Computer Information Technology (ADC) Assessment Report

2017-18

Learning Outcomes for Computer Information Technology:

- 1. Students will be able to identify and evaluate information technology infrastructure necessary to meet an organization's business needs.
- 2. Students will be able to develop, plan and evaluate appropriate processes for managing information systems and information technology projects.
- 3. Students will be able to design, develop, and evaluate software solutions to meet an organization's business needs.
- 4. Students will be able to apply their technical knowledge and critical thinking to solve problems.
- 5. Students will be able to speak about their work with precision, clarity and organization (Oral Communication).
- 6. Students will be able to write about their work with precision, clarity and organization (Written Communication).
- 7. Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand (Information Literacy).
- 8. Students will be able to understand and create arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of formats (Quantitative Reasoning).
- 9. Students will collaborate effectively in teams.
- 10. Students will understand the professional, ethical, legal, security and social issues and responsibilities with the implementation and use of information technology.
- 11. Graduates will be prepared for:
 - careers that use information technology in business, industry, government and the non-profit sector; and
 - graduate study in fields related to information technology.

Learning Outcome: Students will be able to identify and evaluate information technology infrastructure necessary to meet an organization's business needs.

Outcome Measure: Pass rates on certification exams.

Criteria for Success: By the end of their 4th term:

- 60% of the students will pass the CompTIA A+ exam.
- 60% of the students will pass one additional CompTIA certification exam.

Aligned with DQP Learning Areas (circle one or more):

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

Longitudinal Data:

	4th Term by Spring 2018
Percentage Passing CompTIA A+ Exam	33%
Percentage Passing one of CompTIA Network+, Security+ or Project+	60%

Conclusions Drawn from Data:

Note that if we include the students who entered the cohort with the A+ certification, then 60% of the students had the A+ certification by the end of their 4th term. Benchmark met for additional certification passing.

Changes to be Made Based on Data:

Since we have had only a single cohort pass through their 4th term, we are continuing to monitor progress, but the future cohorts are performing well.

Rubric:

Since these are online exams provided by ComTIA, there is no rubric.

Learning Outcome: Students will be able to develop, plan and evaluate appropriate processes for managing information systems and information technology projects.

Outcome Measure: Signature Assignment for a project plan report in CIT334 Project Management

Criteria for Success: 80% of the students should have an average score of at least 80%.

Aligned with DQP Learning Areas (circle one or more):

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

Longitudinal Data:

	Percentage of students scoring more than 80%
	Spring 2018
Project Plan	77%

Conclusions Drawn from Data:

The students from this first cohort came close to achieving the benchmark. The small sample size means that variability will occur in the scores.

Changes to be Made Based on Data:

Continue to monitor.

Rubric:

