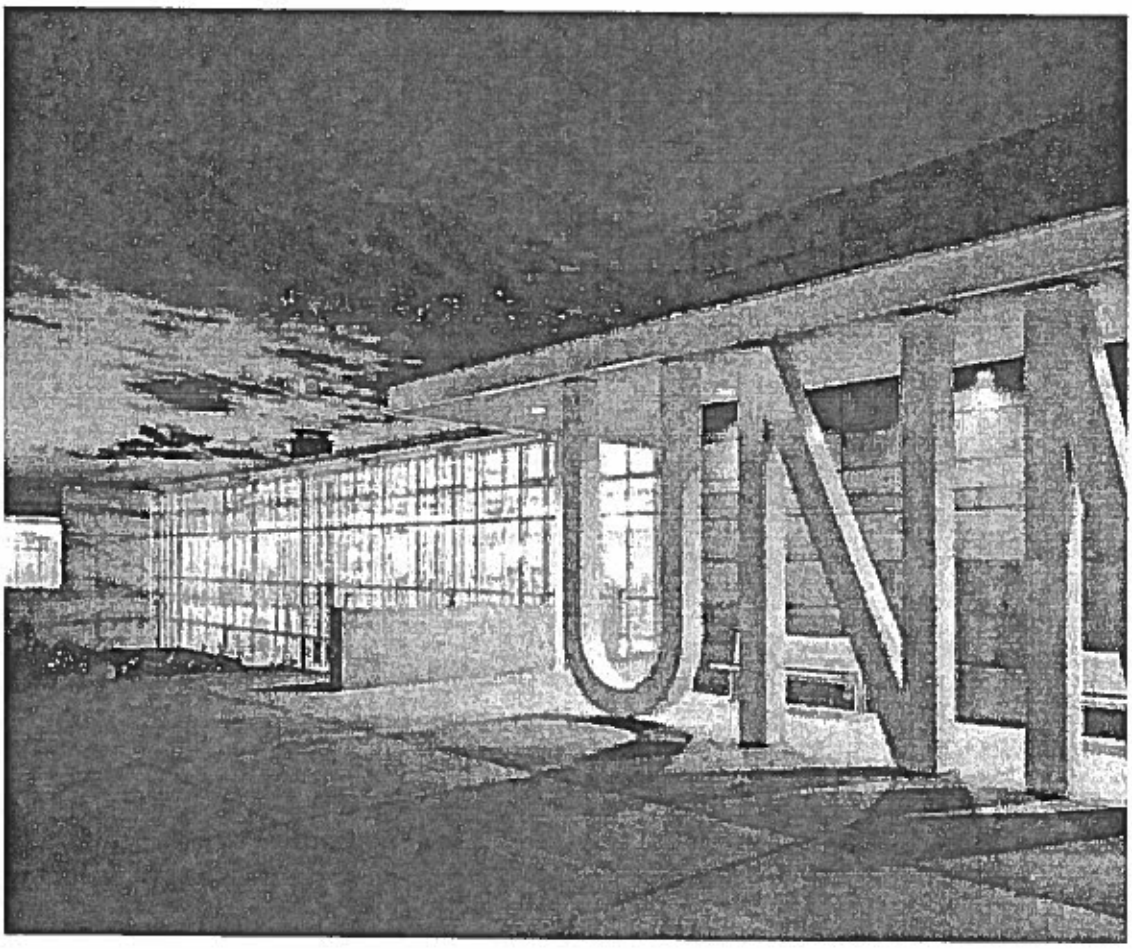
PROGRAM REVIEW INSTRUMENT



Fall 2018

University of New Mexico-Gallup

University of New Mexico Gallup Campus
Certificate in Information Technology

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Program Review Instrument

UNM-Gallup is committed to offering quality programs which reflect the mission and goals of the campus. In order to ensure the attainment of these goals, the faculty and administration realize the importance of program review as a means of program improvement and accountability. It is also recognized that the evaluation process may result in program changes or elimination.

STATEMENT OF PURPOSE

The program review will be used:

- To improve teaching and learning
- As a way for the University of New Mexico-Gallup faculty to evaluate whether programs are effectively serving their missions and goals, which should reflect the missions and goals of the campus
- To promote faculty discussion about curriculum within a program and throughout the campus community
- To evaluate program support in the areas of technology, equipment, facilities, and staffing

PROGRAM REVIEW CRITERIA AND DOCUMENTATION

The following criteria and documentation is composed of ten sections and can be tailored to specific programs. Before the process begins, the program faculty may request specific data from Student Services, an Institutional Researcher, and/or other sources. Data could be supplied from one or any combination of the following sources:

- Computer-generated data (e.g. MyReports, Banner, etc.)
- State reports (providing baseline comparisons state-wide)
- Local and/or system-wide reports and surveys
- Faculty-generated data (e.g. portfolios, course surveys, syllabi, etc.)

Program Review Procedure

1. The Curricula Committee Chair, or their representative, will contact a program's supervising Division Chair two semesters before the completed review is due, notifying the Chair of their responsibility to provide the required program review documents.
2. A second notification will be sent to the Division Chair by the Curricula Committee's representative one semester before the completed review is due, notifying the Chair of their responsibility to provide the required program review documents.

3. The Division Chair, ideally with the assistance of program faculty, will assemble a report for the Curricula Committee with all of the required documentation included. *No personally identifying student information should be included in this material.*
4. Program review material should be submitted to the Curricula Committee *by the sixth week of the semester in which the review is scheduled.* Any review not submitted within this timeframe or without formally making other arrangements with the Committee will be automatically and formally rejected by the Committee. The Committee will then request that the program be slated for deletion.
5. Copies of the submitted report will be disseminated to all voting members of the Curricula Committee, the Dean of Instruction, and the Zollinger Library. These copies can be circulated as either hard copies or as digital copies.
6. If requested by the Curricula Committee, program faculty, and/or the Division Chair, all parties will meet for a discussion of the submitted Program Review Report.
7. The Curricula Committee will consider the Program Review Report, discuss its contents, and take action. Program Review Reports will either be accepted or rejected, as determined by a majority vote of the Committee. The Chair of the Curricula Committee will vote only in the instance of a tie.
8. The Curricula Committee will compile a written explanation for its action on any Program Review Report. If a Program Review Report is rejected, the Committee will make clear what steps must be taken by the Division Chair and program faculty to adequately revise and resubmit an acceptable Program Review Report.
9. The Curricula Committee's written explanation will be forwarded to the Faculty Assembly President and the Dean of Instruction.

DOCUMENTS REQUIRED FOR PROGRAM REVIEW

Introductory Section and Background Information

This section should provide a brief introduction to the Program Review Report which includes the following elements:

- **0A:** An executive Summary that provides a one- to two-page summary/abstract of the information contained with the program review.

- The Business Management & Applied Technology Department prepares adult learners to work in various business and technological related fields within the local and regional areas. The Certificate in Information Program seeks to meet economic development needs by providing adult learners with a foundation of core and technological courses and training. The technological concepts and training in the face-to-face, web-enhanced, and online learning environment gives adult learners the skills, knowledge, and attitude to be employable. Adult learners in the Certificate in Information Technology Program learn many aspects of technology: Computing for Business Students, Microcomputer Operating Systems, Introduction to Hardware Installation, Web page Design and Computer Networking. The Business Management & Applied Technology Department grooms adult learners to work for the state, city and tribal governments and private entities.

