Comprehensive Program Of Web Design & Development Associate of Applied Science and Certificate

For

AY 2022-2023

Prepared by

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Table of Contents

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:

Web Design and Development

Degree: Associate of Applied Science or Technical Certificate

Students who elect to pursue an AAS (Associate of Applied Science) degree in Web Design and Development will prepare themselves for entry-level work in the design, creation, and maintenance of websites. Web Design students will obtain both creative and technical skill sets in Web Design, HTML, CSS, and JavaScript alongside structural knowledge of web marketing, web animation, e-Commerce, the social and mobile web. Students may also elect to continue with their bachelor's degree where we have several 2+2 programs in place at area universities.

Web Design artists find varied careers in the design, creation, and maintenance of websites in the promotion, film, broadcast, visual effects, mobile, and Internet industries. Job titles may include Web Designer, Web Project Manager, Media Designer, Web Developer, Content Developer, Front-End Developer, Social Media Strategist, UI Designer, Interaction Designer, Art Director, UX Designer, Web Master, SEO Specialist, Digital Marketing Manager, Content Manager, Web Manager, Web Strategist, Web Marketing Director, Web Animator.

Students who elect to pursue a Technical Certificate in Web Design and Development will prepare themselves with the knowledge they need to design and implement effective, dynamic websites. Web Design and Development

Degree: Associate of Applied Science

Suggested Four-Semester Plan

First Semester:

Course Title Credit Hours

Intro to Electronic Commerce (CIT 2073) 3

Animation & Multimedia (CIT 1043) 3

Small Business Web (MDM 2133) 3

Computer Concepts & Apps (CIT 1003) 3

English Composition I (ENG 1003) 3

Term Total 15

Second Semester:

Course Title Credit Hours

Adobe Illustrator (CIT 1053) 3

Intro to Video Game Design (GME 1003) 3

HTML/HTML5 (CSE 1063)/ (CSE 1023) 3

Microeconomics (BUS 2023) 3

Public Speaking (COM 1203) 3

Term Total 15

Third Semester:

Course Title Credit Hours

Web Design & Development (CIT 2013) 3

Adobe Photoshop (CIT 1423) 3

JavaScript (CSE (Computer Science) 1153) 3

English Composition II (ENG 1013) 3

Design I (AED 1003) 3

Term Total 15

Fourth Semester:

Course Title Credit Hours

Adv Web Design & Development (CIT 2143) 3

Adobe InDesign (CIT 1052) 3

Mobile/Web App Design (CSE 1033) 3

Internship Web Design (CSE 2133) 3

Macroeconomics (BUS 2033) 3

Term Total 15

TOTAL 60

Web Design and Development

Degree: Technical Certificate

Suggested Two-Semester Plan

First Semester:

Course Title Credit Hours

Intro to Electronic Commerce (CIT 2073) 3

Animation & Multimedia (CIT 1043) 3

Small Business Web (MDM 2133) 3

Adobe Photoshop (CIT 1423) 3

Web Design & Development (CIT 2013) 3

JavaScript (CSE 1153) 3

Computer Concepts & Apps (CIT 1003) 3

Term Total 21

Second Semester:

Course Title Credit Hours

Adobe Illustrator (CIT 1053) 3

Intro to Video Game Design (GME 1003) 3

HTML/HTML5 (CSE 1063)/ (CSE 1023) 3

Adv Web Design & Dev (CIT 2143) 3

Adobe InDesign (CIT 1052) 3

Mobile/Web App Design (CSE 1033) 3

Internship/Seminar (CSE 2133) 3

Term Total 21

TOTAL 39

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:

Narrative:

		2020-2021	2021-2022
Number of Faculty:			
	Full time	1	1
	Adjunct	0	0
Enrollment & Student credit hours by Faculty type:			
	Full Time	15	21
	Adjunct	0	0
Average Class size:			

	Face-to-Face classes	2.8	5.7
	Online classes	1	0
	All courses	2.4	5.7
Completion Rates:			
	Face-to-Face classes	100%	97.50%
	Online classes	0	0
	All courses	91.67%	97.50%
Pass ('D' or better) rates:			
	Face-to-Face classes	72.72%	76.92%
	Online classes	0	0
	All courses	72.72%	76.92%
Pass ('C' or better) rates:			
	Face-to-Face classes	72.72%	76.92%
	Online classes	0	0
	All courses	72.72%	76.92%
Number of Majors:		2	1
Degrees Awarded:		0	1
Retention within Program		1	1

2.0 External Constituency and Significant Trends

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

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (9.0).

