Comprehensive Program Of Computer Information Technology For

2022-2023

February 2, 2023

Prepared by

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Independence COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

Narrative:

Computer Information Technology (CIT)

Degree: Associate of Applied Science Degree: Technical Certificate

The Computer Information Technology Associate of Applied exposes students to IT (Information Technology) 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, Cyber-Security Specialist, Computer Technician, Desktop Support Technician, Help Desk Analyst, Help Desk Technician, Information Technology Specialist (IT Specialist), Network Technician, Support Specialist, or Technical Support.

The Computer Information Technology Technical Certificate 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.

**See current catalog for suggested semester plans

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
- Retention within Program
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)

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.)

Chart:

		2019-2020	2020-2021
Number of Faculty:			
	Full time	1	3
	Adjunct	0	0
Enrollment & Student credit hours by Faculty type:			
	Full Time	24	27
	Adjunct	0	0
Average Class size:			
	Face-to-Face classes	3.7	11
	Online classes	3	6
	All courses	3.6%	2.42%
Completion Rates:			
	Face-to-Face classes	86.2%	10
	Online classes	100%	6
	All courses	96.6%	94.1%
Pass ('D' or better) rates:			

	Face-to-Face classes	88%	10
	Online classes	66.7%	5
	All courses	85.7%	93.8%
Pass ('C' or better) rates:			
	Face-to-Face classes	80%	10
	Online classes	33.3%	5
	All courses	75%	93.8%
Number of Majors:		3	1
Degrees Awarded:		0	0
Retention within Program		2	1

2.0 External Constituency and Significant Trends

An important component of maintaining a 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.

- 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 (9.0).

2.1: Program Advisory Committee:

Narrative:

Below are the Members of the CIT Advisory Committee and the minutes from the last meeting. The Program Faculty Lead finds these respected experts' opinions valuable in making decisions to keep up with industry trends.

*Jody Coy – CIT Program Faculty Lead, Brett Bertie – Systems Administrator/Help Desk, Erin Tuttle – Application Support Analyst – Corporation, Gene Ewert – IT Director – Mid-Size Business
Lon Elliot – Departmental Help Desk/Network Administrator – Corporation

The one committee member that responded to the meeting request was unable to attend in person, we had a phone conversation discussing the needs they felt, needed met. They reintegrated previous request for the need to have more focus on the Tech 1 items more than the help desk

“Are student being prepared for the future job market?”
This depends on the student. What I see many times is an individual attends some level of college and are working in a roll that is not meeting their needs and wants to get into technology type rolls and they might be good with computers, helping family members, helping at their current work environments or church. So, they want to make a shift to some kind of technology but don’t know how to get there. I think students need to be prepared to learn and adjust to whatever their role or involvement might be.
“What should the training include?” This kind of depends on a student's skillset and on what track they want to go down.

- Basic computer skills to get started.
- Cloud computing (AWS, O365 and other software as a service is the way to go)
- Networking Basics to get started, then get into more advanced networking learning and skillsets. (Cisco knowledge, firewall, security, to configuring network switches and routers)
- Web Development
- Software development
- Project Management

- Database administration
- Management skills (people and technical knowledge)
- Operational skills (help desk skills to keeping the lights on)

"Is curriculum adequately addressing industry needs?"

- I think this area needs to evolve, so kind of depends on the industry that someone will be working for. As I said before, focusing on Cloud computing is the route that a lot of companies are headed towards.

"Do course and program competencies and performance levels meet industry standards?"

- In some cases, they do, like project management or basic computer skills, or if someone has the skillset for software development. The tools that are now available for software development really help drive someone's advancement in this area. One big area is young students coming out of college sometime don't have the drive that to make a difference in what they are doing, seems to be the way of these younger graduates coming out of college.

"What industry validated credentials (includes certificates or licenses) are available within the cluster/pathway?"

- I am not big on someone having to have credentials, a lot of time I see someone says they have been certified in some technology, mostly book smart type learning but when it comes to real world involvement within the workplace then those skills are lacking. They really need real work experience which then gives them the skills that I would be looking for.

2.2: 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 confirms accreditation status.
- If this does not apply to your program, write "N/A."

Narrative:

No required specialized accreditation for this program

2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative:

This program meets HLC (Higher Learning Commission) 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 the need and continually worked 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 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 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.

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 and Tech 1 support technicians. Currently we use a variety of hands on and online simulators for training.

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 reflects on assessment data for the semester and determines if changes are needed or if they will be implemented in the new semester.
Individual course outcome data can be found in Appendix B.

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 students 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.
80% of students will achieve 80% or better on the 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 slight changes had to be made. This is a representative of assessment data. Each assessment report for the past two years is in Appendix B.

2. **Identify the role of an operating system.**

ODW Chapter 4 Matching

Online:	18-100%	On-ground: 29-80%
	0-0%	0-0%
	2- DNA	6- DNA

ODW Chapter 4 Concept Exam

Online:	19-80%	On-ground: 28-80%
	0-0%	1-50%
	1- DNA	6- DNA

Outcome Result*: Met*

Summary Reflection: Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. There were no plans to change at this time. It was not discovered in the survey as to why students did not attempt assignments.

Overall reflection:

Students that attempted the assignments did meet the outcomes. There were several students that did not attempt assignments that were selected to test outcomes being met. These assignments were assigned as homework assignments and hold the same point values as assignments not selected to test outcomes. In the future, I will test the order of homework assignments and if I continue to see outcome selected assignments, not being attempted, I will test changing point values on outcome selected assignments.

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. 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 I choose to make changes throughout the semester as I see the need for student growth.

With the area scholarships available to our Adult Learner population The Neodesha Promise and Kansas Promise scholarship, the program has moved to an online environment to meet the needs of students. This move to an online environment has helped our current enrollment.

4.0 Curriculum Reflection

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?
- Does the program have any community-based learning components in the curriculum?
- How does the program curriculum support the general education outcomes?

4.1 Reflection on Current Curriculum

Narrative:

Technology is a continuously changing field. 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 changes 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 continually purchase hardware or software that becomes outdated. Most of the courses in the program are scheduled to update in the 22-23 AY.

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 (Associate of Applied Science) (Associate of Applied Science) in CIT will transfer seamlessly into K-State Polytechnic's Tech Management program where students will begin working on the management side and finish a few general education courses. They will enter with a junior status if completing the degree plan in the 21-22 catalog.

The CIT advisory committee is consulted on current trends and needs in the industry and encouraged to give suggestions for improving the curriculum. Our committee is made up of diverse people groups with various backgrounds 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.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

These programs are typically male dominated, however there has been a concentrated effort to encourage females to enter the stem Tech world. The past four summers a grant was provided by Verizon and ICC Fab Lab where we hosted a STEM camp for 6th, 7th, and 8th grade girls. The camp was held for three weeks each July on ICC campus where the girls learned design thinking and a variety of technology to help solve a problem, they produce themselves or in a group.

Student enrollment in Computer Information Technology courses make up comes from backgrounds that differ by age, gender, class, ethnicity, sexual orientation, disability, and faith.

4.3 Mission and Strategic Plan Alignment

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 2.3 for HLC categories)

Narrative:
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.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

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

Narrative:

Three students set for the TestOut certification exam two passed, two of the certification exams, receiving their TestOut Certificates.

6.0 Program Planning & Development for Student and Program Success

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.

Potential Enhancement Opportunities: Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.
Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:
Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

Phase Out: A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

(See Section 6.1 in the Program Review Handbook for more information.)

6.1 Academic Program Vitality Reflection

Narrative:

Please highlight the cell in the table below indicating the Vitality Indicator for your Program.

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out

Explain why:

ICC has ramped up its recruitment opportunities, we are starting to see growth in the number of students enrolling in the Computer Information Technology courses. Program faculty will be reviewing and recommending changes to the program to satisfy industry needs.

2017 ---- The Occupational Outlook Handbook prepared by the Bureau of Labor stats web page describing wage and growth rates for this program. I have also included statistics for the state of Kansas in employment growth and wages. This field is growing faster than the average at 11% with a $52,810 median pay in 2017. While advanced IT jobs may take a bachelor's degree, even Master's, many of the jobs are open to people with an Associates and vendor-neutral certifications are a benefit when looking for a job in this field.

2022---- The Occupational Outlook Handbook prepared by the Bureau of Labor stats web page describing wage and growth rates for this program. I have included statistics for the state of Kansas in employment growth and wages. This field has a growth average of 6% with a $57,910 median pay in 2021.

Job Outlook

Overall employment of computer support specialists is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations.

About 75,000 openings for computer support specialists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

https://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm

Computer Support Specialists

According to the U.S. Bureau of Labor Statistics, the average weekly income for a "computer occupations" worker in the United States is $1,754, or $91,208 per year.

