Comprehensive Program

Of

Computer Information Technology

For

2019-2020

Prepared by

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# 1.0 Program Data and Resource Repository

The program should provide a descriptive summary of the program.

1.1 Program Summary

Narrative:

The Computer Information Technology Associate of Applied exposes students to IT fundamentals, networking, systems administration, server set up and management, information security, project management, end-user customer support techniques, problem solving and listening skills. It is designed for students seeking the skills set needed to be successful in an entry level IT field, as well as providing an opportunity to transfer and work towards a Bachelor of Science in Technology Management.

Computer Information Technology graduates can find employment in the following professions: Computer Specialist, Computer Support Specialist, Computer Technician, Desktop Support Technician, Help Desk Analyst, Help Desk Technician, Information Technology Specialist (IT Specialist), Network Technician, Support Specialist, or Technical Support.

Computer Information Technology (CIT)

Degree: Associate of Applied Science

Suggested Four-Semester Plan

First Semester:

Course Title Credit Hours

IT Fundamentals (CIT 1013) 3

Windows OS – 7&10 (CIT 1713) 3

Cloud & Mobile Computing (CIT 2123) 3

Introduction to Project Management (FAB 1043) 3

Microcontrollers, Automation, & Mechanics (FAB1103) 3

Term Total 15

Second Semester:

Course Title Credit Hours

Networking & Data Communication (CSE 2033) 3

Server Administrator (CIT 2053) 3

Computer & Network Security (CIT 2103) 3

A+ PC Maintenance & Repair (CIT 2076) 6

Term Total 15

Third Semester:

Course Title Credit Hours

CompTIA Networking + (CIT2066) 6

Advanced Server (CIT 2156) 6

English Composition I (ENG 1003) 3

Term Total 15

Fourth Semester:

Course Title Credit Hours

Macroeconomics (BUS 2033) 3

Systems Analysis & Design (CIT 2063) 3

English Composition II (ENG 1013) 3

Public Speaking (COM 1203) 3

Microeconomics (BUS 2023) 3

Term Total 15

TOTAL: 60

1.2 Quantitative and Qualitative Data

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

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

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

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

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

Narrative:

**Computer Information Technology (CIT) Assessment Data AY 2018**

**Number of Faculty:**

3 full time (Blaes, Coy, Ashford)

0 part time

**Enrollment & Student credit hours by Faculty type:**

Full time: 70 total credit hours taught, with 302 total students enrolled

Part time: 0 credit hours taught; 0 total students enrolled

**Average CCA Class size:**

20.7 students in Face-to-Face classes

17.33 students in online classes

19.92 students across all CCA courses

**CCA Completion rates:**

99.03% face-to-face

90.38% online

97.30% all CCA courses

**CCA Pass (‘D’ or better) rates:**

90.73% face-to-face

82.98% online

89.29% all CCA courses

**Average Other CIT Class size:**

6 students in Face-to-Face classes

1 student in online classes

5.38 students across all courses

**Other CIT Completion rates:**

92.86% face-to-face

100% online

93.02% all courses

**Other CIT Pass (‘C’ or better) rates:**

79.49% face-to-face

100% online

80% all courses

Number of Majors: 2 AAS CIT (1 returned in Fall 2018), 0 Cert CIT

Degrees Awarded: 0 AAS CIT, 0 Cert CIT

**Computer Information Technology (CIT) Program Review Data AY 2019**

Looking at all majors (non-gen ed) courses listed in the degree plan

**Number of Faculty:**

1 full time (Ashford)

0 part time

**Enrollment & Student credit hours by Faculty type:**

Full time: 24 total credit hours taught, with 29 total students enrolled

Part time: 0 credit hours taught; 0 total students enrolled

**Average Class size:**

3.7 students in Face-to-Face classes

3.0 students in online classes

3.6 students across all courses

**Completion rates:**

86.2% face-to-face

100% online

96.6% all courses

**Pass (‘D’ or better) rates:**

88.0% face-to-face

66.7% online

85.7% all courses

**Pass (‘C’ or better) rates:**

80.0% face-to-face

33.3% online

75.0% all courses

Number of Majors: Cert: 2 (0 returned in Fall 2019); AAS: 3 (2 returned in Fall 2019)

Degrees Awarded: 0

# 

# 2.0 Student Success

## 2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program.  *(See Section 2.1 in the Program Review Handbook for more information.)*

Narrative:

Student success is defined as the successful completion of an Associates of Applied Science or a degree certificate. Prepares students for the next step in their career path either to move on to a four-year university or the for students in, or seeking entrance into the workforce, success is defined as gaining knowledge and skills to help achieve employment or greater responsibility in their present positions.

## 2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success.  *(See Section 2.2 in the Program Review Handbook for more information.)*

Narrative:

The intention of the Faculty teaching Computer Information Technology to make the curriculum interesting, timely and to promote the desire on the part of the students to continue to increase their knowledge of the computer industry in the future. Also address the ethical nature of the subject and encourage student to be well informed in this area for whatever career they choose. It is intended to make classes available on ground as well as in an online environment to help student from diverse backgrounds and life situations the ability to achieve their educational goals.

# 

# 3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels.  Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

The program focuses on training entry level help desk support as well as Tech 1 support technicians. We currently use a variety of hands on and online simulators for training. ICC is a CompTIA Academy Partner as well as a Microsoft IT Academy (Microsoft Tech Associate) Partner.

Students gain employability skills by meeting outcomes designed for student success in the courses outlined for Computer Information Technology certificate and Associates of Applied Science degree. Each semester faculty reflect on assessment data for the semester and determine if there are changes that need made or if changes will be implemented in the new semester.

Individual course outcome data can be found in Appendix A.

Program Level Outcomes:

1. The student will be able to analyze a variety of complex information systems.

2. The student will be able to apply and demonstrate power usage of computer science skills.

3. The student will be able to organize and prepare a system for solving problems

4.  The student will be able to demonstrate effective collaboration and communication skills.

Reflection: Material currently covered, assignments, project, exams are adequate for preparing student to move to the next level or to obtain employment in the Computer Information field.

All students successfully completed at least 75% of their knowledge base project.

50% of students will achieve 80% or better on entire exam. This goal is in line with the industry standard for this outcome.

There are two students currently enrolled in this section. Both students scored 100% on this exam. This measure has been fully met.

3.2 Significant Assessment Findings

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

Narrative:

The following is an example of the summary sheet for assessment data in our classes. The information shown, shows how accurately the students completed outcomes, and what changes were made for the next semester. As you look through each outcome you will find that most of the assessment data shows that only small changes had to be made. This is a representative of assessment data. Each assessment report for the past two years is in the appendix.

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Questions on final exam in the area knowledge base understanding and creation |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Met | |
| Measure 2 Target Goal | 70% of students will answer questions on final exams correctly, regarding knowledge base. |
| Measure 2 Results | 4/5 (80%) of students answered component questions correctly. |

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year. 

Narrative:

Assessment continues to be an important part of understanding student success. Starting with the Fall semester (2019) all faculty were to include their outcomes within at least one of their courses in Canvas. Beginning with the Spring semester (2020) all faculty were to include their outcomes within all their courses in Canvas. The outcomes and measures are recorded and reported so faculty can make informed data driven decisions on improvements. Faculty reflect and make changes each semester or each year depending on course and need.

4.0 External Constituency and Significant Trends

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

## 

## 4.1: Program Advisory Committee:

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

### 

Narrative:

A new committee was formed in the Spring of 2018 to include IT professionals from many different types of industries. Below are the Members of the CIT Advisory Committee and the minutes from the last meeting are attached in the appendices section. It was partially on advice of this advisory committee that curriculum changes were made to the CIT program. The Program Faculty Lead finds the opinions of these respected experts very valuable in making decisions to keep up with industry trends.

\*Melissa Ashford – CIT Program Faculty Lead

Eric Montgomery – Chief Information Officer – Educational Institution   
Brett Bertie – Systems Administrator/Help Desk    
Erin Tuttle – Application Support Analyst – Corporation   
Jeremy Robertson – Network Administrator – City Government   
Gene Ewert – IT Director – Mid-Size Business   
Lon Elliot – Departmental Help Desk/Network Administrator – Corporation

2019-2020 Committee

\*Jody Coy – CIT Program Faculty Lead attended meeting

Eric Montgomery – Chief Information Officer – Educational Institution   
Brett Bertie – Systems Administrator/Help Desk    
Erin Tuttle – Application Support Analyst – Corporation 

Unable to attend the meeting:

Jeremy Robertson – Network Administrator – City Government   
Gene Ewert – IT Director – Mid-Size Business   
Lon Elliot – Departmental Help Desk/Network Administrator – Corporation

Minutes from the meeting:

Need more focus on the Tech 1 items more than the help desk.  Almost anyone who is somewhat tech savvy can do a help desk position.  These are usually entry level with very little experience required because they are typically just following documentation.  For most places, if it isn’t written in documentation, the help desk just escalates to the techs.  That is where the knowledge is the most important.  I would make sure that besides the hands-on hardware training that they are also taking classes in Microsoft Office and Visual Basic.

