Computer Information Technology (ADC) Assessment Report

2022-23

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 (Critical Thinking).

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.

**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 (Grossmont) or 3rd term (MiraCosta):
- 80% of the students will be at or above 90% of the score needed to pass the CompTIA A+ exam.
- 80% of the students will be at or above 90% of the score needed to 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:

	2018-19	2019-20	2020-21	2021-22	2022-23
Percentage at or Above 90% of CompTIA A+ Exam Passing Score	87%	68%	73%	71%	88%
Percentage at or Above 90% for at Least One of CompTIA Network+, Security+ or Project+ Exam Passing Score	94%	86%	85%	87%	93%

Conclusions Drawn from Data: The students have been consistently meeting our criteria on their second certification exam. The students have been inconsistent in meeting the criteria on the A+ exam, but are generally close to our target.

Changes to be Made Based on Data: The A+ certification has two component exams. After some analysis, we have changed the class that supports preparation for these two exams from one to two units to help the students prepare more effectively. This change will be begin in the fall of 2023.

Rubric: Since these are online exams provided by CompTIA, 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 CIT3034 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%					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Project Plan	77%	84%	85%	90%	93%	84%

Conclusions Drawn from Data: The students are achieving our benchmark.

Changes to be Made Based on Data: Continue to monitor.

Rubric: On the next page.

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Draft 1	14 - 15 pts — Completeness - 300+ words and includes the company's name, the project's name, the date the project was completed or is 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.	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.	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.	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.
	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.
Draft 2	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	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	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	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
	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.
Draft 3	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.	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.	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.	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.
	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.
Final Plan	23 - 25 pts — Report Completeness - Includes all updated sections from draft 2 and draft 3.	18 - 22 pts — Report Completeness - Includes all but one or two updated sections from draft 2 and draft 3.	11 - 17 pts — Report Completeness - Includes all but three to five updated sections from draft 2 and draft 3.	5 - 10 pts — Report Completeness - Includes one or two updated sections from draft 2 and draft 3.
	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.
	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.	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.	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.	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.
	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.	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.	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.	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 CIT4034 Management Information Systems.

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%					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
System Plan	80%	92%	100%	100%	92%	88%

Conclusions Drawn from Data: The students are achieving our benchmark.

Changes to be Made Based on Data: Continue to monitor.

Rubric: See next page.

CIT434 - MIS Systems Plan Rubric

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Draft	**5 pts** 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 clearly labeled.	**2 - 3 pts** 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 clearly labeled.	**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 is clearly labeled.
	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** 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** Strategic Organizational Goals - The goals have the following but each is not clearly 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	**1 - 3 pts** 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
Final Plan Report	**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 are clearly labeled.
	9 - 10 pts Strategic Organizational Goals - The goals have all 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	**7 - 8 pts** 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 pts 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 pts** 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.
	14 - 15 pts 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.
	9 - 10 pts 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 pts 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.
	27 - 30 pts 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.	**23 - 26 pts** Information Systems Strategic Initiatives - has all but one or two 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 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.	**16 - 22 pts** Information Systems Strategic Initiatives - has all but three or four 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 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 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.
	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.
Presentation	**5 pts** 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.
	9 - 10 pts Professional presentation - Did all 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	**7 - 8 pts** 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 - 6 pts** 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 one 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
	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.

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 (Critical Thinking).

GELO 1d: Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure: Pass rates on certification exams.

Criteria for Success:
By the end of their 4th term:
- 80% of the students will be at or above 90% of the score needed to pass the CompTIA A+ exam.
- 80% of the students will be at or above 90% of the score needed to 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:

	2018-19	2019-20	2020-21	2021-22	2022-23
Percentage at or Above 90% of CompTIA A+ Exam Passing Score	87%	68%	73%	71%	88%
Percentage at or Above 90% for at Least One of CompTIA Network+, Security+ or Project+ Exam Passing Score	94%	86%	85%	87%	93%

Conclusions Drawn from Data: The students have been consistently meeting our criteria on their second certification exam. The students have been inconsistent in meeting the criteria on the A+ exam, but are generally close to our target.