On the next page

Criteria		Outstanding		High Satisfactory		Low Satisfactory		Unsatisfactory
	1	Completeness - 300+ words and includes	1	Completeness - 250 to 300 words or	1	Completeness - 200 to 300 words or	□ 4	Completeness -50 to 200 words or is
	14 -	the company's name, the project's name,	12 -	includes all but one of the following: the	10-	includes all but two or three of the	6 - 1	missing all but one or two of the
	15	the date the project was completed or is	13	company's name, the project's name, the	11	following: the company's name, the	pts	following: the company's name, the
	pts	be expected to be completed, employee	pts	date the project was completed or will be	pts	project's name, the date the project was	,	project's name, the date the project was
		contact names (minimum two people)		expected to be completed, employee		completed or will be expected to be		completed or will be expected to be
-		and an overview of the project and it's		contact names (minimum two people)		completed, employee contact names		completed, employee contact names
Draft 1		strategic and/or tactical purpose.		and an overview of the project and it's		(minimum two people) and an overview		(minimum two people) and an overview
Δ				strategic and/or tactical purpose.		of the project and it's strategic and/or		of the project and it's strategic and/or
						tactical purpose.		tactical purpose.
	5	Format - No spelling or grammatical	□ 4 pts	Format - One or two spelling or	□ 2	Format - Two or three spelling or	□ 0	Format - Four spelling or grammatical
	pts	errors, meets all APA requirements	pts	grammatical errors, or meets all but one	ΐ	grammatical errors, or meets all but two	-1	errors, or does not meet three or more
				APA requirements	pts	APA requirements	pts	APA formatting requirements.
		Completeness - Includes complete	1	Completeness - Includes complete	1	Completeness - Includes complete	5	Completeness - Includes complete
	23 -	information on all of the following: the	18 -	information on all but one or two of the	1-	information on all but three to five of the		information on only one to three of the
	25	project name, executive summary, project		following: the project name, executive		following: the project name, executive	10 pts	following: the project name, executive
	pts	stakeholders, project description, MOV,	pts	summary, project stakeholders, project	pts	summary, project stakeholders, project	S	summary, project stakeholders, project
1 2		project scope, project schedule summary,		description, MOV, project scope, project		description, MOV, project scope, project		description, MOV, project scope, project
Draft 2		project budget summary, and terminology		schedule summary, project budget		schedule summary, project budget		schedule summary, project budget
_		and glossary		summary, and terminology and glossary		summary, and terminology and glossary		summary, and terminology and glossary
	5	Format - No spelling or grammatical	□ 4	Format - One or two spelling or	□ 2 - 3	Format - Two or three spelling or	□ 0	Format - Four spelling or grammatical
	pts	errors, meets all APA requirements	pts	grammatical errors, or meets all but one	-3	grammatical errors, or meets all but two	- 1	errors, or does not meet three or more
				APA requirements	pts	APA requirements	pts	APA formatting requirements.
	□ 32	Completeness - Includes complete	□ 29	Completeness - Includes complete	□ 23 -	Completeness - Includes complete	□ 14 ·	Completeness - Includes complete
		information on all of the following:		information on all but one or two of the		information on all but three to five of the		information on only one to three of the
	35 pts	Updated and corrected content from the second draft, A title page, TOC, project	31 pts	following: Updated and corrected	-	following: Updated and corrected	22 pts	following: Updated and corrected content from the second draft, A title
	S	control WBS and Gantt chart, project risk	S	content from the second draft, A title page, TOC, project control WBS and Gantt	S	content from the second draft, A title page, TOC, project control WBS and Gantt		page, TOC, project control WBS and Gantt
Draft 3		summary, and implementation plan.		chart, project risk summary, and		chart, project risk summary, and		chart, project risk summary, and
Dra		, , ,		implementation plan.		implementation plan.		implementation plan.
		Format - No spelling or grammatical	□4	Format - One or two spelling or	□ 2	Format - Two or three spelling or	_ O	Format - Four spelling or grammatical
	5 pts	errors, meets all APA requirements	1 pts	grammatical errors, or meets all but one	2 - 3	grammatical errors, or meets all but two) - 1	errors, or does not meet three or more
				APA requirements	pts	APA requirements	pts	APA formatting requirements.
	□ 2	Report Completeness - Includes all	□ 18 -	Report Completeness - Includes all but	1	Report Completeness - Includes all but	_ 5	Report Completeness - Includes one or
	23 -	updated sections from draft 2 and draft 3.	∞ .	one or two updated sections from draft 2	11 -	three to five updated sections from draft		two updated sections from draft 2 and
	25 p		22 p	and draft 3.	17 p	2 and draft 3.	10 pts	draft 3.
	pts		pts		pts		S	
	5	Format - No spelling or grammatical	□ 4	Format - One or two spelling or	□ 2	Format - Two or three spelling or	0	Format - Four spelling or grammatical
	pts	errors, meets all APA requirements	. pts	grammatical errors, or meets all but one	'n	grammatical errors, or meets all but two	- 1	errors, or does not meet three or more
				APA requirements	pts	APA requirements	pts	APA formatting requirements.
	1	Presentation Document - Containing all of	□ 12 -	Presentation Document - Containing all	1	Presentation Document - Containing all	□ 4	Presentation Document - Containing all
Plan	4-1	the following: Four to six slides reporting	2 - 1	but one of the following: Four to six	10 - 1	but two of the following: Four to six	9	
inal Pl	15 p	the main aspects of the project, slides	13 p	slides reporting the main aspects of the	11 p	slides reporting the main aspects of the	pts	to six slides reporting the main aspects of
Ë	pts	follow the template provided, slides are	pts	project, slides follow the template	pts	project, slides follow the template		the project, slides follow the template
		engaging, readable and have appropriate graphics and information.		provided, slides are engaging, readable and have appropriate graphics and		provided, slides are engaging, readable and have appropriate graphics and		provided, slides are engaging, readable and have appropriate graphics and
		Brapines and information.		information.		information.		information.
	1	Presentation - Containing all of the	1	Presentation - Containing all but one of	1	Presentation - Containing all but two or	□ 4	Presentation - Containing all but four of
	4-:	following: Lasts between 5 and 7	12 - :	the following: Lasts between 5 and 7	10 - 1	three of the following: Lasts between 5	- 9	the following: Lasts between 5 and 7
	15 p	minutes, well prepared and rehearsed,	13 p	minutes, well prepared and rehearsed,		and 7 minutes, well prepared and	pts	minutes, well prepared and rehearsed,
	pts	avoided reading from the screen, clear	pts	avoided reading from the screen, clear	pts	rehearsed, avoided reading from the	1	avoided reading from the screen, clear
		and concise presentation, responded well to questions, was attentive during other		and concise presentation, responded well to guestions, was attentive during other		screen, clear and concise presentation, responded well to questions, was	1	and concise presentation, responded well to questions, was attentive during other
		presentations.		presentations.		attentive during other presentations.		presentations.
	ь_	presentations.	Щ.	presentations.	Щ	accentive during other presentations.	Ц	presentations.

Learning Outcome: Students will be able to design, develop, and evaluate software solutions to meet an organization's business needs.

Outcome Measure: Signature Assignment to create a systems plan report in in CIT334 Project Management

Criteria for Success: 80% of the students should have an average score of at least 80%.

Aligned with DQP Learning Areas (circle one or more):

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

Longitudinal Data:

	Percentage of students scoring more than 80%
	Spring 2018
System Plan	80%

Conclusions Drawn from Data:

The students from this first cohort achieved the benchmark. The small sample size means that variability will occur in the scores.

Changes to be Made Based on Data:

Continue to monitor.

Rubric:

See next page.