Macros written in Excel and other Office programs using VBA (Visual Basic for Applications) is something that has been very useful to me in my career and is something that I have noticed was often lacking in other techs.  It is helpful both for their own benefit as an IT professional, but also assisting end users with them.

## 4.2: Specialized Accreditation:

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

Narrative:

No required specialized accreditation for this program

## 4.3:  Other:

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

Narrative:

This program meets HLC Criterion 3: Teaching and Learning: quality, Resources, and support by ensuring that the students are able to successfully complete all core components of the program through various modalities of delivery equally. The curriculum addresses current industry standards and needs within the field of study, preparing students for the workforce in IT. The faculty members teaching in this area are appropriately qualified and participate in continuing education opportunities each year to ensure standards are either maintained or exceed the expectations of the institution.

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

Excellence: Academic excellence of this program has been evaluated through the completion of this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continue improvement.

Responsiveness: Program faculty assessed need and continually work update this program to meet the KBOR guidelines, which meets the program requirements for the K-State 2+2 articulation agreement.

Diversity/Enrichment: Students are exposed to global issues and policies. Students completing this program have the opportunity to hear from a diverse population of IT professionals.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented. Computer Information Technology (CIT) is a degree that offers several possibilities for students entering many different computer related fields for work or transfer. Currently, one faculty instructor teaches all the core CIT classes for this program and some of those same classes are optional electives in several other degrees.

This program is currently on the Governor’s list as a highly in need field that is a direct career pathway for today’s high school students. Every effort has been made by the faculty in charge of this program to use simulated labs which can allow for students at our area high schools to take the courses in the program online and/or by appointment. Faculty also offer the courses in the program during the morning hours to accommodate students at the area high schools who wish to come to campus to take an on-ground version of the course.

Being on the Governor’s list also means that Adult Basic Education and GED students who declare this program as their primary field of study are eligible to receive funds through the AOK program to help defray costs of tuition and fees while completing their GED or obtaining Adult Basic skills through ICC’s ABE/GED program. The program faculty is working with the Fab Lab staff and the ABE/GED staff to possible teach some of the courses concurrently throughout the ABE/GED day. Plans should be finalized during the spring of 2019.

 While this is a two-year terminal certificate and degree program, this programs seamlessly transfers to the K-State Polytechnic Technology Management BS degree. Faculty will help any student wishing to transfer make the transition. There are two stand-alone certificates embedded into this program which can help students get a job while finishing the degree. These two courses are A+ PC Repair and Maintenance and CompTIA Networking +.

Note: The K-State 2 + 2 is attached in the appendices.

# 5.0 Curriculum Reflection

 5.1 Reflection on Current Curriculum

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

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

Narrative:

Technology is an ever-changing area. The program faculty attempts to stay abreast of the latest changes in both hardware and software and adjusts the curriculum accordingly. This often means the curriculum is changing each year. Currently the program relies very heavily on up to date simulators for virtual labs. This format allows the college to always have the most current curriculum available to students at minimal cost. The college does not have continually purchase hardware or software that becomes outdated. There is a major drawback to this. Students have minimal opportunity to put their hands-on physical components. Most of the IT industry is currently centered around software much more than hardware. However, the program faculty understands the need for that physical contact with hardware. Therefore, Microcontrollers and Automation is a course that has been added to the program for AY 18-19 that will allow students to build and repair circuitry on a much smaller scale. This allows for hands on with real component opportunities while keeping costs low.

Students completing either the certificate, including the A+ and Networking + stand-alone certificates, or the degree are ready to apply for entry level IT work. These jobs can range from help desk to computer repair personnel. Students also could transfer to a four-year institution and begin working on a BS. As stated, before the AAS in CIT will transfer seamlessly into K-State Polytechnic’s Tech Management program where students will begin working on the management side and finish up a few general education courses. They will enter with a junior status if completing the degree plan in the 18-19 catalog.

The CIT advisory committee is polled each year and consulted on current trends and needs in the industry, as well as providing suggestions for improving curriculum. Our committee is made up of diverse people group with various background and types of careers in the field. The lead program faculty invites members of the committee to visit some of the courses and give a real-world view of the industry and what it is like to work in the field. There has been some discussion of touring some of the IT facilities managed by some of our committee members. This is something we will be looking at in the 19-20 AY.

5.2 Degree and Certificate Offerings or Support

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

Narrative:

A+ Computer Repair and Maintenance – Stand Alone Certificate (leads into the CIT Cert and CIT AAS)

Networking + - Stand Alone Certificate (leads into the CIT Cert and CIT AAS)

CIT Certificate B – Leads into the AAS in CIT

AAS in CIT – Can transfer to K-State seamlessly

Any course in the program can be taken as a free elective for any degree on campus. Liberal and General Studies students who have an interest in technology and possibly becoming a computer science major at their next institution should take one or more classes. Each 4-year is different and each program at a 4-year is different. However, almost every program at every institution allows for 3-9 credits of “free” electives. These are classes that do not have to fit into the major, minor, or area of interest.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

The lead Computer Information Technology faculty member is Associate Professor Coy; she has been teaching in the business and computer technology department fulltime for 3 years. Coy has her BS in Computer Information Systems and is currently working on her MA in Business Education Information Systems/Operations Management and has worked at ICC for nearly 17 years. She has been the chair of the Events Committee for 10 years and a member of Faculty Association. She was a member of Professional Development for 5 years and is a member of Council of Chairs and a member of Classified Staff for 8 years before the group was dissolved.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

The program has two students on track to finish with their Associates of Applied Science in the Spring 2021

There have been 3 students set for the TestOut certification exam and 2 have passed certification test take.

6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

My goal is to get students as much work experience while they are in school by finding placements for students in the IT department on campus to gain real world work experience, they can be put on a resume to assist in gainful employment.

# 

# 7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data.*(See Section 7.1 in the Program Review Handbook examples.)*

Narrative:

Assessment data provided by the institutional researcher shows a completion rate of 92.86% during AY2018 for students who enrolled in face-to-face computer Information Technology classes. The same group completion rate for AY2019 was 86.2%. Students passing with a C or better in AY2018 was 79.49% and in AY2019 the rate was 80.0%.

In the Academic Year 2018 there were a total of 2 AAS CIT majors. In the Academic Year 2019 there were a total of 3 AAS CIT majors.

All the core classes offered by ICC for the AAS in Computer Information Technology degree are certified as equivalent class transfers by the Kansas core outcomes group. This means that all the classes transfer exactly as those core classes to any university in the state of Kansas under KBOR rules. They will transfer seamlessly to many out-of-state universities as well.

The number of instructors which taught Computer Information Technology certificate/degree related classes (AY 2017-2018 to 2018-2019) has gone from three full-time instructors to one full-time instructor which is over two other programs that are being revamped (AOM & CIT) One of the instructor’s focus is Computer Science.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

Narrative:

Vitality assessment falls under category 2: Maintain Current Levels of Support/Continuous Improvement

This assessment is based on the following information: 

Courses are offered on a regular rotation to fulfill student need in the CIT certificate/degree.

Student to teacher ratio remains manageable.

Students are completing the courses successfully and passing certification exams

Costs for the CIT program are kept low with only one full-time instructor and low-cost equipment and material needs.

This degree is still highly sought after, and CIT are needed at various levels.

The program provides students with opportunities to grow academically. It aligns well with our goals to provide academic excellence and economic development.

Costs are low due to the fact many of the courses taught by the CIT instructor are also taken by non-majors. There needs to be more marketing and institutional support specifically for the Computer Information Technology degree programs if there is a hope of retaining and increasing enrollment.

 This program should be continued as presented. Computer Information Technology is a certificate/degree that opens several possibilities for students and there is always a strong demand for those entering the field.

Note: Study in Computer Information Technology leads to a variety of opportunities in organizations in the public and private sectors of the economy. Upon completion of the AAS or Certificate students will be prepared for entry-level positions within organizations or possess the fundamental skills necessary to start their own businesses.

In addition to those students who are pursuing certificates/degrees, many others enroll in computer information courses to master specific skills in order to improve employment opportunities.