- A goal of the Business Management & Applied Technology is to continue to offer and maintain the Certificate in Information Technology, especially for those adult learners who are still in the program and those who are interested in learning about the technological field. According to the data given by statistician at the University of New Mexico Gallup Campus, the chart below shows the years of fluctuation in the enrollment and graduates in the Certificate in Information

Technology Program. It is also known that the program continues to move onward.

- A majority of adult learners in the Certificate in Information Technology Program are Native American Indians. The Native American Indian adult learners live on the Indian Reservations located near the University of New Mexico Gallup Campus. The Native American Indian adult learners want to obtain a Certificate in Information Technology Program and pursue tribal governmental employment so that can help their people.

- The challenges listed in Document 9 Future Direction are minor situations that can be resolved. These concerns are fixable and workable: 1) form an advisory board, 2) hire a full-time faculty member to champion the Certification in Information Technology Program. This faculty member can teach all the Information Technology courses, provide academic advisement, recruitment, form an Information Technology club, mentorship, etc.

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- **OB:** A brief description of the history of the program under review.

A brief history begin with the number of adult learners and graduates in the Certificate in Information Technology Program beginning with the Year 2013 and ending in Year 2018. Do not know if the total headcount includes Center for Career Technology Education (CCTE) or Middle High School.

1. In 2013, there were a total of 47 adult learners in the Certificate in Information Technology Program. Of the total adult learner, 1 (one) adult learner graduated in Spring Semester.

2. In 2014, there were a total of 62 adult learners in the Certificate in Information Technology Program. Of the total 5 adult learners graduated: 3 adult learners graduated in the Spring Semester and 2 adult learners graduated in the Fall Semester.

3. In 2015, there were a total of 63 adult learners in the Certificate in Information Technology Program. Of the total 1 (one) adult learner graduated in the Fall Semester.

4. In 2016, there were a total of 61 adult learners in the Certificate in Information Technology Program. Of the total 11 adult learners graduated: 6 adult learners graduated in the Spring Semester, 2 adult learners graduated in the Summer Semester, and 3 adult learners graduated in the Fall Semester.

5. In 2017, there were a total of 53 adult learners in the Certificate in Information Technology Program. Of the total 6 adult learners graduated: 2 adult learners graduated in the Spring Semester, 1 (one) adult learner graduated in the Summer Semester, and 3 adult learners graduated in the Fall Semester.

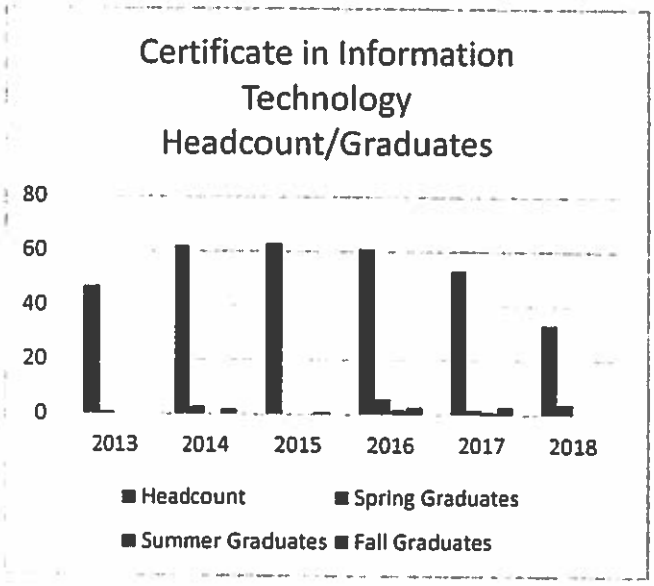
6. In 2018, there were a total of 33 adult learners in the Certificate in Information Technology Program. Of the total 4 adult learners graduated: 4 adult learners graduated in the Spring Semester.

Table 1. Year, Headcount & Graduates.

Certificate in Information Technology Headcount/Graduates						
	2013	2014	2015	2016	2017	2018
Headcount*	47	62	63	61	53	33
Spring Graduates	1	3	0	6	2	4
Summer Graduates	0	0	0	2	1	0
Fall Graduates	0	2	1	3	3	0

* Do not know if CCTE and Middle High School students are included.

Chart. Certificate in Information Technology Headcount/Graduates

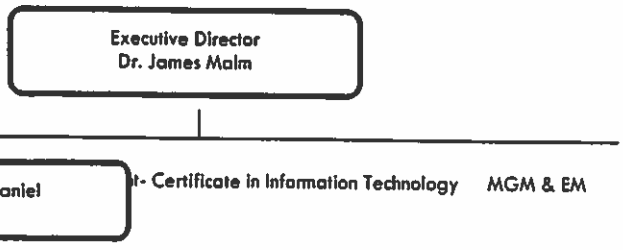


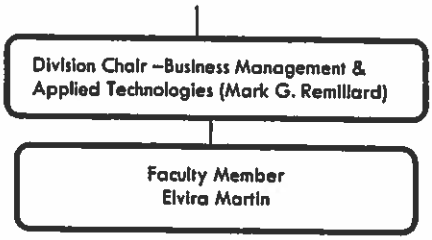
The graph is in color but the print shows shades of black.

- **OC:** A brief description of the organizational structure and supervision of the program, including a diagram of the organizational structure.

- Certificate in Information Technology Program - Organizational Chart Fall Semester 2018

The description of the organizational structure and supervision of the program begins with the Executive Director (Dr. James Malm), then the Dear of Faculty Members (Dr. Daniel Primozic), next is Division Chair – Business Management & Applied Technologies Department (Mark G. Remillard), and finally faculty members (Elvira Martin).





- **0D:** Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last external review. If not applicable, indicate that the unit does not have any specialized/external program accreditations.

- The Certificate in Information Technology Program in the Business & Applied Technology Department is not affiliated with any specialized and or external program accreditations.

- **0E:** A brief description of the previous Program Review for the program. The description should note when the last review was conducted. The description should also provide a summary of the findings from the Curricula Committee's final report and how the program addressed the Committee's recommendations.

- There is Program Review for the Certificate in information Technology Program Review in place. There is no summary of the findings/recommendations from the Curricula Committee.

Document 1: Program Goals

The program should have stated learning goals and should demonstrate how those goals align with the vision and mission of the UNM-Gallup campus.

1A: Provide a brief overview of the vision and mission of the program and how the program fits into the vision and mission of the UNM-Gallup campus.

University of New Mexico Gallup Campus Vision:

To prepare adult learners graduate and address the needs of employers and the challenges through the combination of education and service.

University of New Mexico Gallup Campus Mission is to:

- Offer service programs that address the needs of our community and region; and
- Carry on the growth with alumni, businesses, educators, governmental agencies, American Indian populations and other supportive entities.
- Provide Information Technology programs to enable our adult learners to develop resourcefulness and to engage in lifelong learning;
- Allow adult learners to complete a Certification in Information Technology in order to prepare them for entry-level job positions and serve working adult learners to enhance and update job skills.

The mission of the University of New Mexico Gallup Campus is to:

1. Develop the intellect of adult learners
2. Distribute knowledge
3. Serve communities, regions, and society by improving awareness of technology
4. Support adult learners in their encounters with academic barriers

1B: Describe the relationship of the program's vision and mission to the University of New Mexico's

vision and mission.

