

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.

Assessment Data Mathematical, Information and Computer Sciences Computer Information Technology (ADC)

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.

**Assessment Data Mathematical, Information and Computer Sciences
Computer Information Technology (ADC)**

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
Draft 1	<input type="checkbox"/> 14 - 15 pts Completeness - 300+ words and includes the company's name, the project's name, the date the project was completed or is expected to be completed, employee contact names (minimum two people) and an overview of the project and it's strategic and/or tactical purpose.	<input type="checkbox"/> 12 - 13 pts Completeness - 250 to 300 words or includes all but one of the following: the company's name, the project's name, the date the project was completed or will be expected to be completed, employee contact names (minimum two people) and an overview of the project and it's strategic and/or tactical purpose.	<input type="checkbox"/> 10 - 11 pts Completeness - 200 to 300 words or includes all but two or three of the following: the company's name, the project's name, the date the project was completed or will be expected to be completed, employee contact names (minimum two people) and an overview of the project and it's strategic and/or tactical purpose.	<input type="checkbox"/> 4 - 9 pts Completeness -50 to 200 words or is missing all but one or two of the following: the company's name, the project's name, the date the project was completed or will be expected to be completed, employee contact names (minimum two people) and an overview of the project and it's strategic and/or tactical purpose.
	<input type="checkbox"/> 5 pts Format - No spelling or grammatical errors, meets all APA requirements	<input type="checkbox"/> 4 pts Format - One or two spelling or grammatical errors, or meets all but one APA requirements	<input type="checkbox"/> 2 - 3 pts Format - Two or three spelling or grammatical errors, or meets all but two APA requirements	<input type="checkbox"/> 0 - 1 pts Format - Four spelling or grammatical errors, or does not meet three or more APA formatting requirements.
Draft 2	<input type="checkbox"/> 23 - 25 pts Completeness - Includes complete information on all of the following: the project name, executive summary, project stakeholders, project description, MOV, project scope, project schedule summary, project budget summary, and terminology and glossary	<input type="checkbox"/> 18 - 22 pts Completeness - Includes complete information on all but one or two of the following: the project name, executive summary, project stakeholders, project description, MOV, project scope, project schedule summary, project budget summary, and terminology and glossary	<input type="checkbox"/> 11 - 17 pts Completeness - Includes complete information on all but three to five of the following: the project name, executive summary, project stakeholders, project description, MOV, project scope, project schedule summary, project budget summary, and terminology and glossary	<input type="checkbox"/> 5 - 10 pts Completeness - Includes complete information on only one to three of the following: the project name, executive summary, project stakeholders, project description, MOV, project scope, project schedule summary, project budget summary, and terminology and glossary
	<input type="checkbox"/> 5 pts Format - No spelling or grammatical errors, meets all APA requirements	<input type="checkbox"/> 4 pts Format - One or two spelling or grammatical errors, or meets all but one APA requirements	<input type="checkbox"/> 2 - 3 pts Format - Two or three spelling or grammatical errors, or meets all but two APA requirements	<input type="checkbox"/> 0 - 1 pts Format - Four spelling or grammatical errors, or does not meet three or more APA formatting requirements.
