

Florida State College at Jacksonville

Detailed Assessment Report 2014-2015 Computer Information Technology (AS) (POS 2153) (DE) As of: 8/14/2015 08:33 PM EASTERN (Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission Statement

The mission of the Information Technology Associate of Science degree is to prepare students to enter or advance in the field of information technology by combining traditional college education with hands-on training and internship. The curriculum integrates technical skills, general education knowledge and breadth of knowledge in the information technology field that prepares students for a respected entry-level through advanced career as a developer, software engineer, programmer-analyst, customer support specialist, database developer, or web developer.

Goals

G 1: Technical Certificate Database Development Specialist (DE, L)

To assess student learning outcomes in the embedded technical certificate program Database Development Specialist (POS 6955).

G 2: Technical Certificate Computer Programming Specialist (DE)

To assess student learning outcomes in the embedded technical certificate program Computer Programming Specialist (POS 6956).

G 3: Technical Certificate Information Technology Analysis

To assess student learning outcomes in the embedded technical certificate program Information Technology analyst (POS 6281).

G 4: Technical Certificate Info Tech Support Specialist

To assess student learning outcomes in the embedded technical certificate program Information Technology Support Specialist (POS 6280).

G 5: Technical Certificate Web Development Specialist (DE)

To assess student learning outcomes in the embedded technical certificate program Web Development Specialist (POS 6954).

G 6: Associate Degree

To assess student learning outcomes in the AS Computer Information Technology (2153) program.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Demonstrate problem solving abilities (2012-2013)

Demonstrate problem-solving abilities and critical thinking skills by performing appropriate configuration, design, assessment, and/or solutions to information technology-related problems.

Relevant Associations:

Standard Associations

Distance Education - (DE)

1 For programs in which a student can obtain at least 50% or more of degree requirements via distance education, sampling must be representative and findings and analysis discussed.

College Goals Associations

1.4 Collegewide Goal Four (as of Aug 2014): Provide to students a positive experience in every engagement with the College.

Related Measures

M 1: Internship Employer Surveys

Each semester all Associate Degree and Technical certificate students completing their internship will be evaluated by their internship employer. Employers will then provide feedback on each student's field work and overall internship success, through the completion of the employer survey. The ratings will be based on a scale of 1 (Poor) to 5 (Outstanding). The surveys are provided to the employers by the internship coordinator and are signed and returned upon completion of the internship. For students to successfully complete the internship, surveys must be returned. This instrument will also have employers evaluate the student's success working collaboratively or within a team environment. This class is only taught as a hybrid class, and the data will be analyzed across the hybrid modality.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Employer Internship Survey Update](#)

Target:

95% of the ratings will be at least a 4 (Good) or higher rating.

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[Employer Internship Evaluation](#)

Finding (2014-2015) - Target: Met

The goal for this year was met. The data shows that 27 out of 27 students (100%) received an overall rating of "4" (good) or better on the employer internship evaluation for this year. The data shows that student's scores ranged from 4.07-5.00. The high achievement rates seem to be steady with the survey results.

M 2: Student Confidence Survey - CTS1131

Each semester all Associate Degree and Technical Certificate students will demonstrate confidence in hardware configurations in the CTS1131 course. The students will be given a 7 item survey that requires the student to rate their confidence in performing computer hardware configurations. The 7 areas covered in the survey include: Building a computer from individual components, replacing a hard drive, Upgrading memory, adding a peripheral device, flashing the computer BIOS, Finding answers to computer-related problems to successfully troubleshoot a computer, communicating effectively with someone who has limited computer skills about their computer problem. The five ratings are 1-No Confidence, 2-Low Confidence, 3-Medium Confidence, 4-Medium High Confidence, and 5-High Confidence.

Source of Evidence: Student satisfaction survey at end of the program

Connected Document

[Hardware Configuration Confidence Survey](#)

Target:

85% of students should rate their confidence level as a 4 Medium-High confidence or above.