Quick Facts: Computer Support Specialists	
2021 Median Pay	$57,910 per year $27.84 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	Moderate-term on-the-job training
Number of Jobs, 2021	875,700
Job Outlook, 2021-31	6% (As fast as average)
Employment Change, 2021-31	56,400

*Source: 2022 Salary Survey, Certification Magazine

6.2 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 and the vitality indicator. 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 6.2 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 (2023-2026) 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 (2023-2026). 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 ready to work 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 (2023-2026). 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.

7.0 Fiscal Resource 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)
- Expenditures and Revenue
- Extraordinary Costs
- 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

Programs should not include salary or fringe benefits here

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.

7.1 Budget Requests/Adjustments

Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Travel/Conference	1,2,3	1570.00	12-1277-601-000
Materials and Supplies for hands-on-projects	1,2,3	2000.00	12-1277-700-000

1. 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.

2. Provide $2,000 in instructional supplies to Computer Technology (previously Microcomputers). This can help defray costs associated with materials/supplies for the hands-on projects for classes.

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, ***alignment lift for auto tech, welding booths, gait belts for Occupational Therapy***, ***fencing for Ag animal programs***)
- **program-specific consumable materials** (*i.e.*, the specialty paint used in an automotive collision repair program, ***metal for welding, food for culinary programs, fuel for CDL,***

feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned)

- depreciation ***on equipment*** if applicable ***(equipment for which depreciation is listed should also be listed)***
- ***personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing***
- ***accreditation fees specific to the program (that are not included in fees charged to students)***
- facility rent (if applicable) ***for space due to being unable to house the program in existing campus facilities***. ***Rent for facilities to provide education in remote locations is not extraordinary in nature***
- ***donated equipment (such as equipment donated by Business and Industry for a specific program)***
- ***Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.***

DO NOT INCLUDE:

- salaries, travel, professional development costs, ***marketing costs***,
- instructional materials/curriculum,
- computer software or subscriptions,
- ***classroom resources such as books/***DVD's/manuals,
- facilities-based services or facility modifications/***upgrades***,
- audio/video equipment,
- ***printers, paper, pens,***
- ***computers/laptops***,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year

8.0 Authorship and Oversight

8.1 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 Professor Jody Coy, Co-Author Professor Melissa Ashford.

The data for student information on enrollment and completion rates was provided by the Institutional Research office, Anita Chappuie.

8.2 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:

PRC: I have read this review and agree with the recommendation to maintain current levels of support. AC
Division Chair: Maintaining the program at the current levels is appropriate. Brian Southworth, Division Chair of Math & Science.

VPAA: I have read this review and agree with the recommendation of maintaining current levels of support. However, program faculty should further review the program to look for opportunities to continue to meet industry stakeholder needs.

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9.0 Appendices

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

Appendix A

KANSAS STATE POLYTECHNIC

Technology Management 2+2

Independence

Independence Community College Associate of Applied Science / Associate of Science and Technology Management

Kansas State University Polytechnic offers a Bachelor of Science degree in Technology Management through online education. This degree completion program is designed for students who have completed an Associate of Science / Associate of Applied Science degree at Independence Community College. The Technology Management degree combines a university-level marketable skill with the management education necessary to allow rapid advancement in industry.

Associate of Applied Science

- Computer Information Technology
- Computer Programming
- Cosmetology
- Drafting / CAD
- Veterinary Technology
- Web Design / Development

Associate of Science

- Art

Area of Concentration

General Education

Independence Community College

General Education

Kansas State University Polytechnic

- Computer Elective
- 300+ Communication Elective
- ENGL 302 Technical Writing
- MATH 205 General Calculus and Linear Alg.
- Natural Science Elective*
- STAT 325 Intro to Statistics
- 300+ Social Science*
- 300+ Humanities Elective*

Business Management Core

Kansas State University Polytechnic

- BUS 251 Financial Accounting
- BUS 252 Managerial Accounting
- BUS 315 Supervisory Management
- MANGT 300 Info Tech for Business
- MANGT 420 Management Concepts
- Business / Management Course*
- Business / Management Course*
- Business / Management Course*
- Business / Management Course*

* Choose from COT 499, FINAN 410, MANGT 390, 421, 430, 431, MKTG 400, 542

Consult a K-State Polytechnic Representative regarding the courses above and upper-level course requirements.

Total Credit Hours Taken:

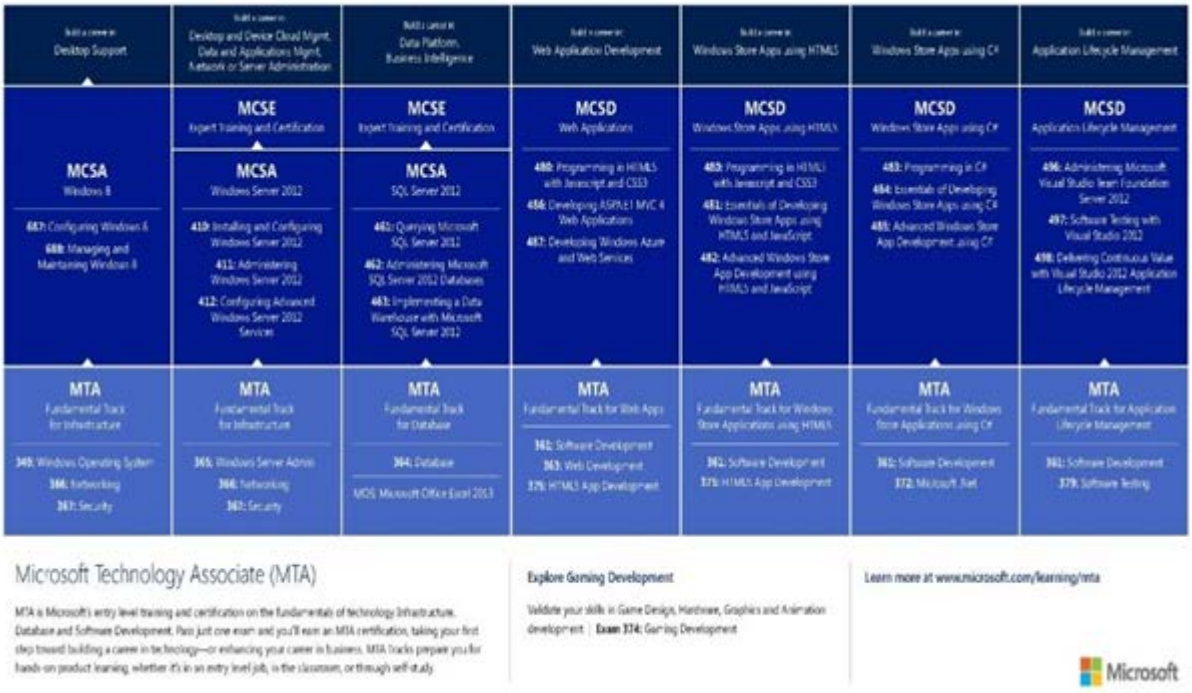
Hours Applied to Technology Management Degree: 121

Get Started

polytechnic.k-state.edu/online/techmanagement

Phone: 855-552-0079

Email: profed@k-state.edu



Appendix B

Spring 2022

Assessment Report for Computer Concepts & Apps

Term: Spring 2022 Prepared By: Jody Coy

Class Summary: There are 3 sections of this course, 1 Online section and 2 on-ground. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

Computer Concepts and Applications: Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

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 the specifications and configurations of computer hardware.**

ODW Chapter 3 Matching

Online:	19-70%	On-ground:	27-90%
	0-0%		0-0%
	1- DNA		8- DNA

ODW Chapter 3 Concept Exam

Online:	18-90%	On-ground:	24-70%
	0-0%		0-0%
	2- DNA		11- DNA

Outcome Result*: Met*

Summary Reflection: Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

2. **Identify the role of an operating system.**

ODW Chapter 4 Matching

Online:	18-100%	On-ground: 29-80%
	0-0%	0-0%
	2- DNA	6- DNA

ODW Chapter 4 Concept Exam

Online:	19-80%	On-ground: 28-80%
	0-0%	1-50%
	1- DNA	6- DNA

Outcome Result*: Met*

Summary Reflection: Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

3. Use the Internet to find information and determine its credibility.

ODW Chapter 2 Matching

Online:	17-70%	On-ground: 23-70%
	0-0%	0-0%
	2- DNA	12- DNA

ODW Chapter 2 Concept Exam

Online:	17-80%	On-ground: 25-90%
	1-30%	1-60%
	2- DNA	9- DNA

Outcome Result*: Met*

Summary Reflection: Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

4. Use word processing software to create, edit, and produce professional documents.

Word S1-3 **Project Exam**

Online:	15-70%	On-ground: 6-70%
	2-50%	3-60%
	3- DNA	26- DNA

Word S1-3 **Skills Check Exam**

Online:	12-90%	On-ground: 12-70%
	1-50%	0-0%
	7- DNA	23- DNA

Outcome Result*: Met*

Summary Reflection: Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey

to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

5.Create spreadsheets and charts for problem solving.