Certificate in Information Technology program provides online and or face-to-face learning environment for adult learners seeking entry-level employment, academic training, and personal and professional development in the applications of technology and that include:

1. Train adult learners in micro-computing operating systems including file management systems, utilities, and computer peripherals.
2. Prepare adult learners for networking certifications and career in technology
3. Encourage adult learners to interact with faculty members, peers, community to support their learning.

1C: List the overall learning goals of the program.

Certificate in Information Technology Program Educational Learning Goals are to:

1. Prepare our adult learners for their educational careers as Information Technology professional in businesses and or their continual advance studies.
2. Train our adult learners to apply principles and practices of computing for development and management of software systems.
3. Encourage our adult learners to be ethical, responsible and cooperative in their educational careers and profession.
4. Support our adult learners to engage in life-long learning endeavors of using modern practices, methods, strategies and technologies in their careers.

1D: Explain the manner in which learning goals are communicated to students. Please provide specific examples.

The faculty members at the University of New Mexico Gallup Campus use a syllabus template to communicate what is expected of adult learners learning. All faculty members in the Business Management & Applied Technology use the template to create a syllabus for each of the courses they teach. In the Syllabus there are sections for the Course Description, Credit and Contact hours, Pre-requisites/Co-Requisites, and Learning Objectives and Outcomes. Teaching Methods, Evaluation/Grading Methods, Homework Assignments, and Assessment Methods are also included. In the Learning Objectives and Outcome section, there are goals and learning results/consequences listed upon completion of the course. The learning outcome at the end of the course is stated in the Assessment Methods section.

A specific example of the learning goals communicated to students include the Learning Objective and Outcome and Assessment Method sections of the CS 150L (Computing for Business Students) course syllabus are listed.

<u>Learning Objective and Outcome for the CS 150L course.</u>
Upon completion of this course, students should be able to use technology to produce documents, such as reports, payroll spreadsheet, database reports and presentation slides. In addition, students should be able to perform the following tasks: 1) Describe basic information technology terminology. 2) Identify and use hardware components of its systems. 3) Describe and apply concepts of file management. 4) Describe the basic concepts of application and operating systems software. 5) Describe the basic concepts of information management and database management systems. 6) Identify and explain important ethical, security, and privacy issues in information systems. 7) Describe the social impact of information technology. Use learn.unm.edu (Blackboard Learning Management System) in the course.

Assessment Method for the CS 150L course.

Students should be able to produce a modified block style letter on Word, produce an income statement on Excel; maintain record files on Access; and make organizational charts on Power Point.

1E: Describe the program's primary constituents and stakeholders.

Our primary constituents and stakeholders who have interest in and is affected by the performance of the University of New Mexico Gallup Campus include the following: 1) Advisory Board 2) Businesses Employers 3) Native American Indian Leaders 4) Certification of Information Technology Program alumni 5) Staff 6) Faculty Members and 7) Adult learners.

1. The Advisory Board at the University of New Mexico Gallup Campus is listed:

	Membership	Affiliations
	Chair	Ralph Richard, Entrepreneur, Earls Restaurant
	Vice President	Olin Kieyoomia, Retired Veteran
	Secretary	Priscilla Smith, Entrepreneur, Print Shop
	Jerald O'Hara	Member, Retired
	Terri Garcia	Member, Manager, Amigo Chevrolet

2. Business Employers
   The business employers who hire our Certificate in Information Technology graduates.

3. Native American Indian Leaders
   The leaders from the surrounding Native American Indian Reservations depend on our Certificate in Information Technology graduates for knowledge, tools and skills needed in their governmental agencies.

4. Certificate of Information Technology alumni
   A number of alumni in the Certificate in Information Technology Program have continued their education.

5. Staff
   Staff maintain the upkeep and safety measures of the campus.

6. Faculty Members
   Faculty members provide their expertise to educate our adult learners.

7. Adult Learners
   Adult learners who attend the University of New Mexico Gallup Campus, especially the adult learners in the Certificate in Information Technology Program.

1F: Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the program. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the program's educational objectives.

The Certificate in Information Technology has not been involved or had the opportunity to conduct outreach or community activities.

Document 2: Teaching and Learning – Curriculum

The program should demonstrate the relevance and impact of its curriculum.

2A: Provide a detailed description of program curricula. Include a description of the general education component (if applicable) and program-specific components. Provide a brief justification for any credits required for program completion above the standard 60 credits.

University of New Mexico Gallup Campus 2015-2017 Course Catalog, Page 59

Certificate in Information Technology

Online or traditional program for students seeking entry-level employment, academic training, or professional development in Information Technology fields.

Certificate in Information Technology Program Total Required: 28-30 Credits			Describe the contributions of the program to other units/programs. (This part pertains to Section 2B).
Areas	Credits	Course Descriptions	
Writing & Speaking: (3 Credits)			
ENGL 110 Accelerated Composition	3	Page 81. First and second semester of Composition I & II sequence. Focuses on analyzing rhetorical situations and responding with appropriate genres and technologies.	Certificate in Information Technology Certificate in Bookkeeping Associate of Arts in Business Administration
Mathematics: (3 Credits)			
MATH 120 Intermediate Algebra	3	Page 86. Covers linear equations and inequalities, polynomials, factoring, exponents, radicals, fractional expressions, and equations, quadratic equations, perimeters, areas of simple geometric shapes, AND logarithms.	Certificate in Information Technology Certificate in Bookkeeping
Information Technology Core: (19-21 Credits)			
CJ 221 Interpersonal Communication	3	Page 74. Analysis of a variety of interpersonal communication concepts with special emphasis on the application of	Certificate in Information Technology Certificate in Bookkeeping

		communication skills in different situations.	
CS 150L Computing for Business Students	3	Page 75. Students will use personal computers in campus laboratories to learn use of a word processor, a spreadsheet, and a database management system. The course will also cover access to the World Wide Web and other topics of current importance to business students.	Certificate in Information Technology Certificate in Bookkeeping Associate of Arts in Business Administration
IT 125 Microcomputer Operating Systems	3	Page 84. Concepts in micro-computing operating systems. Acquaints students with practical aspects of micro-computer operating systems including file management systems, utilities, and computer peripherals.	Certificate in Information Technology
IT 131 Introduction to Hardware Installation	3	Page 84. Hands-on introduction to current personal computer technology. Students learn and practice hardware and software topics covered by the A+ exam.	Certificate in Information Technology
IT 166 Web Page Design	3	Page 84. Introduction to designing and creating Web pages for the Internet.	Certificate in Information Technology
IT 230 Computer Networking	3	Page 85. Knowledge of Windows and computer hardware is strongly recommended. Provides baseline level of knowledge for success in industry and preparation for networking certifications. Covers networking hardware, software, and skills necessary to succeed in the dynamic field of computer networking.	Certificate in Information Technology

2B: Describe the contributions of the program to other units/programs within UNM-Gallup, such as offering

general education core courses, offering courses that fulfill pre-requisites of other programs, offering cross-listed courses, or supporting/complementing the work of other technical programs.

The description of the contributions of the program to other units/programs within UNM-Gallup Campus is listed in the third column of the table in Section 2A.