2.1: Program Advisory Committee:

Narrative:

No record of meetings with the Advisory Board for this program could be found from the previous Instructor.

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:

These programs do not require specialized accreditation; however, it is a KBOR technical approved program and WIOA approved for Kansas Works, Workforce Development.

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 AAS Web Design and Development degree program follows our 2+2 articulation agreement for students transferring to Kansas State university. If this program is followed, students should be able to seamlessly transfer to the Kansas State Polytechnic Technology Management. All the core classes for the Web Design and Development degree and Technical Certificate have met KBOR requirement for alignment. Both facts show alignment with KBOR and HLC's accreditation requirements. This is a degree in which students can choose to go directly into the work force or transfer to a university. If they decide to transfer, they will have to do a few extra

general education courses. 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.

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 to K-State Polytechnic 2+2 program.

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

· Responsiveness: Addressed the changes for Web Design and Development by updating this program to meet the KBOR guidelines, which meets the program requirements for the K-State 2+2 articulation agreement.

· Diversity/Enrichment: Students are exposed to international issues with Web Design and Development 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. Web Design and Development is a degree that offers several possibilities for students entering many different computer related fields for work or transfer. Currently, one faculty instructor teaches all the core Web Design classes for this program and some of those same classes are requirements in several other degrees. This keeps the cost of all the programs at a minimum. I worked closely with ICC Now to develop programs (WDD AAS & Technical Certificate) geared toward the area of high school students. These programs have also been set up online for students unable to utilize the on-campus offerings. Other ICC students can take advantage of this course design as well.

ICC has a 2+2 Web Design & Development agreement with K-State. We would like to create this type of 2+2 with other universities.

The classes are very heavily technical based and only those courses required for transfer and AAS graduation requirements. The Web Design & Development transfers to KSU's 2+2 Polytech program seamlessly.

Other jobs students could pursue with an Associates of Web Design and Development: Graphic Designers, Multimedia Artists & Animators, Assistant Designer, Layout Artist, Assistant Art Director, Production Artist, Digital Media, Programming, Website Design, and Desktop Publishing.

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:

Program Level Outcomes:

1. Students will be able to apply critical thinking and problem-solving skills required to successfully design and implement a web site.

2. Students will be able to demonstrate the ability to analyze, identify and define the technology required to build and implement a web site.

3. Students will be able to demonstrate knowledge of artistic and design components that are used in the creation of a web site.

4. Students will be able to utilize and apply the technical, ethical, and interpersonal skills needed to function in a cooperative environment.

99% of our Web Design students passed program specific courses (Web Design, Adobe Photoshop, Animation & Multimedia, Small Business Web, Intro to E-Commerce, JavaScript, Computer Concepts & Applications, Intro to Video Game Design, Adobe Illustrator, Adv Web Design, Adobe InDesign, Mobile/Web App Design, and HTML or HTML5) with a C, 70%, or better.

Reflection: Material currently covered, assignments, project, exams are adequate for preparing student to move to the next level or to obtain entry level employment as a web designer, entry level graphic designer, start their own web/graphic design business, or web developer.

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 if any were made for the next semester. As you look through each outcome, you will find that most of the assessment data shows outcomes to be met, and the instructor recommended that no changes be needed. This is a representative of assessment data. Each assessment report for the past two years is in the appendix.

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.

3.3 Ongoing Assessment Plans

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

Narrative:

Assessment continues to be an important part of understanding student success.

Outcomes and measures are recorded and reported so faculty can make good decisions on improvements. Faculty reflect and make changes 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:

With the exit of the previous full-time faculty member in charge of the Web Design 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 Web Design 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 web design/computer science field.

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

· Responsiveness: Addressed the changes for Web Design by updating this program to meet the KBOR articulation agreement, which meets the program requirements for Perkins funding, SB155, WIOA, and Workforce Development.

· Diversity/Enrichment: Students are exposed to international issues with Web Design 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.

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 a certificate in one year or an AAS degree in 2 years. Students may choose to continue their education or enter the work force.

Category 2: Maintain current levels of support/continuous improvements. This program

should be continued as presented. Web Design is a degree that offers several possibilities for students entering many different related fields for work or transfer.

Earning an AAS degree in Web Design can prepare students for entry-level employment or further education. While students can learn the basics of web design, jobs they could be looking for include web designer, web developer, game developer, multimedia specialist, system analyst, software tester, and even starting their own business.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

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

Narrative:

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.