Critori-		Outstanding		CIT434 - MIS Systems High Satisfactory	É			Unsatisfactory
Criteria	□ 5 pts	Outstanding Company Overview - The overview has all of the following: A description of the organization, what the organization does and who it serves, copy of the company's mission statement that is clearly labeled.	□ 4 pts	Company Overview - The overview has all but one of the following: A description of the organization, what the organization does and who it serves, copy of the company's mission statement that is	□ 2 - 3 pts	Low Satisfactory Company Overview - The overview has all but two of the following: A description of the organization, what the organization does and who it serves, copy of the company's mission statement that is	□ 0 - 1 pts	Company Overview - The overview has all but three or more of the following: A description of the organization, what the organization does and who it serves, copy of the company's mission statement that
Draft	□ 9 - 10 pts	Strategic Organizational Goals - The goals have all of the following: lists two or more strategic goals of the company that can be support by a new or upgraded Information Systems. Each goal description is complete and explains how the goal aligns with the company's mission	7 - 8 pts	clearly labeled. Strategic Organizational Goals - The goals have all but one of the following: lists two or more strategic goals of the company that can be support by a new or upgraded Information Systems. Each goal description is complete and explains how the goal aligns with the company's mission	□ 4 - 6 pts	clearly labeled. Strategic Organizational Goals - The goals have the following but each is not clearly stated or one is complete missing: list two or more strategic goals of the company that can be support by a new or upgraded Information Systems. Each goal description is complete and explains how the goal aligns with the company's mission	□ 1 - 3 pts	is clearly labeled. Strategic Organizational Goals - The goals have the following but each is poorly stated or one is complete missing: lists two or more strategic goals of the company that can be support by a new or upgraded Information Systems. Each goal description is complete and explains how the goal aligns with the company's mission
	□ 5 pts	Format - No spelling or grammatical errors, meets all APA requirements	□ 4 pts	Format - One or two spelling or grammatical errors, or meets all but one APA requirements	□ 2 - 3 pts	Format - Two or three spelling or grammatical errors, or meets all but two APA requirements	□ 0 - 1 pts	Format - Four spelling or grammatical errors, or does not meet three or more APA formatting requirements.
	□ 9 - 10 pts	Company Overview - The overview has all of the following: Updated from the draft, a description of the organization, what the organization does and who it serves, copy of the company's mission statement that is clearly labeled.	□ 7 - 8 pts	Company Overview - The overview has all but one of the following: Updated from the draft, a description of the organization, what the organization does and who it serves, copy of the company's mission statement that is clearly labeled.	□ 4 - 6 pts	Company Overview - The overview has all but two of the following: Updated from the draft, a description of the organization, what the organization does and who it serves, copy of the company's mission statement that is clearly labeled.	□1-3 pts	Company Overview - The overview has all but three or more of the following: Updated from the draft, a description of the organization, what the organization does and who it serves, copy of the company's mission statement that is clearly labeled.
	9 - 10	Strategic Organizational Goals - The goals have all of the following: Updated from the drift, lists two or more strategic goals of the company that can be support by a new or upgraded information Systems. Each goal description is complete and explains how the goal aligns with the company's mission		Strategic Organizational Goals - The goals have all but one of the following: Updated from the draft, lists two or more strategic goals of the company that can be support by a new or upgraded Information Systems. Each goal description is complete and explains how the goal aligns with the company's mission	□ 4 - 6 pts	Strategic Organizational Goals - The goals have the following but each is not clearly stated or one is complete missing: Updated from the draft, lists two or more strategic goals of the company that can be support by a new or upgraded information Systems. Each goal description is complete and explains how the goal aligns with the company's mission	□1-3 pts	Strategic Organizational Goals - The goals have the following but each is poorly stated or one is complete missing. Updated from the draft, lists two or more strategic goals of the company that can be support by a new or upgraded information Systems. Each goal description is complete and explains how the goal aligns with the company's mission
	14- 15	Technology Assessment - Has all of the following: Describes the current state of technology within the organization, focuses on the current technology assets that are used to support the one or two strategic organizational goals and IS strategic initiatives that are the focus this report.	12- 13	Technology Assessment - Has all but one of the following: Describes the current state of technology within the organization, focuses on the current technology assets that are used to support the one or two strategic organizational goals and IS strategic initiatives that are the focus this report.	□ 10- 11 pts	Technology Assessment - Has all but two of the following: Describes the current state of technology within the organization, focuses on the current technology assets that are used to support the one or two strategic organizational goals and IS strategic initiatives that are the focus this report.	□ 4 - 9 pts	Technology Assessment - Poorly describes or is partially missing following: Describes the current state of technology within the organization, focuses on the current technology assets that are used to support the one or two strategic organizational goals and IS strategic initiatives that are the focus this report.
final Plan Report	14 - 15	Technology Goals - Has all of the following: An overview of the organization's technology goals that will be needed to fulfill the strategic goals already identified, explaining how the technology goal will help support and/or fulfill the strategic organization goal identified in the previous section, a clear mapping between the technology goal and the organizational goal, identified the goal on the strategic impact grid.	□ 12 - 13 pts	Technology Goals - Has all but one of the following: An overview of the organization's technology goals that will be needed to fulfill the strategic goals already identified, explaining how the technology goal will help support and/or fulfill the strategic organization goal identified in the previous section, a clear mapping between the technology goal and the organizational goal, identified the goal on the strategic impact grid.	□ 10 - 11 pts	Technology Goals - Has all but two of the following: An overview of the organization's technology goals that will be needed to fulfill the strategic goals already identified, explaining how the technology goal will help support and/or fulfill the strategic organization goal identified in the previous section, a clear mapping between the technology goal and the organizational goal, identified the goal on the strategic impact grid.	□ 4 - 9 pts	Technology Goals - Is missing three or more of the following: An overview of the organization's technology goals that will be needed to fulfill the strategic goals already identified, explaining how the technology goal will help support and/or fulfill the strategic organization goal identified in the previous section, a clear mapping between the technology goal and the organizational goal, identified the goal on the strategic impact grid.
