# Subject Matter Expert Review

# TAACCCT Grant – Round 1

# Findings & Report

**Program:** Information Security

**Program Courses:** CIS 120 (Introduction to Programming)**,** CIS 141 (Operating Systems I), CIS 192 (Network Technology and Administration), CNE 180 (Computer Assembly and Maintenance), ISY 111 (Ethics and the Information Age), ISY 143 (Introduction to Information Security), ISY 150 (Introductory Scripting), ISY 201 (Advanced Operating Systems), ISY 243 (Information and Network Security), ISY 250 (Network Defenses and Counter Measures), ISY 251 (Hardening the Infrastructure), ISY 270 (Computer Forensics), ISY 280 (Advanced Security Topics)

**Faculty Developer(s)/Instructional Designer(s):** Tommy Lu (Contact)

**Subject Matter Expert:**

**Subject Matter Expert Credentials:**

**Date of Review:**

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| **Synopsis of Findings:** | |
| **1. PROGRAM AND COURSE OVERVIEW AND OBJECTIVES** | The overall design and purpose of the program and each course is made clear to the student. Core Course Performance Objectives (CCPO’s) build upon knowledge and skills through the sequence of the program and align to the Program Graduate Competencies (PGC’s). | |

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| ***Specific Review Standard*** | | **Accomplished** | **Satisfactory** | **Not satisfactory** |
| 1.1 The program graduate competencies are clearly stated. | |  |  |  |
| 1.2 The goals and purpose of each course are clearly stated. | |  |  |  |
| 1.3 Prerequisites and/or any required competencies are clearly stated. | |  |  |  |
| 1.4 Learning objectives for each course describe outcomes that are measurable. | |  |  |  |
| 1.5 Learning objectives are appropriately designed for the level of each of the courses. | |  |  |  |
| 1.6 Instruction, activities, and assignments in courses are scaffolded from course to course, and throughout the program. | |  |  |  |
| **Comments:** | | | | |
| **2. RELEVANCY** | Program Graduate Competencies (PGC’s) and Core Course Performance Objectives (CCPO’s) are relevant to students, industry, and employers. | | | |

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| ***Specific Review Standard*** | **Accomplished** | **Satisfactory** | **Not satisfactory** |
| 2.1 Program Graduate Competencies (PGC’s) represent industry’s expectation of the overarching knowledge, skills, and abilities an associate-degree level student should have. |  |  |  |
| 2.2 Program competencies (PGC’s) and core course competencies (CCPO’s) are relevant to **industry and employers.** |  |  |  |
| 2.3 Instruction, activities, and assignments in individual courses are relevant and engaging to **students**. |  |  |  |
| **Comments:** | | | |

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| **3. RESOURCES AND MATERIALS** | Instructional materials being delivered achieve stated course objectives and learning outcomes *(note: not all program/course materials are deliverable under CC BY licensing)*. |

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| ***Specific Review Standard*** | **Accomplished** | **Satisfactory** | **Not satisfactory** |
| 3.1 The instructional materials contribute to the achievement of the stated course learning objectives. |  |  |  |
| 3.2 The purpose of instructional materials is clearly explained. |  |  |  |
| 3.3 The instructional materials present a variety of perspectives and approaches on the course content. |  |  |  |
| 3.4 The instructional materials are appropriately designed for the level of the course. |  |  |  |
| **Comments:** | | | |

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| **4. ASSESSMENT AND MEASUREMENT** | Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process. |

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| ***Specific Review Standard*** | **Accomplished** | **Satisfactory** | **Not satisfactory** |
| 4.1 The course evaluation criteria/course grading policy is stated clearly on each syllabus. |  |  |  |
| 4.2 Course-level assessments (those that can be delivered) measure the stated learning objectives and are consistent with course activities and resources. |  |  |  |
| 4.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to the course grading policy. |  |  |  |
| 4.4 The assessment instruments (that can be delivered) are sequenced, varied, and appropriate to the content being assessed. |  |  |  |
| **Comments:** | | | |