Changes to be Made Based on Data: The A+ certification has two component exams. After some analysis, we have changed the class that supports preparation for these two exams from one to two units to help the students prepare more effectively. This change will be begin in the fall of 2023.

Rubric: Since these are online exams provided by CompTIA, there is no rubric.

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

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 Information Technology Project (CIT4081). 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

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.

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 at or Above 2.5					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Background	100%	100%	97%	100%	97%	100%
Organization	100%	100%	100%	100%	100%	96%
Oral Presentation Skills	100%	100%	100%	100%	97%	100%
Presentation Tools	100%	100%	100%	97%	100%	100%
Ability to Field Questions	100%	100%	100%	97%	100%	100%

Conclusions Drawn from Data: Our cohorts are consistently meeting the benchmark. This is not surprising since we have students give oral presentations in most classes.

Changes to be Made Based on Data: None at this time, we continue to monitor student achievement.

Rubric: See the following page.

Oral Presentation Rubric Update (4/12/17)

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Command of background material	☐ Clearly knows material and key facts by memory ☐ Expands on PPT slides ☐ Content appropriate for audience	☐ Clearly knows key facts with a few memory slips ☐ Some expansion on PPT slides ☐ Partial audience adaptation of content	☐ Reads some information; knows some facts from memory ☐ No expansion of PPT slide content ☐ Little audience adaptation of content	☐ Reads sentences from slides ☐ Dependent on notes ☐ Lacks audience adaptation of content
Organization	☐ Clear and concise outline ☐ Relevant graphics and key text items on slides ☐ Presentation is between 10-15 minutes	☐ Clear outline ☐ Too much information on slides (not concise) ☐ Presentation 1 minute outside of the range (10-15 minutes)	☐ Some sense of outline ☐ Too much detailed information on slides ☐ Presentation 2 minutes outside of the range (10-15 minutes)	☐ No clear outline ☐ Slides are in paragraphs; too much detailed information on one slide ☐ Presentation 3 minutes outside of the range (10-15 minutes)
Oral presentation skills	☐ Clearly has practiced several times; smooth transitions ☐ Engages audience in content multiple times and engagement is well connected to talk (questions, examples, etc.) ☐ Free of disfluencies (ah, uhm) ☐ Is clearly heard in the room and uses inflection for emphasis ☐ Engages audience through eye contact ☐ Engages audience through gestures	☐ Has practiced but transitions are not smooth ☐ Engages audience at least twice in content (questions, examples, etc.) ☐ A few disfluencies (ah, umh, er) ☐ Can be understood most of the time and uses some inflection ☐ Some engagement of audience through eye contact ☐ Some engagement of audience through gestures	☐ Has practiced presentation but cannot verbally make transitions between slides ☐ Audience engagement at least once with content (questions, examples, etc.) ☐ Many disfluencies (ah, umh, er) ☐ Can sometimes be understood and uses little inflection ☐ Infrequent eye contact ☐ Distracting gestures or mannerisms	☐ Clearly did not practice presentation; Does not anticipate content of next slide ☐ No audience involvement ☐ Disfluencies (ah, umh, er) detract from presentation ☐ Can not be heard and/or speaks in a monotone ☐ Little audience awareness or eye contact ☐ Frequent distracting gestures or mannerisms
Use of presentation tools	☐ PPT background is matched to content, legible font, seamless transitions ☐ Graphics imbedded and matched to topic, necessary hyperlinks work ☐ No typos or errors	☐ Appropriate PPT slide backgrounds, transitions & font ☐ Most graphics imbedded and matched to topic, most necessary hyperlinks work ☐ One or more typos or errors	☐ Distracting PPT slide backgrounds and transitions, font hard to read ☐ Some inappropriate graphics or use of PPT embellishments, necessary hyperlinks don't work ☐ Three or more typos or errors	☐ No attention given to PPT slide backgrounds and transitions, font illegible ☐ Distracting use of embellishments, graphics not connected to topic ☐ 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 with some hesitation	☐ Able to answer half of the questions with hesitation	☐ Unable to answer any questions

**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 Information Technology Project (CIT4081). 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

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.