6.0 Program Planning & Development for Student and Program Success

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

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

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

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

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

6.1 Academic Program Vitality Reflection

Narrative:

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

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

Explain why:

ICC has ramped up its recruitment opportunities.

This is the table from the Bureau of Labor Statistics Web Developers and Digital Designers:

The median annual wage for web and digital interface designers was $79,890 in May 2021.

The median annual wage for web developers was $77,030 in May 2021.

Overall employment of web developers and digital designers is projected to grow 23 percent from 2021 to 2031, much faster than the average for all occupations.

About 21,800 openings for web developers and digital designers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

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

This assessment is based on the following information:

Courses are offered on a regular rotation to fulfill student needs in the AAS Web Design degree.

The student to teacher ratio remains manageable.

Students are completing the courses successfully and entering the workforce or transferring on to another degree program.

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

This degree is still highly sought after, and web design majors are needed at various levels.

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

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

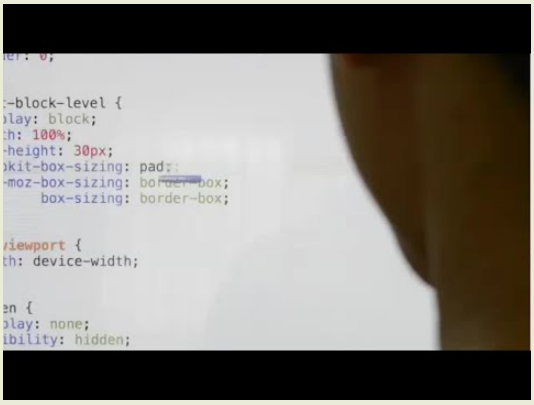
This program should be continued as presented. Web Design is a degree that opens several possibilities for students and there is always a strong demand for those entering the field. At the time only one instructor teaches all the core classes for this program and those same classes are requirements in several other degrees. This keeps the cost of the program at a minimum.

Note: Study in computer science leads to a variety of opportunities in organizations in the public and private sectors of the economy. Upon completion of the associate of applied degree, students will be prepared for entry-level positions within organizations, able to transfer to a baccalaureate program, or possess the rudimentary information necessary to start their own businesses.

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

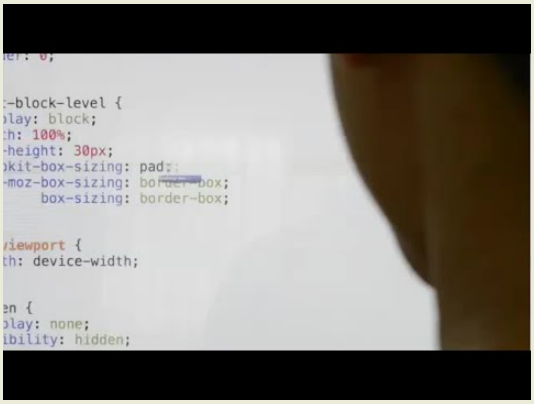
https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm

Summary



Web Developers and Digital Designers

2021 Median Pay	$78,300 per year $37.65 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2021	197,100



Web Developers and Digital Designers

Job Outlook, 2021-31	23% (Much faster than average)
Employment Change, 2021-31	45,400

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: Faculty take approved program changes to the KBoR level, complete all paperwork, and get the new program approved. This action will improve student success in completing and finding employment. AY23-24
3. Short term: Evaluate current curriculum (textbooks & materials) for continuation or replacement. IE: Adobe, Javascript, HTML, Web Design, etc. AY24-25
4. Short term: Faculty revamp what the advisory committee looks like. Consider having one large committee that meets regarding all things computer science. This action will allow us to see areas where the individual degrees crossover and differ. One meeting a year where a meal is provided. This allows for greater overall program success and better participation in the meeting from partners. AY25
5. Long term: Evaluate possibility of having a mobile Mac lab versus requiring a student who declares major to have their own specific laptop and software packages. These could

become part of a “kit” purchased through bookstore. This action provides students with an even playing field and the best possibly experience in the program. AY26

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.