Draft 3	<input type="checkbox"/> 32 - 35 pts Completeness - Includes complete information on all of the following: Updated and corrected content from the second draft, A title page, TOC, project control WBS and Gantt chart, project risk summary, and implementation plan.	<input type="checkbox"/> 29 - 31 pts Completeness - Includes complete information on all but one or two of the following: Updated and corrected content from the second draft, A title page, TOC, project control WBS and Gantt chart, project risk summary, and implementation plan.	<input type="checkbox"/> 23 - 28 pts Completeness - Includes complete information on all but three to five of the following: Updated and corrected content from the second draft, A title page, TOC, project control WBS and Gantt chart, project risk summary, and implementation plan.	<input type="checkbox"/> 14 - 22 pts Completeness - Includes complete information on only one to three of the following: Updated and corrected content from the second draft, A title page, TOC, project control WBS and Gantt chart, project risk summary, and implementation plan.
	<input type="checkbox"/> 5 pts Format - No spelling or grammatical errors, meets all APA requirements	<input type="checkbox"/> 4 pts Format - One or two spelling or grammatical errors, or meets all but one APA requirements	<input type="checkbox"/> 2 - 3 pts Format - Two or three spelling or grammatical errors, or meets all but two APA requirements	<input type="checkbox"/> 0 - 1 pts Format - Four spelling or grammatical errors, or does not meet three or more APA formatting requirements.
Final Plan	<input type="checkbox"/> 23 - 25 pts Report Completeness - Includes all updated sections from draft 2 and draft 3.	<input type="checkbox"/> 18 - 22 pts Report Completeness - Includes all but one or two updated sections from draft 2 and draft 3.	<input type="checkbox"/> 11 - 17 pts Report Completeness - Includes all but three to five updated sections from draft 2 and draft 3.	<input type="checkbox"/> 5 - 10 pts Report Completeness - Includes one or two updated sections from draft 2 and draft 3.
	<input type="checkbox"/> 5 pts Format - No spelling or grammatical errors, meets all APA requirements	<input type="checkbox"/> 4 pts Format - One or two spelling or grammatical errors, or meets all but one APA requirements	<input type="checkbox"/> 2 - 3 pts Format - Two or three spelling or grammatical errors, or meets all but two APA requirements	<input type="checkbox"/> 0 - 1 pts Format - Four spelling or grammatical errors, or does not meet three or more APA formatting requirements.
	<input type="checkbox"/> 14 - 15 pts Presentation Document - Containing all of the following: Four to six slides reporting the main aspects of the project, slides follow the template provided, slides are engaging, readable and have appropriate graphics and information.	<input type="checkbox"/> 12 - 13 pts Presentation Document - Containing all but one of the following: Four to six slides reporting the main aspects of the project, slides follow the template provided, slides are engaging, readable and have appropriate graphics and information.	<input type="checkbox"/> 10 - 11 pts Presentation Document - Containing all but two of the following: Four to six slides reporting the main aspects of the project, slides follow the template provided, slides are engaging, readable and have appropriate graphics and information.	<input type="checkbox"/> 4 - 9 pts Presentation Document - Containing all but three or more of the following: Four to six slides reporting the main aspects of the project, slides follow the template provided, slides are engaging, readable and have appropriate graphics and information.
	<input type="checkbox"/> 14 - 15 pts Presentation - Containing all of the following: Lasts between 5 and 7 minutes, well prepared and rehearsed, avoided reading from the screen, clear and concise presentation, responded well to questions, was attentive during other presentations.	<input type="checkbox"/> 12 - 13 pts Presentation - Containing all but one of the following: Lasts between 5 and 7 minutes, well prepared and rehearsed, avoided reading from the screen, clear and concise presentation, responded well to questions, was attentive during other presentations.	<input type="checkbox"/> 10 - 11 pts Presentation - Containing all but two or three of the following: Lasts between 5 and 7 minutes, well prepared and rehearsed, avoided reading from the screen, clear and concise presentation, responded well to questions, was attentive during other presentations.	<input type="checkbox"/> 4 - 9 pts Presentation - Containing all but four of the following: Lasts between 5 and 7 minutes, well prepared and rehearsed, avoided reading from the screen, clear and concise presentation, responded well to questions, was attentive during other presentations.

