | 21 | 24 | 23 | 47 | 52 |
| Undecided on goal | 10 | 17 | 13 | 17 | 17 | 22 |
| Prepare for a new career | 22 | 15 | 11 | 15 | 9 | 13 |
| Obtain a voc certificate w/o transfer | 3 | 8 | 5 | 6 | 12 | 12 |
| Advance in current job/career | 6 | 8 | 7 | 9 | 8 | 5 |
| Personal Development | 10 | 3 | 6 | 7 | 5 | 6 |
| Obtain a Bachelor's degree w/o Assoc. | 3 | 4 | 1 | 6 | 4 | 11 |
| Obtain a voc certificate and transfer | 4 | 5 | 5 | 4 | 4 | 4 |
| Improve basic skills | 6 | 4 | 3 | 3 | 2 | 7 |
| Obtain a non-voc degree w/o transfer | 2 | 3 | | 5 | 8 | 4 |
| Obtain two-year voc. degree w/o transfer | 3 | 2 | 3 | 7 | 2 | 4 |
| Discover/develop career interests | 4 | | | 3 | 7 | 4 |
| Maintain license | | | 1 | 1 | 4 | 3 |
| 4 yr col std taking crs to meet 4 yr requirements | | | | | 4 | 1 |
| Complete credits for HS diploma or GED | | 1 | 2 | | | 1 |
| Total Students | 85 | 91 | 81 | 106 | 133 | 149 |



| Awards by Age Group | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---------------------|------|------|------|------|------|------|
| 2.18-21 | | | | | 2 | 2 |
| 3.22-29 | | 2 | 1 | | 2 | 6 |
| 4.30-39 | | | 1 | 2 | 1 | |
| 5.40-49 | 1 | 1 | | | | 1 |
| 6.50-59 | 3 | | | | 1 | |
| Total Awards | 4 | 3 | 2 | 2 | 6 | 9 |

| Awards by Major | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---------------------------------|------|------|------|------|------|------|
| Computer Maintenance Technology | 4 | 3 | 2 | 2 | 6 | 9 |
| Total Awards | 4 | 3 | 2 | 2 | 6 | 9 |

| Award Type | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|----------------------------|------|------|------|------|------|------|
| Associate in Arts | | 1 | | | 1 | |
| Associate in Science | 1 | | | 2 | | 3 |
| Certificate of Achievement | 3 | 2 | 2 | | 5 | 6 |
| Total Awards | 4 | 3 | 2 | 2 | 6 | 9 |

Staffing Counts (Instructors Assigned to D-G Tickets Only Have Been Excluded)

| Employee Type | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|----------------------|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| PART-TIME | Bartulis, Mike | 1 | 1 | 1 | 1 | 1 | 1 |
| | Sierakowski, Elisia | 1 | 1 | 1 | 1 | 1 | 1 |
| | Sierakowski, Mark | 1 | 1 | 1 | 1 | 1 | 1 |
| | Total | 3 | 3 | 3 | 3 | 3 | 3 |
| Total | | 3 | 3 | 3 | 3 | 3 | 3 |