Central Washington University
Information Technology and Administrative Management (ITAM) Department
www.cwu.edu/it-management
2011-12 Assessment of Student Learning Department and Program Report

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College of Education and Professional Studies

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Assessment of Student Learning Department and Program Report
College of Education and Professional Studies

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Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: *2011-2012*
College or Support Area: *College of Education and Professional Studies*
Department or Program: *Information Technology and Administrative Management (ITAM)*

Check here if your assessment report covers all undergraduate degree programs: [*X*]
Check here if your assessment report covers all graduate degree programs: [   ]

1. What student learning outcomes were assessed this year, and why?
In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

The ITAM Department uses a number of planning processes and strategic tools to facilitate and maintain continuous assessment, feedback, and improvement. Several department strategic planning retreats are used each year to address the curriculum and program goals. The results lead to curriculum that is updated often by dedicated and motivated faculty and staff.

Planning and evaluation is also a normal part of each by-weekly department meeting. Faculty and chair analysis of student SEOIs including narrative comments and reflection papers provide feedback of specific course content and effective teaching. Yearly planning for CWU accreditation assessment provides the venue for healthy discussion and improvement, as well as for review and improvement on assessment feedback. The ITAM Advisory Board insures that the ITAM department is meeting the needs of the students and industry. The ITAM department continues to be positioned well for meeting industry needs with high demand programs.

Finally, as this report is being prepared, the ITAM department had a strategic planning meeting on Monday, December 3 which has resulted in revisions to our 2012-13 curriculums and proposed initiatives for additional high demand areas. We have much to celebrate as we recognize that our strategic plans are working with over 650 ITAM students in the department and a conservative forecast of over 700 students in the near future!

Our department assessed three programmatic outcomes this year. Please note that we also included, as an append supplement, the ITAM general education course IT101 assessment as well as the CWU Student Learning Outcome Assessment Plan Preparation Form. The three programmatic outcomes included:

1. Students will demonstrate the ability to apply knowledge of technology and management skills appropriate to the discipline. This goal is related to CWU goal 1: Maintain and strengthen an outstanding academic and student life. The goal is also related to the college goals 1 and 2: Provide an outstanding academic and professional growth experience for students at all CWU locations, and Prepare students to participate in an increasingly diverse economy and environment.   This goal was chosen because our department wanted to know

whether students are learning the knowledge, skills, and attitudes necessary to be successful in their chosen career.

2. Students will demonstrate the ability to analyze a problem, and identify and define the requirements appropriate to its solution. This goal is related to CWU goal 1: Maintain and strengthen an outstanding academic and student life. The goal is also related to the college goals 1 and 2: Provide an outstanding academic and professional growth experience for students at all CWU locations, and Prepare students to participate in an increasingly diverse economy and environment.   This goal was chosen because our department wanted to know whether students are learning the knowledge, skills, and attitudes necessary to be successful in their chosen career.

3. Students will demonstrate the ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs. This goal is related to CWU goal 1: Maintain and strengthen an outstanding academic and student life. The goal is also related to the college goals 1 and 2: Provide an outstanding academic and professional growth experience for students at all CWU locations, and Prepare students to participate in an increasingly diverse economy and environment.   This goal was chosen because our department wanted to know whether students are learning the knowledge, skills, and attitudes necessary to be successful in their chosen career.

2. How were they assessed?

In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

A) What methods were used?
B) Who was assessed?
C) When was it assessed?

1. The program goal "Students will demonstrate the ability to apply knowledge of technology and management skills appropriate to the discipline" was evaluated through the course IT 260 Integrated IT Applications Projects -- (Winter 2012 quarter) – through a student Microsoft capstone project. Students are assessed on Word, Excel, and Access. Our minimal level of mastery was to have at least 75% of the students assessed score at 75% or higher. Thirty-two (32) students were assessed with twenty-six (26) students passing at 75% or better in all three areas. The goal of 75% was met.

2. The goal that "Students will demonstrate the ability to analyze a problem, and identify and define the requirements appropriate to its solution" was evaluated through the course ADMG424 Administrative Management Policy -- (Winter 2012 quarter) – where students had to perform strategic planning tools using (1) Vision and strategy, (2) EFE and CPM, (3) IFE and Financial analysis, (4) SWOT analysis, and (5) Risk assessment. Our minimal level of mastery was to have at least 75% of the students assessed score at 75% or higher. Twenty (21) students were assessed with seventeen (17) students passing at 75% or better in all five areas. The goal of 75% was met.

3. The goal that "Students will demonstrate the ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and

organizational needs" was evaluated through the course IT 468: Projects in Database --
(Fall 2011 and Winter 2012 quarters) – where students had to analyze the business needs
thoroughly and create a conceptual Entity Relationship (E-R) model to represent the
entities and relationships involved. Our minimal level of mastery was to have at least 75%
of the students assessed score at 75% or higher. A total of forty-seven (47) students were
assessed with forty-one (41) students passing at 75% or better. The goal of 75% was met.

3. What was learned?

In answering this question, please report results in specific qualitative or quantitative terms, with
the results linked to the outcomes you assessed, and compared to the standard of mastery
(criterion) you noted above. Please also include a concise interpretation or analysis of the results.

1. Students will demonstrate the ability to apply knowledge of technology and management skills
appropriate to the discipline.

Overall, students performed well on all there areas of the Microsoft suite – Word, Excel, and Access.
The goal was to attain within all three areas 75% or better.   As a foundation class to all ITAM
courses, students must have the basic skills and knowledge of Microsoft suite to prepare for
advance ITAM courses. The goal is not to be at 75% or more proficiency in just one area, but in all
three areas. We have met that goal.