**Assessment Data Mathematical, Information and Computer Sciences
Computer Information Technology (ADC)**

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.

Assessment Data Mathematical, Information and Computer Sciences Computer Information Technology (ADC)

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 Network+, Security+ or Project+	60%

	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 4th 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.

Assessment Data Mathematical, Information and Computer Sciences Computer Information Technology

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	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly knows material and key facts by memory <input type="checkbox"/> Expands on PPT slides <input type="checkbox"/> Content appropriate for audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly knows key facts with a few memory slips or the needs to use notes <input type="checkbox"/> Some expansion on PPT slides <input type="checkbox"/> Partial audience adaptation of content 	<ul style="list-style-type: none"> <input type="checkbox"/> Reads most facts from notes and has some facts from memory. <input type="checkbox"/> No expansion of PPT slide content <input type="checkbox"/> Little audience adaptation of content 	<ul style="list-style-type: none"> <input type="checkbox"/> Reads all fact from notes. <input type="checkbox"/> Dependent on notes <input type="checkbox"/> Lacks audience adaptation of content
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Clear and concise outline of presentation provided <input type="checkbox"/> Presentation is between 10-15 minutes (not including Q&A time) <input type="checkbox"/> Good use of relevant graphics and key terms provided on slides 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear outline of presentation provided <input type="checkbox"/> Presentation is within 1 minute of 10-15 minutes in length <input type="checkbox"/> Too much information on slides (not concise) 	<ul style="list-style-type: none"> <input type="checkbox"/> Some sense of an outline presented or provided <input type="checkbox"/> Presentation is within 2 minutes of 10-15 minutes in length <input type="checkbox"/> Too much or too little information on slides 	<ul style="list-style-type: none"> <input type="checkbox"/> No clear outline presented or provided <input type="checkbox"/> Presentation is within 3 or more minutes of 10-15 minutes in length <input type="checkbox"/> Slides are not readable or understandable or do not support presentation.
Oral Presentation skills	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly has practiced several times; smooth transitions and presentation <input type="checkbox"/> Engages audience in content multiple times by soliciting comments and questions <input type="checkbox"/> Free of disfluencies (ah, uhm) <input type="checkbox"/> Is clearly heard in the back of the room and makes an uses inflection for emphasis <input type="checkbox"/> Engaged audience through eye contact <input type="checkbox"/> Engaged audience through gestures 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows some practice but transitions are not always smooth <input type="checkbox"/> Engages audience two or more times by soliciting comments or questions <input type="checkbox"/> A few disfluencies (ah, umh, er) <input type="checkbox"/> Can be heard from the back of the room most of the time and uses some inflection <input type="checkbox"/> Some engagement of audience through eye contact <input type="checkbox"/> Some engagement of audience through gestures 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows little practice and most transitions are not smooth <input type="checkbox"/> Engages audience in content one or more times by soliciting comments or questions <input type="checkbox"/> Many disfluencies (ah, umh, er) <input type="checkbox"/> Can not be heard from the back of the room most of the time and does not make use of appropriate inflections <input type="checkbox"/> Infrequent eye contact <input type="checkbox"/> Distracting gestures or mannerisms 	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly did not practice and the presentation of the content is poor <input type="checkbox"/> No audience involvement <input type="checkbox"/> Disfluencies significantly detract from presentation <input type="checkbox"/> Can not be heard or speaks primarily in a monotone <input type="checkbox"/> Little audience awareness or eye contact <input type="checkbox"/> Frequent distracting gestures or mannerisms

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

Assessment Data Mathematical, Information and Computer Sciences Computer Information Technology (ADC)