Excel S13 **Project Exam**

Online:	6-70%	On-ground: 4-80%
	3-60%	4-50%
	11- DNA	27- DNA

Excel S1-3 **Skills Check Exam**

Online:	11-90%	On-ground: 8-70%
	1-60%	1-50%
	8- DNA	26- DNA

Outcome Result*: Met*

Summary Reflection: Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

6.Utilize a database. (ACCESS)

Access S-1 **Project Exam**

Online:	12-80%	On-ground: 8-80%
	1-30%	2-60%
	7- DNA	25- DNA

Access S-1 **Skills Check Exam**

Online:	13-80%	On-ground: 7-80%
	0-0%	1-50%
	7- DNA	27- DNA

Outcome Result*: Met*

Summary Reflection: Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

7. Use presentation software to create, edit, and produce professional presentations.

PowerPoint S-2 **Project Exam**

Online:	17-80%	On-ground: 25-90%
	1-30%	1-60%
	2- DNA	9- DNA

PowerPoint S-2 **Skills Check Exam**

Online:	10-90%	On-ground: 5-90%

0-0% 0-0%
10- DNA 30- DNA

Outcome Result*: Met*
Summary Reflection: Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

8.Identify the ethical and social standards of conduct regarding the use of information and technology.
ODW Chapter 7 Matching
Online: 18-100% On-ground: 23-100%
1-20% 0-0%
1- DNA 12- DNA
ODW Chapter 7 Concept Exam
Online: 18-80% On-ground: 23-70%
1-20% 0-0%
1- DNA 12- DNA
Outcome Result*: Met*
Summary Reflection: Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

9.Identify security threats and solutions
ODW Chapter 8 Matching
Online: 18-80% On-ground: 24-80%
0-0% 0-0%
2- DNA 11- DNA
ODW Chapter 8 Concept Exam
Online: 18-80% On-ground: 24-80%
1-60% 0-0%
1- DNA 11- DNA
Outcome Result*: Met*
Summary Reflection: Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

Overall reflection:
Students that attempted the assignments did meet the outcomes. There were several students that did not attempt assignments that were selected to test outcomes being met. These assignments were assigned as homework assignments and hold the same point values as assignments not selected to test outcomes. In the future, I will test the order of homework assignments and if I continue to see outcome

selected assignments, not being attempted, I will test changing point values on outcome selected assignments.

Assessment Report for: Networking and Data Communications

Term: Spring 2022 Prepared By: Jody Coy

Class Summary: This course offered in the Spring 2022 semester made up of a student population of 4 students, 2 non-traditional Computer Information Technology majors, 1 traditional student a CIT major and 1 traditional student is a CSE (Computer Science) major.

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. Demonstrate the capabilities and function of TFTP/FTP in the network

Module 2 Quiz on capabilities and function of TFTP/FTP in the network 2.1.10

Online: N/A On-ground: 100%

Outcome Result: 75% (3) of students achieved at least 1000% on the assignment. 25% (1) of students scored 70%
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Lab Simulation on capabilities and function of TFTP/FTP in the network 3.27

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

2. Apply knowledge to configure network devices for remote access using SSH.

Module 2 Quiz on configure network devices for remote access using SSH 2.2.7

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Quiz on configure network devices for remote access using SSH 3.1.8

Online: N/A On-ground: 90%

Outcome Result: 100% of students achieved at least 90% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

3. Demonstrate the role of DHCP and DNS (Domain Name System) within the network
Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.5

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.6

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.6

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.10

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

4. Demonstrate switching concepts

Module 3 Lab Simulation on switching concepts 3.4.3

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation on switching concepts 5.2.5

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 80% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 14 Lab Simulation on switching concepts 14.3.6

Online: N/A On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

5. Apply knowledge to configure and verify IPv4 and IPv6 static routing.

Module 5 Quiz to configure and verify IPv4 and IPv6 static routing. 5.2.5

Online: N/A On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

Module 6 Lab Simulation to configure and verify IPv4 and IPv6 static routing. 6.2.5

Online: N/A On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

6. Demonstrate the characteristics of network topology architectures.

Module 10 Quiz on characteristics of network topology architectures 10.1.5

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 10 Lab Simulation on characteristics of network topology architectures 10.4.4

Online: N/A On-ground: 100%

Outcome Result: 75% (3) students achieved at least 100% on the assignment. One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

Module 2 Quiz on characteristics of network topology architectures 2.5.9

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Assessment Report for CompTIA A+ PC Repair and Maintenance

Term: Spring 2022 Prepared By: Jody Coy

Class Summary: This course offered in the Spring 2022 semester made up of a student population of 2 non-traditional, both in the AAS/Computer Information degree program and 2 traditional, one is a CIT major and the other is an AGS International student.

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. Perform troubleshooting techniques, disassemble, and reassemble a working computer and printer.

Module 1 Lab Simulation for Trouble Shooting Techniques 1.2.7

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 1 Lab Simulation for Trouble Shooting Techniques 3.5.7

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

2. Evaluate a non-working computer system, suggest repairs or upgrades, and make those repairs safely.

Module 3 Lab Simulation for Suggesting repairs and upgrades 3.6.3

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 12 Lab Simulation for Suggesting repairs and upgrades 12.1.4

Online: N/A On-ground: 100%

Outcome Result: 75% (3) of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

3. Identify hardware in a computer system. Configure software, including but not limited to utility software

Module 6 Lab Simulation for Hardware in a computer system and hardware 6.9.3

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 12 Lab Simulation for Hardware in a computer system and hardware 12.10.4

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

One student did not attempt the assignment, I will look in the student course survey to see if there is an explanation as to why the student did not attempt the assignment.

4. Summarize FAT, NTFS filing systems and the security issues associated with them.

Module 11 Lab Simulation for Filing System and Security issues 11.2.5

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 11 Lab Simulation for Filing System and Security issues 11.3.4

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

5. Demonstrate control access to a computer and the files that may be shared and establish a local network.

Module 12 Demonstrate control access to a computer and the files 12.1.13

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 80% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 12 Demonstrate control access to a computer and the files 12.6.7

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

6. Evaluate and repair infections of malware on a computer and other physical security issues of computers.

Module 13 Repair infections of malware on a computer 13.2.4

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 13 Repair infections of malware on a computer 13.3.8

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

The AGS International student took the course as an elective of interest only, with no intention of becoming certified in PC Repair and Maintenance. Attached is her take on the course and one of my non-traditional students.

International Student:

Before starting this class, I didn´t know much about computers and the different programs, especially how to fix a computer when it stops working. For this A+PC Repair and Maintenance class I learned a lot of different things, one of my favorites was the System components and which taught me how to install certain things like a power supply, motherboard, Troubleshoots System Power, processor, memory etc... I like this subject because it is so important and simple. What I mean by this is because when you learn these steps it makes a big difference in figuring it out and doing it by yourself if you need to. I also liked the Security subject and how we can make our devices safe and protected from virus and hackers, even if it was really hard for me to follow every step and understand what the lab was asking me to do, after a while It got easier and then I was able to not just follow the steps but understand them and since then when they asked me to do something I already know how to do it. The one thing I disliked was the amount of work assigned, but I understand there was a lot of material to cover. Also, at the beginning I was really struggling to identify where the cables went on the motherboard, I know that if it were an in-person class it would make it easier to find the right connector and everything but it´s something that was really stressing me. One specific thing I disliked was the capstone exercises, it was difficult to understand exactly what they were asking for. To end, this course changed my point of view towards technology. In a good way and in a bad way. The good way is that now I have more knowledge and I can use it in my future. The bad thing is that the fact that there were a lot of things to learn and how complicated the steps are, made me not want to learn more.

Non-Traditional Student:

As for this A+ class, there wasn't too much I already didn't know. I have previously worked in IT, and I have read the CompTIA A+ certification book for the 220-901 and 220-902 exams (which I still have at home), but I just never followed through with it. Taking an actual college class has an accountability to it that motivates me to keep going. One of the more foreign subjects to me was everything pertaining to Active Directory and Group Policy Settings as I have never dealt with those before. One thing I liked was the simulated Windows Server Desktop environments. I never knew that there was so much to that version of Windows. The one thing I disliked the most is how interacting with RAM is in the lab sims. In one lab in particular, we were to determine which module fit into the slot on the motherboard based only on sight. I still don't entirely know how the correct answer is the correct answer. How am I to know if the left side of the module lines up with the bottom side of the board slot or the top? Not being able to position the RAM stick next to the slot to see if it fits makes it more difficult than it has to be. A hands on exercise with real computer components would have spared me needless frustration. This course really hasn't changed how I view technology, only solidified in my mind how much administrators and repair technicians know and learn about those who use computers. A frightening amount of information is easily accessible to those who have the tools and knowledge to view it. I guess it's one of those “great power, great responsibility” type of careers.

