

Comprehensive
Program
Of
Associate of Science
Computer Science
For
2022-2023

Prepared by

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Independence
COMMUNITY COLLEGE

Course:

Term:

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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:

The AS in Computer Science prepares students for a general degree in Computer Science or Information Systems by providing the basic courses for transfer to a four-year college or university. This program is intended to meet the requirements of the first two years of a sequence of courses leading to a bachelor's degree or prepares a student to enter the job market in Computer Science or Information Systems.

Computer Science (CSE)

Degree: Associate of Science

The Computer Science program prepares students for a degree in Computer Science or Information Systems by providing the basic courses for transfer to a four-year college or university. This program is intended to meet the requirements of the first two years of a sequence of courses leading to a bachelor's degree or prepares a student to enter the job market in Computer Science or Information Systems.

Analysis & Oral Communication (9 hours) Credit Hours

English Composition I (ENG 1003)	3
English Composition II (ENG 1013)	3
Public Speaking (COM 1203)	3

Mathematics (3 hours)

Credit Hours

College Algebra (MAT1023) or higher	3
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Sciences (10 hours)

Credit Hours

Natural Sciences (1 required course)

General Biology (non-majors) (BIO 1005)	5
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Physical Science (Select 1 required course)

Chemistry for non-majors (PHS 1015)	5
Descriptive Astronomy (PHS 1085)	5
Physical Science (PHS 1005)	5

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Fine Arts &Aesthetic Studies (3 hours) Credit Hours

Art Appreciation (ART 1043)	3
Drawing and Composition (ART 1023)	3
Music Appreciation (MUE 1303)	3
Music Theory I (MUE 1093)	3
Creative Writing (ENG 2023)	3
Theatre Appreciation (THR 1013)	3
Acting I (THR 1023)	3
Stagecraft I (THR 1033)	3

Cultural Studies (3 hours) Credit Hours

Spanish I, II, III (FRL 1025, 1035, 2035)	5
World Regional Geography (GEO 2013)	3
Intro to Race and Ethnic Relations (SOC 2113)	3
African American History (HIS 1163)	3
World History I (HIS 1003)	3
World History II (HIS 1013)	3
World Religions (REL 1053)	3

Health & Well-Being (3 hours) Credit Hours

Psychological	
General Psychology (BEH 1003)	3

Human Heritage (9 hours) Credit Hours

History (Select 1)	
US History I (HIS 1023)	3
US History II (HIS 1063)	3

Literature (Select 1)

Introduction to Literature (ENG 1073)	3
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Philosophy and Religion (Select 1)

Introduction to Philosophy (PHI 2003)	3
Ethics (PHI 1073)	3
Logical and Classical Reasoning (PHI 2073)	3
World Religions (REL 1053)	3

Social Awareness (3 hours) Credit Hours

Introduction to Sociology (SOC 1003)	3
Social Problems (SOC 2023)	3

Political Awareness (3 hours) Credit Hours

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American Government (POL 1023)	3
Introduction to Political Science (POL 1013)	3
Business and Technology (6 hours)	Credit Hours
(Select 1)	
Microeconomics (BUS 2023)	3
Macroeconomics (BUS 2033)	3
(Select 1)	
Computer Concepts & Applications (CIT 1003)	3
Computer Information Systems (CIT 2003)	3
Major Courses (9 hours)	Credit Hours
Programing Language Elective**	3
Program Electives	6
TOTAL:	61

Suggested Program Electives:

Calculus I (MAT 1055)	5
Elementary Statistics (MAT 1103)	3
Introduction to Computer Science (CSE 1033)	3
Web Design and Development (CIT 1033)	3
Adv. Web Design and Development (CIT 2143)	3
Networking & Data Communications (CSE 2033)	3
Word I/ Windows (CIT 1652)	2
Intro to Spreadsheets (CIT 1202)	2
Intro to Database Management (CIT 1552)	2
Mobile/Web App Design & Dev. (CSE1033)	3
Basics of Python Programming (CSE1073)	3
HTML5 Game Play (CSE1023)	3
Personal Finance (BUS 1003)	3
Introduction to Accounting (ACC 1003)	3

