

Information Technology Specialist - Associate of Applied Science - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

No previous recommendations are available to respond to.
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Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Each year data is collected through the program's ITS Certification Review process. The process consists of a hands-on scenario and a portfolio of tasks focused on technical skills and professional practices. Students who apply for graduation are required to perform a hands-on scenario and present a portfolio of work to program faculty. Faculty then analyze evaluation forms from student presentations and evaluation checklists from student performance in the hands-on scenario. Overall, students continue to perform well on these exercises; however, this process helped identify a need to strengthen student knowledge and skills in the area of cloud computing.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

After identifying a need to strengthen student knowledge and skills in the area of cloud computing, the program created the course CITS F245 Cloud Computing Foundations and made it a requirement within the Network and Cybersecurity and the Network and Systems Administration concentrations.
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Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Decline in majors, Decline in degrees awarded, Decline in SCH, Increase in pass rates

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

No equity gaps were identified.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

None

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments and Projects, Internships, Capstone Courses and Projects
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Other or None of these (explain)

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Submission

Submitter & Collaborator Names

Keith Swarner Mel Denning

Submitter Email

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

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Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan

Student Learning Outcomes Assessment Feedback (narrative)

The committee would like to thank you for including the updated 2022-23 SLOA plan. Good SLOA plan. After perusing both SLOA plans for the Certificate and AAS, it is obvious how students are building their learning experiences from one program to the next. Professional skills are assessed on a 4-levels of performance using a rubric. The committee wonders what the differences are between score data sheets and rubrics used differently. This may be interesting additional discussion during your upcoming full program review.
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Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

It would be helpful to see some discussion of the tags regarding student success that you have chosen. The committee feels it would be interesting to see discussion on how the program plans to address equity gaps and finds it confusing to see that the program plans to address equity gaps but also states there are not any identified.
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High-Impact Practices Feedback

The committee recognizes that collaborative learning assignments are a positive high-impact practice. Internships and the capstone course and project are others. These intentional activities support students being ready to enter the workforce as well as the AAS level program.
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UNIVERSITY OF ALASKA FAIRBANKS
2022-2023 Student Learning Outcomes Assessment Plan
Information Technology Specialist, A.A.S.
 Community and Technical College

Expanded Statement of Institutional Purpose	Intended Outcome / Objectives	Assessment Criteria and Procedures	Implementation (Who What When)
MISSION STATEMENT: Prepare individuals to implement, support, and troubleshoot computer and information technology systems and obtain employment as an IT professional. GOAL STATEMENT: Students earning the IT Specialist A.A.S. will develop technical and professional skills in the following areas related to computers and information technology systems: • Computer Technology Support and Troubleshooting • Network and Systems Administration • Cybersecurity • Cloud Computing • Independent Thinking and Research • Human Relations and Technical Support • Professional Practices • Communications, Computation, and Human Relations	1 ITS A.A.S. graduates will have the technical skills required to implement, support, and troubleshoot computer and information technology systems in the following areas: • Client and Server Operating Systems • Computer and Network Security • Network Infrastructure • Cloud Computing • Troubleshooting	Students must successfully complete the following associate-level ITS Certification Review requirements: • Perform a hands-on scenario task to demonstrate proficiency in the technical skills required to implement, support, and troubleshoot computer and information technology systems. Performance on the hands-on scenario will be evaluated using a completion checklist of configurations required within the hands-on scenario task.	What: Completed score sheets for portfolio tasks and hands-on scenario task completion checklists for each student being evaluated. When: Every fall and spring semester. Who: ITS Faculty
	2 ITS A.A.S. graduates will have the professional skills required to implement, support, and troubleshoot computer and information technology systems in the following areas: • Independent Thinking and Research • Human Relations and Support Skills • Professional Practices	Students must successfully complete the following associate-level ITS Certification Review requirements: • Develop a portfolio demonstrating the professional skills required to implement, support, and troubleshoot computer and information technology systems • Present their portfolio to ITS faculty. • Create documentation templates and document work accomplished in a hands-on scenario	What: Completed score sheets for each student being evaluated. When: Every fall and spring semester. Who: ITS Faculty
	3. Students will have the communication, computation, and human relations skills required of an IT support professional.	Professional skills will be evaluated using a rubric that defines four different levels of performance and a score sheet. Communication skills will be assessed by evaluating written communication related to portfolio tasks and the student's portfolio presentation. Computation skills will be assessed by evaluating computation related to portfolio tasks. Human relation skills will be assessed by evaluating student responses to questions asked during the student's portfolio presentation	