Central Washington University
College of Education and Professional Studies

Information Technology and Administrative Management (ITAM) Department

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

December 14, 2014

Prepared by Dr. Robert A. Lupton
Central Washington University  
Assessment of Student Learning  
Department and Program Report

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

Academic Year of Report: 2013-2014  
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 often updated by dedicated and motivated faculty and staff.

Planning and evaluation as captured in the ITAM Strategic Plan as a normal part of each bi-weekly department meeting and yearly retreats. 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. We have much to celebrate as we recognize that our strategic plans are working with over 1000 ITAM students in the department and a conservative forecast of over 1100 ITAM students in the near future!

We use direct and indirect approaches to capture the assessment data. Direct measures asked students to display knowledge and skill as they complete the task/instrument (i.e., tests, essays, projects, assignments, etc.). Indirect measures asked students to reflect on learning rather than demonstration (i.e., surveys, focus groups, reflection papers).

The ITAM Assessment Matrix table below, as a guide to maintain consistent assessment, highlights the tools used. In addition, we used the specific learner outcomes assessment matrix for better understanding of our strengths, weaknesses, opportunities and threats. The following table summarizes the instruments that are utilized to collect data, evaluate student learning outcomes and make changes to the ITAM programs and specializations. Today, we are only reporting on three specific SLOs.
<table>
<thead>
<tr>
<th>Instrument</th>
<th>Description</th>
<th>Where Implemented</th>
<th>Schedule</th>
<th>Feedback</th>
<th>Implementation of Change (Adjustment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Evaluation of Instruction Forms (SEOI)</td>
<td>Standardized evaluations pertaining to course and instructor</td>
<td>Completed by students in each course in the program</td>
<td>Every quarter including summers, usually in the last two weeks of the quarter</td>
<td>Summary and individual comments supplied to instructor and ITAM Chair within three weeks</td>
<td>Faculty member adjusts course delivery/content. ITAM Chair, Personnel Committee and the Dean of CEPS may make suggestions</td>
</tr>
<tr>
<td>Exit Questionnaire</td>
<td>Written (online) document completed by graduating seniors any quarter. Pertains to education and pending employment.</td>
<td>Announced in 400 level course in the major and sent by e-mail for those officially scheduled to graduate.</td>
<td>ITAM staff send out e-mails to those officially scheduled to graduate. Quarterly.</td>
<td>Results are summarized and discussed among the faculty and Chair at faculty meetings.</td>
<td>Faculty/program director implement changes for the upcoming academic year</td>
</tr>
<tr>
<td>Focus Group</td>
<td>Conduct a focus group survey with some juniors and seniors, designed to identify program strengths and weaknesses</td>
<td>300 and 400 level courses in the major</td>
<td>Administered each May</td>
<td>Facilitator prepares short written report, results are discussed with faculty at the fall retreat</td>
<td>Faculty/program director implement change for the upcoming academic year</td>
</tr>
<tr>
<td>Advisory Board</td>
<td>12-15 Industry Experts who review and make suggestions for program improvement</td>
<td>Department Chair, staff, and faculty</td>
<td>2-3 times a year in Seattle</td>
<td>Facilitator prepares short written report and results are discussed with faculty at retreats and department meetings</td>
<td>Faculty member adjusts course delivery/content and develop new classes/programs</td>
</tr>
<tr>
<td>Student Learner Outcomes Data</td>
<td>Students will apply the knowledge, skills, and attitudes necessary to be successful in their chosen careers</td>
<td>Classrooms</td>
<td>Quarterly, throughout the courses</td>
<td>Faculty present results at the Fall faculty meeting</td>
<td>Faculty member adjusts content and outcomes</td>
</tr>
<tr>
<td>Alumni Questionnaire</td>
<td>Written (online) survey completed by alumni</td>
<td>E-mail and postage</td>
<td>CWU Testing and Assessment, every five years</td>
<td>Results are summarized and discussed among the faculty and Chair at five year program review retreat</td>
<td>Faculty/program director implement changes for the upcoming 1-5 academic years</td>
</tr>
</tbody>
</table>
Three Programmatic Outcomes for 2013-14

Our department assessed three programmatic outcomes this year.

1. Students will demonstrate the ability to understand professional, ethical, legal, security, and social issues and responsibilities. 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 an 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.

