Colorado State University – Pueblo Academic Program Assessment Report for AY 2013-2014 **Due: June 2, 2014**

Program: BS - CIS **Date:** May 31, 2014

Completed by: Juyun (Joey) Cho

Assessment contributors (other faculty involved in this program's assessment): Yoanna Long, James Ma, Roberto Mejias, Rick Huff, Wayne Martinez, Erin Frew, Bruce Raymond

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 2, 2014. You'll also find the form at the assessment website at http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx.

Please describe the 2013-2014 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2014-2015 based on the assessment process. In Part II, please describe activities engaged in during 2013-2014 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2012-2013. 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 assesse? Please indicate the semester and year.	C. What method was used for assessing the SLO? **Please include a copy of any rubrics used in the assessment process.**	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifact involved.	E. What is the expected achievement level and how many or what proportion of 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 program are planned based on this assessment?
Learning objective 1:	This is the first time.	Artifacts collected in CIS	18 individuals	Our expected	Overall, students	Students are performing at	We will emphasize more on the design techniques

Analysis, design, and implementation and maintenance		432, Senior professional project		achievement level is that at least 70% of students are at either the "meets expectations" or "exceeds expectations" levels.	met our expected performance levels. Specifically, for analysis goal, 100% of students evaluated either met or exceeded expectations. For design goal, 62% of students evaluated either met or exceeded expectations. For implementation and maintenance goal, 78% of students evaluated either met or exceeded expectations	acceptable levels in analysis and implementation & maintenance area. However, students performance in the design area needs to be improved.	such as ER diagram and functional/usability/reliability/performance requirements and continure to monitor SLOs in this area.
Learning objective 2: Communication	This is the first time.	Artifacts collected in CIS 432, Senior professional project	13 individuals	Our expected achievement level is that at least 70%	In oral communication, 100% of students evaluated	Students are performing at acceptable levels in oral and written communication	We will discuss how we can improve SLO in the literacy (grammar, spelling, and punctuation) area.

				of students are at either the “meets expectations ” or “exceeds expectations ” levels.	either met or exceeded expectations in the area of kinetics (body language), organization, subject matter knowledge, articulation, and content clarity & completeness. In written communication, 100% of students evaluated either met or exceeded expectations in the area of subject matter knowledge and logic flow, but 66% of students evaluated either met	area. However, we consider the results that showed 66% of students met or exceeded in the literacy area needs to be improved.	

					or exceeded expectations in the area of literacy (grammar, spelling, and punctuation)		
Learning objective 3: Team skills	This is the first time.	Artifacts collected in CIS 432, Senior professional project	27 individuals	Our expected achievement level is that at least 70% of students are at either the "meets expectations " or "exceeds expectations " levels.	More than 90% of students evaluated either met or exceeded expectations in the area of attending team meetings, participating team discussion, non-meeting discussion (email, online chatting, phone calls), and understanding the project concepts, but 57% of students	Students are performing very well except for the leadership area.	We will discuss how we can improve SLO in the leadership area.

					evaluated either met or exceeded expectations in the area of leadership.		

Comments:

Three rubrics and a curriculum map were created in the AY 2012-2013 and have been revised during the AY 2013-2014. One rubric for the oral and written communication was newly created this year based on our peer institution's examples and the business rubrics distributed at the workshop led by Mary Allen in September 2012. Our learning goals, the curriculum map, and rubrics were evaluated by three business school deans sent by AACSB (Association to Advanced Collegiate Schools of Business) accreditation organization in February, 2014, and our program was successfully approved to join AACSB.

The CIS 432 (Senior professional project) class is a capstone course in our program. Students work as a team on a real-life project requested by local community. Students have completed the eight projects this year including 1) CSUP - Mass communication equipment reservation and checkout system, 2) CSUP-ITS – student tracking and scheduling system, 3) Paws for life – Shelter management system, employee/volunteer tracking/donation tracking system, 4) Debourgh Manufacturing Corporation – Customer order reporting system, 5) Pikes Peak Regional science fair registration system, 6) Moutain States Restoration job control system, 7) Pueblo county software liscense tracking system, and 8) Weisbrod aircraft museum STEM lab web project.

We have conducted senior exit survey in spring 2014 (see senior exit survey and result files) and we will discuss the survey results in our first CIS faculty meeting in fall, 2014.

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) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	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?
N/A	N/A	N/A	N/A	N/A

Comments: We did not assess our program during the AY 2012-2013. We will try to close the loop next year.

