Macon State's School of Information Technology
Assessment Results Summary - Cycle Fall 2011 - Spring 2012

Student Outcome #1: Identify and apply current technical concepts in the core information technologies

Performance Indicators	Source of Assessment	Summary of the Results	Actions to be Taken
1. Analyze an information system 2. Design & develop an information system 3. Implement an information system 4. Evaluate an information system	4750	The outcome was assessed in an online section of 4750. The target for performance for each Performance Indicator was 85% and was achieved.	The faculty is satisfied that the results represented the rigor with which the curriculum supported the outcome. There are 15 courses where students are provided an opportunity to learn, practice, develop and get feedback on their performance related to the outcome and the students' performance reflects their success as the application of their skills increased in complexity as they moved through the curriculum. No further actions will be taken at this time.

Student Outcome #2: Define, analyze, and apply information system requirements in local and global environments

Performance Indicators	Source of Assessment	Summary of the Results	Actions to be Taken
1. Demonstrates proper identification of the information systems problem. 2. Analyze and develop appropriate information systems requirements for the given problem. 3. Evaluate final product based upon stated requirements.	3155	The outcome was assessed in one online section and one on-campus section of 3155. The target for performance for each Performance Indicator was 80% and was achieved in both sections.	The faculty is satisfied that students met the performance standards for the outcome. It is noted that the difference between on-line and on-campus students was negligible. Although the students achieved the outcome, the faculty recommends that the assessment be modified to make the distinction between local and global. The faculty in the nine supporting courses (2320, 2380, 3235, 3245, 3280, 3300, 3310, 4200, and 4750) will review the scoring rubric, share it with students, and continue to provide students feedback on their performance.

Student Outcome #3: Design, implement, and administer effective IT solutions based on user requirements

Performance Indicators	Source of Assessment	Summary of the Results	Actions to be Taken
1. Design an effective IT solution based on user requirements. 2. Implement and administer an effective IT solution based on user requirements.	3245	The outcome was assessed in one online section and one on-campus section of 3245. The target for performance for each Performance Indicator was 80% and was achieved in both sections.	The faculty decided not to recommend any changes at the time. However, the faculty who are teaching the supporting courses (2260, 2270, 2320, 2380, 3155, 3235, 3236, 3280, 3300, and 4750) will review the scoring rubric with students so they can see the expectations for performance. The rubrics will also be reviewed to see if any changes need to be made in the next cycle of data collection. In the review of the data it was noted that although the performance of the on-line students was below that of the on-campus students, the number of students is so small as to be insignificant in the overall findings. However, this result will be monitored over time.

Student Outcome #4: Use appropriate project management methods in the creation of an effective IT project plan

Performance Indicators	Source of Assessment	Summary of the Results	Actions to be Taken
1. Apply knowledge of the nine knowledge areas in project management (integration, scope, time, cost, quality, risk, communication, human resources, and procurement) in the creation of an effective IT project plan. 2. Apply knowledge of the five project management processes (initiation, planning, executing, controlling and monitoring, and closing) in the creation of an effective IT project plan.	3300	The outcome was assessed in one online section and one on-campus section of 3300. The target for performance for each Performance Indicator was 80% and was achieved in both sections.	The faculty found that there were areas of weakness in the students' performance. The areas of cost, quality, procurement, and control and monitoring are areas of concern for the on-campus students and the areas of cost, communication and planning for the on-line students. Although the number of students is small, it was decided that faculty teaching the two supporting courses (3155, 4750) would emphasize these areas and review the scoring rubric with students so they can see the expectations for their performance. Because "cost" is a concern in both delivery modes, this will be area of focus in all courses. Faculty teaching on-line and on-campus courses will review the rubrics and discuss the specific areas of concern and how delivery methods might be altered to improve student learning. Additional on-line resources will be explored to assist students with their performance in the area of concern.

Student Outcome #5: Describe and apply best practices and standards in IT applications

Performance Indicators	Source of Assessment	Summary of the Results	Actions to be Taken
1. Discuss appropriate best practices and standards for specified task. 2. Design, develop, & implement a project that utilizes best practices and standards appropriate to the discipline.	3280	The outcome was assessed in one online section and one on-campus section of 3280. The target for performance for each Performance Indicator was 80% and was achieved in the online section. In the on-campus section, the target for performance was achieved for the first Performance Indicator "Discuss appropriate best practices and standards for specified task". As for the second Performance Indicator, the students scored 78%, just slightly below the target for performance of 80%. When the students' scores from both sections are combined, the target for performance for each Performance Indicator was achieved.	The evidence is that the program met the performance target. Because the two indicators are at different performance levels, i.e., different levels of complexity, (Indicator #1 "comprehension" and Indicator #2 "application"), it was anticipated that there would be a difference in student performance. However, faculty will monitor the progress of students toward achieving Indicator #2 in the support courses (2260, 2270, 2320, 2380, 3155, 3235, 3236, 3245, 3300, 3310, 4200, and 4750) and provide students with feedback so they can improve on Indicator #2. The scoring rubric will be modified to collect data on each of the performances included in the Indicator #2: design, develop, and implement. This will enable faculty to be more focused in the evaluation of student performance. Analysis of the current data indicates that the overall difference between on-line and on-campus performance was insignificant.