**See Program Advisor

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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	3	2
	Adjunct	0	0
Enrollment & Student credit hours by Faculty type:			
	Full Time	91	27
	Adjunct	0	0
Average Class size:			
	Face-to-Face classes	11.5	4.1
	Online classes	13.25	1
	All courses	11.82	3.8
Completion Rates:			

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	Face-to-Face classes	99.03%	96.55%
	Online classes	90.38%	100%
	All courses	97.30%	96.67%
Pass ('D' or better) rates:			
	Face-to-Face classes	90.73%	82.14%
	Online classes	82.98%	100%
	All courses	89.29%	82.76%
Pass ('C' or better) rates:			
	Face-to-Face classes	92.96%	82.14%
	Online classes	100%	100%
	All courses	93.06%	82.76%
Number of Majors:		13	15
Degrees Awarded:		4	2
Retention within Program		4	4

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:

This is a transfer degree. No committee.

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

Narrative:

N/A

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:

The AS Computer Science degree program follows our KBOR articulation requirement for students transferring to any Kansas university. If this program is followed, students should be able to seamlessly transfer to any of the Kansas universities and many out-of-state colleges. All the core classes for the Computer Science degree have met the Kansas Core Outcomes approval as equal transfer class to all Kansas universities. Both facts show alignment with KBOR and HLC's accreditation requirements. It is, as expected, heavy with general education requirements and a few elective classes from our computer areas.

The following are HLC (Higher Learning Commission) goals that are being addressed in this review:

Core Components

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

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

- This program meets this core component by offering the first two years of a 4-year degree.

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

- Excellence: Academic excellence of this program has been met through the completion of this review and working to improve the courses offered

Course:

Term:

through assessment of student learning and making modifications as needed to continue improvement.

- Responsiveness: Addressed the changes for Computer Science by updating this program to meet the KBOR articulation agreement, which meets the program requirements for all the Kansas universities.
- Diversity/Enrichment: Students are exposed to international issues with Computer Science and exposed to the difference between policies of other countries. Students are also informed of the male/female career ratio unbalance.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented. Computer Science is a degree that offers several possibilities for students entering many different computer related fields for transfer.

Earning an associate degree in computer science can prepare students for entry-level employment or further education. While students can learn the basics of computer languages, troubleshooting, programming, and design on their own, many employers prefer to interview and hire formally trained applicants.

Experts anticipate that employment opportunities for computer scientists will increase throughout the next decade. According to the Bureau of Labor Statistics, web development jobs will increase by 13% by 2028, adding 21,000 new positions to the economy. An associate degree is what all students will need for some jobs, and these programs prepare you to earn a bachelor's degree in the subject as well.

While students are pursuing their computer science associate degree, they will develop an understanding of the basic principles and practices needed to program and maintain computers and computer systems. Students will also complete many of the general education courses required by most four-year schools.

Computer science programs usually provide students with hands-on learning experiences, requiring them to complete an internship or demonstrate proficiency in lab work as a prerequisite for graduation.

This is the table from the Bureau of Labor Statistics for all the Computer Science and Information Technology Occupations:

<https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

Course:

Term:

Quick Facts: Computer and Information Research Scientists	
<u>2021 Median Pay</u>	\$131,490 per year \$63.22 per hour
<u>Typical Entry-Level Education</u>	Master's degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2021</u>	33,500
<u>Job Outlook, 2021-31</u>	21% (Much faster than average)
<u>Employment Change, 2021-31</u>	7,100

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 AS in Computer Science program outcomes focus on programming language electives, program electives and assignments for study readiness assessment for the next level. Each semester faculty reflects on assessment data for the semester and determines if there are high priority changes that need to be made or if changes will be implemented in the new semester.

Individual course outcome data can be found in Appendix A. Capstone projects and assignments for each of the program courses (not necessarily the general education courses) are used to determine overall success in the program when a student graduates. Below is a summary of findings at the program level. In the future faculty will be tying these capstone projects to Program Outcomes in Canvas so graphs and charts can be shared to provide an easy visual representation of student success at the program level.

The institution is currently revamping how General Education Data is collected and reported. In the past General Education Outcomes have been assessed via the Liberal Studies degree. In the future, the course assignments may be tied to General Education Outcomes in Canvas. That decision will be made in collaboration with faculty, VPAA, and the Assessment Committee.