One more thing I would like to add is that the Windows lab sim desktop environment is outdated. It is based on version 1709 of Windows 10 when currently they are up to 21H2, and I know that TestOut is responsible for changing that. Being tasked to find some setting in the Win 10 Settings menu in the lab sim isn't the same as the current release of Win 10. Placement of menu items has changed, either by items being added, removed, or outright newly placed. Also,

some items are no longer in the Control Panel as they were in Win 10's early days. Seems disingenuous to teach Windows 10 when what you're teaching isn't represented in the real world. Again, this is TestOut's responsibility, not yours Mrs. Coy.

Assessment Report for Identity Pro

Term: Spring 2022 Prepared By: Jody Coy

Class Summary: Class Summary: This course was offered in the Spring 2022 semester made up of a student population of 2 traditional students, one is a Computer Information Technology major, and one is a Computer Science major.

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 and Configure Active Directory Domain Services (AD DS)

Module 1 quiz to test knowledge of ability to Install and Configure Active Directory Domain Services (AD DS)
1.1.3

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 1 Quiz to test knowledge of ability to Install and Configure Active Directory Domain Services (AD DS)
1.2.5

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

2. Manage and Maintain AD DS

Module 3 Lab Simulation to show ability to Manage and Maintain AD DS 3.3.10

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Quiz to test knowledge and ability to Manage and Maintain AD DS 4.2.4

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

3. Create and Manage Group Policy

Module 5 Lab Simulation to show ability to Create and Manage Group Policy 5.2.6

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation to show ability to Create and Manage Group Policy 5.5.4

Online: N/A On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded to expectations, no plans to change methods.

4. Implement Active Directory Certificate Services (AD CS)

Module 6 Lab Simulation to demonstrate ability to Implement Active Directory Certificate Services (AD CS) 6.4.6

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded to expectations, no plans to change methods.

Module 7 Lab Simulation to demonstrate ability to Implement Active Directory Certificate Services (AD CS) 7.3.5

Online: N/A On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded to expectations, no plans to change methods.

5. Implement Identity Federation and Access Solutions

Module 8 Lab Simulation for Demonstrating ability to Implement Identity Federation and Access Solutions 8.2.5

Online: N/A On-ground: 100%

Outcome Result: Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

Module 8 Lab Simulation for Demonstrating ability to Implement Identity Federation and Access Solutions 8.3.4

Online: N/A On-ground: 100%

Outcome Result: Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

Assessment Report for Ethical Hacker

Term: Spring 2022 Prepared By: Jody Coy

Class Summary: This course offered in the Spring 2022 semester made up of a student population of 1 non-traditional, 4 traditional students. One student is a double major with the second major in Computer Information Technology and one traditional student is CIT, 2 students are Computer Science, and one student is AGS.

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 Reconnaissance phase by exploiting system vulnerabilities.

Module 3 Lab Simulation for reconnaissance phase by exploiting system vulnerabilities 3.1.10

Online: N/A On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student completed the assignment with a 75%.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation for reconnaissance phase by exploiting system vulnerabilities 4.1.7

Online: N/A On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student completed the assignment with a 50%.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

2. Define Scanning Phase.

Module 5 Lab Simulation for scanning phase 5.1.5

Online: N/A On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student did not attempt the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 7 Lab Simulation for scanning phase 7.4.5

Online: N/A On-ground: 100%

Outcome Result: 90% of students achieved at least 80% on the assignment. One student completed the assignment with a 50%.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 7 Lab Simulation for scanning phase 7.4.6

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 80% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

3. Apply hacking knowledge by gaining access and taking control of various systems.

Module 7 Lab Simulation for hacking knowledge by gaining access and taking control of various systems 7.4.8

Online: N/A On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student did not attempt the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 8 Lab Simulation for hacking knowledge by gaining access and taking control of various systems 8.3.4

Online: N/A On-ground: 100%

Outcome Result: 90% of students achieved at least 100% on the assignment. One student did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

4. Demonstrate ability to maintain access by launching attacks on the network.

Module 11 Demonstrate ability to avoid maintain access by launching attacks on the network 11.3.7

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 90% on the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods.

Module 12 Demonstrate ability to avoid maintain access by launching attacks on the network 12.1.8

Online: N/A On-ground: 100%

Outcome Result: 40% of students achieved at least 100% on the assignment. 60% of the students did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods. Will look at the course survey to see if there is an explanation as to why students did not attempt the assignment.

5. Demonstrate ability to avoid being detected by security personnel.

Module 10 Lab Simulation for Demonstrating ability to avoid being detected by security personnel 10.2.11

Online: N/A On-ground: 100%

Outcome Result: 40% of students achieved at least 100% on the assignment. 60% of the students did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods. Will look at the course survey to see if there is an explanation as to why students did not attempt the assignment.

Module 11 for Demonstrating ability to avoid being detected by security personnel 11.1.10

Online: N/A On-ground: 100%

Outcome Result: 40% of students achieved at least 100% on the assignment. 60% of the students did not attempt the assignment.

Summary Reflection: Students who attempted the assignment met or acceded expectations, no plans to change methods. Will look at the course survey to see if there is an explanation as to why students did not attempt the assignment.

Assessment Report for Adobe InDesign

Term: Spring 2022 On-ground Prepared By: Tamara Blaes

Class Summary: All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

Adobe InDesign: Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

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

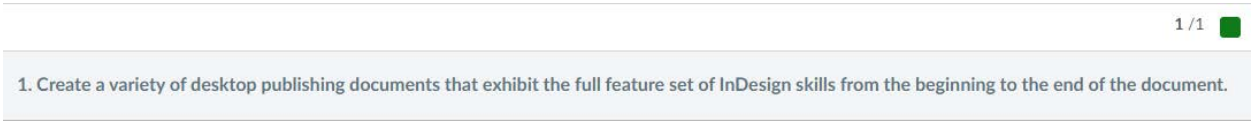
<u>are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.</u>

1. **Create a variety of desktop publishing documents that exhibit the full feature set of InDesign skills from the beginning to the end of the document.**

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result*: Met*
Summary Reflection: No plans to change currently.

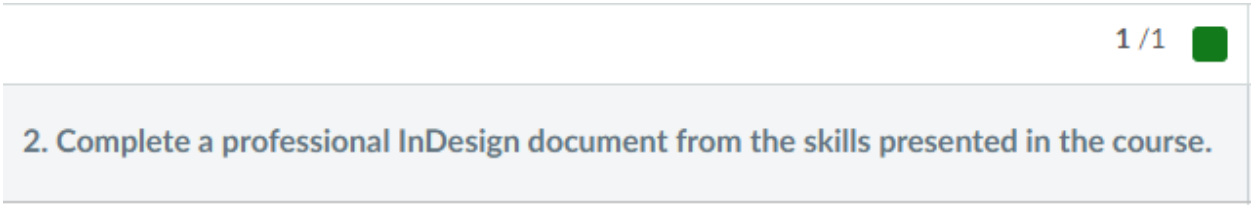


2. **Complete a professional InDesign document from the skills presented in the course.**

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result*: Met*
Summary Reflection: No plans to change currently.



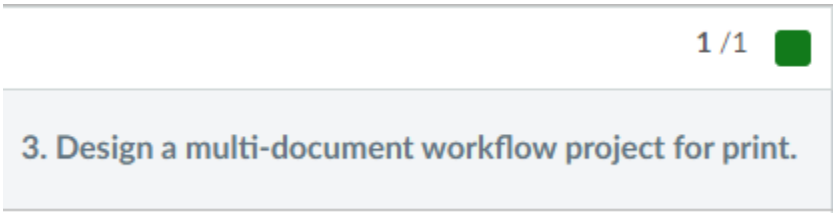
3. **Design a multi-document workflow project for print.**

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result*: Met*

Summary Reflection: No plans to change currently.

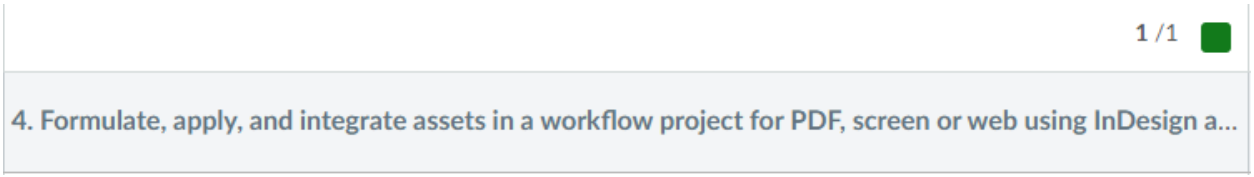


4. Formulate, apply, and integrate assets in a workflow project for PDF, screen or web using InDesign and Adobe Creative Suite software.

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result*: Met*
Summary Reflection: No plans to change currently.