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/Meal	3,4,5	$1570.00	12-1277-601-000
Materials and Supplies for hands-on-projects	3,4,5	$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:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, ***alignment lift for auto tech, welding booths, gait belts for Occupational Therapy***, ***fencing for Ag animal programs***)

- **program-specific consumable materials** (*i.e.*, the specialty paint used in an automotive collision repair program, ***metal for welding, food for culinary programs, fuel for CDL, feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned***)
- depreciation ***on equipment*** if applicable ***(equipment for which depreciation is listed should also be listed)***
- ***personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing***
- ***accreditation fees specific to the program (that are not included in fees charged to students)***
- facility rent (if applicable) ***for space due to being unable to house the program in existing campus facilities***. ***Rent for facilities to provide education in remote locations is not extraordinary in nature***
- ***donated equipment (such as equipment donated by Business and Industry for a specific program)***
- ***Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.***

DO NOT INCLUDE:

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

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

Item	Year	Year

8.0 Authorship and Oversight

8.1 Faculty and Staf

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 Jody Coy and 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 Member: I have read and reviewed this report and agree with the findings. Brian Southworth.

Division Chair: I agree with the findings of this report. Brian Southworth, Division Chair of Math & Science.

VPAA: I agree with the recommendation of maintaining current levels of support for this program. I also recommend program faculty look at short-term certificates to aid in student completion. Taylor C. Crawshaw, VPAA

9.0 Appendices

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

Assessment

Fall 2020

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**

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

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%**

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 participatio**

Course: CSE1043 Introduction to Digital Media **Term:** **Spring 2022**

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.

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.

Course: CSE1043 Introduction to Digital Media **Term:** **Spring 2022**

Assessment Report for Introduction to Digital Media

Term: Spring 2022, 1st Session 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.

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.

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

Course: CSE1043 Introduction to Digital Media **Term:** **Spring 2022**

On-ground: 100%

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 degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

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

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

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

1. **Identify the specifications and configurations of computer hardware.**

ODW Chapter 3 Matching

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

ODW Chapter 3 Concept Exam

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

Outcome Result*: Met*

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

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

ODW Chapter 4 Matching
Online: 18-100% On-ground: 29-80%
0-0% 0-0%
2- DNA 6- DNA
ODW Chapter 4 Concept Exam
Online: 19-80% On-ground: 28-80%
0-0% 1-50%
1- DNA 6- DNA
Outcome Result*: Met*
Summary Reflection: Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

3. Use the Internet to find information and determine its credibility.
ODW Chapter 2 Matching
Online: 17-70% On-ground: 23-70%
0-0% 0-0%
2- DNA 12- DNA
ODW Chapter 2 Concept Exam
Online: 17-80% On-ground: 25-90%
1-30% 1-60%
2- DNA 9- DNA
Outcome Result*: Met*
Summary Reflection: Number of students, percentage of lowest score in group, DNA- student did not attempt. Students who attempted assignments met outcomes. I will look at the student course survey to see if there is any indication as to why students did not attempt assignments. No plans to change at this time.

4. Use word processing software to create, edit, and produce professional documents.
Word S1-3 **Project Exam**
Online: 15-70% On-ground: 6-70%
2-50% 3-60%
3- DNA 26- DNA
Word S1-3 **Skills Check Exam**
Online: 12-90% On-ground: 12-70%

1-50% 0-0%
7- DNA 23- DNA

Outcome Result*: Met*

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

5.Create spreadsheets and charts for problem solving.

Excel S13 **Project Exam**

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

Excel S1-3 **Skills Check Exam**

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

Outcome Result*: Met*

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

6.Utilize a database. (ACCESS)

Access S-1 **Project Exam**

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

Access S-1 **Skills Check Exam**

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

Outcome Result*: Met*

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

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

PowerPoint S-2 **Project Exam**

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

PowerPoint S-2 **Skills Check Exam**
Online: 10-90% On-ground: 5-90%
0-0% 0-0%
10- DNA 30- DNA

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

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

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

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

Assessment Report for: Networking and Data Communications

Term: Spring 2022 Prepared By: Jody Coy

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

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.