Fina	9 - 10 p	Information Systems Guidelines - has a complete list of relevant information system guidelines and how they relate to the organizational and technology goals presented in the report.	□7-8 pts	Information Systems Guidelines - has a mostly complete list of relevant information system guidelines and how they relate to the organizational and technology goals presented in the report.	□ 4 - 6 pts	Information Systems Guidelines - has a semi-incomplete list of relevant information system guidelines and how they relate to the organizational and technology goals presented in the report.	□ 1 - 3 pts	Information Systems Guidelines - has a incomplete list of relevant information system guidelines and how they relate to the organizational and technology goals presented in the report.
	9 - 10	SWOT Analysis of Technology Goals - has a complete SWOT analysis relevant to the report and how it relates to the organizational and technology goals presented in the report.	□7-8 pts	SWOT Analysis of Technology Goals - has a mostly complete SWOT analysis relevant to the report and how it relates to the organizational and technology goals presented in the report.	□ 4 - 6 pts	SWOT Analysis of Technology Goals - has a semi-incomplete SWOT analysis relevant to the report and how it relates to the organizational and technology goals presented in the report.	□1-3 pts	SWOT Analysis of Technology Goals - has an incomplete SWOT analysis relevant to the report and how it relates to the organizational and technology goals presented in the report.
		information Systems Strategic Initiatives— has all the following: The IS Project Name, The high level cost and value of the initiative(s), The risks and mitigations needed to complete the initiative(s), Current and new technology infrastructure needed to successfully complete the initiative(s) and meet the organizational goal, Current and new IT professionals needed to successfully complete the imitative(s), Current and new software needed to successfully complete the initiative(s), Current and new outside contracts or business partners, Current and new processes needed to support the initiative(s), Estimated effort, time and detail costs needed to complete the initiative(s), Identify measurable success criteria.		Information Systems Strategic Initiatives-has all but one or two of the following: The 15 Project Name, The high level cost and value of the initiative(s), The risks and mitigations needed to complete the initiative(s) and meet the organizational goal, Current and new technology infrastructure needed to successfully complete the initiative(s) and meet the organizational goal, Current and new 17 professionals needed to successfully complete the initiative(s), Current and new software needed to successfully complete the initiative(s), Current and new outside contracts or business partners, Current and new processes needed to support the initiative(s), Estimated effort, time and detail costs needed to complete the initiative(s), Identify measurable success criteria.	□ 16 - 22 pts	information Systems Strategic Initiatives- has all but three or four of the following. The 15 Project Name, The high level cost and value of the initiative(s), The risks and mitigations needed to complete the initiative(s), Current and new technology infrastructure needed to successfully complete the initiative(s) and meet the organizational goal, Current and new IT professionals needed to successfully complete the imitative(s), Current and new software needed to successfully complete the initiative(s), Current and new outside contracts or business partners, Current and new processes needed to support the initiative(s), Estimated effort, time and detail costs needed to complete the initiative(s), Identify measurable success criteria.	□ 8 - 14 pts	Information Systems Strategic Initiatives has all but five or more of the following: The IS Project Name, The high level cost and value of the initiative(s), The risks and mitigations needed to complete the initiative(s), Current and new technology infrastructure needed to successfully complete the initiative(s) and meet the organizational goal, Current and new 17 professionals needed to successfully complete the initiative(s), Current and new software needed to successfully complete the initiative(s), Current and new outside contracts or business partners, Current and new processes needed to support the initiative(s), Estimated effort, time and detail costs needed to complete the initiative(s), Identify measurable success criteria.
	□9-10 pts	Format - No spelling or grammatical errors, meets all APA requirements	□ 7 - 8 pts	Format - One or two spelling or grammatical errors, or meets all but one APA requirements	□4-6 pts	Format - Two or three spelling or grammatical errors, or meets all but two APA requirements	□1-3 pts	Format - Four spelling or grammatical errors, or does not meet three or more APA formatting requirements.
		Strategic Goals - Concise and complete overview of strategic goals in presentation document	□ 4 pts	Strategic Goals - Concise or complete overview of strategic goals in presentation document	□ 2 - 3 pts	Strategic Goals - In-concise or incomplete overview of strategic goals in presentation document	□ 0 - 1 pts	Strategic Goals - In-concise and incomplete overview of strategic goals in presentation document
	□9-10	Strategic Goals - Concise and complete overview of strategic initiatives.	□7-8 pts	Strategic Goals - Concise or complete overview of strategic initiatives.	□4-6 pts	Strategic Goals - In-Concise or incomplete overview of strategic initiatives.	1 - 3 pts	Strategic Goals - In-Concise and incomplete overview of strategic initiatives.
Presentation	□9-10 pts	Professional presentation - Did all of the following: Presentation adocument is well prepared, the presentation appears to be will rehearsed, presenter has good eye contact, responds well to questions, professional appearance, attentive to other's presentations, completed in 10 to 15 minutes	□7-8 pts ι	Professional presentation - Did all but one or two of the following: Presentation document is well prepared, the presentation appears to be will rehearsed, presenter has good eye contact, responds well to questions, professional appearance, attentive to other's presentations, completed in 10 to 15 minutes	□4-6pts [Professional presentation - Did all but three or four of the following: Presentation document is well prepared, the presentation appears to be will rehearsed, presenter has good eye contact, responds well to questions, professional appearance, attentive to other's presentations, completed in 10 to 15 minutes	□1-3 pts [Professional presentation - Did all but on to two of the following poorly: Presentation document is well prepared, the presentation appears to be will rehearsed, presenter has good eye contact, responds well to questions, professional appearance, attentive to other's presentations, completed in 10 to 15 minutes
		Format - No spelling or grammatical errors, meets all APA requirements	□ 4 pts	Format - One or two spelling or grammatical errors, or meets all but one APA requirements	□ 2 - 3 pts	Format - Two or three spelling or grammatical errors, or meets all but two APA requirements	-1	Format - Four spelling or grammatical errors, or does not meet three or more APA formatting requirements.