Course:

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Program Level Outcomes:

1. Students will be able to analyze a variety of complex information systems.
 - a) Students taking courses within the Computer Science degree program have several classes to choose from for their 12 hours of electives. The measure for this outcome is that 70% of students will score 70% or better on the project for the course chosen. This outcome has been met in the last two years. Students have scored in the 80th percentile or higher on their projects.
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 demonstrate effective collaboration and communication skills.

90% of our Computer Science students passed program specific courses (Web Design, Adv Web Design, Networking & Data Communications, Mobile/Web App, and HTML5) with a C, 70%, or better.

Reflection: Material currently covered, assignments, projects, exams are adequate for preparing students to move to the next level (transfer to 4-year university) or to obtain entry level employment as a computer network support technician, information technology specialist, or help desk technician.

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

Course:

Term:

only slight changes had to be made. This is a representative of assessment data. Each assessment report for the past two years is in the appendix.

1. Produce a digital media presentation

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

2. Select optimal digital media strategies for various delivery systems

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

3. Examine digital media industry career opportunities

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

Course:

Term:

3.3 Ongoing Assessment Plans

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

Narrative:

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

4.0 Curriculum Reflection

4.1 Reflection on Current Curriculum

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

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

Narrative:

The AS Computer Science degree program follows our KBOR articulation agreement for students transferring to any Kansas university. If this program is followed, students should be able to seamlessly transfer to any of the Kansas universities and many out-of-state colleges. All the core classes for the Computer Science degree have met the Kansas Core Outcomes approval as equal transfer class to all Kansas universities. Both facts show alignment with KBOR and HLC's

Course:

Term:

accreditation requirements. It is, as expected, heavy with general education requirements and a few elective classes from our computer areas.

With the exit of the previous full-time faculty member in charge of the Computer Science Program and no current plan to hire a new person, existing Business and Technology faculty (who are qualified to teach) will be revamping the program and curriculum during the 23-24 academic year.

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 stemtech 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 in order to help solve a problem they come up with themselves or in a group.

Students are exposed to international issues with Computer Science and exposed to the difference between policies of other countries. Students are also informed of the male/female career ratio unbalance

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 Science program aligns with the ICC mission and ICC Strategic Plan by providing academic excellence. Cultural enrichment is circumstantial with interaction between students with diverse backgrounds and discussions of international web and network use in the computer science field.

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

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- Excellence: Academic excellence of this program has been met 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: Addressed the changes for Computer Science by updating this program to meet the KBOR articulation agreement, which meets the program requirements for all the Kansas universities.
- Diversity/Enrichment: Students are exposed to international issues with Computer Science and exposed to the difference between policies of other countries. Students are also informed of the male/female career ratio unbalance.

The following are HLC goals that are being addressed in this review:

Core Components

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

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- This program meets this core component by offering the first two years of a 4-year degree.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented. Computer Science is a degree that offers several possibilities for students entering many different computer related fields for transfer.

Earning an associate degree in computer science can prepare students for entry-level employment or further education. While students can learn the basics of computer languages, troubleshooting, programming, and design on their own, many employers prefer to interview and hire formally trained applicants.

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.

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Narrative:

Professor Blaes has been working with the Verizon Innovative Learn Science, Technology, Education & Math (VIL STEM) Camp for the past 3 years providing innovative ways of teaching design thinking to 6th, 7th & 7th grade girls from all around. They have been using creative ideas to solve problems in their lives and their communities. This learning continues year-round as monthly workshops provide a space where the girls come together at the Fab Lab or another location and learn something new, they can use to help them continue to grow and experiment. Professor Blaes attended a STEM conference/learning institute spring 2020 to learn more skills and ideas to bring back the STEM leadership team.

Professor Blaes is also on the Cherryvale High School Alumni Board where she serves as Scholarship Committee Chair. Her role as chair of the scholarship committee means organizing the yearly group with dates for the scholarship review, interviews, placement of students to scholarships, board approval meeting and Senior Night where Cherryvale High School student are presented the scholarships. In addition to these duties, she also collects all the scholarship applications and acquires copies to be hand delivered to all the committee members prior to the interviews. It is very gratifying to meet each of the scholarship applicants and to hear their stories. Then to be a part of helping them with their post high school education. Many make their way to ICC, through concurrent classes and/or full-time attendance.