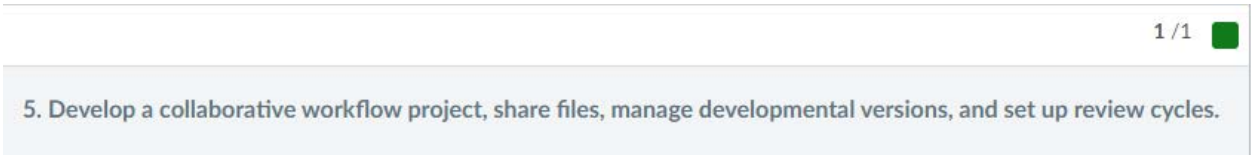


5. Develop a collaborative workflow project, share files, manage developmental versions, and set up review cycles.

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result*: Met*
Summary Reflection: No plans to change currently.



Assessment Report for Adobe Photoshop

Term: Spring 2022 On-ground Prepared By: Tamara Blaes

Class Summary: All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

Adobe Photoshop: Students will show the ability to apply theories and methods to solve common problems related to computer literacy.

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

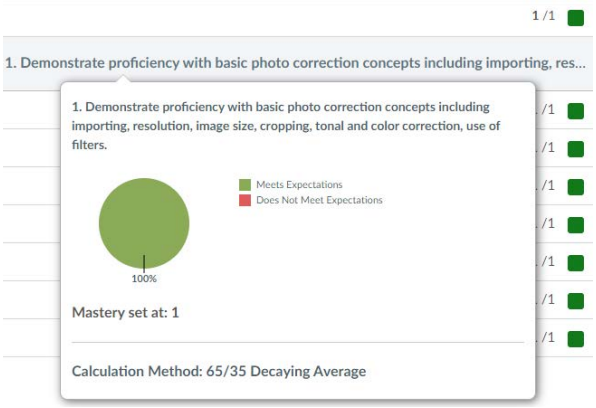
This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while 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. **Demonstrate proficiency with basic photo correction concepts including importing, resolution, image size, cropping, tonal and color correction, use of filters.**

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result*: Met*
Summary Reflection: No plans to change currently.

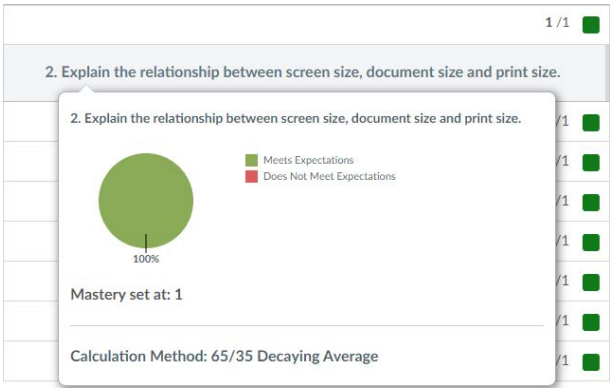


2. **Explain the relationship between screen size, document size and print size**

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result*: Met*
Summary Reflection: No plans to change currently.



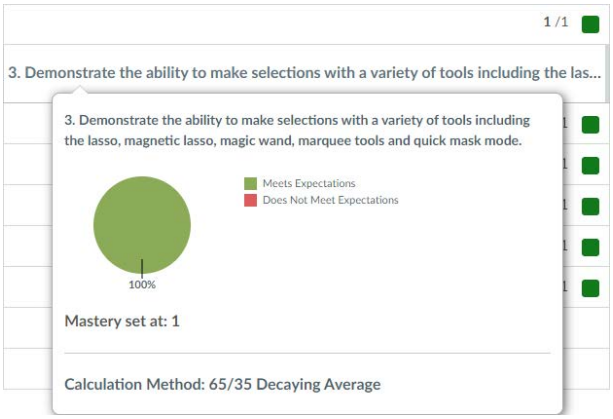
3. Demonstrate the ability to make selections with a variety of tools including the lasso, magnetic lasso, magic wand, marquee tools and quick mask mode.

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result*: Met*

Summary Reflection: No plans to change currently.

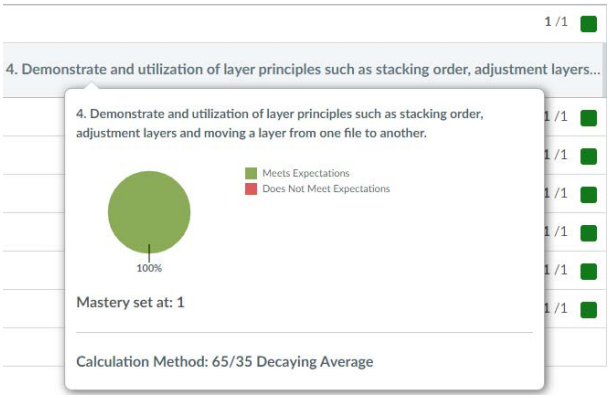


4. Demonstrate and utilization of layer principles such as stacking order, adjustment layers and moving a layer from one file to another.

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result*: Met*
Summary Reflection: No plans to change currently.



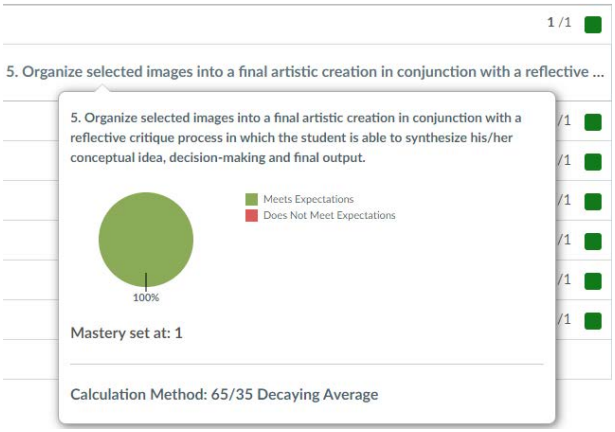
5. Organize selected images into a final artistic creation in conjunction with a reflective critique process in which the student is able to synthesize his/her conceptual idea, decision-making and final output.

Chapter Projects
On-ground: 100%

Final Project

On-ground: 100%

Outcome Result*: Met*
Summary Reflection: No plans to change currently.

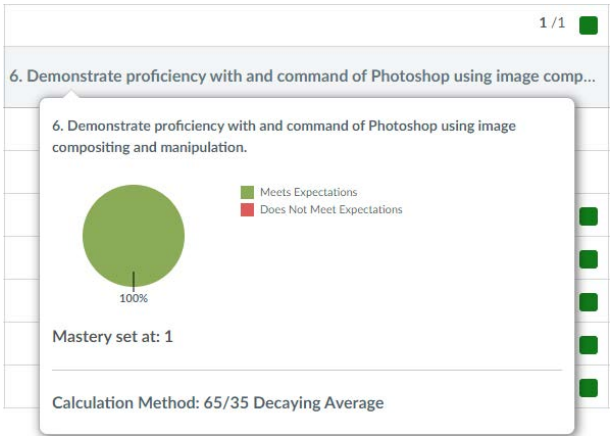


6. Demonstrate proficiency with and command of Photoshop using image compositing and manipulation.

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result*: Met*
Summary Reflection: No plans to change currently.



Fall 2021

Assessment Report for Computer Concepts & Apps

Term: Fall 2021 - Prepared By: Jody Coy & Tamara Blaes

Class Summary: There are 3 sections of this course. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

Computer Concepts and Applications: Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

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 the specifications and configurations of computer hardware.**

ODW Word Puzzle

Online: 100% On-ground: 89%

Outcome Result*: Met* Overall 89 % of students doing the assignment achieved at least 100% on the assignment. Six students, 11 % did not attempt.

Summary Reflection: Students met or acceded to expectations, due to the assignment's nature, they could share their work easily. Students would pass their puzzle sheets or take pictures of their completed puzzle to share with other students. We will be going back to a simulated program in Spring 2022

2. **Identify the role of an operating system.**

ODW Research the use of charts and tables in Excel

Online: 93% On-ground: 100%

Outcome Result*: Partially Met* Overall 54 % of students doing the assignment achieved at least 80% on the assignment. 13 students 22 % did not attempt.
Summary Reflection: Students completing the assignment met or acceded expectation, this was an essay type assignment, students did not prefer essay style assignments and did not attempt. We will be going back to a simulated program in Spring 2022

3. Use the Internet to find information and determine its credibility.

ODW Chapter 2 Matching
Online: 100% On-ground: 100%

Outcome Result*: Partially Met* Overall 67 % of students doing the assignment achieved at least 100% on the assignment. 19 students 33 % did not attempt.
Summary Reflection: Students completing the assignment met or acceded expectation, this was an essay type assignment, students did not prefer essay style assignments and did not attempt. We will be going back to a simulated program in Spring 2022

4. Use word processing software to create, edit, and produce professional documents.

Flyer for a Business or Product
Online: 100% On-ground: 100%

Outcome Result*: Met* Overall 93% of students doing the assignment achieved at least 100% on the assignment. 4 students .06 % did not attempt.