Learning Outcome: Students will be able to apply their technical knowledge and critical thinking to solve problems.

Outcome Measure:

- Pass rates on certification exams.
- ETS Proficiency Profile (critical thinking)

Criteria for Success:

By the end of their 4th term:

- 60% of the students will pass the CompTIA A+ exam.
- 60% of the students will pass one additional CompTIA certification exam.

70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

Aligned with DQP Learning Areas (circle one or more):

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

Longitudinal Data:

	4th Term by Spring 2018
Percentage Passing CompTIA A+ Exam	33%
Percentage Passing one of CompTIA	60%
Network+, Security+ or Project+	00%

	Percentage of students marginal
	or proficient at Level 2
ETS Proficiency Profile	2017-18
ETS Exam	60%

Conclusions Drawn from Data:

Note that if we include the students who entered the cohort with the A+ certification, then 60% of the students had the A+ certification by the end of their 4^{th} term. Benchmark met for additional certification passing.

We did not achieve the benchmark for the ETS Proficiency Profile. This was our first graduating class and it was a small group. So we are waiting to look for longitudinal trends before drawing any conclusions or making changes.

Changes to be Made Based on Data:

Since we have had only a single cohort pass through their 4th term, we are continuing to monitor progress, but the future cohorts are performing well.

Rubric:

Since these are online exams provided by ComTIA, there is no rubric.

Learning Outcome:

PLO: Students will be able to speak about their work with precision, clarity and organization (Oral Communication).

GELO 1b: Oral: Students will be able to effectively express ideas and information to others through oral communication.

Outcome Measure: Annual: Each student will be required to give an oral presentation on a topic in their field as a part of their participation in the Senior Seminar (CIT481). The audience for this talk will include department faculty, fellow students and possibly some alumni. The students will be given the evaluation criteria in advance of their presentation and will be rated by the faculty using a rubric with a scale of 4 (outstanding) to 1 (unsatisfactory) in the following areas:

- Command of background material
- Organization
- Oral presentation skills
- Use of presentation tools
- Ability to field questions from the audience

Note that the department has a mapping between its rubric and the AAC&U Oral Communication Value Rubric.

Criteria for Success: 80% of the students should have an average score of at least 2.5 in each of the major areas in the department rubric. This translates to 80% of the students being above a 3.5 in the AAC&U rubric.

Our translation from our data to the AAC&U is included. Our department continues to provide the students with our departmental rubric because it has been developed over many years and works effectively with our majors.

Aligned with DQP Learning Areas (circle one or more):

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

Longitudinal Data:

Oral Presentation	Spring 2018
Background	100%
Organization	100%
Oral presentation skills	100%
Presentation Tools	100%
Ability to field questions	100%

AAC&U "translation"

Oral Presentation	Spring 2018
Organization	100%
Language	100%
Delivery	100%
Supporting Material	100%
Central Message	100%

Conclusions Drawn from Data:

This first cohort of students met our benchmark for oral presentations.

Changes to be Made Based on Data:

We noticed that the students did not fully understand all categories in the rubric and additional time will be spent reviewing the rubric with them before they prepare their oral presentations.

Oral Presentation Rubric CIT Adapted (5/18)

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Command of background material	Clearly knows material and key facts by memory	Clearly knows key facts with a few memory slips or the needs to use notes	Reads most facts from notes and has some facts from memory.	Reads all fact from notes.
and of	Expands on PPT slides	Some expansion on PPT slides	No expansion of PPT slide content	Dependent on notes
Command of background r	Content appropriate for audience	Partial audience adaptation of content	Little audience adaptation of content	Lacks audience adaptation of content
	Clear and concise outline of presentation provided	Clear outline of presentation provided	Some sense of an outline presented or provided	No clear outline presented or provided
_	Presentation is between 10-15 minutes (not including Q&A time)	Presentation is within 1 minute of 10-15 minutes in length	Presentation is within 2 minutes of 10-15 minutes in length	Presentation is within 3 or more minutes of 10-15 minutes in length
Organization	Good use of relevant graphics and key terms provided on slides	Too much information on slides (not concise)	Too much or too little information on slides	Slides are not readable or understandable or do not support presentation.
	Clearly has practiced several times; smooth transitions and presentation	Shows some practice but transitions are not always smooth	Shows little practice and most transitions are not smooth	Clearly did not practice and the presentation of the content is poor
	Engages audience in content multiple times by soliciting comments and questions	Engages audience two or more times by soliciting comments or questions	Engages audience in content one or more times by soliciting comments or questions	No audience involvement
	Free of disfluencies (ah, uhm)	A few disfluencies (ah, umh, er)	Many disfluencies (ah, umh, er)	Disfluencies significantly detract from presentation
n skills	Is clearly heard in the back of the room and makes an uses inflection for emphasis	Can be heard from the back of the room most of the time and uses some inflection	Can not be heard from the back of the room most of the time and does not make use of appropriate inflections	Can not be heard or speaks primarily in a monotone
Oral Presentation skills	Engaged audience through eye contact	Some engagement of audience through eye contact	Infrequent eye contact	Little audience awareness or eye contact
Oral P	Engaged audience through gestures	Some engagement of audience through gestures	Distracting gestures or mannerisms	Frequent distracting gestures or mannerisms

sentation	PPT background is matched to content, legible font, seamless transitions	Appropriate PPT slide backgrounds, transitions & font	Distracting PPT slide backgrounds and transitions, font hard to read	No attention given to PPT slide backgrounds and transitions, font illegible
Use of Presentation Tools	Graphics imbedded and matched to topic, necessary tables and graphics included	Most graphics matched to topic and some necessary tables and graphics included	Missing graphics or graphics do not match content. Missing necessary tables and graphics	No graphics, tables or graphs
	No typos or errors	One or more typos or errors	Three or more typos or errors	Five or more typos or errors
Ability to field questions	Able to answer questions clearly and without hesitation and prepared material to answer anticipated questions	Can answer all questions relevant to the presentation topic	Able to answer some questions relevant to the presentation topic	Unable to answer any questions relevant to the presentation topic