Connected Document

[Hardware Configuration Confidence Survey](#)

Finding (2014-2015) - Target: Not Reported This Cycle

Not Assessed this Cycle.

M 3: Student Confidence Survey - CTS 1133

Each semester all Associate Degree and Technical Certificate students will demonstrate confidence in performing software configurations in the CTS1133 course. Students in the software (CTS1133) course will be given a 12 item survey that requires the student to rate their confidence in performing computer software configurations. The 12 areas covered in the survey include: Installing an operating system, installing a service pack, Obtaining and installing system drivers, Obtaining and installing peripheral drivers, Making a straight-through network cable, Finding answers to computer-related problems to successfully troubleshoot a computer, Communicating effectively

with someone who has limited computer skills about their computer problem, Creating and configuring a secure wireless network, Accessing a file from a network share located on a remote computer, Given a network number and mask, add a PC or peripheral on a network and manually assigning an IP address, mask, and default gateway, Given a path, locating a file in the Windows environment, and Performing basic troubleshooting and configuration from a command prompt. The five ratings are 1-No Confidence, 2-Low Confidence, 3-Medium Confidence, 4-Medium High Confidence, and 5-High Confidence. 1133

Source of Evidence: Student course evaluations on learning gains made

Connected Document

[Software Configuration Confidence Survey](#)

Target:

85% of students should rate their confidence level as a 4 Medium-High confidence or above.

Connected Document

[Software Configuration Confidence Survey](#)

Finding (2014-2015) - Target: Not Reported This Cycle

Not Assessed this Cycle.

M 4: Hands-on Assessment

Each semester all Associate Degree and Technical Certificate students will be given a pass/fail hands-on assessment in the CTS 1131 course. This assessment will evaluate the students on successfully assembling loose computer components to produce a working computer through the use of their problem solving and critical thinking skills.

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document

[Computer Assembly Assessment](#)

Target:

70% of students will pass the hands-on computer assembly assessment on the first attempt.

Finding (2014-2015) - Target: Not Met

We did not meet our 70 percent objective this year for students taking apart and putting a computer back together again perfectly without assistance. This year 61.18 percent of our students (15 out of 22) successfully completed the disassembly/reassembly without assistance in the Fall 20151 term. The total number of students enrolled during this term was 118^{s1}. Some courses were taught in [hybrid and some face-to-face](#)^{s2}, but no on-line sections. Courses were not taught at off-site locations. During the Fall 20151 term, data was collected only from one section at South Campus. The South success rate was 91.477 percent. The problem is collecting data from all sites even though emails were sent at the beginning and ending of the terms. Most sections are taught by adjuncts and supervisors (program managers and deans) were included in the email to get assistance in data retrieval. The personnel assigned to this class that were emailed were as follows: CSchmidt, Ahoffer, DBaranowski, T.Champagne, and G.Farrar. This continues to be a problem. CTS1131 At a minimum, data will be collected from 25% percent of the students across all campuses. 70 percent of the students will pass the hands-on assessment the first time without any assistance. We did not meet our collection standard or our assessment standard of students successfully disassembling and reassembling a computer perfectly without. Students normally perform high because of the hands-on emphasis placed on this course, but the particular class that was surveyed included several high school students. This population has not part of prior collections and affected the outcome with only one class reporting. All data is from on-campus face-to-face [even though some hybrid sections were available](#)^{s3}. Action plan: We cannot really tell if we met the goal of 70% of all students being able to disassemble/reassemble a computer because of the lack of data across the college. Next year, hybrid and on-line classes will be offered, so we need to ensure that we collect data from all of those classes in a consistent manner.

Related Action Plans (by Established cycle, then alpha):

CTS1131 Plan

The target of collecting data across all campuses was not met. Data was collected across two of the three campuses. Kent Campus had a teacher that was new to the course and that data was not collected. An action item for next year is to be more proactive and engage management support for gathering data across the college.

