

Detailed Assessment Report

As of: 5/08/2015 04:02 PM EDT

2012-2013 Informatics BS

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

We believe there is great need and opportunity for professionals trained in state-of-the-art information technology with an emphasis on the organizational and human issues of technology. There is an urgent need in our society for graduates with education and experience in informatics, particularly with interdisciplinary skills. Employers want to fill traditional jobs with people who understand the possibilities new technologies promise. Furthermore, employers also want IT people with strong communication and problem-solving abilities. The Informatics core courses and cognate specialty courses ensure that graduates will have a broad understanding of data processing as used in application areas.

Informatics is committed to student learning, innovation, regional engagement, and the interdisciplinary application of technology. These goals are consistent with IU Kokomo's mission to "...enhance the educational and professional attainment of the residents of North Central Indiana..."

Goals

G 1:Problem-Solving

Problem-Solving

G 2:Communication

Communication

G 3:Information Organization and Processing

Information Organization and Processing

G 4:Social/Organizational/Ethical Issue Integration

Social/Organizational/Ethical Issue Integration

G 5:User/Context-Centered Design

User/Context-Centered Design

Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

S 1:Analyze and design a solution to a problem/Comp#1

Students will be able to analyze and design a solution to a problem.

Component: analysis

Criteria: (needed)

Levels of Performance: None, Partial, Complete

S 2:Analyze and design a solution to a problem/Comp#2

Students will be able to analyze and design a solution to a problem.

Component: design

Criteria: (needed)

Levels of Performance: Unsatisfactory, Satisfactory, Exceptional

S 3:Prototype an application design.

Outcome: Students will be able to prototype an application design (flowchart, pseudo code, storyboard, low/high-fidelity prototype). Component: Design

S 4:Utilize a programming language to implement computer software/Comp#1

Students will be able to utilize a programming language to implement computer software..

Component: Coding standards compliance (naming, documentation, etc.)

Criteria: (needed)

Levels of Performance:Does not comply, Complies, Exceeds compliance

Related Artifacts/Objects:

A 1:Students used JAVA to create an application

There were 19 students in the INFO-I 211 class. Five teams with 2-3 students and eight teams with one student each were established. Students created a class project, as well as made live demos and presentations near the end of the semester. 18 out of 19 students developed Android Apps for smart phones. These Android Apps were based on the JAVA programming language. One student worked on a JAVA desktop testing system.

Source of Evidence: Project, either individual or group

Benchmark:

The level of performance where the student programming team creates a program that runs and implements all of the requirements will be considered acceptable. It is anticipated that 90% of the teams will achieve (at least) this performance level.

Findings (2012-2013) - Benchmark: Met

Student performance was very good and above the 90% benchmark. There were 13 projects created during the class.

The project does not meet coding standards: 0/13

The project complies with coding standards: 10/13

The project exceeds coding standards: 3/13

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

For full information, see the *Details of Action Plans* section of this report.

Assess this outcome again next year

Established in Cycle: 2012-2013

As the instructor left the University without providing copies of the assignment or created programs, the remaining instructors ...

S 5:Utilize a programming language to implement computer software/Comp#2

Students will be able to utilize a programming language to implement computer software..

Component: Functionality

Criteria: (needed)

Levels of Performance: Does not run, Runs, but does not implement all requirements, Runs and Implements all requirements, Runs and implements more than required

Related Artifacts/Objects:

A 1: Students used JAVA to create an application

There were 19 students in the INFO-I 211 class. Five teams with 2-3 students and eight teams with one student each were established. Students created a class project, as well as made live demos and presentations near the end of the semester. 18 out of 19 students developed Android Apps for smart phones. These Android Apps were based on the JAVA programming language. One student worked on a JAVA desktop testing system.

Source of Evidence: Project, either individual or group

Benchmark:

The level of performance where the student programming team creates a program that runs and implements all of the requirements will be considered acceptable. It is anticipated that 90% of the teams will achieve (at least) this performance level.

Findings (2012-2013) - Benchmark: Met

Student performance was very good and above the 90% benchmark.

The program does not run: 0/13

The program runs, but does not implement all requirements: 0/13

The program runs and implements all requirements: 10/13

The program runs and implements more than required: 3/13

S 6: Introduce, analyze, support, and defend positions in a written document.

Students will be able to introduce, analyze, support, and defend positions in a written document.

S 7: Deliver an oral presentation on a technical topic.

Students will be able to deliver an oral presentation on a technical topic.

S 8: Understand and utilize digital representations of information for presentation and/or processing.

Students will be able to understand and utilize digital representations of information for presentation and/or processing.

S 9: Organize information in a database.

Students will be able to organize information in a database.

S 10: Organize and categorize information to improve understanding /interpretation of the information.

Students will be able to organize and categorize information to improve understanding and interpretation of the information.AC

S 11: Analyze the social/organizational/ethical issues with the application of technology.

Students will be able to analyze the social/organizational/ethical issues with the application of technology.

S 12: Apply social/organizational issues while designing/developing an information system.

Students will be able to apply social/organizational issues while designing/developing an information system.

S 13: Analyze the user/contextual issues with the application of technology.

Students will be able to analyze the user/contextual issues with the application of technology.

S 14: Apply user/contextual issues while designing/developing an information system.

Students will be able to apply user/contextual issues while designing/developing an information system.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Assess this outcome again next year

As the instructor left the University without providing copies of the assignment or created programs, the remaining instructors wish to assess this outcome another year.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Artifact/Object | Outcomes/Components):

Artifact/Object: Students used JAVA to create an application |

Outcomes/Components: Utilize a programming language to implement computer software/Comp#1

Projected Completion Date: 09/30/2015

Responsible Person/Group: Informatics faculty

Analysis Questions and Analysis Answers

What did you learn about your students' learning from the assessment process in the most recent year?

We learned that the prior instructor suggests that students learned satisfactorily.

How widely and frequently have these results been discussed with your program faculty?

The faculty discussed these results.

What do these results mean for your program?

Encouraging evidence of student learning that needs to be confirmed.

What are your next steps going forward?

The same outcomes/components will be evaluated again next year.