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
Structure	<ul style="list-style-type: none"> <input type="checkbox"/> Report has title page, TOC, Abstract, Introduction, Supporting Sections, Conclusion, <u>Bibliography</u> <input type="checkbox"/> All aspects of the report adhere to APA guidelines <input type="checkbox"/> All report sections clearly labeled and document is clean looking 	<ul style="list-style-type: none"> <input type="checkbox"/> Report has one major section missing <input type="checkbox"/> All but one or more aspects of the report adhere to APA guidelines <input type="checkbox"/> Most report sections clearly labeled and document clean looking 	<ul style="list-style-type: none"> <input type="checkbox"/> Report has two major sections missing <input type="checkbox"/> All but three or more aspects of the report adhere to APA guidelines <input type="checkbox"/> More than three report sections not <u>labeled</u> and report does not look clean 	<ul style="list-style-type: none"> <input type="checkbox"/> Report has three or more major sections missing <input type="checkbox"/> All but five or more aspects of the report adhere to APA guidelines <input type="checkbox"/> More than five report section not labeled and report does not look clean
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Conveys a central theme with all ideas connected, arrangement of ideas clearly related to topic <input type="checkbox"/> Clear introduction (with thesis statement), body (with sections), and conclusion includes summary and closure 	<ul style="list-style-type: none"> <input type="checkbox"/> Conveys a central idea or topic with some ideas connected to the topic <input type="checkbox"/> Includes introduction (with thesis statement), body and conclusion 	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to focus on an idea or topic with many ideas not connected to the topic <input type="checkbox"/> Introduction (with thesis statement), body, conclusion detectable but not clear 	<ul style="list-style-type: none"> <input type="checkbox"/> Has little or not focus on central idea or topic <input type="checkbox"/> Introduction, body or conclusion absent.
Grammar and Spelling	<ul style="list-style-type: none"> <input type="checkbox"/> No use of first-person tense <input type="checkbox"/> No grammatical or spelling errors 	<ul style="list-style-type: none"> <input type="checkbox"/> One or two uses of first-person tense <input type="checkbox"/> One or two grammatical or spelling errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Three or more uses of first-person tense <input type="checkbox"/> Three or more grammatical or spelling errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Five or more uses of first-person tense <input type="checkbox"/> Five or more grammatical or spelling errors
Depth of Information	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriately synthesizes information from multiple distinct sources <input type="checkbox"/> Draws conclusions and personal insights from synthesis <input type="checkbox"/> Has the minimum number of words including penalty words; subject coverage is excellent 	<ul style="list-style-type: none"> <input type="checkbox"/> Synthesizes information from at least three distinct sources <input type="checkbox"/> At least two personal insights or conclusions stated <input type="checkbox"/> Has the minimum number of words including penalty words; subject coverage is good 	<ul style="list-style-type: none"> <input type="checkbox"/> Synthesizes information from at least two distinct sources <input type="checkbox"/> At least one personal insights or conclusions stated <input type="checkbox"/> Has the minimum number of words including penalty words; subject coverage is adequate 	<ul style="list-style-type: none"> <input type="checkbox"/> Summary reporting of information without synthesis <input type="checkbox"/> No personal insights <input type="checkbox"/> Does not have the minimum numbers of words including penalty word count
Clarity of Writing	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent sentence flow <input type="checkbox"/> Smooth transitions between paragraphs <input type="checkbox"/> <u>Any and all</u> terms and acronyms are defined <input type="checkbox"/> Provides evidence to support points 	<ul style="list-style-type: none"> <input type="checkbox"/> Good <u>sentence flow</u> <input type="checkbox"/> Adequate transitions between paragraphs <input type="checkbox"/> Most <u>rems</u> and acronyms are <u>defined</u> <input type="checkbox"/> Lacks support for some points 	<ul style="list-style-type: none"> <input type="checkbox"/> Occasional poor sentence structure <input type="checkbox"/> Transitions between paragraphs unclear <input type="checkbox"/> Some terms and acronyms are <u>defined</u> <input type="checkbox"/> Provides minimal support for points 	<ul style="list-style-type: none"> <input type="checkbox"/> Frequent poor sentence structure <input type="checkbox"/> Lacked transitions between paragraphs <input type="checkbox"/> Many terms and acronyms are undefined <input type="checkbox"/> ideas not supported
Bibliography and Supporting Documents	<ul style="list-style-type: none"> <input type="checkbox"/> <u>All</u> supporting facts in the report are properly cited <input type="checkbox"/> More than five total references <input type="checkbox"/> More than two references from peer-reviewed sources <input type="checkbox"/> All references in the bibliography are <u>fully identified</u> and can be located with the information provided. 	<ul style="list-style-type: none"> <input type="checkbox"/> One or more supporting facts in the report are <u>improperly cited</u> <input type="checkbox"/> Five total references <input type="checkbox"/> Two references from peer-reviewed sources <input type="checkbox"/> All but one or more references in the bibliography are <u>fully identified</u> and can be located with the information provided. 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Three</u> or more supporting facts in the report are improperly cited <input type="checkbox"/> Four total references <input type="checkbox"/> One reference from peer-reviewed sources <input type="checkbox"/> All but three or more references in the bibliography are <u>fully identified</u> and can be located with the information provided. 	<ul style="list-style-type: none"> <input type="checkbox"/> Five or more supporting facts in the <u>report</u> are improperly cited <input type="checkbox"/> Three or fewer total references <input type="checkbox"/> No references from peer-reviewed <u>SOURCES</u> <input type="checkbox"/> All but five or more references in the bibliography are <u>fully identified</u> and can be located with the information provided.

Translation between MICS and AAC&U Rubric

CIT Item Position in
Rubric AAC&U Category

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
<p>Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i></p>	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).
<p>Content Development</p>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	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.
<p>Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i></p>	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.
<p>Sources and Evidence</p>	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.
<p>Control of Syntax and Mechanics</p>	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.

Assessment Data Mathematical, Information and Computer Sciences Computer Information Technology (ADC)