Summary Reflection: Students met or acceded to expectations, this was a PowerPoint assignment, students did well on this assignment.

5.Create spreadsheets and charts for problem solving.

Create an Inventory sheet for a business
Online: 91% On-ground: 100%

Outcome Result*: Met* Overall 92% of students doing the assignment achieved at least 100% on the assignment. 5 students .07 % did not attempt.

6.Utilize a database. (ACCESS)

Database Your Friends and Family
Online: 10% On-ground: 91.5%

Outcome Result*: Met* Overall 90% of students doing the assignment achieved at least 100% on the assignment. 7 students .09 % did not attempt.

Summary Reflection: We are looking into more project-based assignments for this section of the course outcomes. Students did well in this assignment; it is likely I will use this in the simulation course for this section.

7. Use presentation software to create, edit, and produce professional presentations.

PowerPoint **Final**

Online: 100% On-ground: 82%

Outcome Result*: Met*

Summary Reflection: Students met or acceded to expectations, this was a PowerPoint assignment, students did well on this assignment. We will return to a simulated program in Spring 2022; this assignment is similar in both teaching methods.

8.Identify the ethical and social standards of conduct regarding the use of information and technology.

ODW Online Ethics Discovery Questions Responses

Online: 100% On-ground: 100%

Outcome Result: Not Met Overall, 58 % of students doing the assignment achieved at least 100% on the assignment. 33 students 42 % did not attempt.

Summary Reflection: Students who completed the assignment met or acceded expectations, this was an essay type assignment, 42 % of students did not prefer essay style assignments and did not attempt. We will be going back to a simulated program in Spring 2022 in place of essay type questions.

9.Identify security threats and solutions

ODW Identify Security Threats and Solutions GAME picture

Online: 100% On-ground: 100%

Outcome Result: Not Met Overall, 63 % of students doing the assignment achieved at least 100% on the assignment. 21 students 37 % did not attempt.

Summary Reflection: Students who completed the assignment met or acceded expectations, this was a video game assignment, of which 37% and did not attempt. We will be going back to a simulated program in Spring 2022 in place of a gaming assignment.

Assessment Report for Animation & Multimedia

Term: Fall 2021 Prepared By: Tamara Blaes

Class Summary: All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

Animation & Multimedia: Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

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, design, and develop appropriate assets for the creation of a functional user interface using an appropriate navigational structure.**

Module Project
On-ground: 100%
Final Project
On-ground: 100%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

2. **Implement a range of special effects which are commonly required for interactive design in multimedia applications (animation, visual and audio feedback, etc.).**

Module Project
On-ground: 100%
Final Project
On-ground: 100%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

3. Design/Develop a functional interactive project given a specific brief using a graphical authoring environment.

Module Project
On-ground: 100%
Final Project
On-ground: 100%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

4. Identify and apply the formal processes needed for preparing and documenting the design specification and prototype development stages of a multimedia application.

Module Project
On-ground: 100%
Final Project
On-ground: 100%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

5. Identify and interpret the nature of technical issues that are encountered during the development and testing of a multimedia application.

Module Project
On-ground: 100%
Final Project
On-ground: 100%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

Assessment Report for Web Design & Development

Term: Fall 2021 Prepared By: Tamara Blaes

Class Summary: All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

Web Design and Development: Students will show the ability to apply theories and methods to solve common problems related to computer literacy.

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. **Define and describe in detail the six steps in developing a solid Web Site design plan.**

Chapter Case Studies
On-ground: 85%
Final Project
On-ground: 75%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

2. **Demonstrate an in-depth understanding of Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites**

Chapter Case Studies
On-ground: 85%
Final Project
On-ground: 75%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

3. **Implement the World Wide Web as a repository of the latest information in an ever-changing discipline and use the Internet to find information and determine its credibility.**

Chapter Case Studies
On-ground: 100%
Final Project
On-ground: 100%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

4. **Demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps Create spreadsheets and charts for problem-solving.**

Chapter Case Studies
On-ground: 85%
Final Project
On-ground: 75%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

5. Demonstrate page layout for the web, including these concepts: containment, alignment, grouping, rhythm and repetition, logical order.

Chapter Case Studies
On-ground: 100%
Final Project
On-ground: 100%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

6. Identify ways to promote a published Web Site.

Chapter Case Studies
On-ground: 100%
Final Project
On-ground: 100%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

Spring 2021

Assessment Report for: Networking and Data Communications

Term: Spring 2021 Prepared By: Jody Coy

Class Summary: This course offered in the Spring 2021 semester made up of a student population of 1 non-traditional, one in the AAS/Computer Information degree program. 1 CSE Major

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.

4. Demonstrate the capabilities and function of TFTP/FTP in the network

Module 2 Quiz on capabilities and function of TFTP/FTP in the network 2.1.10

Online: N/A On-ground: 85%

Outcome Result: 100% of students achieved at least 85% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Lab Simulation on capabilities and function of TFTP/FTP in the network 3.27

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

5. Apply knowledge to configure network devices for remote access using SSH.

Module 2 Quiz on configure network devices for remote access using SSH 2.2.7

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Quiz on configure network devices for remote access using SSH 3.1.8

Online: N/A On-ground: 90%

Outcome Result: 100% of students achieved at least 90% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

6. Demonstrate the role of DHCP and DNS within the network

Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.5

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.6.7

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.6

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Lab Simulation role of DHCP and DNS within the network 4.7.10

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

7. Demonstrate switching concepts

Module 3 Lab Simulation on switching concepts 3.4.3

Online: N/A On-ground: 82%

Outcome Result: 100% of students achieved at least 82% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation on switching concepts 5.2.5

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 14 Lab Simulation on switching concepts 14.3.6

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

8. Apply knowledge to configure and verify IPv4 and IPv6 static routing.

Module 5 Quiz to configure and verify IPv4 and IPv6 static routing. 5.2.5

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 6 Lab Simulation to configure and verify IPv4 and IPv6 static routing. 6.2.5

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

9. Demonstrate the characteristics of network topology architectures.

Module 10 Quiz on characteristics of network topology architectures 10.1.5

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 10 Lab Simulation on characteristics of network topology architectures 10.4.4

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 2 Quiz on characteristics of network topology architectures 2.5.9

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Assessment Report for CompTIA A+ PC Repair and Maintenance

Term: Spring 2021 Prepared By: Jody Coy

Class Summary: This course offered in the Spring 2021 semester made up of a student population of 3 non-traditional, one in the AAS/Computer Information degree program and one traditional, in the AS/Computer Science degree program and one high school student.

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. Perform troubleshooting techniques, disassemble, and reassemble a working computer and printer.

Module 1 Lab Simulation for Trouble Shooting Techniques 1.2.7

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

Outcome Result*:* 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 1 Lab Simulation for Trouble Shooting Techniques 3.5.7

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

Outcome Result*:* 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

2. Evaluate a non-working computer system, suggest repairs or upgrades, and make those repairs safely.

Module 3 Lab Simulation for Suggesting repairs and upgrades 3.6.3
Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 12 Lab Simulation for Suggesting repairs and upgrades 12.1.4

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

3. Identify hardware in a computer system. Configure software, including but not limited to utility software

Module 6 Lab Simulation for Hardware in a computer system and hardware 3.9.3

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 12 Lab Simulation for Hardware in a computer system and hardware 12.10.4

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

4. Summarize FAT, NTFS filing systems and the security issues associated with them.

Module 11 Lab Simulation for Filing System and Security issues 11.2.5

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 11 Lab Simulation for Filing System and Security issues 11.3.4

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

5. Demonstrate control access to a computer and the files that may be shared and establish a local network.

Module 12 Demonstrate control access to a computer and the files 12.1.13

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 12 Demonstrate control access to a computer and the files 12.6.7

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

6. Evaluate and repair infections of malware on a computer and other physical security issues of computers.

Module 13 Repair infections of malware on a computer 13.2.4

Online: N/A On-ground: 93%

Outcome Result: 90% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Module 13 Repair infections of malware on a computer 13.3.8

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.

Summary Reflection: Students met or acceded to expectations, no plans to change methods. Due to Covid two students completed class work outside of the class period.