## 7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years.  Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

Narrative:

Goal 1: Maintain or increase student engagement in program specific courses during the next 3-4 years (2020-2023) by increasing experiential learning opportunities for students. To help achieve this goal program faculty should attend professional development opportunities specializing in this type of learning within Computer Information Technology programs. Student engagement can/will be measured by student survey questions specific to engagement with material.

Goal 2: Maintain or improve student academic performance in technical computer science skills during the next 3-4 years (2020-2023). The student performance will be evidenced by passing scores on final exams or final projects in programming and program elective courses. Accomplishing this goal will help ensure students are work read and/or ready for upper level Computer Information Technology course work.

Goal 3: Student improvement of soft skills (critical thinking, problem solving, communication, leadership) during the next 3-4 years (2020-2023). The improvement will be evidenced by successful completion of class projects in programming and program elective courses. This goal will help prepare students for the workplace and/or ready for upper level Computer Information Technology course work.

7.4 Mission and Strategic Plan Alignment

Narrative:

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy.  These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

The Computer Information Technology Program meets ICC mission and vison by promoting academic excellence and cultural enrichment, with opportunities of student interactions with diverse backgrounds and providing students with degree/certificate enhancing student skills and employment opportunities.

The Computer Information Technology Program aligns itself with the Higher Learning Commission’s

Criterion 3: Teaching and Learning: Quality, Resources, and Support.

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

1. Courses and programs are current and requires levels of performance by students appropriate to the degree or certificate awarded.

3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

5. Instructors are accessible for student inquiry.

Criterion 4: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support service, and it evaluates their effectiveness for student learning through process designed to promote continuous improvement.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

3. The institution uses the information gained from assessment to improve student learning.

# 8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

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

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

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

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

Narrative:

Budget requests are as follows:

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

2. Provide funding for faculty to continue education and attend conferences, for example the annual iTRAC Teaching & Learning conference, Wichita, $30; ACTE Conferences $565 plus travel and hotel, attendance centers vary, (however these at times land on or just before finals week in the fall); The Teaching Professor Annual Conference, $699 plus travel and hotel (usually the first of June each year). CompTIA conference each year (locations and therefore travel vary) $1,000.

3. Remove the carpet in AC108 as the carpet in the lab is very worn and has holes in several spots. It does not look nice when giving tours to prospective students and their parents. Removing the carpet and replacing it with a product that has a high traffic tolerability that will last much longer than carpeting. Like that placed in AC107. There is also carpeting in AC106 that is newer, so it doesn’t need to be replaced until it shows wear.

4. Replacement chairs in two of the three computer labs ($60-$80 each, 24+17=65, in total about $3,900-5,200).

5. Laptops with higher bandwidth need to replace the ones that are currently being used in AC107 for computer classes and other classes when not in use by computer classes. This is an issue that our IT department is aware of and the current laptops will be placed in service elsewhere on campus.

6. Paint wall between windows in AC 107 white or purchase a projector screen. The wall was painted gray when the renovation took place however, when the lessons are highlighted on the hovercam they are highlighted in gray making it impossible for students to follow along with the lessons.

# 9.0 Program Planning and Development Participation

9.1 Faculty and Staff

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

Narrative:

This program review was written by Associate Professor, Jody Coy. The data for student information on enrollment and completion rates provided by the Institutional Research office, Anita Chappuie.

9.2 VPAA and/or Administrative Designee Response

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

### Narrative:

I agree with the recommendations of this Program Review. Ms. Coy should consult with recruiting /Navigators to create a strategy to increase enrollment. Brian Southworth, Division Chair of Math & Business. 4.6.2020

The recommendations put forth in this Program Review are consistent with the findings made by Ms. Coy. The primary issue with the program is low enrollment which need to be addressed through an increased effort in recruiting for this program. Mark Allen, VPAA. 4.13.2020

# 10.0 Appendices

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







Assessment Report for Comptia Networking +

Term: Fall 2019 Prepared By: Jody Coy

**Class Summary:**  This course offered in the Fall 2019 semester made up of a student population of 1 non-traditional, in the AAS/Computer Information degree program, 1 traditional, in the AAS/Computer Information degree program and one traditional, in the AS/Computer Science degree program.

**Learning Outcomes, Measures, and Data**

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

**1. Identify and differentiate between various network infrastructures and communication technologies.**

Exam 1.5.3

Online: **N/A** On-ground: 100%

**Outcome Result*:*** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:**  Students met or acceded expectation

**2. Install and configure appropriate resources for implementing network configurations.**

 Lab 5.9.8

Online: **N/A** On-ground: 100%

Exam 5.9.9

Online: **N/A** On-ground: 100%

**Outcome Result*:*** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:** Students met or acceded expectation

3. **Compare and contrast physical security controls.**

Exam 13.8.5

Online: **N/A** On-ground: N/A

**Outcome Result*: -----------***

**Summary Reflection: Was not assessed this semester**

4. **Install and configure basic security protocols.**

Lab 13.1.3

Online: **N/A** On-ground: **N/A**

**Outcome Result*: -----------***

**Summary Reflection: Was not assessed this semester**

**5. Analyze and resolve common network issues.**

Lab 14.3.5

Online: **N/A** On-ground: 100%

Exam 14.3.9

Online: **N/A** On-ground: 100%

**Outcome Result*:*** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:** Students met or acceded expectation

6. I**mplement and practice appropriate industry practices and standards**

Exam 16.2.5

Online: **N/A** On-ground: 100%

**Outcome Result*:*** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:** Students met or acceded expectation

Assessment Report for Windows Operating Systems 7 & 10

Term: Fall 2019 Prepared By: Jody Coy

**Class Summary:**  This course offered in the Fall 2019 semester made up of a student population of 1 non-traditional, in the AAS/Computer Information degree program and one traditional, in the AS/Computer Science degree program.

**Learning Outcomes, Measures, and Data**

This course is KBOR Aligned: No

**This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.**

1.Install, upgrade, and migrate Windows 7 & 10.

Module 7 Labs 7.9.3, Exam 7.9.6

7.9.3 Lab

Online: **N/A** On-ground: 100%

**Outcome Result*:*** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:**  The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability.

7.9.6 Exam

Online: **N/A** On-ground: 100%

**Outcome Result*:*** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:**  The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability

2. Configure hardware, network connectivity, access to resources, and applications.

Module 7 Labs 3.3.8, Exam 3.3.10

3.3.8 Lab

Online: **N/A** On-ground: 100%

**Outcome Result*:*** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:**  The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability

3.3.10 Exam

Online: **N/A** On-ground: 100%

**Outcome Result*:*** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:**  The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability

3. Monitor and maintain systems running Windows OS.

Module 7 Labs 10.8.8, Exam 10.8.9

10.8.8 Lab

Online: **N/A** On-ground: 100%

**Outcome Result*:*** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:**  The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability

10.8.9 Exam

Online: **N/A** On-ground: 100%

**Outcome Result*:*** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:**  The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability

4. Configure Backup and Recovery options

Module 7 Labs 11.4.4, Exam 11.4.8

11.4.4 Lab

Online: **N/A** On-ground: 100%

**Outcome Result*:*** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:**  The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability

11.4.8 Exam

Online: **N/A** On-ground: 100%

**Outcome Result*:*** 70% of students who take the Project achieve at least 70% on the assignment

**Summary Reflection:**  The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability, one student had stopped doing assignments, randomly selected this exam and received a 20%, with doing no practice material before attempting to take the exam. No need to change methods at this time.