Student Outcome #6: Identify and apply IT methods used to protect the confidentiality, integrity, and availability of information and its delivery systems

Performance Indicators	Source of Assessment	Summary of the Results	Actions to be Taken
1. Demonstrate comprehension of the confidentiality, integrity, and availability of information systems. 2. Analyze the confidentiality, integrity, and availability of an information system. 3. Evaluate the confidentiality, integrity, and availability of an information system.	4200	The outcome was assessed in one online section and one on-campus section of 4200. The target for performance for each Performance Indicator was 80% and was achieved in both sections.	The targets were met on each of the performance indicators for both on-line and on-campus students. Expected performance is progressive in that indicators move from basic (comprehension) to advanced (evaluate) so we would anticipate that the overall performance of students would decrease as the cognitive level became more advanced. The data does not reflect this expectation as the lowest scores are at the comprehension level--although the numbers of students are small to make any definitive evaluation. This is something to monitor in the next data collection cycle.

Student Outcome #7: Identify and incorporate relevant ethical, legal, security, and social issues in a technology environment

Performance Indicators	Source of Assessment	Summary of the Results	Actions to be Taken
1. Identify ethical, legal, security and social issues in information technology. 2. Incorporate ethical, legal, security and social solutions in information technology. 3. Evaluate ethical, legal, security, and social issues and solutions in information technology.	4205	The outcome was assessed in one online section and one on-campus section of 4205. The target for performance for each Performance Indicator was 85% and was achieved in both sections.	The review of the results indicates that the performance targets have been met for each of the indicators. In looking at the sub-indicators, it was noticed that the online section performed better in two sub-indicators – identify social issues and incorporate social issues. It should be noted that the population sample for the on-campus section was low. The faculty will make sure that the population sample for the next assessment cycle for this student outcome will increase. At this time faculty in each of the supporting courses (2215, 2380, 3235, 3245, 3280, 3310, 4200, and 4750) will emphasize the areas of most weakness and share the scoring rubric with students so they can see how they will be evaluated. Performance will be monitored for improvement.

Student Outcome #8: Work effectively in teams to develop IT based solutions

Performance Indicators	Source of Assessment	Summary of the Results	Actions to be Taken
1. Contributes to the team project/work. 2. Demonstrates responsibility in performing tasks. 3. Values other team members.	4750	The outcome was assessed in an online section of 4750. The target for performance for each Performance Indicator was 85% and was achieved.	Based on the scores, the program achieved the targets set for student performance in the on-line section. The data for on-campus sections will be analyzed in the next cycle of assessment. Until that time, no further action will be taken.

Student Outcome #9: Communicate effectively both orally and in writing

Performance Indicators	Source of Assessment	Summary of the Results	Actions to be Taken
1. Writing fully addresses the assignment and is well organized and easy to understand. 2. Writes sentences that are grammatically correct. 3. Demonstrates an understanding of the material and conveys completeness. 4. Speaks using good communication skills.	3235	The outcome was assessed in one online section and one on-campus section of 3235. The target for performance was 80% and was achieved in three of the four Performance Indicators in both sections. Combined performance for one Performance Indicator, "Writes sentences that are grammatically correct" was 59%, was below the target for performance. The online section scored higher at 65%; the on-campus section scored 55%. The online students scored higher than the on-campus students in all Performance Indicators, including #4 - Oral Communications.	The following action will be taken in regard to performance indicator #2 "*Writes sentences that are grammatically correct*". 1) Faculty in the supporting courses will review the scoring rubric with students and give them feedback on the use of grammar in their writing and consider having writing as a part of the grade for the assignment; and 2) Encourage students who were at the "unsatisfactory" level to take their papers to tutors for assistance. The topic of writing effectiveness will also be discussed at a future faculty meeting to develop a strategy for all courses where students have a writing assignment. It is believed that if students know that writing is important they will be more careful and deliberate about using good writing skills. Before the next cycle of summative data collection, student performance in the supporting courses (3155, 3310, and 4750) will be monitored to see that students are making progress in improving their writing skills.

Student Outcome #10: Recognize the need for lifelong professional development

Performance Indicators	Source of Assessment	Summary of the Results	Actions to be Taken
1. Identify the importance of professional development. 2. Analyze the different avenues for professional development. 3. Create a plan to achieve professional development.	3310	The outcome was assessed in one online section and one on-campus section of 3310. The target for performance for each Performance Indicator was 85% and was achieved in the online section. However, in the on-campus section, the target for performance was not achieved for any of the three Performance Indicators. Because of this, when the students' scores from both sections are combined, the target for performance for each Performance Indicator was not achieved.	It is noted that the students in the on-line sections met the target on all indicators. The performance of on-campus students will continue to be monitored for improvement. The assessment plan for this student outcome will be distributed to the students at the beginning of the class and the instructor will emphasize the importance of the assessment and the scoring rubric. Faculty teaching the supporting courses (2215, 330, 4200, and 4750) will emphasize the importance of continued professional development. Faculty will encourage and remind students about the importance of participation in professional organizations and continued education after graduation. The Advisory Board will be asked to suggest outside speakers who might be available to address students about membership in professional societies and continued education after graduation.