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 At or Above 2.5					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Bibliography and Support	100%	100%	100%	100%	100%	100%
Organization	83%	100%	100%	100%	100%	96%
Grammar and Spelling	100%	100%	100%	100%	97%	100%
Depth of Information	100%	100%	100%	100%	100%	100%
Clarity of Writing	100%	100%	100%	100%	100%	100%

Conclusions Drawn from Data: Our students are meeting our standards.

Changes to be Made Based on Data: Continue to monitor student results.

Rubrics: MICS Writing Rubric: Next page.

MICS Written Presentation Rubric (12/31/22)

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Bibliography and supporting documents	☐ Multiple references from distinct reputable sources	☐ Most references from distinct reputable sources	☐ Some references from reputable sources	☐ No bibliography or all references from untrusted sites on the internet
	☐ References cited in the body of the document	☐ Some citation of references in the body of the document	☐ Limited citation of references in the body of the document	☐ No citation of references in the body of the document
Organization	☐ Conveys a central theme with all ideas connected, arrangement of ideas clearly related to topic	☐ Conveys a central idea or topic with some ideas connected to the topic	☐ Attempts to focus on an idea or topic with many ideas not connected to the topic	☐ Has little or no focus on central idea or topic
	☐ Clear introduction, body (with sections), and conclusion includes summary and closure	☐ Includes introduction, body and conclusion	☐ Introduction, body, conclusion detectable but not clear	☐ Introduction, body or conclusion absent
	☐ Includes both an abstract and table of contents	☐ Includes abstract and table of contents (one partial and one complete)	☐ Includes partial abstract and partial table of contents	☐ No abstract or table of contents
Grammar and spelling	☐ No use of first-person tense	☐ Few uses of the first-person tense	☐ Several uses of the first-person tense	☐ Written in first-person tense
	☐ No grammatical or spelling errors	☐ Few grammatical and spelling errors	☐ Some grammatical and spelling errors	☐ Many grammatical and spelling errors
Depth of information	☐ Highly accurate and substantive content	☐ Content is accurate, though key concepts are missing	☐ Content is flawed, and/or a significant number of key concepts are missing	☐ Content is significantly flawed and/or content is trivial
	☐ Appropriately synthesizes information from multiple distinct sources	☐ Synthesis of information from at least three distinct sources	☐ Synthesis of information from at least two distinct sources	☐ Summary reporting of information without synthesis
	☐ Draws conclusions and personal insights from synthesis	☐ At least two personal insights or conclusions stated	☐ At least one personal insight or conclusion stated	☐ No personal insights
	☐ Has the minimum number of pages including penalty pages; subject coverage is excellent	☐ Has the minimum number of pages including penalty pages; subject coverage is good	☐ Has the minimum number of pages including penalty pages; subject coverage is adequate	☐ Does not have the minimum number of pages including penalty pages
Clarity of writing	☐ Sentences flow	☐ Good sentence structure	☐ Occasional poor sentence structure	☐ Frequent poor sentence structure
	☐ Smooth transitions between paragraphs	☐ Adequate transitions between paragraphs	☐ Transitions between paragraphs unclear	☐ Lacked transitions between paragraphs
	☐ Any and all terms and acronyms are defined	☐ Most terms and acronyms are defined	☐ Some terms and acronyms are defined	☐ Many terms and acronyms are undefined
	☐ Provides evidence to support points	☐ Lacks support for some points	☐ Provides minimal support for points	☐ Ideas not supported

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 Information Technology Project Seminar (CIT4081). 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 (outstanding) to 1 (unsatisfactory) 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 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 at or Above 2.5					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
References	100%	100%	100%	100%	100%	100%
Citation	100%	100%	100%	100%	100%	100%
Synthesis	100%	100%	100%	100%	100%	100%

Conclusions Drawn from Data: Our graduates are meeting our expectations.

Changes to be Made Based on Data: Continue to monitor the progress.

Rubric: We used the applicable parts of the writing rubric.