2C: Describe the modes of delivery used for teaching courses.

The modes of delivery used for teaching courses include a variety of methods into each course depending on the requirement of that particular course. Faculty members may use visual aids, educational websites videos, overheads project screens, chapter PowerPoint presentation slides, personal experiences or examples and demonstrations. Adult learners are able to understand what may accommodate their learning styles that consists of class activities, such as, lectures, class discussions, in-class teamwork and oral presentations.

Document 3: Teaching and Learning – Continuous Improvement

The program should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and program assessment records/reports.

- **3A:** There is no Program Assessment for the Certificate in Information Technology Program in place.

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- What skills, knowledge, and values are expected of all students at the completion of the program (refer to learning goals outlined in Document 1)?
- What are the student learning outcomes for the program?
- How have the student learning outcomes been changed or improved?
- How are the student learning outcomes clearly defined and measurable?
- How are the student learning outcomes communicated to faculty and students?
- What current direct and indirect assessment methods are used to evaluate the extent to which students are meeting the student learning outcomes?
- How have the program's assessment methods been changed or improved?

The following responses is in regards to the submitted copy of the Program Assessment for the Certificate in Information Technology Program. The Program Assessment instrument is difficult to determine what is being referred to when the term is used without additional explanation. The Program Assessment for the Certificate in Information Technology leans toward adult learners' learning environment. The Program Assessment include the mission of the courses taught and include other branch colleges' agreement to teach the courses. These courses are important and meaningful to adult learners in the Certificate in information Technology. The difficulty part to assess adult learners learning is the range of thinking skills which vary from low level to high level application of knowledge. The Program Assessment for the Certificate in Information Technology show how adult learners learning are evaluated in the course; this is a measurement how adult learners learn (learning outcome).

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The Certificate in Information Technology Program is working to improve adult learner learning outcomes. The adult learner learning outcomes for the CS 150L course are to have the knowledge, skills and attitude (KSA) when they complete the course. The Program Assessment for the CS 150L course in the Certificate in Information Technology Program has improved in the past semesters. One of the direct and indirect assessment methods to evaluate adult learners learning outcomes is the utilization of the technology. The skills and knowledge gained for the CS 150L course include the use

the computers to research, manipulative data and format documents on Word in the Microsoft Office Application, create spreadsheets on Excel, maintain data management on Access and present presentation slides on PowerPoint. The values include the confidences of adult learners to use the sum function to add numerical data and then be able to create a formula that calculates an array of numerical data. The adult learners learning outcomes is clearly defined and measurable by the completion of a block style letter, income statement, etc. The faculty member can see the 'end product' and grade.

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- **3B:** Synthesize the impact of the program's annual assessment activities by addressing the questions below:

- How have the results of the program's assessment activities been used to support quality teaching and learning?
- How have the results of the program's assessment activities been used for program improvement?
- Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?
- How does the program monitor the effects of changes?
- A few responses to the questions stated above.

The results of the program's assessment activities have been used to support quality learning primarily through data analysis and program revisions. The data obtained from reviewing student learning results has led to course content and delivery revisions to better meet the needs of students through re-teaching, revising course content, text book usage, and methods of conveying the Student Learning Objectives (SLOs). Annually, the program submits an assessment review to the CARC (College Assessment Review Committee) in which the department evaluates the effectives of their assessment of how well, by what means, and with what results, the SLOs were taught the previous year. The results of this review are used to address issues and problems shown by the data. Each year, the identified issues and concerns from the previous year's report are addressed and incorporated into revisions of the curriculum and teaching efforts.

If desired, a possible additional evaluation/improvement step, as suggested in the last Program Review, might be for a yearly internal review of the teaching/learning by the program faculty which would include:

1. A survey and analysis instrument would be circulated internally to the faculty of the program by the division chair. Faculty within the program, both full-time and adjunct would be involved. Faculty would have a task to perform in the assessment process (the gathering of evidence, the analysis/interpretation, and recommendations.

2. The division chair and the faculty in the program will meet and make decisions based on the analysis of the data.

3. After the assessment process, the results will be routed by the Chair to the Dean's office for final review and approval or edit.

Document 4: Students

The program should have appropriate structures in place to recruit, retain, and graduate students.

4A: Provide information regarding student recruitment and admissions.
4B: Provide an analysis of enrollment trends, persistence, and graduation trends.

4C: Provide a description of program advisement for students.
4D: Describe any student support services that are provided by the program.

4E: Describe any student success and retention initiatives in which the program participates.

Headcount (by semester) enrolled in CERT-IT Program

2013	2014	2015	2016	2017	2018
Fall	26	29	38	27	29	19
Spring	21	33	25	34	24	16

In general students are recruited and admitted by the usual means, advertising of the program online via the university, department, and program webpages, in the UNMG catalog, and by word of mouth among students. Admission into the program follows the same process as non-IT students. All students must be accepted into the university and have sufficient scores on the Accuplacer Test to qualify them for university level Math and English courses. A minimum grade of C must be maintained in all courses in the Certificate program.

Looking at the enrollment numbers, it appears that the student numbers have been on a rise and fall pattern with gradual shifts between increasing and decreasing over the last six years. Currently, it appears that enrollment for both Spring and Fall of 2018 is at the lowest numbers in the last six years.

The completion rate for the Certificate in IT program also shows a rise and fall pattern over the last several years. In 2013, one student completed the program. In 2014, five students completed it. In 2015, one student completed the program. In 2016 eleven students completed the certificate program. In 2017, six students completed, and in Spring of 2018, 4 students graduated with a Certificate in IT.

Graduates of this program often go on to complete their AA and BA degrees in Information Technology or related fields at local universities such as University of New Mexico, Albuquerque, New Mexico State University in Grants or Las Cruces, Arizona State University in Phoenix, Western New Mexico University, or Navajo Technical University. For employment, many of our graduates are employed in the area by the Gallup Refinery, Gallup McKinley County, the Navajo Nation, Gallup Indian Medical Center, or Rehoboth McKinley Christian Health Care Services. Currently, no programs are in place to officially track graduates and record their career success, but this type of tracking would improve the program by providing graduate feedback on their preparedness for the job market upon graduation as well as identify area in need of improvement in the program from the graduate's perspective.

1) A letter dated September 25, 2018 regarding Advisement Summary Report for the Certificate in Information Technology from Michelle L. Lee. Student Services Tech Center (Appendix 1).

Document 5: Faculty

The faculty associated with the program should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of the program and other research and service activities.

5A: Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.

5B: Provide information regarding professional development activities for faculty within the program.

5C: If applicable, provide a summary and examples of scholarly/creative work of faculty members within the program.

1. Information on the faculty members devoted to the Certificate in Information Technology Program (Appendix 2).

Document 6: Resources and Planning

The program should have sufficient resources and institutional support to carry out its mission and achieve its goals.

6A: Describe how the program engages in resource allocation and planning. If the program has an advisory board, describe the membership and charge and how the board's recommendations are incorporated into decision making.
6B: Provide information regarding the program's budget including support received from the institution as well as external funding sources.
6C: Describe the composition of the staff assigned to the program (including titles and FTE) and their responsibilities.

The composition of the staff assigned to the Certificate in Information Technology Program include one tenured faculty member and adjunct faculty members.