Translation between MICS and AAC&U Rubric

MICS Category MICS Item Position in Rubric AAC&U Category

Clear and concise outline	4	Organization
Relevant graphics and key text items on slides	6	Organization
Presentation length is +/- 30 seconds of time limit	5	Organization
Expands on PPT slides	2	Language
Content appropriate for audience	3	Language
Engages audience	8	Language
Transitions	7	Delivery
Free of disfluencies (ah, uhm)	9	Delivery
Is clearly heard in the room and uses inflection for emphasis	10	Delivery
Engaged audience through eye contact	11	Delivery
Engaged audience through gestures	12	Delivery
PPT background is matched to content, legible font, seamless transitions	13	Delivery
Relevant graphics and key text items on slides	6	Supporting
Graphics imbedded and matched to topic, necessary hyperlinks work	14	Supporting
Clearly knows material and key facts by memory	1	Central Message
Able to answer questions clearly and without hesitation	16	Central Message

AAC&U Value Rubric

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Learning Outcome:

PLO: Students will be able to write about their work with precision, clarity and organization (Written Communication).

GELO 1a: Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:

Annual: Each student will be required to write a paper on a topic in their field as a part of their participation in the Senior Seminar. The audience for this talk will include department faculty, fellow students and possibly some alumni. The students will be given the evaluation criteria in advance of their presentation and will be rated by the faculty using a rubric with a scale of 4 (outstanding) to 1 (unsatisfactory) in the following areas:

- Structure
- Organization
- Grammar and spelling
- Depth of information
- Clarity of writing
- Bibliography and other supporting documentation

Note that the department has a mapping between its rubric and the AAC&U Written Communication Value Rubric.

Annual: ETS Proficiency Profile.

Criteria for Success: 70% of the students should have an average score of at least 2.5 in each of the major areas in the department rubric. This translates to 70% of the students being above a 3.5 in the AAC&U rubric.

ETS: 60% of our students will be marginal or proficient on the Level 2 Writing test.

Our translation from our data to the AAC&U is included. Our department continues to provide the students with our departmental rubric because it has been developed over many years and works effectively with our majors

Aligned with DQP Learning Areas (circle one or more):

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

Longitudinal Data:

Writing Report	Spring 2018
Structure	100%
Organization	83%
Grammar and Spelling	100%
Depth of Information	100%
Clarity of Writing	100%
Bibliography and support	100%

AAC&U "translation" (we have only done this for the years that PLNU has been making use of the DQP)

Writing AAC&U	Spring 2018
Purpose	83%
Development	100%
Genre	100%
Source	100%
Syntax	100%

	Percentage of students marginal	
	or proficient at Level 2	
ETS Proficiency Profile	2017-18	
ETS Exam	20%	

Conclusions Drawn from Data:

This first cohort of students did well in writing technical reports.

Changes to be Made Based on Data:

This is our first cohort in the program and we will continue to monitor their progress.

CIT481 Written Rubric Spring 2018

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
	Report has title page, TOC, Abstract,	Report has one major section missing	□ Report has two major sections missing	Report has three or more major sections
	Introduction, Supporting Sections,			missing
nre	Conclusion, Bibliography			
Structure	All aspects of the report adhere to APA	All but one or more aspects of the report	All but three or more aspects of the	All but five or more aspects of the report
Str	guidelines	adhere to APA guidelines	report adhere to APA guidelines	adhere to APA guidelines
	All report sections clearly labeled and	Most report sections clearly labeled and	More than three report sections not	☐ More than five report section not labeled
	document is clean looking	document clean looking	labeled and report does not look clean	and report does not look clean
	Conveys a central theme with all ideas	Conveys a central idea or topic with some	Attempts to focus on an idea or topic	Has little or not focus on central idea or
<u> </u>	connected, arrangement of ideas clearly	ideas connected to the topic	with many ideas not connected to the	topic
Organization	related to topic		topic	
niz	Clear introduction (with thesis	Includes introduction (with thesis	 Introduction (with thesis statement), 	Introduction, body or conclusion absent.
rga	statement), body (with sections), and	statement), body and conclusion	body, conclusion detectable but not clear	
0	conclusion includes summary and closure			
Grammar and Spelling	□ No use of first-person tense	One or two uses of first-person tense	☐ Three or more uses of first-person tense	☐ Five or more uses of first-person tense
Grammar nd Spellin	□ No grammatical or spelling errors	One or two grammatical or spelling errors	☐ Three or more grammatical or spelling	☐ Five or more grammatical or spelling
ran d Sş	No grammatical of spenning errors	One of two grammatical of spenning errors	errors	errors
an G			21013	cirois
	Appropriately synthesizes information	Synthesizes information from at least	Synthesizes information from at least two	☐ Summary reporting of information
_	from multiple distinct sources	three distinct sources	distinct sources	without synthesis
of tio	Draws conclusions and personal insights	At least two personal insights or	At least one personal insights or	□ No personal insights
Depth of formatio	from synthesis	conclusions stated	conclusions stated	
Depth of Information	Has the minimum number of words	Has the minimum number of words	Has the minimum number of words	Does not have the minimum numbers of
_ =	including penalty words; subject	including penalty words; subject	including penalty words; subject	words including penalty word count
	coverage is excellent	coverage is good	coverage is adequate	
	□ Excellent sentence flow	□ Good sentence_flow	Occasional poor sentence structure	☐ Frequent poor sentence structure
, B	Smooth transitions between paragraphs	Adequate transitions between	Transitions between paragraphs unclear	Lacked transitions between paragraphs
Clarity f Writin		paragraphs		
Clarity of Writing	Any and all terms and acronyms are	Most rems and acronyms are defined	Some terms and acronyms are defined	Many terms and acronyms are undefined
0	defined		_	
	Provides evidence to support points	Lacks support for some points	Provides minimal support for points	ideas not supported
ys.	□ All supporting facts in the report are	One or more supporting facts in the	Three or more supporting facts in the	Five or more supporting facts in the
d ent	properly cited	report are improperly cited	report are improperly cited	report are improperly cited
m m	More than five total references	Five total references	Four total references	☐ Three or fewer total references
Bibliography and Supporting Documents	□ More than two references from peer-	Two references from peer-reviewed	One reference from peer-reviewed	□ No references from peer-reviewed
gra ng l	reviewed sources	sources	sources	sources.
lio Tri	All references in the bibliography are fully	All but one or more references in the	All but three or more references in the	All but five or more references in the
Bik	identified and can be located with the	bibliography are fully identified and can	bibliography are fully identified and can	bibliography are fully identified and can
Su	information provided.	be located with the information	be located with the information	be located with the information
		provided.	provided.	provided.