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Bibliography and supporting documents	☐ Multiple references from distinct reputable sources	☐ Most references from distinct reputable sources	☐ Some references from reputable sources	☐ No bibliography or all references from untrusted sites on the internet
	☐ References cited in the body of the document	☐ Some citation of references in the body of the document	☐ Limited citation of references in the body of the document	☐ No citation of references in the body of the document
Organization	☐ Conveys a central theme with all ideas connected, arrangement of ideas clearly related to topic	☐ Conveys a central idea or topic with some ideas connected to the topic	☐ Attempts to focus on an idea or topic with many ideas not connected to the topic	☐ Has little or no focus on central idea or topic
	☐ Clear introduction, body (with sections), and conclusion includes summary and closure	☐ Includes introduction, body and conclusion	☐ Introduction, body, conclusion detectable but not clear	☐ Introduction, body or conclusion absent
	☐ Includes both an abstract and table of contents	☐ Includes abstract and table of contents (one partial and one complete)	☐ Includes partial abstract and partial table of contents	☐ No abstract or table of contents
Grammar and spelling	☐ No use of first-person tense	☐ Few uses of the first-person tense	☐ Several uses of the first-person tense	☐ Written in first-person tense
	☐ No grammatical or spelling errors	☐ Few grammatical and spelling errors	☐ Some grammatical and spelling errors	☐ Many grammatical and spelling errors
Depth of information	☐ Highly accurate and substantive content	☐ Content is accurate, though key concepts are missing	☐ Content is flawed, and/or a significant number of key concepts are missing	☐ Content is significantly flawed and/or content is trivial
	☐ Appropriately synthesizes information from multiple distinct sources	☐ Synthesis of information from at least three distinct sources	☐ Synthesis of information from at least two distinct sources	☐ Summary reporting of information without synthesis
	☐ Draws conclusions and personal insights from synthesis	☐ At least two personal insights or conclusions stated	☐ At least one personal insight or conclusion stated	☐ No personal insights
	☐ Has the minimum number of pages including penalty pages; subject coverage is excellent	☐ Has the minimum number of pages including penalty pages; subject coverage is good	☐ Has the minimum number of pages including penalty pages; subject coverage is adequate	☐ Does not have the minimum number of pages including penalty pages
Clarity of writing	☐ Sentences flow	☐ Good sentence structure	☐ Occasional poor sentence structure	☐ Frequent poor sentence structure
	☐ Smooth transitions between paragraphs	☐ Adequate transitions between paragraphs	☐ Transitions between paragraphs unclear	☐ Lacked transitions between paragraphs
	☐ Any and all terms and acronyms are defined	☐ Most terms and acronyms are defined	☐ Some terms and acronyms are defined	☐ Many terms and acronyms are undefined
	☐ Provides evidence to support points	☐ Lacks support for some points	☐ Provides minimal support for points	☐ Ideas not supported

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:
2022-23 and beyond: Annual: Signature assignment on a database in CIT3054 (Database Design)

Before Fall 2022: Annual: Each student will participate in the ETS Proficiency Profile exam.

Criteria for Success:
2022-23 and beyond: 80% of the students should have an average score of at least 2.5 in each of the major areas.

Before Fall 2022: 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:

	Percent of Students at or Above 2.5
	2022-23
Recognition of Relevant Information	64%
Correctness of Query	21%

	Percentage of Students Marginal or Proficient				
	2017-18	2018-19	2019-20	2020-21	2021-22
ETS Proficiency Profile Level 2 Quantitative Reasoning	60%	39%	50%	55%	39%

Conclusions Drawn from Data: The students are not meeting our benchmark. The high degree of variability has led us to look at the skills which are being measured by the ETS

assessment tool. The skills being measured are similar to those that are developed in College Algebra. Because most of our students obtain their mathematics education before coming to PLNU, this does not seem like an accurate assessment of skills that the students are acquiring while at PLNU. This led us to identify a different way to assess student skills.

Changes to be Made Based on Data: The department concluded that the ETS exam is not a good measure of quantitative literacy for students in the field of information technology. We have designed a signature assignment and pilot tested it in the 2022-23 academic year. The questions were placed at the end of the final exam and some of the students didn't attempt them (3 of 23 didn't do either problem, 5 of the 23 students only did one problem), so we were left with incomplete data. We will adjust the placement of the questions in the final exam for the next academic year and see if that improves the results both in terms of the number of people who complete the problems and the time that students spend on the problems.