Assessment Report for: Advanced Server Administration

Term: Spring 2021 Prepared By: Jody Coy

Class Summary: This course offered in the Spring 2021 semester made up of a student population of 1 non-traditional, one in the AAS/Computer Information 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. Implement Domain Name Systems

Module 1 Lab Simulation to Implement Domain Name Systems 1.1.5

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 1 Lab Simulation to Implement Domain Name Systems 1.2.7

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 1 Lab Simulation to Implement Domain Name Systems 1.4.6

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

2. Implement network connectivity and remote access solutions.

Module 3 Lab Simulation to Implement network connectivity and remote access solutions 3.7.4
Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Lab Simulation to Implement network connectivity and remote access solutions 3.9.6

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 3 Lab Simulation to Implement network connectivity and remote access solutions 3.9.7

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

3. Implement core and distributed network solutions and advanced network infrastructure.

Module 4 Lab Simulation for core and distributed network solutions and advanced network infrastructure 8.1.5

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 4 Quiz for core and distributed network solutions and advanced network infrastructure 8.2.4

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

4. Install and configure Active Directory Domain Services

Module 5 Lab Simulation to Install and configure Active Directory Domain Services 5.1.9

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation to Install and configure Active Directory Domain Services 5.3.6

Online: N/A On-ground: 75%

Outcome Result: 100% of students achieved at least 75% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

5. Create and manage group policies.

Module 5 Lab Simulation to create and manage group policies 7.4.3

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 5 Lab Simulation to create and manage group policies 7.4.4

Online: N/A On-ground: 86%

Outcome Result: 100% of students achieved at least 86% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

6. Implement Active Director Certificate Services and Identity Federation and Access Solutions

Module 8 Quiz on Active Director Certificate Services and Identity Federation and Access Solutions 8.45

Online: N/A On-ground: 100%

Outcome Result: 100% of students achieved at least 100% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods.

Module 9 Quiz on Active Director Certificate Services and Identity Federation and Access Solutions 9.3.9

Online: N/A On-ground: 80%

Outcome Result: 100% of students achieved at least 80% on the assignment.
Summary Reflection: Students met or acceded to expectations, no plans to change methods. I feel like the students might have been rushing to complete work towards the end of semester, though they still achieved above 70%, I will set a goal to be firm on due dates.

Assessment Report for Computer Concepts & Apps

Term: Spring 2021 Online & On-ground Prepared By: Tamara Blaes

Class Summary: There were 2 sections of this course, one online full 16 weeks and one 8-week second session. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

Computer Concepts and Applications: Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

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 the specifications and configurations of computer hardware.**

ODW Chapter 5 Matching
Online: 98% On-ground: 95%
ODW Chapter 5 Concept Exam
Online: 98% On-ground: 96%
Outcome Result*: Met*

2. **Identify the role of an operating system.**

ODW Chapter 4 Matching
Online: 98% On-ground: 93%
ODW Chapter 4 Concept Exam
Online: 97% On-ground: 89%
Outcome Result*: Met*

3. Use the Internet to find information and determine its credibility.
ODW Chapter 2 Matching
Online: 98% On-ground: 96%
ODW Chapter 2 Concept Exam
Online: 97% On-ground: 96%
Outcome Result*: Met*

4. Use word processing software to create, edit, and produce professional documents.
Word S1-3 **Project Exam**
Online: 100% On-ground: 100%
Word S1-3 **Skills Check Exam**
Online: 100% On-ground: 100%
Outcome Result*: Met*

5.Create spreadsheets and charts for problem solving.

Excel S13 **Project Exam**
Online: 99% On-ground: 100%
Excel S1-3 **Skills Check Exam**
Online: 98% On-ground: 100%
Outcome Result*: Met*

6.Utilize a database. (ACCESS)

Access S-1 **Project Exam**
Online: 100% On-ground: 97%
Access S-1 **Skills Check Exam**
Online: 100% On-ground: 96%
Outcome Result*: Met*

7. Use presentation software to create, edit, and produce professional presentations.
PowerPoint S-2 **Project Exam**
Online: 100% On-ground: 93%
PowerPoint S-2 **Skills Check Exam**
Online: 100% On-ground: 92%
Outcome Result*: Met*

8.Identify the ethical and social standards of conduct regarding the use of information and technology.
ODW Chapter 7 Matching
Online: 98% On-ground: 96%
ODW Chapter 7 Concept Exam
Online: 99% On-ground: 96%
Outcome Result*: Met*

9.Identify security threats and solutions
ODW Chapter 8 Matching
Online: 97% On-ground: 97%
ODW Chapter 8 Concept Exam
Online: 95% On-ground: 98%
Outcome Result*: Met*

Summary Reflection: Due to survey and student verbal input, changes are going to be made on a trial basis to enhance our student learning engagement. The intent is to create projects that are student specific. For example, learning Microsoft Word and writing a letter to someone who means something to the student.

COMPLETE 5/11/21

Assessment Report for Systems Analysis & Design CIT2063

Term: SPRING 21 Prepared By: Melissa Ashford

Class Summary: This report is based on data from an 8-week online course. This course was provided to students who needed it for graduation purposes. Two students enrolled. One completed to the end, the other withdrew halfway through the course.

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

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.

Overall Course Reflection: This course is a capstone course taken by computer science or computer information technology majors. It is expected that students taking this course will have a well-rounded view of the computer science industry. The course is made up of a series of projects where students can show their overall understanding and application of knowledge. This semester was no exception. The book does need to be updated the next time the course is taught; however, the project is an effective way for students to exhibit this knowledge.

1. **Discuss the role of the information technology department and the systems analysts who work there.**

#1.1Project: Chapter 1 project component

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

#1.2Project: Chapter 2 project component

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

#1.3Project: Chapter 3 project component

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

Outcome Result*: Met*

Summary Reflection: Other than updating textbook no action planned.

2. **Describe various scheduling tools, including Gantt charts and PERT/CPM charts.**

#2.1Project: Chapter 1 project component

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

#2.2Project: Chapter 2 project component

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

#2.3: Chapter 3 project component

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

Outcome Result*: Met*

Summary Reflection Other than updating textbook no action planned.

3. **Develop effective documentation methods to use during systems development.**

#3.4Project: Chapter 4 project component

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

#3.5Project: Chapter 5 project component

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

Outcome Result*: Met*

Summary Reflection: Other than updating textbook no action planned.

4. Explain **the transition from systems analysis to systems design.**

#4.7Project: Chapter 7 project component

Online: **No assignment turned in** On-ground: **N/A**

#4.8Project: Chapter 8 project component

Online: **60%** On-ground: **N/A**

Outcome Result*: Not Met*

Summary Reflection: This was a fast paced 8-week course and I suspect the student was overwhelmed by the amount of work in the course. Chapter 7 was not completed, and Chapter 8 component was not complete. It was missing the story board requirement which pulled the grade just below the 70% requirement for met.

5. **Compare in-house e-commerce development with packaged solutions and service providers.**

#5.6Project: Chapter 6 project component

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

#5.7Project: Chapter 7 project component

Online: **No assignment turned in** On-ground: **100%**

Outcome Result*: Partially Met*

Summary Reflection: Chapter 7 was not turned in at all. The quality of Chapter 6 work was fine. Other than updating the textbook, no action planned.

6. Develop **a strategic plan for career advancement and strong IT credentials.**

#6.9Project: Chapter 9 project component

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

#6.10Project: Chapter 10 project component

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

Outcome Result*: Met*

Summary Reflection: Other than updating textbook no action planned.

Fall 2020

Assessment Report for Computer Concepts & Apps

Term: Fall 2020 Online & On-ground Prepared By: Tamara Blaes

Class Summary: There are 2 sections of this course. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

Computer Concepts and Applications: Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy.

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

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 the specifications and configurations of computer hardware.**

ODW Chapter 5 Matching
Online: 98% On-ground: 95%
ODW Chapter 5 Concept Exam
Online: 98% On-ground: 96%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

2. **Identify the role of an operating system.**

ODW Chapter 4 Matching
Online: 98% On-ground: 93%
ODW Chapter 4 Concept Exam
Online: 97% On-ground: 89%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

3. Use the Internet to find information and determine its credibility.
ODW Chapter 2 Matching
Online: 98% On-ground: 96%
ODW Chapter 2 Concept Exam
Online: 97% On-ground: 96%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

4. Use word processing software to create, edit, and produce professional documents.
Word S1-3 **Project Exam**
Online: 100% On-ground: 100%
Word S1-3 **Skills Check Exam**
Online: 100% On-ground: 100%
Outcome Result*: Met*
Summary Reflection: We are looking into more project-based assignments for this section of the course outcomes.

5.Create spreadsheets and charts for problem solving.

Excel S13 **Project Exam**
Online: 99% On-ground: 100%
Excel S1-3 **Skills Check Exam**
Online: 98% On-ground: 100%
Outcome Result*: Met*
Summary Reflection: We are looking into more project-based assignments for this section of the course outcomes.

6.Utilize a database. (ACCESS)

Access S-1 **Project Exam**
Online: 100% On-ground: 97%
Access S-1 **Skills Check Exam**
Online: 100% On-ground: 96%
Outcome Result*: Met*
Summary Reflection: We are looking into more project-based assignments for this section of the course outcomes.

7. Use presentation software to create, edit, and produce professional presentations.
PowerPoint S-2 **Project Exam**
Online: 100% On-ground: 93%
PowerPoint S-2 **Skills Check Exam**
Online: 100% On-ground: 92%
Outcome Result*: Met*
Summary Reflection: We are looking into more project-based assignments for this section of the course outcomes.