Implementation Description:

1. C.Schmidt, lead mentor, to send email to all encoded personnel before 20141 term with guidelines for assessment.
2. Support emails from E.Friend, R. Cole, N.Sutton to personnel encouraging them to participate.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome):

Measure: Hands-on Assessment | **Outcome:** Demonstrate problem solving abilities (2012-2013)

Implementation Description: An action item for next year is to be more proactive and engage management support for gathering data across the college.

Responsible Person/Group: Lead Mentor

M 8: Student Job Evaluation Form

Each semester all Associate Degree and Technical Certificate students completing their internships will be evaluated by their internship employer. Employer evaluations provide feedback on each student's field work and overall internship success, as well as providing any areas for improvement. The evaluation will assess the student through two methods. First the student will be given a numerical rating based on a scale from 1 (low) to 25 (high) in the following four areas (Knowledge of Work/Competence, Dependability/Work Ethic, Judgement, Initiative, and Interpersonal/Communications Skills). Second, the employer will provide written comments on the student's ability to demonstrate problem-solving abilities, critical thinking skills, dependability, and work ethic. The evaluations are provided to the employers by the internship coordinator and are returned upon completion of the internship. For students to successfully complete the internship, evaluations must be returned.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Student Job Evaluation Form](#)

Target:

90% of students will rate at 20 or above in each of the four areas.

Connected Document

[Student Job Evaluation Form](#)

Finding (2014-2015) - Target: Met

The goal for this year was met. 27 out of 27 (100%) received an overall rating of 20 or above for the four identified areas rated.

M 11: CGS 1100 Presentation

Associate Degree and Technical Certificate students will complete a PowerPoint presentation by embedding and linking an Excel spreadsheet, a Word outline document, and a query from an Access database. Students complete the presentation by adding specific transitions, animations, and graphics. The students will be evaluated by a rubric.

Source of Evidence: Presentation, either individual or group

Target:

80% of students will average a rating of acceptable or better on the rubric.

Finding (2014-2015) - Target: Not Reported This Cycle

Not assessed this cycle.

M 12: COP 1000 Problem Statement

Associate Degree and Technical Certificate students will be given a problem statement along with example input and output requiring a solution design. Actual problem statement will change from term to term. The students will then be evaluated using a rubric that scores "1" Needs Improvement, "2" Satisfactory, and "3" Outstanding.

Source of Evidence: Project, either individual or group

Target:

75% of students will receive an average score of at least "2" satisfactory.

Finding (2014-2015) - Target: Met

Results from the Coding assignment, students ability to declare an array, populate the array, and traverse the array for a loop, showed that 76.7% of the students passed with the score of satisfactory or higher. Out of 43 students 33 showed themselves proficient.

COP 2220, 2360, 2823, 2837 Course Assessment for Fall 2014-Spring 2015

Campus ALL Ref. No. ALL

Objective	Excellent – 3	Adequate – 2	Unsatisfactory – 1	2 or 3	Total	Total %
	Exceeds Requirements	Meets Requirements	Does not meet minimum requirements	Proficient		
1. Demonstrate Problem Solving Abilities	Students are able to: Given a problem statement describing specifications of a business program, they are able to develop a detailed algorithm that will execute successfully with no errors.	Students are able to: Given a problem statement describing specifications of a business program, they are able to develop an algorithm that will execute successfully with minor errors.	Students are unable to: Given a problem statement describing specifications of a business program, they are able to develop an algorithm that will execute successfully with minor errors.			
Total:	19	11	11	30	41	73.2%
4. Proficiency in Programming	Students are able to: Declare an array Populate the array with a while loop Traverse the array with a for loop that will execute successfully while not exceeding the size of the array and with no errors.	Students are able to: Declare an array Populate the array with a while loop Traverse the array with a for loop that will execute successfully with minor errors.	Students are unable to: Declare an array Populate the array with a while loop Traverse the array with a for loop that all execute successfully with minor errors.			
Total:	18	15	10	33	43	76.7%
Overall %:						75.0%

SLO 2: Ability to plan and prepare documentation (2012-2013)

Students will be able to demonstrate the ability to plan, research, and provide appropriate documentation and communication that covers all phases of the software development life cycle to ensure successful implementation of information technology project.