Rubrics
ETS Proficiency Profile (no rubric involved).

Rubric for the signature assignment is on the following page.

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

Learning Outcome: Students will collaborate effectively in teams.

Outcome Measure: CIT3034 Signature Assignment – evaluation of group while working on a project.

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 2.5				
	2018-19	2019-20	2020-21	2021-22	2022-23
Contributes to team meetings	100%	98%	96%	95%	100%
Encourages team members	95%	96%	95%	92%	100%
Contributes individually outside of team meetings	97%	95%	91%	89%	100%
Attitude	100%	98%	96%	93%	100%
Fosters constructive team climate	100%	98%	95%	96%	100%
Responds to conflict	100%	98%	97%	96%	100%

Conclusions Drawn from Data: The students are doing well in teams.

Changes to be Made Based on Data: Continue to make use of group activities throughout the curriculum.

MICS Teamwork Rubric

Definition

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

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet unsatisfactory (cell one) level performance.

The purpose of this is to evaluate individual team members. Although no team member will ever see your evaluation of them, please take it seriously.

Directions:
- **Do not put your own name anywhere on this form, the evaluations are to be anonymous.**
- **Please write the name of the person you are evaluating here ……………………………._____**
- **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 performance.**

	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Contributes to team meetings	☐ Helps the team move forward by articulating the merits of alternative ideas or proposals.	☐ Offers new suggestions to advance the work of the group.	☐ Shares ideas but does not advance the work of the group.	☐ Sits quietly in team meetings and does not contribute.
Encourages members of the team	☐ Actively seeks to find opportunities to encourage all members of the team.	☐ Offers encouragement to all members of the team.	☐ Offers words of encouragement to friends.	☐ Does not offer words of encouragement to anyone.
Individual contributions outside of team meetings	☐ Completes all assigned tasks by deadline; work accomplished is thorough. Proactively helps other team members complete their assigned tasks.	☐ Completes all assigned tasks by deadline; work accomplished is thorough.	☐ Completes all assigned tasks by deadline.	☐ Does not complete all assigned tasks by deadline.
Attitude	☐ Demonstrates (comments, facial expressions, etc.) a negative attitude **rarely** and helps others to become more positive.	☐ Demonstrates (comments, facial expressions, etc.) a negative attitude **rarely**.	☐ Demonstrates (comments, facial expressions, etc.) a negative attitude **less** often than a positive attitude.	☐ Demonstrates (comments, facial expressions, etc.) a negative attitude **more** often than a positive attitude.

Fosters constructive team climate	☐ Supports a constructive team climate by doing **all** of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.	☐ Supports a constructive team climate by doing <u>any</u> <u>**two**</u> of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.	☐ Supports a constructive team climate by doing <u>any</u> <u>**one**</u> of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.	☐ Supports a constructive team climate by doing **none** of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.
Responds to conflict	☐ Identifies and acknowledges conflict and acknowledges that relationships can be damaged. Seeks to restore relationships.	☐ Identifies and acknowledges conflict and acknowledges that relationships can be damaged.	☐ Identifies and acknowledges conflict but will not acknowledge that relationships can be damaged.	☐ 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 CIT4034 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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Case 1	100%	75%	95%	84%	86%	71%
Case 2	80%	58%	76%	68%	51%	71%
Case 3	100%	92%	92%	94%	72%	79%

Conclusions Drawn from Data: The students seem to be consistently meeting our benchmarks for Case 1 and Case 3. They appear to struggle with Case 2. The 2022-23 cohort missed the benchmark in all areas but it was a matter of 1 or 2 students.

Changes to be Made Based on Data: We made some adjustments to the questions and will continue to monitor progress. One of the projects for the 2022-23 academic year is to look at Case 2 to determine if there is a problem with the assessment itself or if it is pointing to some gap in our program. We saw improvements in Case 2 in 2022-23. We will see if the adjustments lead to sustained improvement in the 2023-24 academic year.

Rubric:

CIT4034 - Ethics 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 it 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 it 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.