Assessment Report for ***Computer Concepts & Applications CIT1003***

Term: Fall 2018

Summary Table

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcome |  | Met/    Partially Met/ Not Met | Summary of Future  Planned Action(s) |
| 1. Identify the specifications and configurations of computer hardware. |  | Met | None |
| 2. Identify the role of an operating system. |  | Met | None |
| 3. Use the Internet to find information and determine its credibility. |  | Met | None |
| 4. Use word processing software to create, edit, and produce professional documents. |  | Met | None |
| 5. Create spreadsheets and charts for problem-solving. |  | Met | None |
| 6. Utilize a database. |  | Met | None |
| 7. Use presentation software to create, edit, and produce professional presentations. |  | Met | None |
| 8. Identify the ethical and social standards of conduct regarding the use of information and technology. |  | Met | None |
| 9. Identify security threats and solutions. |  | Met | None |

Learning Outcome #4: Use word processing software to create, edit, and produce professional documents.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Students will complete a SNAP Word Project that is very similar to one they have completed earlier in the week. The simulation is not the same, but the application questions are the same. For example, they have to know how to change the font size, color, and style. |
| Measure 1 Type | Instructions: *Choose direct if you are collecting data from work the students have done and turned in (ex- test questions, homework assignments) and select indirect if this comes from your observations of students (ex- participation in class discussions)*   |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will complete Word Section 3 Project Exam in SNAP with 70% accuracy. |
| Measure 1 Results | *107 of the 117 (91.5%) students enrolled completed the assignment with higher than 70% (91.9%) accuracy. 91 students scored 100%, 11 students scored between 90-99%, 5 students scored between 80-89%, and 6 did not complete the assignment or scored a 0. Of the 6 who scored 0, 1 had stopped attending class and 1 other withdrew from class.* |

Summary of Learning Outcome #4:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Instructions: *Provide a few sentences of context as to what you learned from reviewing data for this learning outcome.* |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here: |
| Strengths? | Our computers were updated this year, so we changed the way in which we setup the class. Students had to be in class on the day of the project. If they were going to be absent, they needed to decide to make up the exam. |
| Weaknesses? | The new computers presented a few challenges this semester that we think we have worked out. We will see next semester. They are zero client computers so using SNAP had a few complications. |
| Additional Comments: |  |

Learning Outcome #5: Create spreadsheets and charts for problem-solving.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Students will complete a SNAP Excel Project that is very similar to one they have completed earlier in the week. The simulation is not the same, but the application questions are the same. For example, they must know how to change the font size, color, and style in Excel. |
| Measure 1 Type | Instructions: *Choose direct if you are collecting data from work the students have done and turned in (ex- test questions, homework assignments) and select indirect if this comes from your observations of students (ex- participation in class discussions)*   |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will complete Excel Section 3 Exercise 1 Exam in SNAP with 70% accuracy. |
| Measure 1 Results | *94 of the 117 (80.3%) students enrolled completed the assignment with higher than 70% (76.1%) accuracy. 72 students scored 100%, 11 students scored between 90-99%, 4 students scored between 80-89%, 1 student scored 78%, 1 student scored 61%, 1 student scored 11%, and 23 did not complete the assignment or scored a 0. Of the 23 who scored 0, 1 had stopped attending class and 1 other withdrew from class.* |

Summary of Learning Outcome #5:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Instructions: *Provide a few sentences of context as to what you learned from reviewing data for this learning outcome.* |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here: |
| Strengths? | Our computers were updated this year, so we changed the way in which we setup the class. Students had to be in class on the day of the project. If they were going to be absent, they needed to decide to make up the exam. |
| Weaknesses? | The new computers presented a few challenges this semester that we think we have worked out. We will see next semester. They are zero client computers so using SNAP had a few complications. |
| Additional Comments: |  |

Learning Outcome #6: Utilize a database.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Students will complete a SNAP Access Project that is very similar to one they have completed earlier in the week. The simulation is not the same, but the application questions are the same. For example, they must know how to change the font size, color, and style in an Access Database. |
| Measure 1 Type | Instructions: *Choose direct if you are collecting data from work the students have done and turned in (ex- test questions, homework assignments) and select indirect if this comes from your observations of students (ex- participation in class discussions)*   |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will complete Access Section 1 Project Exam in SNAP with 70% accuracy. |
| Measure 1 Results | *107 of the 117 (91.5%) students enrolled completed the assignment with higher than 70% (76.1%) accuracy. 63 students scored 100%, 7 students scored between 90-99%, 7 students scored between 80-89%, 2 students scored 75%, 11 students scored between 60-69%, 17 students scored below 60% and 10 did not complete the assignment or scored a 0. Of the 10 who scored 0, 1 had stopped attending class and 1 other withdrew from class.* |

Summary of Learning Outcome #6:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Instructions: *Provide a few sentences of context as to what you learned from reviewing data for this learning outcome.* |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here: |
| Strengths? | Our computers were updated this year, so we changed the way in which we setup the class. Students had to be in class on the day of the project. If they were going to be absent, they needed to decide to make up the exam. |
| Weaknesses? | The new computers presented a few challenges this semester that we think we have worked out. We will see next semester. They are zero client computers so using SNAP had a few complications. |
| Additional Comments: |  |

Assessment Report for ***Computer Concepts & Applications CIT1003***

Term: Fall 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/    Partially Met/ Not Met | Summary of Future  Planned Action(s) |
| 1. Identify the specifications and configurations of computer hardware. | Met | We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made. |
| 2. Identify the role of an operating system. | Met | Same as above |
| 3. Use the Internet to find information and determine its credibility. | Met | Same as above |
| 4. Use word processing software to create, edit, and produce professional documents. | Partially Met | Same as above |
| 5. Create spreadsheets and charts for problem-solving. | Partially Met | Same as above |
| 6. Utilize a database. | Not Met | Same as above |
| 7. Use presentation software to create, edit, and produce professional presentations. | Partially Met | Same as above |
| 8. Identify the ethical and social standards of conduct regarding the use of information and technology. | Met | Same as above |
| 9. Identify security threats and solutions. | Met | Same as above |

Learning Outcome #4: Use word processing software to create, edit, and produce professional documents.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Students will complete a CIRRUS Word Project Exam that is very similar to one they have completed in all 3 sections. The simulation is not the same, but the application questions are similar. For example, they must know how to change the font size, color, and style. |
| Measure 1 Type | Instructions: *Choose direct if you are collecting data from work the students have done and turned in (ex- test questions, homework assignments) and select indirect if this comes from your observations of students (ex- participation in class discussions)*   |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will complete Word S1-3 Project Exam 1 in Cirrus with 70% accuracy. |
| Measure 1 Results | *107 of the 117 (91.5%) students enrolled completed the assignment with higher than 70% (91.9%) accuracy. 91 students scored 100%, 11 students scored between 90-99%, 5 students scored between 80-89%, and 6 did not complete the assignment or scored a 0. Of the 6 who scored 0, 1 had stopped attending class and 1 other withdrew from class.* |

Summary of Learning Outcome #4:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Instructions: *Provide a few sentences of context as to what you learned from reviewing data for this learning outcome.* |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here: |
| Strengths? | Our computers were updated this year, so we changed the way in which we setup the class. Students had to be in class on the day of the project. If they were going to be absent, they needed to decide to make up the exam. |
| Weaknesses? | The new computers presented a few challenges this semester that we think we have worked out. We will see next semester. They are zero client computers so using SNAP had a few complications. |
| Additional Comments: |  |

Learning Outcome #5: Create spreadsheets and charts for problem-solving.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Students will complete a SNAP Excel Project that is very similar to one they have completed earlier in the week. The simulation is not the same, but the application questions are the same. For example, they must know how to change the font size, color, and style in Excel. |
| Measure 1 Type | Instructions: *Choose direct if you are collecting data from work the students have done and turned in (ex- test questions, homework assignments) and select indirect if this comes from your observations of students (ex- participation in class discussions)*   |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will complete Excel Section 3 Exercise 1 Exam in SNAP with 70% accuracy. |
| Measure 1 Results | *94 of the 117 (80.3%) students enrolled completed the assignment with higher than 70% (76.1%) accuracy. 72 students scored 100%, 11 students scored between 90-99%, 4 students scored between 80-89%, 1 student scored 78%, 1 student scored 61%, 1 student scored 11%, and 23 did not complete the assignment or scored a 0. Of the 23 who scored 0, 1 had stopped attending class and 1 other withdrew from class.* |

Summary of Learning Outcome #5:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Instructions: *Provide a few sentences of context as to what you learned from reviewing data for this learning outcome.* |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here: |
| Strengths? | Our computers were updated this year, so we changed the way in which we setup the class. Students had to be in class on the day of the project. If they were going to be absent, they needed to decide to make up the exam. |
| Weaknesses? | The new computers presented a few challenges this semester that we think we have worked out. We will see next semester. They are zero client computers so using SNAP had a few complications. |
| Additional Comments: |  |

Learning Outcome #6: Utilize a database.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Students will complete a SNAP Access Project that is very similar to one they have completed earlier in the week. The simulation is not the same, but the application questions are the same. For example, they must know how to change the font size, color, and style in an Access Database. |
| Measure 1 Type | Instructions: *Choose direct if you are collecting data from work the students have done and turned in (ex- test questions, homework assignments) and select indirect if this comes from your observations of students (ex- participation in class discussions)*   |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will complete Access Section 1 Project Exam in SNAP with 70% accuracy. |
| Measure 1 Results | *107 of the 117 (91.5%) students enrolled completed the assignment with higher than 70% (76.1%) accuracy. 63 students scored 100%, 7 students scored between 90-99%, 7 students scored between 80-89%, 2 students scored 75%, 11 students scored between 60-69%, 17 students scored below 60% and 10 did not complete the assignment or scored a 0. Of the 10 who scored 0, 1 had stopped attending class and 1 other withdrew from class.* |