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
Structure	<ul style="list-style-type: none"> ☐ Report has title page, TOC, Abstract, Introduction, Supporting Sections, Conclusion, <u>Bibliography</u> ☐ All aspects of the report adhere to APA guidelines ☐ All report sections clearly labeled and document is clean looking 	<ul style="list-style-type: none"> ☐ Report has one major section missing ☐ All but one or more aspects of the report adhere to APA guidelines ☐ Most report sections clearly labeled and document clean looking 	<ul style="list-style-type: none"> ☐ Report has two major sections missing ☐ All but three or more aspects of the report adhere to APA guidelines ☐ More than three report sections not <u>labeled</u> and report does not look clean 	<ul style="list-style-type: none"> ☐ Report has three or more major sections missing ☐ 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	<ul style="list-style-type: none"> ☐ 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 	<ul style="list-style-type: none"> ☐ Conveys a central idea or topic with some ideas connected to the topic ☐ Includes introduction (with thesis statement), body and conclusion 	<ul style="list-style-type: none"> ☐ 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 	<ul style="list-style-type: none"> ☐ Has little or not focus on central idea or topic ☐ Introduction, body or conclusion absent.
Grammar and Spelling	<ul style="list-style-type: none"> ☐ No use of first-person tense ☐ No grammatical or spelling errors 	<ul style="list-style-type: none"> ☐ One or two uses of first-person tense ☐ One or two grammatical or spelling errors 	<ul style="list-style-type: none"> ☐ Three or more uses of first-person tense ☐ Three or more grammatical or spelling errors 	<ul style="list-style-type: none"> ☐ Five or more uses of first-person tense ☐ Five or more grammatical or spelling errors
Depth of Information	<ul style="list-style-type: none"> ☐ Appropriately synthesizes information from multiple distinct sources ☐ Draws conclusions and personal insights from synthesis ☐ Has the minimum number of words including penalty words; subject coverage is excellent 	<ul style="list-style-type: none"> ☐ 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 	<ul style="list-style-type: none"> ☐ 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 	<ul style="list-style-type: none"> ☐ Summary reporting of information without synthesis ☐ No personal insights ☐ Does not have the minimum numbers of words including penalty word count
Clarity of Writing	<ul style="list-style-type: none"> ☐ Excellent sentence flow ☐ Smooth transitions between paragraphs ☐ <u>Any and all</u> terms and acronyms are defined ☐ Provides evidence to support points 	<ul style="list-style-type: none"> ☐ Good <u>sentence flow</u> ☐ Adequate transitions between paragraphs ☐ Most <u>terms and acronyms are defined</u> ☐ Lacks support for some points 	<ul style="list-style-type: none"> ☐ Occasional poor sentence structure ☐ Transitions between paragraphs unclear ☐ Some terms and acronyms <u>are defined</u> ☐ Provides minimal support for points 	<ul style="list-style-type: none"> ☐ Frequent poor sentence structure ☐ Lacked transitions between paragraphs ☐ Many terms and acronyms are undefined ☐ ideas not supported
Bibliography and Supporting Documents	<ul style="list-style-type: none"> ☐ <u>All</u> 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 <u>are fully identified</u> and can be located with the information provided. 	<ul style="list-style-type: none"> ☐ One or more supporting facts in the report <u>are improperly cited</u> ☐ Five total references ☐ Two references from peer-reviewed sources ☐ All but one or more references in the bibliography <u>are fully identified</u> and can be located with the information provided. 	<ul style="list-style-type: none"> ☐ <u>Three</u> 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 <u>are fully identified</u> and can be located with the information provided. 	<ul style="list-style-type: none"> ☐ Five or more supporting facts in the <u>report</u> are improperly cited ☐ Three or fewer total references ☐ No references from peer-reviewed <u>sources</u> ☐ All but five or more references in the bibliography <u>are fully identified</u> and can be located with the information provided.

**Assessment Data Mathematical, Information and Computer Sciences
Computer Information Technology (ADC)**

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)

**Assessment Data Mathematical, Information and Computer Sciences
Computer Information Technology (ADC)**

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 for yourself).** _____
- **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 the team	<input type="checkbox"/> Was present at each team meeting.	<input type="checkbox"/> Was present at all but one team meeting.	<input type="checkbox"/> Was present at least half of the team meetings.	<input type="checkbox"/> Was present at fewer than half of the team meetings.
Significant contribution to team discussions	<input type="checkbox"/> Actively finds opportunities to contribute to team discussions.	<input type="checkbox"/> Contributes to team discussion the majority of the time.	<input type="checkbox"/> Contributes to team discussion at least half the time.	<input type="checkbox"/> Contributes to team discussion at less than half the time.
Significant contribution to project report assignments	<input type="checkbox"/> Completes all assigned tasks by deadline; work accomplished is thorough. Proactively helps other team members complete their assigned tasks.	<input type="checkbox"/> Completes all (or all but one) assigned tasks by deadline; work accomplished is thorough.	<input type="checkbox"/> Completes most assigned tasks by deadline and most work accomplished is thorough.	<input type="checkbox"/> Does not complete most assigned tasks by deadline or most work accomplished is not thorough.
Able to avoid and/or resolve conflict effectively	<input type="checkbox"/> Identifies and acknowledges conflict and acknowledges that relationships can be damaged. Seeks to restore relationships.	<input type="checkbox"/> Identifies and acknowledges conflict and acknowledges that relationships can be damaged.	<input type="checkbox"/> Identifies and acknowledges conflict but will not acknowledge that relationships can be damaged.	<input type="checkbox"/> Will not acknowledge that conflict has occurred or that relationships can be damaged.

**Assessment Data Mathematical, Information and Computer Sciences
Computer Information Technology (ADC)**

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.