Relevant Associations:

Standard Associations

Distance Education - (DE)

1 For programs in which a student can obtain at least 50% or more of degree requirements via distance education, sampling must be representative and findings and analysis discussed.

College Goals Associations

1.4 Collegewide Goal Four (as of Aug 2014): Provide to students a positive experience in every engagement with the College.

SLO 3: Ability to perform in teams (2012-2013)

Students will demonstrate the ability to function effectively in a team environment.

Relevant Associations:

Standard Associations

Distance Education - (DE)

1 For programs in which a student can obtain at least 50% or more of degree requirements via distance education, sampling must be representative and findings and analysis discussed.

College Goals Associations

1.4 Collegewide Goal Four (as of Aug 2014): Provide to students a positive experience in every engagement with the College.

Related Measures

M 1: Internship Employer Surveys

Each semester all Associate Degree and Technical certificate students completing their internship will be evaluated by their internship employer. Employers will then provide feedback on each student's field work and overall internship success, through the completion of the employer survey. The ratings will be based on a scale of 1 (Poor) to 5 (Outstanding). The surveys are provided to the employers by the internship coordinator and are signed and returned upon completion of the internship. For students to successfully complete the internship, surveys must be returned. This instrument will also have employers evaluate the student's success working collaboratively or within a team environment. This class is only taught as a hybrid class, and the data will be analyzed across the hybrid modality.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Employer Internship Survey Update](#)

Target:

95% of students will be identified by the employer as successfully working within a team environment.

Connected Document

[Employer Internship Survey Update](#)

Finding (2014-2015) - Target: Met

The goal for this year, of 95% of students being identified as working successfully in a team environment, was met with a percentage of 100% of students rated meeting the goal. 27 out of 27 (100%) that were rated all received the rating "5".

SLO 4: Proficiency in programming (2012-2013)

Students will demonstrate proficiency in creating basic programming code structures.

Relevant Associations:

Standard Associations

Distance Education - (DE)

1 For programs in which a student can obtain at least 50% or more of degree requirements via distance education, sampling must be representative and findings and analysis discussed.

College Goals Associations

1.4 Collegewide Goal Four (as of Aug 2014): Provide to students a positive experience in every engagement with the College.

Related Measures

M 7: Coding Assignment

Each semester all Associate Degree and Technical Certificate students will complete a programming assignment that will be evaluated using a rubric. The rubric will rate the student's programming assignment as 1-needing improvement, 2-satisfactory, or 3-outstanding.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

75% of students should receive an overall assignment score of satisfactory or higher.

Finding (2014-2015) - Target: Not Met

Results from the Coding assignment, which tests a students ability to develop a detailed algorithm from a problem statement describing the specifications of a business program, showed that 72.5% of the students passed with the score of satisfactory or higher. Out of 164 students 119 showed themselves proficient.

COP 1000 Course Assessment for Fall 2014

Campus ALL Ref. No. ALL

Objective	Excellent – 3	Adequate – 2	Unsatisfactory – 1	2 or 3	Total	Total %
	Exceeds Requirements	Meets Requirements	Does not meet minimum requirements	Proficient		
	Students are able to:	Students are able to:	Students are unable to:			