Course:

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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
-------------------------------------	------------------------------------	------------------------------------	-----------

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Explain why:

ICC has ramped up its recruitment opportunities, we are starting to see growth in the number of students enrolling in the Computer Science Program. Currently we have 6 declared majors.

This is the table from the Bureau of Labor Statistics for all the Computer Science and Information Technology Occupations:

<https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

Quick Facts: Computer and Information Research Scientists	
<u>2021 Median Pay</u>	\$131,490 per year \$63.22 per hour
<u>Typical Entry-Level Education</u>	Master's degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2021</u>	33,500
<u>Job Outlook, 2021-31</u>	21% (Much faster than average)
<u>Employment Change, 2021-31</u>	7,100

Despite declining employment, about 9,600 openings for computer programmers are projected each year, on average, over the decade. All those openings are expected to result from replacing workers who transfer to other occupations or exit the labor force, such as retiring.

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.

*Source: 2022 Salary Survey, Certification Magazine

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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:

1. Short term: Current faculty revamp and rework program to take to division and Academic Council. This action will improve student success in completing the program and finding employment. AY23-24
2. Short term: Evaluate current curriculum (textbooks & materials) for continuation or replacement. AY24-25
3. Long Term: 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 Science programs. Student engagement can/will be measured by student survey questions specific to engagement with material.
4. Long Term: 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 Science course work.
5. Long Term: 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 Science course work.

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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 of 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.

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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	12-1277-700-000

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:

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- 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 Aq 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 Aq 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

Course:

Term:

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 and 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 Agrees with the review and assessment of the faculty members- Sarah Owen

Division Chair: I have read this review and agree with the program faculty's review of program assessment. – Heather Mydosh, Arts and Letters Division Chair

VPAA: I agree with the review and assessment. ICC should continue to maintain current levels of support for the computer science program. Taylor C. Crawshaw, VPAA

Course:

Term:

9.0 Appendices

Appendix A

Assessment Report for JavaScript

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.

JavaScript: 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. Develop, debug, and modify code to meet design specifications for website creation

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

Course:

Term:

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. Use operators, variables, arrays, loops, control structures, functions, and objects on web pages

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. Map HTML using the DOM – Document Object Model

Chapter Case Studies

Course:

Term:

Online: 100%

On-ground: 100%

Final Project

Online: 100%

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

4. Create dynamic styles and animation on web pages

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.

5. Use regular expressions for form validation and cross-platform applications

Chapter Case Studies

Online: 100%

On-ground: 100%

Final Project

Online: 100%

On-ground: 100%

Course:

Term:

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

6. Identify popular JavaScript and JQuery libraries and different media on web pages

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.

Course:

Term:

Assessment Report for JavaScript

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.

JavaScript: 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. Develop, debug, and modify code to meet design specifications for website creation.

Chapter Practice Coding

On-ground: 85%

Final Project

On-ground: 75%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

2. Use operators, variables, arrays, loops, control structures, functions, and objects on web pages

Chapter Practice Coding

On-ground: 100%

Final Project

On-ground: 85%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

Course:

Term:

3. Map HTML using the DOM – Document Object Model

Chapter Practice Coding

On-ground: 100%

Final Project

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

4. Create dynamic styles and animation on web pages

Chapter Practice Coding

On-ground: 85%

Final Project

On-ground: 75%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

5. Use regular expressions for form validation and cross-platform applications

Chapter Practice Coding

On-ground: 100%

Final Project

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

6. Identify popular JavaScript and JQuery libraries and different media on web pages

Chapter Practice Coding

On-ground: 100%

Final Project

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

Assessment Report for Introduction to Digital Media

Term: Spring 2022, 1st Session On-ground

Prepared By: Tamara Blaes

Course:

Term:

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

Introduction to Digital Media: 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.