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 understand professional, ethical, legal, security, and social issues and responsibilities” was evaluated through an ITAM core curriculum class
called IT 301 Information Technology Security, Privacy, and Ethics over three academic quarters, multiple sections using a specific discussion question for assessment. Our minimal level of mastery was to have at least 75% of the students assessed score at 75% or higher based on a rubric. In all, 115 students were assessed with 108 students passing at 75% or higher. The goal of 75% was met.

2. The goal that “Students will demonstrate an ability to apply knowledge of technology and management skills appropriate to the discipline” was evaluated through the capstone course RMT 467 Retail Management, offered once a year, where students create a comprehensive final project/paper on a retailer. Our minimal level of mastery was to have at least 75% of the students assessed satisfactorily complete the final paper. Twenty-two (22) students were assessed with 18 (18) students passing at 75% or better based on a rubric. 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 ITAM core curriculum class IT 468 Projects in Database over three academic quarters, multiple sections using a specific project for assessment. Our minimal level of mastery was to have at least 75% of the students assessed satisfactorily complete the final project. A total of 138 students were assessed with 134 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 understand professional, ethical, legal, security, and social issues and responsibilities.

Overall, students performed well on internet privacy. As an ITAM core curriculum class, this is an important area for all ITAM graduates as they secure leadership roles in industry. At least 75% of the students assessed score at 75% or higher.

IT 301 Information Technology Security, Privacy, and Ethics

<table>
<thead>
<tr>
<th>Term</th>
<th>Section</th>
<th># of Students Enrolled/Assessed</th>
<th># of Successful Completions (75% or above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 13</td>
<td>001/A01/A02</td>
<td>73</td>
<td>67</td>
</tr>
<tr>
<td>Win 14</td>
<td>001</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Spr 14</td>
<td>001</td>
<td>23</td>
<td>22</td>
</tr>
</tbody>
</table>

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

Overall, students did well on this paper/project. Students were assessed on their ability to integrate all the areas of retail management and technology into a final paper/project. At least 75% of the students assessed score at 75% or higher.

RMT 467 Retail Management (capstone class)

<table>
<thead>
<tr>
<th>Term</th>
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<th># of Students Enrolled/Assessed</th>
<th># of Successful Completions (75% or above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>A01</td>
<td>22</td>
<td>17</td>
</tr>
</tbody>
</table>
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 complete a database project. As an ITAM core curriculum class, this area is one of the top IT skills employers are requesting from ITAM graduates. Overall, students performed well on this assessment. At least 75% of the students assessed score at 75% or higher.

**IT 468 Projects in Database**

<table>
<thead>
<tr>
<th>Term</th>
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<th># of Students Enrolled/Assessed</th>
<th># of Successful Completions (75% or above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>001</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>001</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>A01</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>Winter 2014</td>
<td>A01</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>Winter 2014</td>
<td>A02</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>001</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

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. No changes are planned for the IT301, RMT467, and IT468 course student learner outcomes/assessments. In the past year all three classes, along with other ITAM classes, were assessed by faculty and the ITAM advisory board for relevancy and currency.

2. Internal: Results are shared and discussed with the ITAM faculty and staff. The ITAM Department uses the data to help with strategic initiatives. The results lead to curriculum that is updated often by dedicated and motivated faculty and staff. The data/findings are also discussed when ITAM reviews its Strategic Plan as part of normal by-weekly department meeting and at yearly retreats. Results are conveyed to the university through the yearly SLO report and posted on the CWU web site with a review by an assessment team.

3. External: The data is also shared when appropriate with the ITAM Advisory Board and used when appropriate in ITAM marketing campaigns. Finally, when appropriate, the findings are shared with potential internship employers such as the ability to effectively work on a group project.

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.

Based on last year’s report – we expanded the IT 248 Web Fundamentals to 4 credits from 3 credits to better prepare all ITAM students in the core curriculum for skills demanded by industry. As with all our curriculum, reflection/assessment is ongoing to capture the dynamic world of web design and management.

The IT management and leadership faculty also reviewed the ADMG 372 Leadership and Supervision curriculum/assessments and collaboratively created a new publisher textbook to meet our specific needs.

The ADMG 424 Administrative Management Policy capstone class continues to be reworked to reflect the industry demands including the major team project for in class and online.
ITAM holds at least two faculty/staff retreats a year and two advisory board meetings in Seattle each year to review and make suggestions on programs, curriculum, and SLOs.

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

Note: next year we will have a separate yearly plan for the new MS-ITAM graduate program.

Thanks!