1. Demonstrate Problem Solving Abilities	Given a problem statement describing specifications of a business program, they are able to develop a detailed algorithm that will execute successfully with no errors.	Given a problem statement describing specifications of a business program, they are able to develop an algorithm that will execute successfully with minor errors.	Given a problem statement describing specifications of a business program, they are able to develop an algorithm that will execute successfully with minor errors.			
Total:	84	35	45	119	164	72.6%
4. Proficiency in Programming	Students are able to: Declare an array Populate the array with a while loop Traverse the array with a for loop that will execute successfully while not exceeding the size of the array and with no errors.	Students are able to: Declare an array Populate the array with a while loop Traverse the array with a for loop that will execute successfully with minor errors.	Students are unable to: Declare an array Populate the array with a while loop Traverse the array with a for loop that all execute successfully with minor errors.			
Total:	83	35	45	118	163	72.4%
Overall %						72.5%

Related Action Plans (by Established cycle, then alpha):

Programming Assignment

The action plan for increase in efficiency will make sure students are aware of the computer lab open hours, and to create more pre-testing assessments to better assess students ability.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome):

Measure: Coding Assignment | **Outcome:** Proficiency in programming (2012-2013)

Implementation Description: The action plan for increase in efficiency will make sure students are aware of the computer lab open hours, and to create more pre-testing assessments to better assess students ability.

Projected Completion Date: 05/2016

Responsible Person/Group: Lead COP Faculty

M 12: COP 1000 Problem Statement

Associate Degree and Technical Certificate students will be given a problem statement along with example input and output requiring a solution design. Actual problem statement will change from term to term. The students will then be evaluated using a rubric that scores "1" Needs Improvement, "2" Satisfactory, and "3" Outstanding.

Source of Evidence: Project, either individual or group

SLO 5: Students will demonstrate professionalism (2012-2013)

Students will demonstrate the ability to conduct themselves in a professional manner in a corporate setting.

Relevant Associations:

Standard Associations

Distance Education - (DE)

1 For programs in which a student can obtain at least 50% or more of degree requirements via distance education, sampling must be representative and findings and analysis discussed.

College Goals Associations

1.1 Collegewide Goal One (as of Aug 2011): Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual collaboration

Related Measures

M 1: Internship Employer Surveys

Each semester all Associate Degree and Technical certificate students completing their internship will be evaluated by their internship employer. Employers will then provide feedback on each student's field work and overall internship success, through the completion of the employer survey. The ratings will be based on a scale of 1 (Poor) to 5 (Outstanding). The surveys are provided to the employers by the internship coordinator and are signed and returned upon completion of the internship. For students to successfully complete the internship, surveys must be returned. This instrument will also have employers evaluate the student's success working collaboratively or within a team environment. This class is only taught as a hybrid class, and the data will be analyzed across the hybrid modality.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Employer Internship Survey Update](#)

Target:

95% of students will rate at 4 or above in each of the four identified areas.

Connected Document

[Student Job Evaluation Form](#)

Finding (2014-2015) - Target: Met

The goal for this year was met. 27 out of 27 (100%) received an overall rating of 20 or above for the four identified areas rated.

M 8: Student Job Evaluation Form

Each semester all Associate Degree and Technical Certificate students completing their internships will be evaluated by their internship employer. Employer evaluations provide feedback on each student's field work and overall internship success, as well as providing any areas for improvement. The evaluation will assess the student through two methods. First the student will be given a numerical rating based on a scale from 1 (low) to 25 (high) in the following four areas (Knowledge of Work/Competence, Dependability/Work Ethic, Judgement/Initiative, and Interpersonal/Communications Skills). Second, the employer will provide written comments on the student's ability to demonstrate problem-solving abilities, critical thinking skills, dependability, and work ethic. The evaluations are provided to the employers by the internship coordinator and are returned upon completion of the internship. For students to successfully complete the internship, evaluations must be returned.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Student Job Evaluation Form](#)

Target:

90% of students will rate at 20 or above in each of the four areas.

Connected Document

[Student Job Evaluation Form](#)

Finding (2014-2015) - Target: Met

The goal for this year was met. 27 out of 27 (100%) received an overall rating of 20 or above for the four identified areas rated.