8.Identify the ethical and social standards of conduct regarding the use of information and technology.
ODW Chapter 7 Matching
Online: 98% On-ground: 96%
ODW Chapter 7 Concept Exam
Online: 99% On-ground: 96%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

9.Identify security threats and solutions
ODW Chapter 8 Matching
Online: 97% On-ground: 97%
ODW Chapter 8 Concept Exam
Online: 95% On-ground: 98%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

*COVID-19 Impact Starts March 27th and continues to make an impact on both student focus and class participation.

Assessment Report for Computer Concepts & Apps

Term: Fall 2020 Prepared By: Jody Coy

Class Summary: There are 2 sections of this course. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

Computer Concepts and Applications: Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to computer literacy

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

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 the specifications and configurations of computer hardware.**

ODW Chapter 5 Matching
Online: **NA** On-ground: 96%
ODW Chapter 5 Concept Exam
Online: NA On-ground: 92%
Outcome Result*: Met*
Summary Reflection: No plans to change at this time.

2. **Identify the role of an operating system.**

ODW Chapter 4 Matching
Online: **NA** On-ground: 71%
ODW Chapter 4 Concept Exam
Online: NA On-ground: 72%

Outcome Result*: Met*
Summary Reflection: No plans to change at this time.

3. Use the Internet to find information and determine its credibility.

ODW Chapter 2 Matching
Online: **NA** On-ground: 96.5%
ODW Chapter 2 Concept Exam
Online: NA On-ground: 96%
Outcome Result*: Met*
Summary Reflection: No plans to change at this time.

4. Use word processing software to create, edit, and produce professional documents.

Word S1-3 **Project Exam**
Online: NA On-ground: 100%
Word S1-3 **Skills Check Exam**
Online: NA On-ground: 100%
Outcome Result*: Met*
Summary Reflection: We are looking into more project-based assignments for this section of the course outcomes.

5.Create spreadsheets and charts for problem solving.

Excel S13 **Project Exam**
Online: NA On-ground: 100%
Excel S1-3 **Skills Check Exam**
Online: NA On-ground: 100%
Outcome Result*: Met*
Summary Reflection: We are looking into more project-based assignments for this section of the course outcomes.

6.Utilize a database. (ACCESS)

Access S-1 **Project Exam**
Online: NA On-ground: 91.5%
Access S-1 **Skills Check Exam**
Online: NA On-ground: 83%
Outcome Result*: Met*

Summary Reflection: We are looking into more project-based assignments for this section of the course outcomes.

7. Use presentation software to create, edit, and produce professional presentations.
PowerPoint S-2 **Project Exam**
Online: NA On-ground: 89%
PowerPoint S-2 **Skills Check Exam**
Online: NA On-ground: 89%
Outcome Result*: Met*
Summary Reflection: We are looking into more project-based assignments for this section of the course outcomes.

8.Identify the ethical and social standards of conduct regarding the use of information and technology.
ODW Chapter 7 Matching
Online: **NA** On-ground: 96%
ODW Chapter 7 Concept Exam
Online: NA On-ground: 72.5%
Outcome Result*: Met*
Summary Reflection: No plans to change at this time.

9.Identify security threats and solutions
ODW Chapter 8 Matching
Online: **NA** On-ground: 96%
ODW Chapter 8 Concept Exam
Online: NA On-ground: 96%
Outcome Result*: Met*
Summary Reflection: No plans to change at this time.

*COVID-19 Impact Starts March 27th and continues to make an impact on both student focus and class participation.

Assessment Report for Introduction to Electronic Commerce

Term: Fall 2020 Online & On-ground Prepared By: Tamara Blaes

Class Summary: There are sections of this course which are combined. One on-ground and one online. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

Introduction to Electronic Commerce: Students will show the ability to apply theories and methods to solve common problems related to computer literacy.

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. **Explain the elements of the digital world and Electronic Commerce Business Models**

Chapter Case Studies
Online: 100% On-ground: 85%
Final Project
Online: 100% On-ground: 100%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

2. **Describe and apply B2C, B2B, and C2C strategic issues**

Chapter Case Studies
Online: 100% On-ground: 100%
Final Project
Online: 100% On-ground: 100%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

3. **Examine and compare social networking and Web 2.0 Entertainment**

Chapter Case Studies
Online: 100% On-ground: 100%

Final Project
Online: 100% On-ground: 100%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

4. **Assess and critique a variety of m-commerce applications**

Chapter Case Studies
Online: 78% On-ground: 85%
Final Project

Online: 85% On-ground: 75%

Outcome Result*: Met*

Summary Reflection: No plans to change currently.

5. Discuss how online payments are evolving and assess alternatives

Chapter Case Studies

Online: 88% On-ground: 85%

Final Project

Online: 100% On-ground: 100%

Outcome Result*: Met*

Summary Reflection: No plans to change currently.

6. Apply ethical and secure strategies regarding Electronic Commerce

Chapter Case Studies

Online: 88% On-ground: 85%

Final Project

Online: 100% On-ground: 100%

Outcome Result*: Met*

Summary Reflection: No plans to change currently.

*COVID-19 Impact Starts March 27th and continues to make an impact on both student focus and class participation.

Assessment Report for IT Fundamentals CIT 1013

Term: Fall 2020 Prepared By: Jody Coy

Class Summary: This course offered in the Fall 2020 semester made up of a student population of 1 non-traditional, in the AAS/Computer Information 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 explain computer components.

Assignment 1.3.9
Online: **N/A** On-ground: 100%
Assignment 1.4.10
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 to expectations, no plans to change methods.

2. Set up a workstation, including software installations.

Assignment 1.7.14

Online: **N/A** On-ground: 100%
Assignment 3.2.11
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 to expectations, no plans to change methods.

3. Compare and contrast physical security controls.
Assignment 1.5.11
Online: **N/A** On-ground: 100%
Assignment 1.5.13
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 to expectations, no plans to change methods.

4. Analyze and use a variety of search engine techniques to build a support knowledge base.
Assignment 4.3.8
Online: **N/A** On-ground: **100%**

Assignment 4.5.14
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 to expectations, no plans to change methods.

5. Practice the basics of customer service and professional presence required by IT professionals.
Assignment 4.3.8
Online: **N/A** On-ground: **100%**

Assignment 4.6.12
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 to expectations, no plans to change methods.

6. Apply working knowledge of various Microsoft Application Software.
Assignment 1.6.7
Online: **N/A** On-ground: **100%**

Assignment 1.6.9
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 to expectations, no plans to change methods.

Assessment Report for Server Administrator CIT 2031

Term: Fall 2020 Prepared By: Jody Coy

Class Summary: This course offered in the Fall 2020 semester made up of a student population of 1 non-traditional, in the AAS/Computer Information degree program, and one traditional student non-major.

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 Windows Servers in host and computer environments.

Assignment 1.1.3
Online: **N/A** On-ground: 100%
Assignment 1.3.3
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 to expectations, no plans to change methods.

2. Implement storage solutions, Hyper-V, and Windows containers.

Assignment 2.1.4

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

Assignment 5.3.7

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 to expectations, no plans to change methods.

3. Maintain and monitor server environments.

Assignment 13.1.5

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

Assignment 13.1.6

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 to expectations, no plans to change methods.

Assessment Report for Web Design & Development

Term: Fall 2020 Online & On-ground Prepared By: Tamara Blaes

Class Summary: There are sections of this course which are combined. One on-ground and one online. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

Web Design and Development: Students will show the ability to apply theories and methods to solve common problems related to computer literacy.

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. **Define and describe in detail the six steps in developing a solid Web Site design plan.**

Chapter Case Studies

Online: 78% On-ground: 85%

Final Project
Online: 85% On-ground: 75%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

2. **Demonstrate an in-depth understanding of Web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites**

Chapter Case Studies
Online: 78% On-ground: 85%
Final Project
Online: 85% On-ground: 75%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

3. Implement the World Wide Web as a repository of the latest information in an ever-changing discipline and use the Internet to find information and determine its credibility.
Chapter Case Studies
Online: 100% On-ground: 100%
Final Project
Online: 100% On-ground: 100%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

4. Demonstrate graphic design basics for the web, including these concepts: color, contrast, readability, effective text, imagery, attention maps Create spreadsheets and charts for problem-solving.

Chapter Case Studies
Online: 78% On-ground: 85%
Final Project
Online: 85% On-ground: 75%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

5. Demonstrate page layout for the web, including these concepts: containment, alignment, grouping, rhythm and repetition, logical order.

Chapter Case Studies
Online: 100% On-ground: 100%
Final Project

Online: 100% On-ground: 100%

Outcome Result*: Met*

Summary Reflection: No plans to change currently.

6. Identify ways to promote a published Web Site.

Chapter Case Studies

Online: 100% On-ground: 100%

Final Project

Online: 100% On-ground: 100%

Outcome Result*: Met*

Summary Reflection: No plans to change currently.

*COVID-19 Impact Starts March 27th and continues to make an impact on both student focus and class participation.