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.
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%

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

Module 2 Quiz on characteristics of network topology architectures 2.5.9

Online: N/A On-ground: 100%

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

Assessment Report for CompTIA A+ PC Repair and Maintenance

Term: Spring 2022 Prepared By: Jody Coy

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

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

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

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

Module 1 Lab Simulation for Trouble Shooting Techniques 1.2.7

Online: N/A On-ground: 100%

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

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

Module 1 Lab Simulation for Trouble Shooting Techniques 3.5.7

Online: N/A On-ground: 100%

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

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

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

Module 3 Lab Simulation for Suggesting repairs and upgrades 3.6.3

Online: N/A On-ground: 100%

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

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

Module 12 Lab Simulation for Suggesting repairs and upgrades 12.1.4

Online: N/A On-ground: 100%

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

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

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

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

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

Online: N/A On-ground: 100%

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

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

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

Online: N/A On-ground: 100%

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

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

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

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

Module 11 Lab Simulation for Filing System and Security issues 11.2.5

Online: N/A On-ground: 100%

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

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

Module 11 Lab Simulation for Filing System and Security issues 11.3.4

Online: N/A On-ground: 100%

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

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

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

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

Online: N/A On-ground: 100%

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

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

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

Online: N/A On-ground: 100%

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

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

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

Module 13 Repair infections of malware on a computer 13.2.4

Online: N/A On-ground: 100%

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

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

Module 13 Repair infections of malware on a computer 13.3.8

Online: N/A On-ground: 100%

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

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

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

International Student:

Before starting this class, I didn´t know much about computers and the different programs, especially how to fix a computer when it stops working. For this A+PC Repair and Maintenance class I learned a lot of different things, one of my favorites was the System components and which taught me how to install certain things like a power supply, motherboard, Troubleshoots System Power, processor, memory etc... I like this subject because it is so important and simple. What I mean by this is because when you learn these steps it makes a 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 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 was not 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, we determined 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 harder than it must 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, it only solidified in my mind how much administrators and repair technicians know and learn about those who use computers. A frightening amount of information is easily accessible to those who have the tools and knowledge to view it. I guess it's one of those “great power, great responsibility” type of careers.

One more thing I would like to add is that the Windows lab sim desktop environment is outdated. It is based on version 1709 of Windows 10 when currently they are up to 21H2, and I know that TestOut is responsible for changing that. Being tasked to find some setting in the Win 10 Settings menu in the lab sim isn't the same as the current release of Win 10. Placement of menu items has changed, either by items being added, removed, or outright newly placed. Also, some items are no longer in the Control Panel as they were in Win 10's early days. Seems disingenuous to teach Windows 10 when what you're teaching isn't represented in the real world. Again, this is TestOut's responsibility, not yours Mrs. Coy.

Assessment Report for Identity Pro

Term: Spring 2022 Prepared By: Jody Coy

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

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

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

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

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)

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.

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.

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.

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.

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.

Course: CSE1043 Introduction to Digital Media **Term:** **Spring 2022**

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

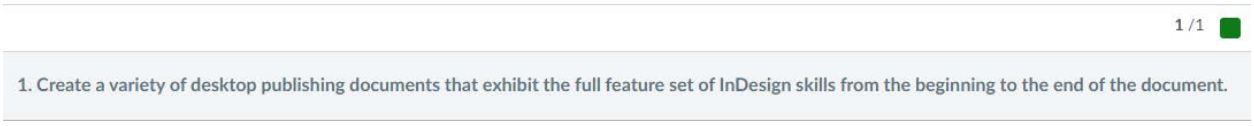
This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while 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.

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

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



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

Chapter Projects

On-ground: 100%

Final Project
On-ground: 100%

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

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*
Summary Reflection: No plans to change currently.

1 /1

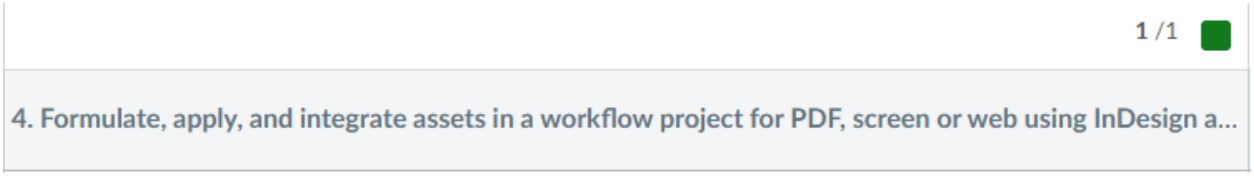
3. Design a multi-document workflow project for print.

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.