Summary of Learning Outcome #6:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Instructions: *Provide a few sentences of context as to what you learned from reviewing data for this learning outcome.* |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here: |
| Strengths? | Our computers were updated this year, so we changed the way in which we setup the class. Students had to be in class on the day of the project. If they were going to be absent, they needed to decide to make up the exam. |
| Weaknesses? | The new computers presented a few challenges this semester that we think we have worked out. We will see next semester. They are zero client computers so using SNAP had a few complications. |
| Additional Comments: |  |

Assessment Report for***CIT1003 Computer Concepts & Applications***

Term: SPRING 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/    Partially Met/ Not Met | Summary of Future  Planned Action(s) |
| 1. Identify the specifications and configurations of computer hardware. | Not Evaluated this semester |  |
| 2. Identify the role of an operating system. | Not Evaluated this semester |  |
| 3. Use the Internet to find information and determine its credibility. | Not Evaluated this semester |  |
| 4. Use word processing software to create, edit, and produce professional documents. | Met |  |
| 5. Create spreadsheets and charts for problem-solving. | Met |  |
| 6. Utilize a database. | Met |  |
| 7. Use presentation software to create, edit, and produce professional presentations. | Not Evaluated this semester |  |
| 8. Identify the ethical and social standards of conduct regarding the use of information and technology. | Not Evaluated this semester |  |
| 9. Identify security threats and solutions. | Not Evaluated this semester |  |

Learning Outcome #4: Use word processing software to create, edit, and produce professional documents.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Students will complete a SNAP Word Project that is very similar to one they have completed earlier in the week. The simulation is not the same, but the application questions are the same. For example, they have to know how to change the font size, color, and style. |
| Measure 1 Type | Instructions: *Choose direct if you are collecting data from work the students have done and turned in (ex- test questions, homework assignments) and select indirect if this comes from your observations of students (ex- participation in class discussions)*   |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will complete Word Section 3 Project Exam in SNAP with 70% accuracy. |
| Measure 1 Results | *54 of the 66 (81.8%) students enrolled completed the assignment with higher than 70% (94.2%) accuracy. 41 students scored 100%, 6 students scored between 80-89%, 6 students scored between 44-78%, and 12 did not complete the assignment or scored a 0. Of the 12 who scored 0, 1 had stopped attending class and 1 other withdrew from class.* |

Summary of Learning Outcome #4: Use word processing software to create, edit, and produce professional documents.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Instructions: *Provide a few sentences of context as to what you learned from reviewing data for this learning outcome.* |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here: |
| Strengths? | We had less issues this semester with SNAP and our network. This will be the last semester we use SNAP, we will be going to CIRRUS next fall which is all web based and fully integrated in CANVAS. |
| Weaknesses? |  |
| Additional Comments: |  |

Learning Outcome #5: Create spreadsheets and charts for problem-solving.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Students will complete a SNAP Excel Project that is very similar to one they have completed earlier in the week. The simulation is not the same, but the application questions are the same. For example, they must know how to change the font size, color, and style in Excel. |
| Measure 1 Type | Instructions: *Choose direct if you are collecting data from work the students have done and turned in (ex- test questions, homework assignments) and select indirect if this comes from your observations of students (ex- participation in class discussions)*   |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will complete Excel Section 3 Exercise 1 Exam in SNAP with 70% accuracy. |
| Measure 1 Results | *54 of the 66 (81.8%) students enrolled completed the assignment with higher than 70% (92.4%) accuracy. 27 students scored 100%, 9 students scored between 90-99%, 11 students scored between 80-89%, 6 students scored between 44-78%, and 12 did not complete the assignment or scored a 0. Of the 12 who scored 0, 1 had stopped attending class and 1 other withdrew from class.* |

Summary of Learning Outcome #5: Create spreadsheets and charts for problem-solving.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Instructions: *Provide a few sentences of context as to what you learned from reviewing data for this learning outcome.* |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here: |
| Strengths? | We had less issues this semester with SNAP and our network. This will be the last semester we use SNAP, we will be going to CIRRUS next fall which is all web based and fully integrated in CANVAS. |
| Weaknesses? |  |

Learning Outcome #6: Utilize a database.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Students will complete a SNAP Access Project that is very similar to one they have completed earlier in the week. The simulation is not the same, but the application questions are the same. For example, they must know how to change the font size, color, and style in an Access Database. |
| Measure 1 Type | Instructions: *Choose direct if you are collecting data from work the students have done and turned in (ex- test questions, homework assignments) and select indirect if this comes from your observations of students (ex- participation in class discussions)*   |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will complete Access Section 1 Project Exam in SNAP with 70% accuracy. |
| Measure 1 Results | *54 of the 66 (84.8%) students enrolled completed the assignment with higher than 70% (96.4%) accuracy. 48 students scored 100%, 6 students scored between 75%, 1 student scored a 50%, and 10 did not complete the assignment or scored a 0. Of the 10 who scored 0, 1 had stopped attending class and 1 other withdrew from class.* |

Summary of Learning Outcome #6: Utilize a database.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Instructions: *Provide a few sentences of context as to what you learned from reviewing data for this learning outcome.* |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here: |
| Strengths? | We had less issues this semester with SNAP and our network. This will be the last semester we use SNAP, we will be going to CIRRUS next fall which is all web based and fully integrated in CANVAS. |
| Weaknesses? |  |

 Assessment Report for***IT Fundamentals CIT1013***

Term: Fall 2018

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/    Partially Met/ Not Met | Summary of Future  Planned Action(s) |
| 1. Identify and explain computer components. | Met |  |
| 2. Set up a workstation, including software installations. | Partially met | Students were unable to do this in a real lab. Invest in equipment for students to do hands on. |
| 3. Identify compatibility issues and identify and prevent security risks. | Met |  |
| 4. Analyze and use a variety of search engine techniques to build a support knowledge base. | Met |  |
| 5. Practice the basics of customer service and professional presence required by IT professionals. | Partially Met | Study guide for final |
| 6. Apply working knowledge of various Microsoft Application Software. | Met |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

Learning Outcome #1: Identify and explain computer components.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Graded in class weekly component discussion |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | >70% student active participation in discussion about component. |
| Measure 1 Results | On average, we had 80% of students actively participating each week. The week of Fall break and the week before Thanksgiving Break were low attendance weeks. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Questions on final exam in the area of component identification |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will answer questions on final exams correctly, regarding component identification |
| Measure 2 Results | 4/5 (80%) of students answered component questions correctly. |

Measure #3

|  |  |
| --- | --- |
| Measure 3 Description |  |
| Measure 3 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 3 Target Goal |  |
| Measure 3 Results |  |

Summary of Learning Outcome #1:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Continual discussion and activities regarding identification each week helped students retain material. |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here: |
| Strengths? | Students engaged  Active learning |
| Weaknesses? | Students who had poor attendance did not do as well. Considering an online component although doubtful students will complete. |
| Additional Comments: |  |

Learning Outcome #2: Set up a workstation, including software installations.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Graded using chapter review questions |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | Students score 70% of the installation questions correctly. |
| Measure 1 Results | 4/5 (80%) students answered these questions correctly |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Explain steps to class and instructor |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will be able to explain steps to class and instructor |
| Measure 2 Results | 3/5 (80%) of students answered component questions correctly. |

Measure #3

|  |  |
| --- | --- |
| Measure 3 Description |  |
| Measure 3 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 3 Target Goal |  |
| Measure 3 Results |  |

Summary of Learning Outcome #2:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Students benefited from open discussion as well as written |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here:    Allow students to set up live stations. Purchase equipment before the semester to ensure plenty of time. |
| Strengths? | Students engaged |
| Weaknesses? | Not enough active learning |
| Additional Comments: |  |

 Learning Outcome #3: Identify compatibility issues and identify and prevent security risks.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Graded in class weekly discussion |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | >70% student active participation in discussion about component. |
| Measure 1 Results | On average, we had 80% of students actively participating each week. The week of Fall break and the week before Thanksgiving Break were low attendance weeks. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Questions on final exam in the area of compatibility and security |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will answer 70% of the questions on final exams correctly, regarding compatibility and security |
| Measure 2 Results | 4/5 (80%) of students answered at least 70% of these questions correctly. |

Measure #3

|  |  |
| --- | --- |
| Measure 3 Description |  |
| Measure 3 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 3 Target Goal |  |
| Measure 3 Results |  |

Summary of Learning Outcome #3:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Continual discussion and activities regarding compatibility and security each week helped students retain material. |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here: |
| Strengths? | Students engaged  Active learning |
| Weaknesses? | Students who had poor attendance did not do as well. Considering an online component although doubtful students will complete. |
| Additional Comments: |  |