1. One tenured faculty member teaches the CS 150L (Computing for Business Students) in a face-to-face, web-enhanced and online learning environment. The faculty member also teaches MGMT courses. Adjunct faculty members are assigned to teach other CS 150L courses.

2. The following courses have been taught by various adjunct faculty members every other semesters: IT 125 (Microcomputer Operating Systems), IT 131 (Introduction to Hardware Installation), IT 166 (Web Page Design), and IT 230 (Computer Networking). These courses do not adhere to the departmental courses rotation schedule. There is no faculty member on site to teach these courses on a regular basis. Sometimes, these courses are scheduled and cancelled due to no full-time and or adjunct faculty members available to teach the courses.

6D: Describe the library resources that support the program's academic initiatives.

According to the University of New Mexico Gallup Campus 2015-2017 Course Catalog, page 20, the section on the Campus Library is the Zollinger Library. The Zollinger Library houses more than 50,000 books and periodicals, over 2,400 films and documentaries, and provides Reserve items for many courses. The library also proves access to hundreds of thousands of journal articles via online databases, and more than 200,000 e-books. Access to LIBROS, the library's catalog is available through computers in the library. In addition, the library's computer lab provides 24 desktops for use by our patrons. Laptops are available for checkout to students, and three study rooms provide quiet study space for groups.

TRIO – Student Support Services. The Student Support Services (SSS) program is federally funded to provide opportunities for academic development, assist adult learners with basic college requirements, and to motivate students toward the successful completion of their post-secondary education.

Document 7: Facilities

The facilities associated with the program should be adequate to support student learning as well as scholarly and research activities.

7A: Describe the facilities associated with the program, including, but not limited to, classrooms, program

space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.

The facilities associated with the Certificate in Information Technology Program include 40 x 40 (average) classroom size to accommodate 24 adult learners and one faculty member. Computers, papers and printers are available for adult learners. There are computers situated on tables, overhead projector screen and white boards are located in most of the classrooms. The computers have many software applications (Internet, Microsoft Office 2016, and tutorials) for adult learners to use to complete their homework assignments and take tests. The University of New Mexico Gallup Campus Information Technology Department oversees, maintains, and updates the computers every semester.

7B: Describe any computing facilities maintained or used by the program.

Some of the classes listed in the Certificate in Information Technology Program are taught in face-to-face, web-enhanced and online. The CS150L (Computing for Business Students) course is taught in Calvin Hall Center, Room 263. The computer lab has a project screen that is used to facilitate learning.

Document 8: Program Comparisons

This program is of sufficient quality when compared to relevant peers.

8A: Provide information on the distinguishing characteristics of the program. Discuss the program in comparison to other programs such as number of faculty, student characteristics, etc. Pay special attention to:

a. Parallel programs at peer institutions
b. Regional and national comparisons of academic program

Document 8 Program Comparisons – Certificate in Information Technology

A. In comparing the Certificate in Information Technology program at UNMG to other programs in the area, there are some immediate differences that stand out. Several programs in the area such as DeVry University offer national certifications for specialty programs within the Information Technology field such as Cisco's Certified Network Associates and Certified Entry Networking Technician for networking students and System Security Certified Practitioner for students specializing in cyber or system security. UNMG offers a basic certificate program that allows entry into many information technology fields, but perhaps loses students by not offering specialized areas of study within the IT field.

B. In general, our certificate program requires roughly the same number of credit hours as other programs in the area at approximately the same cost to the student. For example, the IT Certificate program at Navajo Technical University requires 32 credit hours at a cost of $2,360 in fees and tuition. The IT Certificate at UNG requires 30 credit hours at a cost of $2,400 in tuition and fees.

C. One of the biggest differences between the IT program at UNMG and the programs at other institutions in the area such as New Mexico State University in Grants, NM is that other programs lead from a Certificate into an AAS degree. The program in Information Technology at NMSU Grants leads directly into an ASS degree in Computer Technology, as does the Certificate program at Navajo Technical University. The program at UNMG is a stand-alone certificate that does not sequence into a further degree program. Students at UNMG in the IT Certificate program receive a general background, but not a specific, career aligned degree preparation.

Document 9: Future Direction

The program should engage in strategic planning and prioritization in order to achieve its mission and vision.

9A: Provide a summary of strengths and challenges for the Certificate in Information Technology

Program.

Strengths in the Certificate in Information Technology Program

1. The University of New Mexico Gallup Campus is in an ideal location to serve full-time and part-time adult learners to enhance and update job skills in the Certificate in Information Technology Program.

2. Adult learners continue to register in the Certificate in Information Program which has been in existence for a few years. Adult learners graduate with a Certificate in Information Technology.

Challenges in the Certification in Information Technology Program

1. Advisory Board. The Business Management & Applied Technologies Department need to form an advisory committee who will provide input to the Certificate in Information Technology Program.

1. Faculty Member. The Business Management & Applied Technologies Department is understaffed. The Business Management & Applied Technologies Department need to hire a full-time faculty member to teach the following courses: IT 125 Microcomputer operating Systems, IT 131 Introduction Hardware Installation, IT 166 Web Page Design and IT 230 Computer Networking. The faculty member can provide academic advisements, start an information technology club, offer mentorships, etc.

9B: Describe the program's strategic planning efforts.

1. Advisory Board. Form an advisory board for the Business Management & Applied Technologies Department.

2. Faculty Member. Hire a faculty to teach the courses IT 125 Microcomputer operating Systems, IT 131 Introduction Hardware Installation, IT 166 Web Page Design and IT 230 Computer Networking as scheduled.

3. Curriculum. Possibly revise some of the courses listed in the Certificate in Information Technology Program.

9C: Describe the strategic directions and priorities for the program.

1. Advisory Board. Contact non-profit and private entities if a staff member is interested in serving as a member of the Business Management and Applied Technologies Department.

2. Faculty member. Hire faculty member to teach some of the courses in the Certificate in Information Technology courses in the 8-week schedule.

3. Suggestions.

   a. Teach the courses IT 125 Microcomputer operating Systems, IT 131 Introduction Hardware Installation, IT 166 Web Page Design and IT 230 Computer Networking as scheduled even if there are less than 12 adult learners in the class.

   b. Teach two of IT courses at the same time in one classroom learning environment.

   c. Use University of New Mexico Gallup Campus faculty members or staff who work in the Information Technology to teach the courses mentioned above. For instance, Joe Nez in the Information Technology

d. can teach IT 125 Microcomputer operating Systems, IT 131 Introduction Hardware Installation, IT 166 Web Page Design and IT 230 Computer Networking.

e. Faculty members need to improve their skills though professional development opportunities in the areas of technologies.

Appendices

Document 4

1. A letter dated September 25, 2018 regarding Advisement Summary Report for the Certificate in Information Technology from Michelle L. Lee. Student Services Tech Center (Appendix 1).

Document 5

2. Information on the faculty members devoted to the Certificate in Information Technology Program (Appendix 2).

Appendix 1

UNM GALLUP

September 25, 2018

Re: Advisement Summary Report; Certificate in Information Technology (28-30 credits)

Reviewed and Discussed by members of the Advisement Team (Shynal Robinson, Sheryl Luther, Grace Lueras and Michelle Lee)

Positives:

- Online based offering of IT courses are a plus for those students who are working in a full-time position however would like to get hands-on experience for networking and hardware installation.
- Students request IT related programs, more often than not, due to the value and evolution of technology in society.

