

Program: _____ BS-CIS _____

Date: _____ 5/30/2012 _____

Completed by: Juyun (Joey) Cho

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2012. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? Please attach a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
Problem Solving	This is the first time	Artifacts collected in CIS 240 (assignment), 271 (project), 289 (case study), 311 (project), and 350 (project),	CIS 240 – 20 individual students CIS 271 – 24 students in 8 groups CIS 289 – 15 individual students CIS 311 – 16 students in 7 groups	Our expected achievement level is that at least 70% of students are at either the "meets expectations" or "exceeds expectations	Overall, students met our expected performance levels. Specifically, for two of the sub-goals, 2.1 (appropriately use	Students are performing at acceptable levels in this area. However, in order to further develop skills and to better standardize processes, the CIS faculty will continue to monitor SLOs.	We will review the literature for pedagogical techniques that help students increase their problem-solving skills, and try to experiment the techniques in some CIS courses during Spring 2013.

			CIS 350 – 15 individual students	" levels.	methods to solve problems) and 2.2 (evaluate business situations), 84% of students evaluated either met or exceeded expectations . For sub-goal 2.3 (develop viable recommendations), 87% of students evaluated either met or exceeded expectations .		
Technology	This is the first time	Artifacts collected in CIS 271 (project), 311 (project), and 350 (project)	CIS 271 – 14 students in 5 groups CIS 311 – 16 students in 7 groups CIS 350 – 15 individual students	Our expected achievement level is that at least 70% of undergraduate students are at either	Overall, students met our expected performance levels. Specifically, for sub-goal, 5.1 (able to	Students are performing at acceptable levels in this area. However, we consider the results that showed 49% of students exceeded	We will discuss how we can improve SLO for sub-goal 5.2.

				the “meets expectations” or “exceeds expectations” levels.	write functional application using objective-oriented concept) and 5.2 (able to design Information Technology solutions), 95% and 72% of students respectively evaluated either met or exceeded expectations .	expectations and 24% met expectations for sub-goal 5.2, needs to be improved.	
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Comments:

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s)	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
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verbatim from the assessment plan.				

Comments:

We have completed our first review cycle in AY 2011-2012 since our program was moved from CEEPS to HSB. We don't have data of the previous academic year to be compared with current one. We will have this section completed and turned in for the next review cycle in June 2013.

	Content (Logic)	Format
High-scoring answer	<ul style="list-style-type: none"> - Functional requirements make sense - Functional requirements should match use cases 	<ul style="list-style-type: none"> - Include all three components: actor, use cases, and system border - Symbols were clearly labeled - The whole diagram looks clean and neat
Medium-scoring answer	<ul style="list-style-type: none"> - Functional requirements somehow make sense - Functional requirements not really match use cases 	<ul style="list-style-type: none"> - Miss at least one of the components: actor, use cases, and system border - Miss some labels
Low-scoring answer	<ul style="list-style-type: none"> - Functional requirements does not make sense - Functional requirements do not match use cases at all 	<ul style="list-style-type: none"> - Miss at least two of the components: actor, use cases, and system border - Miss labels - The whole diagram looks like mess

1. High-scoring answer

- Students' program is working without any errors and
- Students utilized two of more object-oriented concepts such as encapsulation, information hiding, polymorphism, classes/objects, and inheritance (super/child class).

2. Medium-scoring answer

- Students' program is working but has one or two errors and
- Students utilized one of object-oriented concepts such as encapsulation, information hiding, polymorphism, classes/objects, and inheritance (super/child class).

3. Low-scoring answer

- Students' program is not working or
- Students' program is working but has more than 3 errors or
- Students did not utilize any object-oriented concepts such as encapsulation, information hiding, polymorphism, classes/objects, and inheritance (super/child class).

CIS 289

1. High-scoring answer

Students should point to VPN connections as the best solution for secure remote connections and demonstrate an understanding of point-to-point protocol (PPTP) and/or layer 2 tunneling protocol (L2TP) for using VPNs.

2. Medium-scoring answer

Students should point to VPN connections as the best solution for secure remote connections.

3. Low-scoring answer

Students point to an answer other than VPN.

CIS 311

Use the following three-scale assessment guide:

1. High-scoring (3) project has 3 of the following
 - a. All links work
 - b. Footer on every page
 - c. Uses cookies to pass information from page to page
 - d. Has a form to collect information from user
2. Medium-scoring (2) project has 2 of the following
 - a. All links work
 - b. Footer on every page
 - c. Uses cookies to pass information from page to page
 - d. Has a form to collect information from user
3. Low-scoring (1) project has 1 of the following
 - a. All links work
 - b. Footer on every page

- c. Uses cookies to pass information from page to page
- d. Has a form to collect information from user

CIS 350

1. high-scoring answer:
 - a. define all the attributes, entities and relationships correctly and completed all three required elements.
2. medium-scoring answer:
 - a. well defined attributes, entities, and relationships. Minor mistakes on data dictionary, ERD or with incomplete SQL commands.
3. lower-scoring answer:
 - a. incorrect defined attributes, entities, or relationships. Only include part of data dictionary, ERD, or SQL commands.