Learning Outcome #4: Analyze and use a variety of search engine techniques to build a support knowledge base.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Semester long knowledge base project |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | Students will complete at least 75% of the knowledge base project. |
| Measure 1 Results | All students successfully completed at least 75% of their knowledge base project. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Questions on final exam in the area knowledge base understanding and creation |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will answer questions on final exams correctly, regarding knowledge base. |
| Measure 2 Results | 4/5 (80%) of students answered component questions correctly. |

Measure #3

|  |  |
| --- | --- |
| Measure 3 Description |  |
| Measure 3 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 3 Target Goal |  |
| Measure 3 Results |  |

Summary of Learning Outcome #4:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Students understood the importance of having a complete and thorough knowledge base in the IT industry. |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here: |
| Strengths? | Students engaged  Active learning  Real life skill important to know how to do in the field |
| Weaknesses? | None at this time |
| Additional Comments: |  |

Learning Outcome #5: Practice the basics of customer service and professional presence required by IT professionals.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Graded in class weekly role playing and practice sessions |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will be successful in role playing activities each week. |
| Measure 1 Results | On average, we had 80% of students actively participating each week. The week of Fall break and the week before Thanksgiving Break were low attendance weeks. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Questions on final exam in the area of customer service and professional presence |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will answer questions on final exams correctly, regarding component identification |
| Measure 2 Results | 3/5 (60%) of students answered component questions correctly. |

Measure #3

|  |  |
| --- | --- |
| Measure 3 Description |  |
| Measure 3 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 3 Target Goal |  |
| Measure 3 Results |  |

Summary of Learning Outcome #5:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Role playing helped but if students missed class they missed out. |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here:    Provide study guide for final |
| Strengths? | Students engaged  Active learning |
| Weaknesses? | Students who had poor attendance did not do as well. |
| Additional Comments: |  |

 Learning Outcome #6: Apply working knowledge of various Microsoft Application Software.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Practice with Microsoft Application Software |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | >70% student active participation in at least one application software. |
| Measure 1 Results | All students actively practiced at least one software each week. Some students practiced in more than one. |

 Summary of Learning Outcome #6:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Real projects in simulator allowed students to gain working knowledge |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  |  | Further Action Unnecessary |     If further action is planned, provide details here: |
| Strengths? | Students engaged  Active learning |
| Weaknesses? |  |
| Additional Comments: |  |

 Assessment Report for ***Windows OS CIT1713***

Term: Fall 2018

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/ Partially Met/ Not Met | Summary of Future  Planned Action(s) |
| 1. Install, upgrade, and migrate Windows 7 & 10. | Partially Met | One student simply had trouble understanding and retaining material. No need to change methods at this time. Wait for another group of students to see if the same struggles appear. |
| 2. Configure hardware, network connectivity, access to resources, and applications. | Partially met | One student simply had trouble understanding and retaining material. No need to change methods at this time. Wait for another group of students to see if the same struggles appear. |
| 3. Monitor and maintain systems running Windows OS. | Partially Met | One student simply had trouble understanding and retaining material. No need to change methods at this time. Wait for another group of students to see if the same struggles appear. |
| 4. Configure Backup and Recovery options. | Partially Met | One student simply had trouble understanding and retaining material. No need to change methods at this time. Wait for another group of students to see if the same struggles appear. |
| 5. | Met |  |
| 6. | Met |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course:** | Windows Operating Systems CIT1713 | **Term:** | Fall 2018 |

Learning Outcome #1: Install, upgrade, and migrate Windows 7 & 10.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Graded simulated lab – Installation and Upgrade |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | Students will achieve at least 70% on lab – Installation and Upgrade |
| Measure 1 Results | All students successfully completed lab with 70% or more |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Exam Questions on Installation and Upgrade |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will answer questions on final exams correctly, regarding component identification |
| Measure 2 Results | 2/3 students answered questions regarding installation and upgrading correctly. (66%) |

Summary of Learning Outcome #1:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Partially Met | |  |  | Not Met | |
| Findings | Hands on simulator done in class helped students retain for exam |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Students engaged  Active learning |
| Weaknesses? | One student simply had trouble understanding and retaining material. No need to change methods at this time. Wait for another group of students to see if the same struggles appear. |
| Additional Comments: |  |

Learning Outcome #2: Configure hardware, network connectivity, access to resources, and applications.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Graded simulated lab – Hardware/Network/Resources |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | Students will achieve at least 70% on lab – Hardware/Network/Resources |
| Measure 1 Results | All students successfully completed lab with 70% or more |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Exam Questions on Hardware/Network/Resources |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will answer questions on final exams correctly, regarding hardware/network. |
| Measure 2 Results | 2/3 students answered questions regarding hardware/network correctly. (66%) |

Summary of Learning Outcome #2:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Partially Met | |  |  | Not Met | |
| Findings | Hands on simulator done in class helped students retain for exam |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Students engaged  Active learning |
| Weaknesses? | One student simply had trouble understanding and retaining material. No need to change methods at this time. Wait for another group of students to see if the same struggles appear. |
| Additional Comments: |  |

Learning Outcome #3: Monitor and maintain systems running Windows OS.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Graded simulated lab – Support |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | Students will achieve at least 70% on lab – Support |
| Measure 1 Results | All students successfully completed lab with 70% or more |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Exam Questions on Support |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will answer questions on final exams correctly, regarding support |
| Measure 2 Results | 2/3 students answered questions regarding support correctly. (66%) |

Summary of Learning Outcome #3:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Partially Met | |  |  | Not Met | |
| Findings | Hands on simulator done in class helped students retain for exam |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Students engaged  Active learning |
| Weaknesses? | One student simply had trouble understanding and retaining material. No need to change methods at this time. Wait for another group of students to see if the same struggles appear. |
| Additional Comments: |  |

Learning Outcome #4: Configure Backup and Recovery options.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Graded simulated lab – Backup and Recovery |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | Students will achieve at least 70% on lab – Backup and Recovery |
| Measure 1 Results | All students successfully completed lab with 70% or more |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Exam Questions on Backup and Recovery |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will answer questions on final exams correctly, regarding backup and recovery. |
| Measure 2 Results | 2/3 students answered questions regarding backup and recovery correctly (66%) |

Summary of Learning Outcome #4:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Partially Met | |  |  | Not Met | |
| Findings | Hands on simulator done in class helped students retain for exam |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Students engaged  Active learning |
| Weaknesses? | One student simply had trouble understanding and retaining material. No need to change methods at this time. Wait for another group of students to see if the same struggles appear. |
| Additional Comments: |  |

Assessment Report for ***Course CIT2053 Server Administrator***

Term: Spring 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/ Partially Met/ Not Met | Summary of Future  Planned Action(s) |
| 1. Install Windows Servers in host and computer environments. | Met | None Planned |
| 2. Implement storage solutions, Hyper-V, and Windows Containers. | Met | None Planned |
| 3. Maintain and monitor server environments. | Met | Think about a final project for those who pass practice cert. Issue is time. This is a very heavy course |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

Learning Outcome #1: ***Install Windows Servers in host and computer environments.***

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Exam 2.1.4 covering Installation of Server 2012 |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 50% of students will achieve 80% or better on entire exam. This goal is in line with the industry standard for this outcome. |
| Measure 1 Results | There are two students currently enrolled in this section. One student scored 100% on this exam and the other scored 80%. This measure has been fully met. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Exam 2.2.8 covering installation of server 2016 |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 50% of students will achieve 80% or better on entire exam. This goal is in line with the industry standard for this outcome. |
| Measure 2 Results | There are two students currently enrolled in this section. Both students scored 100% on this exam. This measure has been fully met. |

Measure #3

|  |  |
| --- | --- |
| Measure 3 Description | Practice Certification Exam A.2 – this exam has simulated labs for students to install server 2012 and 2016 |
| Measure 3 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 3 Target Goal | 50% of students will achieve 80% or better on entire exam. This goal is in line with the industry standard for this outcome. |
| Measure 3 Results | There are two students currently enrolled in this section. Both students scored 100% on this exam. This measure has been fully met. |

Summary of Learning Outcome #1: Install Windows Servers in host and computer environments.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Students retained material. Excellent preparation for cert exam. Student driven. |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Very student driven simulations. |
| Weaknesses? | If student is not motivated they will not do well. Even when we work through labs in class or have discussions based around exams the students who did not prep will not be successful. |
| Additional Comments: |  |

Learning Outcome #2: ***Implement storage solutions, Hyper-V, and Windows containers.***