Concerns:

- Many students request clarification on the purpose of this Certificate program, ie. is there opportunity for growth beyond just the Certificate in IT and how will these credits transfer into that program or employment opportunity).
- Students would like the opportunity for these credits to assist them in matriculating into an IT Associates program or related field, most requested has been Computer Science.
- Also students would like to have some sort of "certification" that they can earn in addition to their Certificate in IT, ie. Microsoft Certification and/or other job related certifications in the IT field that can make the student more competitive in the workplace.
- Students' on multiple occasions have expressed frustration with the amount of time it takes for their online course instructor to respond to their inquiries.

Catalog Structure:

- Students request to see a suggested course sequence or at least a 3-semester course rotation list.
- Pre-Requisites can be an issue for those students who are coming in at the remedial levels and can be the reason that students take longer to complete this certificate.
    - Math 099 -> Math 100 -> Math 120 -> they can finally take CS150L (2 years worth of regular semesters, when in theory, this Certificate should be completed in 1 year)

Michelle L. Lee

Student Success Manager / Testing
Student Service Tech Center 256

Appendix 2

ıcument 5: Faculty in the IT Program

.: The IT program faculty is composed of one full and three part-time faculty members. Elvira Martin is a
l instructor teaching full time in the program and holds the rank of Associate Professor. Her academic
alifications include a Bachelors' of Science in Business Administration from the University of New Mexico in
80, a Master's Degree in Education Administration from Western New Mexico University in 1995, and she is
rrently a Doctoral Candidate All But Dissertation (ABD) at the University of New Mexico in Organization,
ormation, and Learning Science.

Evalena Boon is part-time instructor who hold Associate Degrees in Travel and Tourism from National
llege in 1990, Liberal Arts from the University of New Mexico-Gallup in 1994, and Pre-Business Administration
m the University of New Mexico-Gallup in 1996. She holds a Bachelors in Business Administration from the
iversity of New Mexico in 1998, and a Masters in Business Administration from the University of New Mexico in
04. She had been an adjunct at the University of New Mexico-Gallup since 2010.

Tyrell Harvey is a part-time instructor who has a Bachelor of Science in Business Administration from
plan University in 2007. He had been an adjunct at the University of New Mexico-Gallup since 2007.

Arthur Ledesma is a part-time faculty member who has an Associate's Degree in Computer Networking
chnologies from Fayetteville Technical Community College. He has been an adjunct at the University of New
exico-Gallup since 2010.

: All faculty, both full and part-time are encouraged to participate in faculty development activities as offered
oughout the year. No specific professional development conferences or activities are required for faculty and staff,
h faculty and staff are encouraged to participate in conferences and workshops as dictated by their individual
ferences and interests.

: Due to the nature of the community college structure, faculty and staff are not required to publish as part of
ir professional responsibilities. Elvira Martin in working on her Doctoral Dissertation in the field of Organization,
ormation, and Learning Science in the area of the issues of retention issues, barriers, and concerns faced by Native
nerican women returning to a community college to obtain an Associate of Science Degree. Her dissertation will
a valuable piece of research in the field.

ı: Abbreviated CV or experience summary for program faculty

tae of Faculty Members in the IT Program

Elvira Martin

ejmartin@ynm.edu

Doctoral graduate student in **OILS (Organization, Information and Learning Science)**
Sep-2003 to Present University of New Mexico Albuquerque, NM

Master of Arts Degree In **Education Administration**
Sep-1991 to May-1995 Western NewMexicoUniversity Gallup, NM

Classes in **Navajo** Culture
May-2000 to Aug-2000 Dine College Tsaile,AZ

Post Bachelor of Arts Degree in **Elementary Education**
Sep-1999 to May-2000 **UniversityofNewMexlco** Gallup, NM

Bachelor of Science Degree in **Business Administration**
Aug-1976 to May-1980 University of Albuquerque Albuquerque, NM

Associate of Science Degree In **Business**
Aug-1974 to May-1976 AAA Business College Albuquerque, NM

General Education Diploma (GED)
Aug-1972 to Dec-1973 Window Rock High School Fort Defiance, AZ

Work Experience

Associate Professor (Tenured) Gallup, NM
August 2008 to Present University of New Mexico

Instruct five 3-hour college classes per semester. Teach various business, economic, entrepreneurial and management (MGMT) and information technology (IT) courses. All the courses taught are web-enhanced and automated with Learn.unm.edu.The instructor utilizes the following teaching resources: chapter presentation slides, data files, interactive spreadsheets, etc. A goal for teaching improvement is add technical skills in the class. Provide one-on-one assistance to students. Provide academic advisements Participate in campus and departmental committee meetings.. Performed othes duties specified by the Department.

Chair- Associate Professor (Tenured)
Aug-2006 to May 2008 University of New Mexico Gallup, NM

Supervised/hired/evaluatedfacility members. Responsible for budget-reconciled. Used UNM Banner. Participated in tenure packet process. Created a departmental advisory committee. Responsible for

students' progress survey, Student Assessment Outcomes, Program Review, etc. Involved in committees--Departmental,Chairs, Faculty Senate, Curriculum, Student Affairs, CCTE, search & ad hoc.Responsible forclassschedules-short/longterm goals. Oversee thecreation oftheGeneral Business Degree with **areas:** Information Technology. Accounting, & Entrepreneurship. Updated the old Entrepreneur Certification.Finalized the Pre-Business AdministrationDegree Articulation Agreement with UNM-Anderson School. Worked with UNM-Anderson School on Entrepreneurial Studtes at UNM-Gallup Campus. Worked with Tohatchi and Nashittl Chapters to teach Five Management System Courses. Taught ghours of business, management and information technology coursestohighschool students (CCTE).Ordered textbooks andsoftware applications. Utilized vista.unm.edu (webct) and UNM Banner. Student Recruitment. Provided academic advisement to collegestudents inAASDegreen BusAdminoraCertinSecSkills.TestProctorforACTand NTE examinations.

Assistant Professor

Sep-1998toAug-2006 UniversityotNewMexico Gallup, NM

Instructed fifteencredithoursofbusiness, management, information technology, andcomputer sciencecourses to high school and college students. Some courses include Accounting. Business Math, Introduction toWord Processing, & computer science. Created syllabi. Instructed, graded and recorded grades. Used webct. Worked with students to participate in the Service-Leaming Program with Battered Families Services, Incorporated. Recruited high school students. Provided academic advisement tostudents who are interested in AAS Degree in Business Administrationand Certification in Secretarial Skills. Participated in committees--departmental, CCTE, Student Affairs Committee & Strategic Planning.TestProctorforACTand NTE.

Program Director

May-1990to May-1998 Navajo Nation Window Rock,AZ

Managed allaspects ofUSDA commodity food distribution to19,200 low-income families permonth throughout theNavajo Nation Reservation. Abide bycontract and regulations specified by USDA. Administered the annual budget of$3,900.00. Supervised the nutrition education component of the program.Supervised atotal of85staff-warehousemanagers, clerks, crews and truck drivers.