Translation between MICS and AAC&U Rubric

CIT Item Position in Rubric AAC&U Category

Rubric	
4	Purpose
8	Development
9	Development
10	Development
14	Development
5	Genre
1	Genre
2	Genre
3	Genre
15	Source
16	Source
17	Source
18	Source
6	Syntax
7	Syntax
11	Syntax
12	Syntax
13	Syntax

AAC&U Written Communication Value Rubric

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	ideas within the context of the discipline and shape the whole	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Learning Outcome:

PLO: Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand (Information Literacy).

GELO 1c: Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

Outcome Measure: Annual: Each student will be required to write a paper on a topic in their field as a part of their participation in the Senior Seminar. The audience for this talk will include department faculty, fellow students and possibly some alumni. The students will be given the evaluation criteria in advance and their paper will be rated by the faculty using a rubric with a scale of 4 (capstone) to 1 (benchmark) in the following areas:

- References: Multiple references from distinct reputable sources
- Citation: References cited in the body of the document
- Synthesis: Appropriately synthesizes information from multiple distinct sources.

Criteria for Success: 80% of the students should have an average score of at least 3 in each of the major areas.

Aligned with DQP Learning Areas (circle one or more):

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

Longitudinal Data:

Writing Report	Spring 2018
References	100%
Citation	100%
Synthesis	100%

Conclusions Drawn from Data:

This is the first cohort of graduates in the program and they seem to have done well.

Changes to be Made Based on Data:

Continue to monitor the progress.

Rubric

We used the applicable parts of the writing rubric.

CIT Written Report Rubric

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
ıre	Report has title page, TOC, Abstract, Introduction, Supporting Sections, Conclusion, Bibliography	O Report has one major section missing	Report has two major sections missing	Report has three or more major sections missing
Structure	All aspects of the report adhere to APA guidelines All report sections clearly labeled and document is clean looking	 All but one or more aspects of the report adhere to APA guidelines Most report sections clearly labeled and document clean looking 	All but three or more aspects of the report adhere to APA guidelines More than three report sections not labeled and report does not look clean	 All but five or more aspects of the report adhere to APA guidelines More than five report section not labeled and report does not look clean
Organization	Conveys a central theme with all ideas connected, arrangement of ideas clearly related to topic Clear introduction (with thesis statement), body (with sections), and conclusion includes summary and closure	Onveys a central idea or topic with some ideas connected to the topic Includes introduction (with thesis statement), body and conclusion	Attempts to focus on an idea or topic with many ideas not connected to the topic Introduction (with thesis statement), body, conclusion detectable but not clear	Has little or not focus on central idea or topic Introduction, body or conclusion absent.
Grammar and Spelling	No use of first-person tense No grammatical or spelling errors	One or two uses of first-person tense One or two grammatical or spelling errors	Three or more uses of first-person tense Three or more grammatical or spelling errors	Five or more uses of first-person tense Five or more grammatical or spelling errors
Depth of Information	O Appropriately synthesizes information from multiple distinct sources O Draws conclusions and personal insights from synthesis O Has the minimum number of words including penalty words; subject coverage is excellent	O Synthesizes information from at least three distinct sources At least two personal insights or conclusions stated Has the minimum number of words including penalty words; subject coverage is good	Synthesizes information from at least two distinct sources At least one personal insights or conclusions stated Has the minimum number of words including penalty words; subject coverage is adequate	Summary reporting of information without synthesis No personal insights Does not have the minimum numbers of words including penalty word count
Clarity of Writing	Excellent sentence flow Smooth transitions between paragraphs Any and all terms and acronyms are defined Provides evidence to support points	Good sentence flow Adequate transitions between paragraphs Most rems and acronyms are defined Lacks support for some points	Occasional poor sentence structure Transitions between paragraphs unclear Some terms and acronyms are defined Provides minimal support for points	Frequent poor sentence structure Lacked transitions between paragraphs Many terms and acronyms are undefined ideas not supported
Bibliography and Supporting Documents	All supporting facts in the report are properly cited More than five total references More than two references from peer-reviewed sources All references in the bibliography are fully identified and can be located with the information provided.	One or more supporting facts in the report are improperly cited Five total references Two references from peer-reviewed sources All but one or more references in the bibliography are fully identified and can be located with the information provided.	Three or more supporting facts in the report are improperly cited Four total references One reference from peer-reviewed sources All but three or more references in the bibliography are fully identified and can be located with the information provided.	Five or more supporting facts in the report are improperly cited Three or fewer total references No references from peer-reviewed soucces. All but five or more references in the bibliography are fully identified and can be located with the information provided.