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Lab 5.1.8 covering server storage. |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 50% of students will achieve 80% or better on entire exam. This goal is in line with the industry standard for this outcome. |
| Measure 1 Results | There are two students currently enrolled in this section. Both students scored 100% on this exam. This measure has been fully met. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Lab 6.2.9 dealing with storage solutions |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 50% of students will achieve 80% or better on entire exam. This goal is in line with the industry standard for this outcome. |
| Measure 2 Results | There are two students currently enrolled in this section. Both students scored 100% on this exam. This measure has been fully met. |

Measure #3

|  |  |
| --- | --- |
| Measure 3 Description | 14.3.7 Exam covering containers |
| Measure 3 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 3 Target Goal | 50% of students will achieve 80% or better on entire exam. This goal is in line with the industry standard for this outcome. |
| Measure 3 Results | There are two students currently enrolled in this section. Both students scored 100% on this exam. This measure has been fully met. |

Summary of Learning Outcome #2: Implement storage solutions, Hyper-V, and Windows containers.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Repetition of labs and exams help students retain. Complete success on this outcome |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Student driven assignments. Allow for repetition and mastery at student’s pace. |
| Weaknesses? | Student feedback – majority of certification tests are lab based so is there a need for as much time to be spent on exams. Some videos are lengthy and waste time. |
| Additional Comments: |  |

Learning Outcome #3: ***Maintain and monitor server environments.***

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Exam 9.4.8 dealing with the maintenance of servers |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 50% of students will achieve 80% or better on entire exam. This goal is in line with the industry standard for this outcome. |
| Measure 1 Results | There are two students currently enrolled in this section. One student scored 100% the other 89%. This measure has been fully met. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Lab 13.3.5 covering configuration of DHCP |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 50% of students will achieve 80% or better on entire exam. This goal is in line with the industry standard for this outcome. |
| Measure 2 Results | There are two students currently enrolled in this section. Both students scored 100% on this exam. This measure has been fully met. |

Measure #3

|  |  |
| --- | --- |
| Measure 3 Description | Certification exam A.6 w/labs dealing with maintaining and monitoring server environments. |
| Measure 3 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 3 Target Goal | 50% of students will achieve 80% or better on entire exam. This goal is in line with the industry standard for this outcome. |
| Measure 3 Results | There are two students currently enrolled in this section. Both students scored 100% on this exam. This measure has been fully met. |

Summary of Learning Outcome #3: Maintain and monitor server environments.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Repetition of labs and exams help students retain. Complete success on this outcome |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Student driven assignments. Allow for repetition and mastery at student’s pace. |
| Weaknesses? | Student feedback – majority of certification tests are lab based so is there a need for as much time to be spent on exams. Some videos are lengthy and waste time. |
| Additional Comments: | Perhaps work with IT to develop a final project that would help the college and allow students who pass the practice cert to get more practice in a live setting. |

Assessment Report for ***CIT2063 Systems Analysis and Design***

Term: Spring 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/ Partially Met/ Not Met | Summary of Future  Planned Action(s) |
| 1. Discuss the role of the information technology department and the systems analysts who work there. | Not Met | None. Students who completed the required measure did well. Students not attempting measure caused the overall score to be affected. |
| 2. Describe various scheduling tools, including Gantt charts and PERT/CPM charts. | Met | None |
| 3. Develop effective documentation methods to use during systems development. | Partially Met | None. Students who completed the required measure did well. Students not attempting measure caused the overall score to be affected. |
| 4. Explain the transition from systems analysis to systems design. | Not evaluated this semester. |  |
| 5. Compare in-house e-commerce development with packaged solutions and service providers. | Partially Met | None. Students who completed the required measure did well. Students not attempting measure caused the overall score to be affected. |
| 6. Develop a strategic plan for career advancement and strong IT credentials | Not evaluated this semester. |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

Learning Outcome #1: Discuss the role of the information technology department and the systems analysts who work there.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Class discussion over chapter 1 reading*.* |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Indirect | |
| Measure 1 Target Goal | 70% of students will fully participate in classroom discussion. 10 points are given for full participation. |
| Measure 1 Results | 60% of students scored 100% - Only 3 of 5 students participated in the discussion. The other 2 were given the opportunity to do a written assignment; however, they did not. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Class discussion of chapter 2 reading. |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Indirect | |
| Measure 2 Target Goal | 70% of students will fully participate in classroom discussion. 10 points are given for full participation. |
| Measure 2 Results | 60% of students scored 100% - Only 3 of 5 students participated in the discussion. The other 2 were given the opportunity to do a written assignment; however, they did not. |

Summary of Learning Outcome #1: Discuss the role of the information technology department and the systems analysts who work there.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  |  | Partially Met | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Not Met | |
| Findings | Technically this outcome was not met. However, the three students who participated received 100% The other two were not in class, in fact one student never returned to class and the other only came to class about 4 times throughout the semester and did not take advantage of the make up options. |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary | |
| Strengths? | Excellent opportunity of students to collaboratively share |
| Weaknesses? | This semester no weaknesses are noted. I am aware that we could have students who are not comfortable speaking this early in the semester. It can be a challenge I must watch for with each new class. |
| Additional Comments: |  |

Learning Outcome #2: Describe various scheduling tools, including Gantt charts and PERT/CPM charts.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Class discussion of Chapter 3 reading. |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Indirect | |
| Measure 1 Target Goal | 70% of students will fully participate in classroom discussion. 10 points are given for full participation. |
| Measure 1 Results | Four out of five students 80% fully participated in the classroom discussion. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Part #3 of the final project – Create PERT Chart with critical path. |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will score 75% or better on this portion of the project. |
| Measure 2 Results | All students completing the final project were successful in creating a PERT chart with a critical path. They explained it well during presentations and utilized specialty software to create and print hard copies. Lack of motivation caused one student to not finish the course and another only attending the first week and was never heard from again. |

Summary of Learning Outcome #2: Describe various scheduling tools, including Gantt charts and PERT/CPM charts.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Students understood PERT and Gantt charts at a high level. They were able to explain the critical path in laymen’s terms. |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Students exhibited ability to translate concepts into real work problems. |
| Weaknesses? | None, with the exception of understanding rigor of course when enrolling. |
| Additional Comments: |  |

Learning Outcome #3: Develop effective documentation methods to use during systems development.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Overall presentation of written portfolio of final project: Willowbrook Schools Information System. |
| Measure 1 Type | I   |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will score 75% or better on written portfolio*.* |
| Measure 1 Results | All students turning in the portfolio scored 75% or better. 3/5 2 students simply did not complete the course. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Oral presentation with visual aids of material and recommendation for Willowbrook Schools information system. |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will score 75% or better on Oral presentation |
| Measure 2 Results | All students completing presentation scored 75% or better. 3/5 2 students simply did not complete the course. |

Summary of Learning Outcome #3: Develop effective documentation methods to use during systems development.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Partially Met | |  |  | Not Met | |
| Findings | Students who finished, finished strong. Two fell away for different reasons. This was a real world project students will be expected to complete if they go into high level IT positions. |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Great real-world project |
| Weaknesses? | None. |
| Additional Comments: |  |

Learning Outcome #5: Compare in-house e-commerce development with packaged solutions and service providers.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Class discussion of chapter 7 reading. |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  |  | Direct | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Indirect | |
| Measure 1 Target Goal | 70% of students will fully participate in classroom discussion. 10 points are given for full participation. |
| Measure 1 Results | 60% of students scored 100% - Only 3 of 5 students participated in the discussion. The other 2 were given the opportunity to do a written assignment; however, they did not. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Part #7 of final project Willowbrook Schools Information System covering financial analysis of various development options along with recommendation to school. |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will score 75% or better on part 7 of the final project. |
| Measure 2 Results | All students completing this part of the project score better than 75%. 3/5 2 students fell away early in the semester. |

Summary of Learning Outcome #5: Compare in-house e-commerce development with packaged solutions and service providers.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Partially Met | |  |  | Not Met | |
| Findings | Instructions: *Provide a few sentences of context as to what you learned from reviewing data for this learning outcome.* |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Excellent opportunity for students to do high level financial analysis. This knowledge is needed in the field. |
| Weaknesses? | None. |
| Additional Comments: |  |

Assessment Report for ***CIT2103 Computer & Network Security***

Term: Spring 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Met/ Partially Met/ Not Met | Summary of Future  Planned Action(s) |
| 1. Recognize and analyze threats, attacks, and vulnerabilities. | Met |  |
| 2. Implement appropriate technologies and tools for hardware, software, organizational security. | Partially Met | Students should be advised this course requires a highly motivated student in order to be successful. |
| 3. Install and configure identity and access services. | Partially Met | Students should be advised this course requires a highly motivated student in order to be successful. |
| 4. Explain and implement policies, plans, and procedures related to organizational security. | Partially Met | Students should be advised this course requires a highly motivated student in order to be successful. |
| 5. Compare and contrast basic concepts of cryptography. | Partially Met | Students should be advised this course requires a highly motivated student in order to be successful. |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