2. Produce a digital media presentation

Chapter Projects

On-ground: 100%

Final Project

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

2. Select optimal digital media strategies for various delivery systems

Chapter Projects

On-ground: 100%

Final Project

On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

3. Examine digital media industry career opportunities

Chapter Projects

On-ground: 100%

Course:

Term:

Final Project
On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

INTRO TO DIGITAL MED > Grades

Course average ▾	1 / 1 	1 / 1 	1 / 1 
Students ⋮	1. Produce a ...	2. Select opti...	3. Examine di...
	1 / 1 	1 / 1 	1 / 1 
	1 / 1 	1 / 1 	1 / 1 
	1 / 1 	1 / 1 	1 / 1 
	1 / 1 	1 / 1 	1 / 1 

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 (Associate of Applied Science) 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.

Course:

Term:

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

Course:

Term:

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%

Course:

Term:

1-60%

8- DNA

1-50%

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

Course:

Term:

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 major.

Course:

Term:

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.

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.

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.

Course:

Term:

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.

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.

Course:**Term:**

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.

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.

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%

Course:

Term:

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.

Course:

Term:

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.

Course:

Term:

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.

Course:

Term:

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 significant 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

Course:

Term:

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 an effective way and in a bad way. The effective 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 (Information Technology), 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

Course:

Term:

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.

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.

Manage and Maintain AD DS

Course:

Term:

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.

1. 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.

Implement Active Directory Certificate Services (AD CS)

Course:

Term:

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.

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.

Course:

Term:

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.

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.

Course:

Term:

1. 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.

2. 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.

Course:

Term:

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.

3. 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.

4. 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.

Course:

Term:

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 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.

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.

Course:

Term:

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

1 / 1 

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.

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.

1 / 1 

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

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

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

Outcome Result: *Met*

Course:

Term:

Summary Reflection: No plans to change currently.

1 / 1



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

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.

1 / 1



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

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.

1 / 1



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

Course:

Term:

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.

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

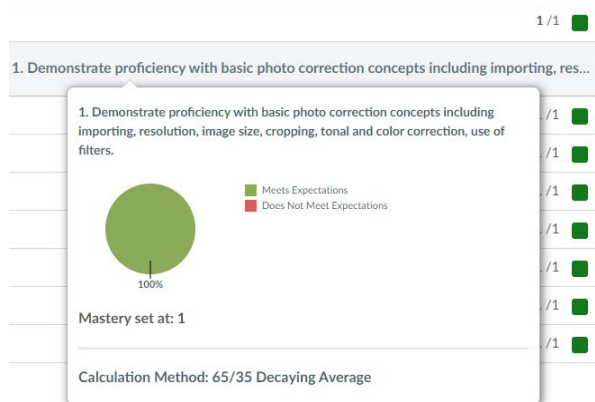
On-ground: 100%

Outcome Result: *Met*

Summary Reflection: No plans to change currently.

Course:

Term:



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

Chapter Projects

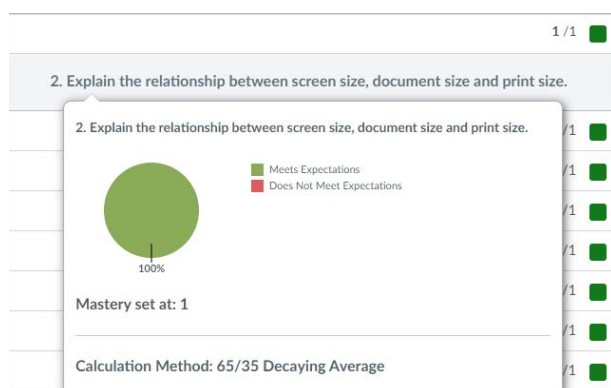
On-ground: 100%

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

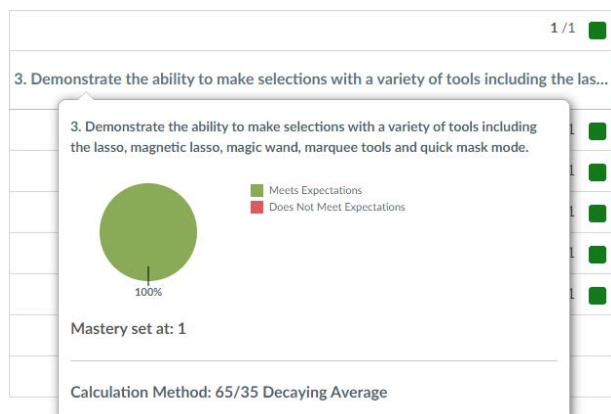
On-ground: 100%

Outcome Result: *Met*

Course:

Term:

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

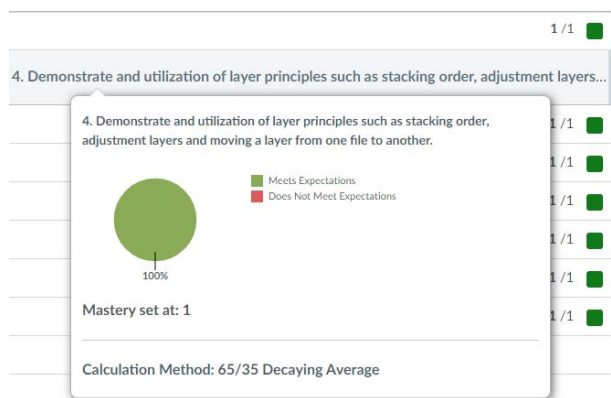
On-ground: 100%

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

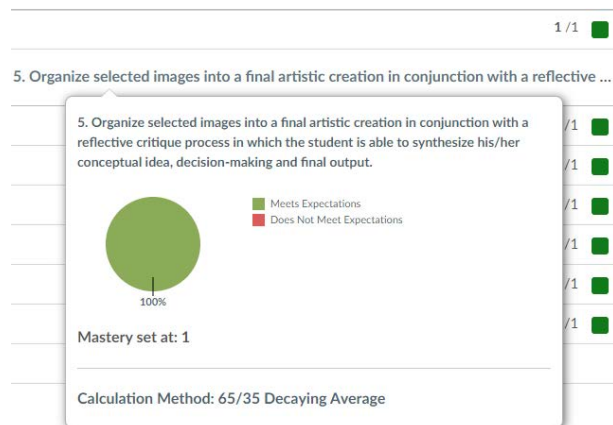
Course:

Term:

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

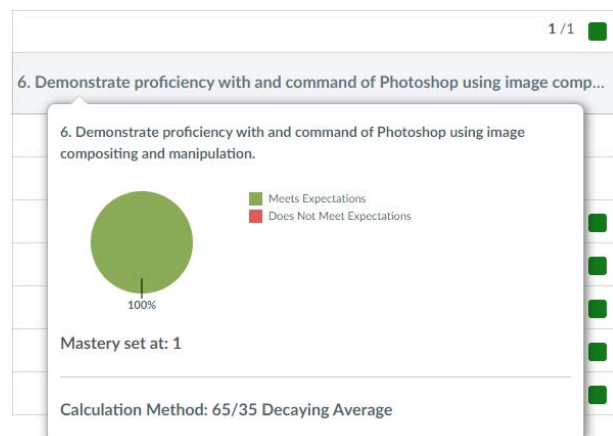
On-ground: 100%

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%

Course:

Term:

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.

Course:

Term:

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

Course:

Term:

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.

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.

Course:

Term:

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

Course:

Term:

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.

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.

Course:

Term:

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

Course:

Term:

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.

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.

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.

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%

Course:**Term:**

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.

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

Course:**Term:**

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.

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.

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.

Course:

Term:

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.

Course:

Term:

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.

Course:

Term:

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.

Course:

Term:

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.

Implement Domain Name Systems

Module 1 Lab Simulation to Implement Domain Name Systems 1.1.5

Course:

Term:

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.

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.

Course:**Term:**

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.

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.

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%

Course:

Term:

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.

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)

Course:

Term:

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

Course:

Term:

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 seems to be 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**

Course:

Term:

#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.

Course:

Term:

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.

Course:

Term:

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.

Course:

Term:

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.

Course:

Term:

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.

Course:

Term:

*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%

Course:

Term:

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*

Course:

Term:

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.

Course:

Term:

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.

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

Course:

Term:

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.

Course:

Term:

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%**

Course:

Term:

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

Course:

Term:

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.

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

Chapter Case Studies

Online: 78% On-ground: 85%

Course:

Term:

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

Course:

Term:

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.