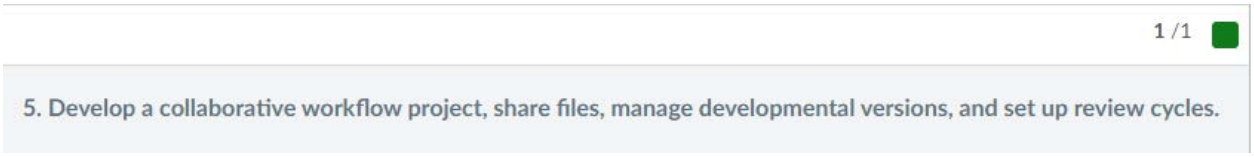


5. Develop a collaborative workflow project, share files, manage developmental versions, and set up review cycles.

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

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



Assessment Report for Adobe Photoshop

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

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

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

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure.

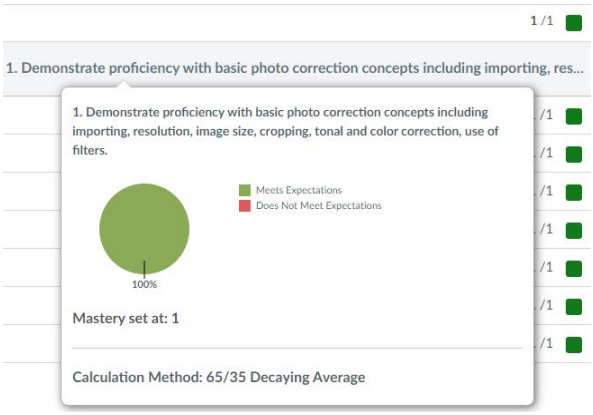
Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.

Demonstrate proficiency with basic photo correction concepts including importing, resolution, image size, cropping, tonal and color correction, use of filters.

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

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

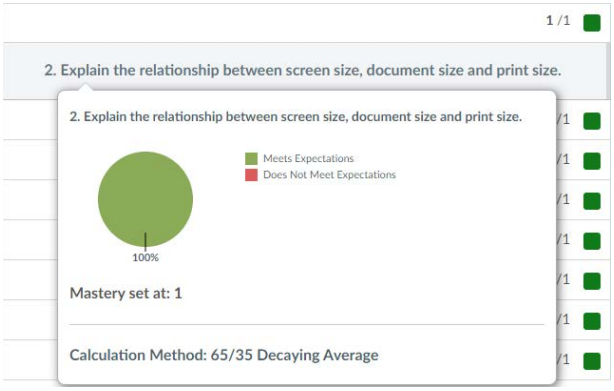


2. **Explain the relationship between screen size, document size and print size**

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

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

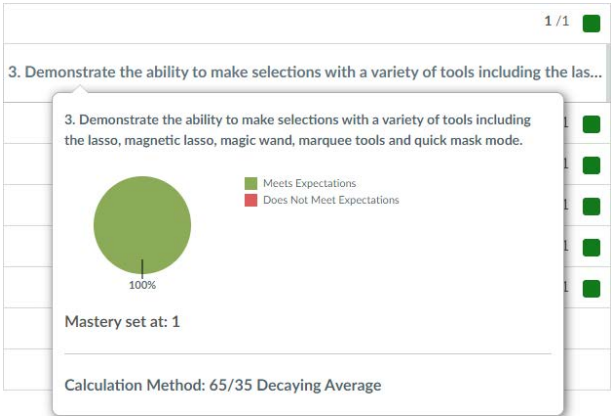


3. Demonstrate the ability to make selections with a variety of tools including the lasso, magnetic lasso, magic wand, marquee tools and quick mask mode.

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

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

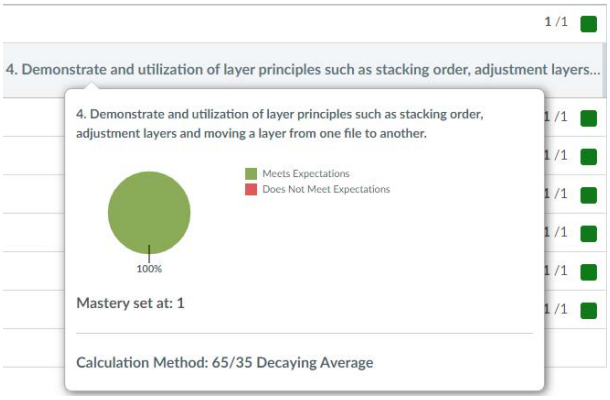


4. Demonstrate and utilization of layer principles such as stacking order, adjustment layers and moving a layer from one file to another.