Learning Outcome #1: Recognize and analyze threats, attacks, and vulnerabilities.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Practice exam 2.2.4 covering threats, attacks, and vulnerabilities. |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will score 80% or better on this exam. This is the standard set by the industry certification. |
| Measure 1 Results | There were 5 students in the course at the time of this exam. 4 of the 5 achieved 100% success. 1 student did not attempt the exam. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Exam 2.1.6 covering threats, attacks, and vulnerabilities. |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will score 80% or better on this exam. This is the standard set by the industry certification. |
| Measure 2 Results | There were 5 students in the course at the time of this exam. 3 of the 5 achieved 100% success. 1 student achieved 83%. 1 student did not attempt the exam. |

Measure #3

|  |  |
| --- | --- |
| Measure 3 Description | Exam 2.6.7 covering threats, attacks, and vulnerabilities. |
| Measure 3 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 3 Target Goal | 70% of students will score 80% or better on this exam. This is the standard set by the industry certification. |
| Measure 3 Results | There were 5 students in the course at the time of this exam. 3 of the 5 achieved 100% success. 1 student achieved 83%. 1 student did not attempt the exam. |

Summary of Learning Outcome #1: Recognize and analyze threats, attacks, and vulnerabilities.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Met | |  |  | Partially Met | |  |  | Not Met | |
| Findings | Self directed learning opportunities |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Motivated students do very well. |
| Weaknesses? | Students who lack motivation struggle. |
| Additional Comments: |  |

Learning Outcome #2: Implement appropriate technologies and tools for hardware, software, organizational security.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Simulated lab 4.1.4 implementing hardware tools. |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will score 80% or better on this exam. This is the standard set by the industry certification. |
| Measure 1 Results | There were 5 students in the course at the time of this exam. 4 of the 5 achieved 100% success. 1 student did not attempt the exam. |

Measure #2

|  |  |
| --- | --- |
| Measure 3 Description | Practice exam 4.1.5 |
| Measure 3 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 3 Target Goal | 70% of students will score 80% or better on this exam. This is the standard set by the industry certification. |
| Measure 3 Results | Only 60% of students scored 80% or higher. 3 scored 100%, 1 scored 60% and 1 did not attempt the exam. Of students attempting exam 75% scored better than 80% |

Summary of Learning Outcome #2: Implement appropriate technologies and tools for hardware, software, organizational security.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Partially Met | |  |  | Not Met | |
| Findings | Due to the fact one enrolled student did not attempt the exam and one student scored less than the benchmark, this measure must be recorded as partially met. |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Self directed learning helps motivated students prepare for certification and redo concepts they struggle with while allowing them to move through concepts they grasp quickly. |
| Weaknesses? | Non-motivated students are not successful with this type of learning. |
| Additional Comments: |  |

Learning Outcome #3: Install and configure identity and access services.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Simulated lab 5.7.4 |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will score 80% or better on this simulated lab. This is the standard set by the industry certification. |
| Measure 1 Results | There were 5 students in the course at the time of this lab. 4 of the 5 achieved 100% success. 1 student did not attempt the lab. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Simulated lab 6.7.5 |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will score 80% or better on this simulated lab. This is the standard set by the industry certification. |
| Measure 2 Results | There were 5 students in the course at the time of this lab. 4 of the 5 achieved 100% success. 1 student did not attempt the lab. |

Measure #3

|  |  |
| --- | --- |
| Measure 3 Description | Practice Exam 6.7.8 |
| Measure 3 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 3 Target Goal | 70% of students will score 80% or better on this exam. This is the standard set by the industry certification. |
| Measure 3 Results | Only 60% of students scored 80% or higher. 3 scored 100%, 1 scored 60% and 1 did not attempt the exam. Of students attempting exam 75% scored better than 80% |

Summary of Learning Outcome #3: Install and configure identity and access services.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Partially Met | |  |  | Not Met | |
| Findings | Due to the fact one enrolled student did not attempt at least one exam and one student scored less than the benchmark, this measure must be recorded as partially met. |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Self directed learning helps motivated students prepare for certification and redo concepts they struggle with while allowing them to move through concepts they grasp quickly. |
| Weaknesses? | Non-motivated students are not successful with this type of learning. |
| Additional Comments: |  |

Learning Outcome #4: Explain and implement policies, plans, and procedures related to organizational security.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Practice Exam 3.1.8 |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will score 80% or better on this exam. This is the standard set by the industry certification. |
| Measure 1 Results | Only 60% of students scored 80% or better. 1 scored 100%, 2 scored 80% or above, 1 scored 60% and 1 did not attempt the exam. Of students attempting exam 75% scored 80% or better. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Practice exam 3.9.3 |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will score 80% or better on this exam. This is the standard set by the industry certification. |
| Measure 2 Results | There were 5 students in the course at the time of this lab. 3 of the 5 achieved 100% success, 1 scored 60%. 1 student did not attempt the lab. |

Measure #3

|  |  |
| --- | --- |
| Measure 3 Description | Practice Exam 3.8.3 |
| Measure 3 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 3 Target Goal | 70% of students will score 80% or better on this exam. This is the standard set by the industry certification. |
| Measure 3 Results | There were 5 students in the course at the time of this exam. 3 of the 5 achieved 100% success, 1 student scored 83%. 1 student did not attempt the exam. |

Summary of Learning Outcome #4: Explain and implement policies, plans, and procedures related to organizational security.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Partially Met | |  |  | Not Met | |
| Findings | Due to the fact one enrolled student did not attempt at least one exam and one student scored less than the benchmark, this measure must be recorded as partially met. |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Self directed learning helps motivated students prepare for certification and redo concepts they struggle with while allowing them to move through concepts they grasp quickly. |
| Weaknesses? | Non-motivated students are not successful with this type of learning. |
| Additional Comments: |  |

Learning Outcome #5: Compare and contrast basic concepts of cryptography.

Measure #1

|  |  |
| --- | --- |
| Measure 1 Description | Practice exam 9.2.5 |
| Measure 1 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 1 Target Goal | 70% of students will score 80% or better on this exam. This is the standard set by the industry certification. |
| Measure 1 Results | At the time of this exam one student withdrew from the course for personal reasons having nothing to do with the course itself. Of the four students left in the class only two attempted the exam. Both students scored 80% or better. Only 50% of students in course reached benchmark. However, 100% attempting the exam exceeded the goal. |

Measure #2

|  |  |
| --- | --- |
| Measure 2 Description | Practice Exam 9.3.4 |
| Measure 2 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 2 Target Goal | 70% of students will score 80% or better on this exam. This is the standard set by the industry certification. |
| Measure 2 Results | At the time of this exam one student withdrew from the course for personal reasons having nothing to do with the course itself. Of the four students left in the class only two attempted the exam. Both students scored 80% or better. Only 50% of students in course reached benchmark. However, 100% attempting the exam exceeded the goal. |

Measure #3

|  |  |
| --- | --- |
| Measure 3 Description | Practice Exam 9.4.3 |
| Measure 3 Type | |  |  |  | | --- | --- | --- | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Direct | |  |  | Indirect | |
| Measure 3 Target Goal | 70% of students will score 80% or better on this exam. This is the standard set by the industry certification. |
| Measure 3 Results | At the time of this exam one student withdrew from the course for personal reasons having nothing to do with the course itself. Of the four students left in the class only two attempted the exam. Both students scored 80% or better. Only 50% of students in course reached benchmark. However, 100% attempting the exam exceeded the goal. |

Summary of Learning Outcome #5: Compare and contrast basic concepts of cryptography.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This outcome was: | |  |  |  | | --- | --- | --- | |  |  | Met | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Partially Met | |  |  | Not Met | |
| Findings | Due to the fact two enrolled students did not attempt any of the exams, this measure must be recorded as partially met. |
| Further Action | |  |  |  | | --- | --- | --- | |  |  | Further Action Planned | |  | https://indycc.tk20.com/campustoolshighered/images/icon_check.gif | Further Action Unnecessary |   If further action is planned, provide details here: |
| Strengths? | Self directed learning helps motivated students prepare for certification and redo concepts they struggle with while allowing them to move through concepts they grasp quickly. |
| Weaknesses? | Non-motivated students are not successful with this type of learning. |
| Additional Comments: |  |