Conducted regulatory inspections of several satellite warehouse sitesthroughout the Navajo Reservation. Handled RFP's,selected vendors/contractorsto repair warehouse roofs and tosale four outdated semi-diesel cabs. Administered monthly food inventory & nutritional component reports to USDA and Navajo Nation. Initiate safety work environment forstaff: installed back alanns forthe diesels, warehouse men had fork.lift certifications;allstaff hadCPRcertifications, and Food Handler's Permits.

Reclamation Assistant

May-1980toSep-1986 P&MCoalMineCompany Window Rock,AZ

Responsible forairquality and weatherdata operations. Supervised crewto construct bermsand run-off.Responsible fortimesheets.Responsible forcollection ofallspoils, topsoil sampleongraded, ungradedandreclaimedareas. Maintained theoperating anddowntime forscrapers, dozers, and graders pershiftsand yardage moved. Maintained threedraglineswingmeters. Responsible for summiting monthly dragline operation and safety reports. Assisted theengineers with surveying areas onthemine. Conducted mine inspections with federal andstategovernment. Foilowed

policy/procedures, safety and mine regulations.

Licensure

I have aNewMexico Teachers Licensure #271598 forLevel One Provisional K-12 Specialty Area license with Endorsements InInformation Tech Coordinator and Business Education.

MembershJp of organJzatJoos

Professional Affiliations

1. American Associate of University Women(1996-Present)

2. American Association of University Professors (1999-Present)

Campus Affiliations

1. (AdHoc) Special Rank & Tenure Committee
2. Rank & Tenure Committee
3. Faculty Senate Committee
4. MiniGrantCommittee
5. Evaluation Committee for Code 3

Evalena D. Boone

r.O. Box 217 · Zuni, NM 87327

rhone: (505) 879-7270 · Email: l.e.hi!U!lt.!" liolnrnl rnrn

EDUCATION

M.B.A., Polley & Planning, Universily ufNc w Mexico. Albuquerque, New Mc. .ico December 2004

B.B.A.,Travel & Tourism and Human R"ources, University of New Mc,..icD, Albuquerque, Nc w Mc.dco, May 1991 I

A.A., Pre-Business Admlnislr1 1don, University of New Mexi co Gallup, Gallu p New Mc. .ico, May 1996

A.A., Liberal Arts. University of New Mc, .icu-Gallup Gallup New Mc, .io:u, May 1'}?4

A.A Trani & Tourls.m. Nntionnl College Albuquerque New Mc 'lico May 1990

SKILLS

Goal ond di toil oriented. analy tical anti ohlc to communicate clfo tivcly in oral and writllcn fonn.

Pmlicient in Microson Word Publisher, Excel and PuwerPnnl

EXPERIENCE

Adjunc t,fl Iculty, Ul1fvenury o,fNew tlexfc: o, Gallup, New Aluic:n August 2009 lo rresent Iru,tructcoursc Il,,Com(IlterFundamentals, Introduction to Business. Bu inc:s Law Monai,cment anil Human Relations Supervisor, Fr:ink Lol-ra

Sc!-fmplayetl, Nati t All Ilric I In arts anti , rajl.r,fetisl, ,'an-er, Zul Ii, New /lft .. cit-u. 1986 tu present. Carvero fanimal li l , Iurinc:s from different stones and sl Icll:s. Pmduce low-cost mllrlecting slratcsics lo promote products. Educate public on Zuni Culture and arts and er.ins.

c .n mltant, Put!bln of Zuni, Fart llin, ate Pn,jt,·t, Zul Ii, New Mui,:.,. Scplcmbcr lo December 2005 Developed p Socio-economic l'rutile for lhc l'ucblu of Zuni oml cunducled an organiuiitional audil lo find process efficiencies witll tribal pmgrams penoiming 10 «unomic deve.lopmc:nl.

Teaching A.ui tant, Robrrt 0 An,lcriu,., Sd1111Lf of Jfl Inn,:t!ment, Unfrtn,ilJl fl./*Ne•• lfauc,., Albuqut!rque, NM,* January to May 2001 Assisled Adjunct l'rofossor with in51ructional material and communication for o course in Americm Intlion Business Management.

Exteriul Up, Fi1 I Irnmc f Fi1ul Idatlml, Rt'dLtld,:c. MTal IdZul II, NM June 10 August 2000 Aido d in field n scarch, interviewed, disseminated data anti reponed for an organi7.ation al audit. Developeda fomial morketing plan fur a Four Times Fellow.

Sunryur, New Ifaur:a Dcpurtmrnt tlfT,mr sm, SantR Fe, N 11. April to May 1995 Phone surveyed for market =e l uch lo determine conversion rau:s for advertising campaii,ns and relative: effeclivcness of fulfillment program.

Sl Irw)'or, Rin Gr I Inde Trt1 I'tl, Albuqncrqut, N1'1. April 1995. Phone surveyed for market research to

delcnnine relative el Fectiveness of lravel agents vs. airlines in the distribution of airline tickrls.

ACTIVITIES

Bo ml Pn "Side nt, Zuni Puebln'MainStreet, Zum, New I.lex1co Oeluber 2015 *tu* presenl

Boaril member, Zuni Cuhural Ans Cnuncil, Zum, New Me,ucu July 2010 In present

Commine'e Member, Rural Enlrepre1 1e ur Insu1 1 1 1e, Unive rsny of New Mexk o Gallup Campus, Gallup, New Mexico, September 2011 to May 2012.

Faculty Advisor, American Indian Business Assudation, University of New Mexico, Gallup Cnmpus Gallup, New Mexico, August 20 IO h> May 2012

Bonrd member, Zuni Public Library, I'uebIo of Zuni, Zuni, New Mexic o Mny 2006 to May 2009

Pfonning committee member and presenter, Community De "clopmelll Conference, Zuni New Mei1ico April to August 200<,

Operations M mnger, Amencan Jnd1n1 1 Business Assnciation, University ol' New Mex,cu January 200)

to August : ?002.

Volunteer, mentor and Fellowship Business Commillce Member, Four Times Foundalion, Red Lodge Montana, September 2000 lo December 2000

Honon & Achievemenu

Boone, E. D (2017) Zuni Fetishes Evnlena Boone (Zuni Puc:blo) In R Gou.•ca & J rancis (Eds), Indigennus Wnmen Entrepre ne urs of New Mexico Surpassmg Dnmers and Stereotypes Amazon Digital Services LLC

"A SOCIO-ECONOMIC PROFILE PUc BLO OF ZUNI" Augu. t 2006. Pr(Sellta1ion at the Zuni

Community Development Conference, Zuni New Mexicn

N1 1 Live American Economic Devclupmenl Felluw, Rohen0 Anderson Graduate Schuol of M magemenl, University of New Mexico 1999 lo 2UOO

"STUDENT LEADERSIIII THROUGH STUDENT ORGANIZATIONS", Nuvemher 2003 Presenl, tmD

at the 251h Annual American Indian Science & Engmeering Society Notional Confere im , Albuquerque, Ne wMexico.

Rnbert 0. Anderson Schools of Management Foundation Bo rd BRAVO Award for studenl lea,lership, Spring200::?