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

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

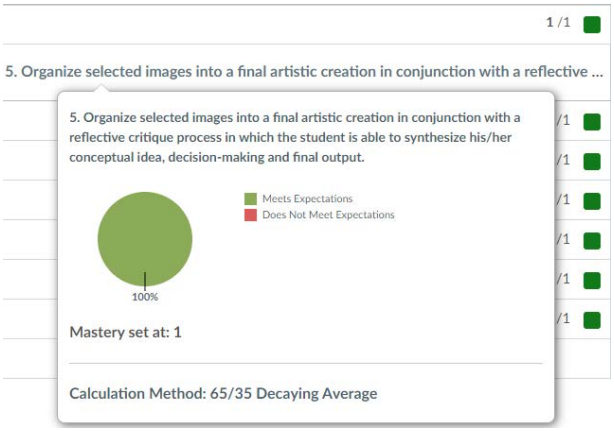


5. Organize selected images into a final artistic creation in conjunction with a reflective critique process in which the student is able to synthesize his/her conceptual idea, decision-making and final output.

Chapter Projects
On-ground: 100%

Final Project
On-ground: 100%

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



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

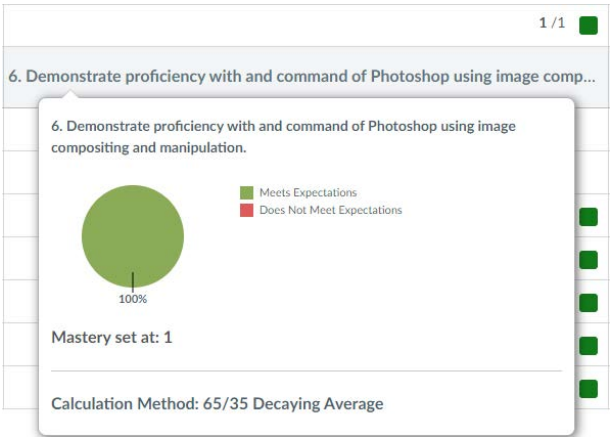
Chapter Projects

Course: CSE1043 Introduction to Digital Media **Term: Spring 2022**

On-ground: 100%

Final Project
On-ground: 100%

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



Fall 2021

Assessment Report for Computer Concepts & Apps

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

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

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

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can

be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.

1. **Identify the specifications and configurations of computer hardware.**

ODW Word Puzzle

Online: 100% On-ground: 89%

Outcome Result*: Met* Overall 89 % of students doing the assignment achieved at least 100% on the assignment. Six students, 11 % did not attempt.
Summary Reflection: Students met or acceded to expectations, due to the assignment's nature, they could share their work easily. Students would pass their puzzle sheets or take pictures of their completed puzzle to share with other students. We will be going back to a simulated program in Spring 2022

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

ODW Research the use of charts and tables in Excel

Online: 93% On-ground: 100%

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

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

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

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

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

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

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

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

5.Create spreadsheets and charts for problem solving.

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

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

6.Utilize a database. (ACCESS)

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

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

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

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

PowerPoint **Final**
Online: 100% On-ground: 82%

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

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

ODW Online Ethics Discovery Questions Responses

Course: CSE1043 Introduction to Digital Media **Term: Spring 2022**

Online: 100% On-ground: 100%

Outcome Result: Not Met Overall, 58 % of students doing the assignment achieved at least 100% on the assignment. 33 students 42 % did not attempt.
Summary Reflection: Students who completed the assignment met or acceded expectations, this was an essay type assignment, 42 % of students did not prefer essay style assignments and did not attempt. We will be going back to a simulated program in Spring 2022 in place of essay type questions.

9.Identify security threats and solutions
ODW Identify Security Threats and Solutions GAME picture

Online: 100% On-ground: 100%

Outcome Result: Not Met Overall, 63 % of students doing the assignment achieved at least 100% on the assignment. 21 students 37 % did not attempt.
Summary Reflection: Students who completed the assignment met or acceded expectations, this was a video game assignment, of which 37% and did not attempt. We will be going back to a simulated program in Spring 2022 in place of a gaming assignment.

Assessment Report for Animation & Multimedia

Term: Fall 2021 Prepared By: Tamara Blaes

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

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

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

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

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

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

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

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

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

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

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

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

Module Project
On-ground: 100%
Final Project

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

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

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

Assessment Report for Web Design & Development

Term: Fall 2021 Prepared By: Tamara Blaes

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

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

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

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

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

Chapter Case Studies
On-ground: 85%
Final Project
On-ground: 75%

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

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

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

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

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

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

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

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

Course: CSE1043 Introduction to Digital Media **Term: Spring 2022**

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 Computer Concepts & Apps

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

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

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

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have

achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.