SLO 6: Research and Report (2012-2013)

Students will demonstrate the ability to use internet resources and tools to find information that is relevant to real world problems.

Relevant Associations:

Standard Associations

Distance Education - (DE)

1 For programs in which a student can obtain at least 50% or more of degree requirements via distance education, sampling must be representative and findings and analysis discussed.

General Education/Core Curriculum Associations

3 Information Literacy

College Goals Associations

1.4 Collegewide Goal Four (as of Aug 2014): Provide to students a positive experience in every engagement with the College.

Related Measures

M 10: Internet Written Assignment

Associate Degree and Technical Certificate students will complete a written assignment that will be evaluated using a rubric. The rubric will rate the student's assignment on a pass or fail basis.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

80% of students will receive a pass rating for the Internet written assignment.

Finding (2014-2015) - Target: Not Reported This Cycle

Not Assessed this cycle.

SLO 7: Managing a Project (2012-2013)

Students will demonstrate the ability to manage an IT project including producing reports, updates, and a project review.

Relevant Associations:**Standard Associations****Distance Education - (DE)**

1 For programs in which a student can obtain at least 50% or more of degree requirements via distance education, sampling must be representative and findings and analysis discussed.

College Goals Associations

1.4 Collegewide Goal Four (as of Aug 2014): Provide to students a positive experience in every engagement with the College.

Analysis Questions and Analysis Answers**1. (ALL PROGRAMS AND UNITS) Describe up to three of the most significant/important improvements in your program or unit.**

What primary changes are you making to improve student learning (in academic programs and academic/student support services units) or improve achievement of unit outcomes (for non-academic units and academic/student support services units) as a result of the findings?

When looking at the 2153 program three of the most important improvements have been the transition of the internship course under Professor Sebens Masline. Professor Masline has been able to put time and effort in improving the course in order to make sure students are getting the most efficient experience when finishing up the program. The second improvement was the curriculum/course outline reviews conducted this year, which allowed us to deactivate not only courses that have not been offered in years, but to also take the time to reassess our curriculum as well. The third improvement has been the alignment of our introduction programming courses to utilize the same text in all the courses college wide. This has allowed to better assessment data and has allowed us to better understand issues students may be having as the progress through the programming track.

2. (ACADEMIC PROGRAMS AND ACADEMIC/STUDENT SUPPORT SERVICES UNITS ONLY) How do your outcome assessment findings differ by modality ("face-to-face," hybrid, and distance education program delivery) and by location (if program is offered at off-campus locations or on more than one campus or center)? Please discuss the assessment data results and action plan college-wide and per campus, center, distance education, dual enrollment, and military education, if applicable.

From the review of the assessment data, there doesn't seem to be any significant difference of note when it comes to modality or location. There were differences in past easements, but the work of the program to eliminate discrepancies in the information that is taught, through consistency in book adoption and assessment tools used, have seemed to eliminate the differences.

3. (ACADEMIC PROGRAMS ONLY) How have results been disseminated and discussed with advisory committee? Were all curriculum changes discussed with the Program Advisory Committee before submission to the Curriculum Committee?

All curriculum changes were presented and discussed with advisory committees before changes were made.

4. (ALL PROGRAMS AND UNITS) Who was involved in the development of the plan/report?

The plan/report was a unified effort of all IT faculty college-wide and the program manager over the 2153 program.

5. (ACADEMIC PROGRAMS AND ACADEMIC/STUDENT SUPPORT SERVICES UNITS) In assessment plan development and implementation, what process did you use to ensure sampling of all campuses, centers, high school dual enrollment, distance education, and military education, if applicable to your program?

The ensuring of sample data to include multiple modalities and locations was done through the planning meetings that included all the faculty representing multiple campuses. The plan utilized assessment tools that all faculty agreed to utilize in the courses that were used for the assessment. The tools were also shared and utilized with the adjunct faculty as well.