Learning Outcome:

PLO: Students will be able to understand and create arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of formats (Quantitative Reasoning).

GELO 1e: Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure: Annual: Each student will participate in the ETS Proficiency Profile exam.

Criteria for Success: 70% of the students will be Marginal or Proficient at Level 2.

Aligned with DQP Learning Areas (circle one or more):

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

Longitudinal Data:

	Percentage of students marginal
	or proficient at Level 2
ETS Proficiency Profile	2017-18
ETS Exam	60%

Conclusions Drawn from Data:

This is our first cohort of graduates, so we are waiting on drawing any conclusions from the data.

Changes to be Made Based on Data:

None at this time. We will continue to monitor the results.

Rubrics

ETS Proficiency Profile (no rubric involved)

Learning Outcome: Students will collaborate effectively in teams.

Outcome Measure:

CIT334 Signature Assignment – evaluation of group while working on a project (before 2015-16)

Criteria for Success: 80% of the students should have an average score of at least 2.5 in each of the major areas.

Aligned with DQP Learning Areas (circle one or more):

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

Longitudinal Data:

	Percent of students with average at least 3.0
	Spring 2018
Met regularly with team	89%
Contribution to team discussion	100%
Contribution to project report	
assignments	100%
Able to avoid and/or respond to	
conflict	100%

^{*}Note that the full group work rubric will be used in future years.

Conclusions Drawn from Data:

The students from this first cohort are performing well as member of teams.

Changes to be Made Based on Data:

Continue to make use of group activities throughout the curriculum.

CIT Teamwork Rubric

Definition

Teamwork consists of behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

The purpose of this is to evaluate individual team members. Please complete a separate evaluation for each member on your team, including yourself. Although no team member will ever see your evaluation of them, please take it seriously.

Directions:

•	Please write the name of the person you are evaluating here (one evaluation will be	etor yourself)
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- Please fill out one copy of this form for every person who was on your team, including one for yourself.
- For each row, place a checkmark in the box that best describes your teammate's (or yours) performance.

	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Met regularly with ☐ Was present at each team		☐ Was present at all but	☐ Was present at least half	☐ Was present at fewer
the team meeting.		one team meeting.	of the team meetings.	than half of the team
				meetings.
Significant	☐ Actively finds	☐ Contributes to team	☐ Contributes to team	☐ Contributes to team
contribution to	opportunities to contribute	discussion the majority of	discussion at least half the	discussion at less than half
team discussions to team discussions.		the time.	time.	the time.
Significant	☐ Completes all assigned	☐ Completes all (or all but	☐ Completes most assigned	☐ Does not complete most
contribution to	tasks by deadline; work	one) assigned tasks by	tasks by deadline and most	assigned tasks by deadline
project report	accomplished is thorough.	deadline; work	work accomplished is	or most work accomplished
assignments	5 1		thorough.	is not thorough.
	members complete their			
	assigned tasks.			
Able to avoid	☐ Identifies and	☐ Identifies and	☐ Identifies and	☐ Will not acknowledge
and/or resolve acknowledges conflict and		acknowledges conflict and	acknowledges conflict but	that conflict has occurred or
conflict effectively	acknowledges that	acknowledges that	will not acknowledge that	that relationships can be
	relationships can be	relationships can be	relationships can be	damaged.
	damaged. Seeks to restore	damaged.	damaged.	
	relationships.			

Learning Outcome: Students will understand the professional, ethical, legal, security and social issues and responsibilities with the implementation and use of information technology.

Outcome Measure: Signature Assignment in CIT434 Management Information Systems

Criteria for Success: 80% of the students should have an average score of 3 or higher for each case.

Aligned with DQP Learning Areas (circle one or more):

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

Longitudinal Data:

	Percent of 3 or higher	
	Spring 2018	
Case 1	100%	
Case 2	80%	
Case 3	100%	

Conclusions Drawn from Data:

The students in the first cohort met our benchmarks.

Changes to be Made Based on Data:

Since this is our first cohort, we will continue to monitor progress.

Rubric:

CIT434 - Ethic Response Rubric

Points	1	2	3	4	5
Case 1	Do nothing.	Option between do nothing and confronting the employee or terminating the employee.	Confront him and remove the expenses since they are essentially stealing.	Option between confronting the employee and offering him assistance.	Confront him and remove expense but offer assistance.
Case 2	Use it.	An option between using it and not using it for fear of getting caught, such as making modifications so getting caught is not likely.	Do not use it because you are afraid of getting caught.	An option between not using for fear of getting caught and discussing it with the engineer.	Do not use it because it would be stealing, and discuss with engineer why decision was made.
Case 3	Use it.	An option between using it and not using it for fear of getting caught, such as making modifications so getting caught is not likely.	Do not use it because you are afraid of getting caught.	An option between not using for fear of getting caught and discussing it with the engineer.	Do not use it because it would be stealing, and discuss with engineer why decision was made.