1. **Identify the specifications and configurations of computer hardware.**

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

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

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

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

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

5.Create spreadsheets and charts for problem solving.

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

6.Utilize a database. (ACCESS)

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

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

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

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

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

Fall 2020

Assessment Report for Computer Concepts & Apps

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

Class Summary: There are 2 sections of this course. All are made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen

studies. This course provides data and is tied to both the General and Liberal Studies 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to be one large capstone assignment meant to show overall understanding of the course.

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

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES

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

1. **Identify the specifications and configurations of computer hardware.**

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

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

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

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

ODW Chapter 2 Matching
Online: 98% On-ground: 96%
ODW Chapter 2 Concept Exam
Online: 97% On-ground: 96%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

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

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

5.Create spreadsheets and charts for problem solving.

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

6.Utilize a database. (ACCESS)

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

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

PowerPoint S-2 **Project Exam**
Online: 100% On-ground: 93%
PowerPoint S-2 **Skills Check Exam**
Online: 100% On-ground: 92%
Outcome Result*: Met*

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

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

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

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

Assessment Report for Computer Concepts & Apps

Term: Fall 2020 Prepared By: Jody Coy

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

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

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: YES
This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 70% or greater. Multiple measures are used. Individual students must meet the expectation of 70% or better on each measure, unless otherwise stated. A student can

be successful at meeting an outcome while not meeting the expectation of each measure. Once a student is successful at meeting the requirements for one measure, they have achieved mastery. However, their struggle to achieve mastery will be noted in the overall class percentage of the outcome, as reported below. Students who do not attempt a measure are not calculated as not met. There are a variety of reasons a student may not attempt an assignment; therefore, I do not want to assume a lack, or achievement of mastery.

1. **Identify the specifications and configurations of computer hardware.**

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

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

ODW Chapter 4 Matching
Online: **NA** On-ground: 71%
ODW Chapter 4 Concept Exam
Online: NA On-ground: 72%
Outcome Result*: Met*
Summary Reflection: No plans to change at this time.

3. Use the Internet to find information and determine its credibility.
ODW Chapter 2 Matching
Online: **NA** On-ground: 96.5%
ODW Chapter 2 Concept Exam
Online: NA On-ground: 96%
Outcome Result*: Met*
Summary Reflection: No plans to change at this time.

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

Online: NA On-ground: 100%

Outcome Result*: Met*

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

5.Create spreadsheets and charts for problem solving.

Excel S13 **Project Exam**

Online: NA On-ground: 100%

Excel S1-3 **Skills Check Exam**

Online: NA On-ground: 100%

Outcome Result*: Met*

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

6.Utilize a database. (ACCESS)

Access S-1 **Project Exam**

Online: NA On-ground: 91.5%

Access S-1 **Skills Check Exam**

Online: NA On-ground: 83%

Outcome Result*: Met*

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

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

PowerPoint S-2 **Project Exam**

Online: NA On-ground: 89%

PowerPoint S-2 **Skills Check Exam**

Online: NA On-ground: 89%

Outcome Result*: Met*

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

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

ODW Chapter 7 Matching

Online: **NA** On-ground: 96%

ODW Chapter 7 Concept Exam

Online: NA On-ground: 72.5%

Outcome Result*: Met*

Summary Reflection: No plans to change at this time.

9.Identify security threats and solutions

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

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

Assessment Report for Introduction to Electronic Commerce

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

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

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

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: NO

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

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

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

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

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

3. Examine and compare social networking and Web 2.0 Entertainment

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

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

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

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

5. Discuss how online payments are evolving and assess alternatives

Chapter Case Studies
Online: 88% On-ground: 85%
Final Project
Online: 100% On-ground: 100%
Outcome Result*: Met*
Summary Reflection: No plans to change currently.

6. Apply ethical and secure strategies regarding Electronic Commerce

Chapter Case Studies
Online: 88% On-ground: 85%
Final Project
Online: 100% On-ground: 100%
Outcome Result*: Met*

Course: CSE1043 Introduction to Digital Media **Term: Spring 2022**

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

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

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

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

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

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

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

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

6. Identify ways to promote a published Web Site.

Chapter Case Studies

Online: 100% On-ground: 100%

Final Project

Online: 100% On-ground: 100%

Outcome Result*: Met*

Summary Reflection: No plans to change currently.

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