2. Students will demonstrate the ability to analyze a problem, and identify and define the
requirements appropriate to its solution.

Students were assessed on five areas under this outcome. They were tested on their ability to
identify strategic characteristics and analyze degree of integrations to a vision statement and a
mission statement.; identify key external environments, critical success factors, and internal
environments (factors) influencing corporate operations and strategies; identify key financial items
in order to assess the liquidity, profitability, leverage, turnover, and profit trends; identify main
risks in the current business environments and strategies; and make suggestions based on all
assessments above. They met the expectations of this outcome.

3. Students will demonstrate the ability to design, implement, and evaluate a technology system,
process, component, or program to meet desired customer and organizational needs.

Students were assessed on their ability to analyze the Entity Relationship (E-R) model representing
the entities and relationships involved in a relational database design. Conceptually, this is a
challenge for most students, let alone business professional and experts in information technology.
Overall, the students exceeded the goal of 75%.

4. What will the department or program do as a result of that information?
In answering this question, please note specific changes to your program as they affect student
learning, and as they are related to results from the assessment process. If no changes are planned,
please describe why no changes are needed. In addition, how will the department report the results
and changes to internal and external constituents?

1. Students will demonstrate the ability to apply knowledge of technology and management skills appropriate to the discipline: We have met our goals. However, ITAM faculty and staff continually monitor the goals and outcomes of our programs and courses. We are looking at using more case studies in the IT 260 Integrated IT Applications Projects to bridge the gap between skills sets and business applications.

2. Students will demonstrate the ability to analyze a problem, and identify and define the requirements appropriate to its solution. We have met our goals. ITAM students are challenge to perform strategic planning especially tools using (1) Vision and strategy, (2) EFE and CPM, (3) IFE and Financial analysis, (4) SWOT analysis, and (5) Risk assessment. We will continue to teach and assess these areas.

3. Students will demonstrate the ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs. We have met our goals. We continue to represent the needs of industry with our IT 468 curriculum. Based on the faculty retreat and advisory board, no changes are necessary at this time.

5. What did the department or program do in response to the feedback from last year's assessment report?
In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

Last year was the Five Year program review for ITAM. The culmination of the previous five years has allowed us to aggressively and pragmatically develop, implement, and monitor strategic goals meeting the customer demands. This has resulted in a new ITAM Master's degree and a second ITAM location in Hebeler Hall to accommodate our faculty and students. We continue to build our brand and add value through excellent teaching and advising.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

Nothing! Thanks!

General Education Supplemental – Spring 2012 IT101 Computer Applications Assessment Findings and Data Analysis

Student skills were assessed and reviewed in five areas: Word, Excel, Access, PowerPoint, and Information Literacy. In spring 2012, all sections of IT101 met the department benchmark (75% of students attaining 75% or higher) except Information Literacy. In late Fall 2012, the department began exploring reasons for students not meeting the Information Literacy benchmarks.

Outcome	Assessment	% of Students Attaining Score of 75% or Higher on Exams (Weighted average of all sections)	Benchmark met?
Demonstrate an understanding of how to use Microsoft Word to create, edit, and format documents, including the use of graphics and tables	Word skills exam administered with myitlab Assessment software	WORD=78%	Yes
Demonstrate an understanding of how to use Microsoft Excel to create, edit, and format worksheets and cells; create and use basic formulas; and create and format charts	Excel skills exam administered with myitlab assessment software	EXCEL=79%	Yes
Demonstrate an understanding of how to use Microsoft Access to create databases, tables, forms, and reports; and query databases	Access skills exam administered with myitlab assessment software	ACCESS=79%	Yes
Demonstrate an understanding of how to use Microsoft PowerPoint to create and format slide presentations	PowerPoint skills exam administered with myitlab assessment software	POWERPOINT=82%	Yes
Demonstrate an understanding of Information Literacy	Information Literacy exam component of myitlab assessment software	INFO LIT=68%	No

CWU Student Learning Outcome Assessment Plan Preparation Form

BS and BAS in Information Technology and Administrative Management
(Common Core same Specialization Courses)
NOTE: Student Learner Outcomes Mapped to 2007-2008 ABET Accreditation Learner Outcomes and Retail
Management and Technology and Administrative Management Outcomes

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses – population)**	When Assessed (term, dates) ***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
1. (a) An ability to apply knowledge of technology and management skills appropriate to the discipline. **Identified ITAM Class for Assessment** **IT 260**	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Capstone Project	Students	Winter Quarter 2012 – one section	75% of the students will satisfactorily pass at 75% or better their first attempt at the IT260 capstone project for Microsoft Word, Excel, and Access
2. (b) An ability to analyze a problem, and identify and define the requirements appropriate to its solution. **Identified ITAM Class for Assessment** **ADMG 424**	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Strategic Planning Tools Capstone Project	Students	Winter Quarter 2012 – one section	75% of the students will satisfactorily pass at 75% or better their first attempt of the strategic planning tools using (1) Vision and strategy, (2) EFE and CPM, (3) IFE and Financial analysis, (4) SWOT analysis, and (5) Risk assessment.
3. (c) An ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs. **Identified ITAM**	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	Entity Relationship (E-R) model	Students	Fall Quarter 2011 – one section and Winter Quarter 2012 – one section	75% of the students will satisfactorily pass at 75% or better their first attempt of analyzing business needs and create a conceptual Entity Relationship (E-R) model (5) Risk assessment.

Classes for Assessment IT 468		economy and environment.					

GUIDELINES:
*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature
 **Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers – see NWCCU standard 2.B.2)
 ***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)