Department of Commerce's Minority Entrepreneur Developml.'lll (MED) Week & Collegiate LL-,idership Se minnr, September 1999 and 2000

Gilben, R., Muller, H., Bnune, F., Day, C. & Sanchez, A. (1999), "I1 1e Business of Culture al Acoma Pueblo", Weslem Cnse Wnlers Association Annual M ting, 199)

PO Box 3693, Window Rock, AZ 86515•435-225-1338• tyre llhl @hotmail.com

Tyrell Harvey

Ex ecrience

August 2012- Current — University of New Mexico Gallup — Gallup, NM

Teacher (Adjunct)

- BSTC 113: Introduction to Management
- BSTC 222: Payroll and Procedures
- ECON 105: Intro to Macroeconomics
- BSTC 258 Administrative Support
- BSTC 265: Business Communications

August 2009- Current — Window Rock School District — Fort Defiance, AZ

Marketing Teacher

- Teach Professional skills to students for college readiness
- Offered dual enrollment to Juniors and Seniors
- Ran very successful DECA club helping students prepare for real life events

August 2011-Present — Northland Pioneer College — Holbrook, AZ

Dual Enrollment Instructor

- BUS 100: Introduction to Business
- BUS 105: Techniques of Supervision
- BUS 210: Principles of Modem Management
- BUS 220: Principles of Marketing

435-225-1338•tyrellh1@hotmail.com

Tyrell Harvey

Education

8/18/2003-1
/23/2007

Kaplan
University

Fort Lauderdale, FL

Bachelors of Science in
Business Management

- Dean's Honor
  List

Skills

- Fluent in Spanish
- Leadership development with DECA
- Public Speaking
- Proficient in Microsoft Excel, Word, & PowerPoint

Arthur Lopez Ledesma Jr.

P.0. Box 36806
Albuquerque, NM 87176

Contact Number 505-800-8166
ArtLedesma@Gmall.com

Computer Field Setvice Technician

Cross-Functlona/&perlence

Experienced Instructional Computer Lab Technician **and Support** Technician Specialist offering a comblnatlon of IO+ years of experience In a LANNVAN environment and computer knowledge for residential, private businesses, government, and state.supported educational faciHtles. Results-focused and effective can do attitude• with the proven ability to work in a team-oriented environment or work as an Individual to accomplish multiple given tasks. Talents range from basic computer knowledge and Instruction ability, to providing excellence In customer support In networking, end-user authentication, and troubleshooting hardware and software Issues.

Professional Experience

Sierra Nevada Corporation — Jooe 2015 to Present

Field **Service** Technician, **Senior**

Responsible for dally computer/weapons operation and network connectivity on Air Force aircraft.

Navajo NaUon OMslon of Health — October 201O to June 2015

Systems Information Technician

Maintain operation of daily networking activities to inch.lde daily and weekly networking system backups on the Exchange, Eman, and Data Servers. Create and maintain new **end-user** accounts. **Make** recommendations for Program purchases by dealing with vendor sale representatives. Research product development pertaining to Networking hardware and software usage. Actively maintain Inventory records and product placement within the MIS department Monitor networking environment and infrastructure in a LANrNAN intemet/intranet system environment.

Achievements:

- *Associates Degree* InComputer Networking Technology (May 2009)
- Certificate of Completion for Cisco Certified Networking Associate {CCNA)1, 2, 3, & 4 (08/08-05/09)
- Microsoft Certified Application Specialist-Word (02/10), PowerPoint {02/10), Excel (03/10)
  - ***Microsoft Certified Professional ID- 7414232***
- Hardware and Software Certificate - Computer Information Technology (05/09)
- Microsoft Networking Certificate - Networking Technology (05/09)
- Computer Technologies Certificate - Computer Information Technology (05/09)
- Configuring and Administering Microsoft SharePoint 2010. (03/2012)
- Upgrading and Troubleshooting Microsoft Exchange Server 2010 and Exchange 2010 SP1. {03/2012)
- Configuring and Troubleshooting Windows Server 2008 Active directory Domain Services. (05/2012)
- Configuring and Maintaining Server 2008 R2. (05/2012)
- HIPPA Privacy Essentials (04/2013)
- Information Security Awareness (Federal Government standards) (04/2013)

u:onslbIUties:

- Ability to work closely with project managers, supervisors, and other qualified personnel induding production employees on a team oriented environment to accomplish the completion of project goals
- Instaff ISO Images on over 450+ computers and set-up 650+ new computers and LCDs
- Achieved Microsoft Certified Application Specialist status on March, 2010 as an ongoing goal to stay up-to-elate on Industry certifications and certificates
- Maintain software library and preparing back-up copies and archive disks as necessary
- Provide general Infonnation and assistance to students, faculty, and staff on equipment and software operation, location of materials, and safety procedures.
- Installation and maintenance of data communication hardware, software, and cabling
- Analyzing and resolving of network problems and assisting in maintaining administrative PC software and hardware

Knowledge/Skills/Abilities

- Educated skiUs and knowledge with the ability to configure Cisco network routers and Switches from flash and TFTP Servers with the ability to reload Cisco IOS Images, router access lists, VPN and VOiP Installation
- Knowledge and abmty to disassemble and reassemble a desktop PC and various server components
- Install OS such a Windows XP Pro, Windows 98, Windows Server 2003 and 2008, Vista Business, and Windows 7 plusWindows B
- Knowledge of security concepts pertaining to network set-ups
- Basic usage of Linux and COBOL commands
- Knowledge and Work experience with Novell systems
- Experience In working with virtual PC and virtual networks

University of New Mexico Gallup-Gallup, NM — August 2010 to May 2015
Adjunct Credited Course Instructor and ConUnuIng Education Instructor

Teaching/Instructing UNM enrollees from basic to intermediate/advanced computer usage (Course IT 101). Includes Information Technology terminology, Microsoft Office Suite basics, email se0.1rity awareness, and computer. Anti-Virus security protection and prevention. Teaching with hands-on-experience with weekly projects in the Microsoft Office Suite, disassembly and reassembly of oomputer hardware components.

Fayetteville Technical Community College - **Fayetteville,** NC — January 2009 to July 2010
Computer Support Specialist

Worked In a computer LAN/WAN and Intranet lab environment, with a combination of 300 computers and printers between 2 labs, assisting Staff members and helping current students and Alumni with projects and other related assignments. Daily duties require the monitoring and maintaining of approximately 28 classrooms with a total of 1,100+ working computers and following proper security procedures to prevent hardware and software theft.

Contractor- **Fayetteville,** NC — Aprif 2010 to Present

IBM Technician - Computer Desktop Deployment

Projed deployment of 370+ desktop computers for an AT&T Call Mobility Center. Worked with On-Site IBM Computer support personnel to effectively and safely Install aH new desktop PCs and test for network connectivity. Currently sub-contracting for Barrister Global Networks In the Western New Mexico Region and Eastern Arizona region.

Dayco Products - Fayetteville, NC — March 2005 to June 2008
Student **Associate** - Inventory Control

Trained new employee associates In Dayco production and Inventory fundamentals. Maintained consistent inventory logs from inbound and outbound shipments. Maintained a safe surrounding work area by practicing consistent deanlIness and orderliness to avoid potential accidents. Attended weekly and monthly safety meeting with other supervisors and co-workers to maximize the company's safety potential. Used computerized inventory database to confirm correct shipment and receipt of equipment and supplies. Kept in direct verbal contact with immediate supervisor and assistant supervisor to help achieve maximum efficiency and minimal production downtime

A.LL Underground - Southern Pines and Pinehurst, NC
Sub-Contractor for Sprint Communications — January 2003 to June 2005