

**Assurance of Student Learning  
2019-2020**

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Computer Information Technology 555	
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*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*

**Student Learning Outcome 1: Validation of student mastery of CIT technical domains**

<b>Instrument 1</b>	<b>DIRECT</b> measures of student learning
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<b>Met</b>	Not Met
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**Student Learning Outcome 2: Examination of student mastery of CIT technical domains**

<b>Instrument 1</b>	<b>DIRECT</b> measures of student learning
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<b>Met</b>	Not Met
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**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

Some students discount the value of the assessment process and therefore do not take the surveys seriously. One student recently interviewed stated that she was in a hurry and gave random answers on the surveys. While it is not possible to force students to be conscientious, the program will strive to persuade them to be more conscientious by communicating how important the surveys are for program improvement, and that program improvement benefits current as well as past students.

## Student Learning Outcome 1

<b>Student Learning Outcome</b>	<b>Validation of student mastery of CIT technical domains.</b>												
<b>Measurement Instrument 1</b>	DIRECT measure of student learning: All CIT students are given six assessments in the entry course CIT 300, then again in the exit course AMS 490. The assessments, which are similar to certification exams, cover the technical domains of database, hardware, networks, programming, security, and technology management. Scores are associated with each student, which allows for pairwise comparison. Even so, because ~75% of CIT students transfer with an AAS in IT, they only take four required courses, of which three represent the technical domains. The rest (seven courses) are elective. Thus, it is difficult to draw specific conclusions about individual domain assessment gain scores since different students take different electives that may or may not support learning in a specific domain. As a result, we also validate student mastery of the CIT technical domains through an aggregate gain score of CIT technical domain assessments.												
<b>Criteria for Student Success</b>	For success, a minimum aggregate percentage gain score of 30% should be achieved.												
<b>Program Success Target for this Measurement</b>	An aggregate percentage gain score of 36% was achieved.	<b>Percent of Program Achieving Target</b>	As an aggregate, 100% of the program achieved the target.										
<b>Methods</b>	<p>For the period of 2019 through 2020, 18 students completed AMS490 and six CIT domain assessments including database, hardware, networks, programming, security, and technology management. These scores were then compared to their entry assessments in CIT300. Percentage gain scores were calculated for each, and an average derived:</p> <table style="margin-left: 20px;"> <tr> <td>Student Count:</td> <td style="text-align: right;">22</td> </tr> <tr> <td>Max gain score %:</td> <td style="text-align: right;">101</td> </tr> <tr> <td>Min gain score%:</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Avg gain score %</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Std Dev:</td> <td style="text-align: right;">25.2</td> </tr> </table> <p>It should be noted that the wide deviation in domain gain scores can be attributed to students discounting the value of the exams and thereby providing invalid answers either in the entry class, exit class, or both. In extreme cases, native gain scores were omitted (N=4).</p>			Student Count:	22	Max gain score %:	101	Min gain score%:	2	Avg gain score %	30	Std Dev:	25.2
Student Count:	22												
Max gain score %:	101												
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Std Dev:	25.2												
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>										
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)													
Some students discount the value of the assessment process and therefore do not take the surveys seriously. One student recently interviewed stated that she was in a hurry and gave random answers on the surveys. While it is not possible to force students to be conscientious, the program will strive to persuade them to be more conscientious by communicating how important the surveys are for program improvement, and that program improvement benefits current as well as past students.													
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)													
It is not clear if the previous actions of offering new courses were fruitful from an AOL perspective; the average gain score decreased from 36% to 30%. However, given the very broad demographic of CIT students, it is probably not unusual. Furthermore, exit surveys reflect that many students are very pleased with the program.													
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)													

All CIT students are assessed in their first semester while taking CIT 300, and in their last semester while taking AMS 490.

### Student Learning Outcome 2

<b>Student Learning Outcome</b>													
<b>Measurement Instrument 1</b>	DIRECT measure of student learning: It is difficult to draw specific conclusions about individual CIT domain assessment scores since different students take different electives that may or may not support learning in a specific domain. Even so, a significant change in an individual domain assessment score average could indicate issues in that domain's curriculum or delivery. As a result, we also validate student mastery of the CIT technical domains through a satisfactory individual CIT technical domain assessment averages.												
<b>Criteria for Student Success</b>	For success, a minimum average gain score for any specific domain will be greater than 15%.												
<b>Program Success Target for this Measurement</b>	The lowest individual domain percentage gain score was 30%, which exceeds target	<b>Percent of Program Achieving Target</b>	All domain assessments averaged better than a 15% gain score.										
<b>Methods</b>	<p>For the period of 2019 through 2020, 22 students completed AMS490, and all of them completed six domain assessments including database, hardware, networks, programming, security, and technology management. These scores were then compared to the student's entry assessments in CIT300. Percentage gain scores were calculated for each domain:</p> <table style="margin-left: 20px;"> <tr> <td>Domain Count:</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Max gain score %:</td> <td style="text-align: right;">70</td> </tr> <tr> <td>Min gain score %:</td> <td style="text-align: right;">26</td> </tr> <tr> <td>Avg gain score %:</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Std Dev:</td> <td style="text-align: right;">30</td> </tr> </table>			Domain Count:	6	Max gain score %:	70	Min gain score %:	26	Avg gain score %:	30	Std Dev:	30
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Max gain score %:	70												
Min gain score %:	26												
Avg gain score %:	30												
Std Dev:	30												
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>		<b>Met</b>	<b>Not Met</b>										
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)													
Some students discount the value of the assessment process and therefore do not take the surveys seriously. One student recently interviewed stated that she was in a hurry and gave random answers on the surveys. While it is not possible to force students to be conscientious, the program will strive to persuade them to be more conscientious by communicating how important the surveys are for program improvement, and that program improvement benefits current as well as past students.													
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)													
It is not clear if the previous actions of offering new courses were fruitful from an AOL perspective; the maximum and minimum domain scores were similar to last period. However, given the very broad demographic of CIT students, it is probably not unusual. Furthermore, exit surveys reflect that many students are very pleased with the program.													

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

All CIT students are assessed in their first semester while taking CIT 300, and in their last semester while taking AMS 490.