

Information Technology Specialist - Certificate - 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:

Topics introducing Cloud Computing have been added to CITS F204 Introduction to Network Support and Administration.

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.

The IT Specialist certificate and associate degree are stackable credentials. This means that 100 percent of the requirements for the certificate can be used to meet associate degree requirements. Most students who begin at the certificate level choose to continue their studies at the associate level and do not choose to pay the additional fees to graduate with their certificate.
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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:

Capstone Courses and Projects

Other or None of these (explain)

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 does have a question and wonders if the score sheets used for the hands on scenario and portfolio tasks work are similar to a consistently used rubric? It would be helpful to include them next time.
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Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

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. It would be helpful to see some discussion of the tags regarding student success that you have chosen. The program identifies one challenge regarding low degrees awarded within the certificate program; stating that it is because students do not pay graduation fees for both the Certificate and AAS; is there some way that the program could solve this problem?

High-Impact Practices Feedback

The committee recognizes that hands-on learning is a positive high-impact practice. The capstone course and project is another. 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
2022-23 Student Learning Outcomes Assessment Plan
Information Technology Specialist, Certificate
 Community and Technical College

Expanded Statement of Institutional Purpose	Intended Outcome / Objectives	Assessment Criteria and Procedures	Implementation (Who What When)
MISSION STATEMENT: Teach students the essential skills required to effectively use and troubleshoot computers and computer applications. GOAL STATEMENT: Students earning the IT Specialist Certificate will develop foundation-level support skills that will prepare them for entry-level IT positions and to continue their education in the IT Specialist A.A.S. degree program.	1. ITS Certificate graduates will have foundation-level technical skills to provide entry-level support and troubleshooting in the following areas: • Operating Systems • Hardware • Networking • Troubleshooting	Students must successfully complete the following certificate-level ITS Certification Review requirements: • Perform a hands-on scenario task to demonstrate proficiency in the foundation-level technical skills required to effectively support and troubleshoot computers and information technology systems.	What: Completed score sheets for portfolio tasks and hands-on scenario task completion checklists for each student being evaluated. When: Every spring semester. Who: ITS Faculty
	2. Students will have the communication, computation, and human relations skills required of an entry-level IT support professional.	Performance on the hands-on scenario will be evaluated using a completion checklist of configurations required within the hands-on scenario task. Communication skills will be assessed by evaluating documentation developed during the completion of the student's hands-on scenario. Computation skills will be assessed by evaluating computation-related tasks required for the hands-on scenario. Human relation skills will be assessed by evaluating student responses to questions asked during the student's completion of the hands-on scenario.	