CIS Learning Objectives

At the conclusion of the CIS program, students will demonstrate the ability to:

Objective 1. Analyze, design, implement, and maintain an information system.

Objective 2. Communicate clearly in writing and speaking.

Objective 3. Work effectively as a team member for a common purpose.

Objective 4. Identify ethical issues and provide alternatives or solutions.

CIS Learning Objectives 1: Analyze, design, and implement and maintain an information system

April 16, 2013

Date: _____

Rater: _____ **Course: _____ Student: _____**

Evaluation Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Score
Analysis	Shows strong ability to identify what an Information System should do	Shows some ability to identify what an Information System should do	Often fails to identify what an Information System should do	
Design	Shows strong ability to identify how components of an Information System should be implemented and integrated	Shows some ability to identify how components of an Information System should be implemented	Often fails to identify how components of an Information System should be implemented	
Implementation and Maintenance	Shows strong ability to implement, test, debug, and deploy an error-free & completely functioning Information System	Shows some ability to implement, test, debug, and deploy implement an error-free & completely functioning Information System	Often fails to implement, test, debug, and deploy an error-free & completely functioning Information System	

CIS Learning Objectives 2: Communicate clearly in writing and speaking.

November 15, 2013

Date: _____

Rater: _____ **Course: _____** **Student: _____**

Oral Communication Rubric

Evaluation Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	**Score**
Kinetics (Body Language)	Presenter's body language and voice tone demonstrates high confidence and comfort with the subject matter. Presenter demonstrates high confidence, empathy and comfortable interaction with the audience. Presenter gestures are confident, relaxed and natural and match the content and purpose of the presentation. Presenter makes an excellent delivery with a voice that projects enthusiasm, interest and confidence.	Body language and voice tone reflect the presenter's relative comfort and command of the subject matter in interacting with the audience. Presenter uses appropriate gestures and body language that are somewhat confident. Presenter makes a good delivery with some level of confidence in body language and voice modulation.	Body language and voice tone reveal presenter's discomfort and lack of confidence with the subject matter. Presenter reveals a reluctance to interact with the audience. Presenter's body movement is terse and stiff. Presenter may appear fearful or highly nervous of his/her audience. Presenter's body language lacks confidence, and voice projection is often hard to understand.	

Organization	Presenter follows a very clear and logical sequence in their presentation that the audience can follow. Presenter focuses on the defined and critical points of the presentation and provides clear explanations for each point. Presenter provides clear and concise "takeways" and conclusions for the audience.	Presenter follows a logical sequence in their presentation but does not provide any additional information. Presenter uses a "checklist" approach to the presentation material. Presentation structure is adequate and mechanical but lacks strong definition and emphasis.	Presenter offers no logical sequence of information. Presenter does not provide clear explanations and elaborations of the subject matter. Presenter fails to focus on the critical points of the presentation. Presenter does not provide clear and concise conclusions for the audience.	
Subject Matter Knowledge	Presenter clearly demonstrates excellent and in-depth knowledge and confidence with the subject matter. Presenter demonstrates a clear understanding of the details and interconnection links of the elements of the subject matter. Presenter clearly and thoroughly addresses questions from the audience regarding the subject matter.	Presenter reflects a relative comfort with the subject matter. Presenter demonstrates a good understanding of the details and interaction of the elements of the subject matter. Presenter addresses and replies to most questions regarding the subject matter.	Presenter is unclear and not well informed with the subject matter. The presenter appears to be unsure and disorganized in their presentation of the subject material. Presenter may just be repeating facts without understanding details or interaction with other elements of the subject matter. Presenter cannot address basic questions regarding	

	Presenter makes a professional and thorough analysis and presentation to the audience.		the subject matter.	
Articulation (Delivery)	Presenter speaks clearly and loudly enough and for all in audience to hear, at a comfortable rate, makes no grammatical errors, and pronounces all terms correctly and precisely. Presenter is enthusiastic and engaging. Presenter is extemporaneous and natural.	Presenter speaks clearly and loudly enough to be heard by most in audience, at an appropriate rate, (some/rare awkward pauses or halting delivery), makes few grammatical errors, and pronounces most terms correctly with fluid delivery overall.	Presenter mumbles, speaks too quietly to be heard by many in audience, mispronounces words, and makes serious and persistent grammatical errors throughout the presentation. Presenter loses train of thought and is tentative.	
Content Clarity and Completeness	Presenter handles all elements professionally. Presenter develops and supports ideas using well- chosen examples and creative details.	Presenter handles material competently and includes essential information which is factually correct.	Presenter misses two or more essential elements. Presentation contains major factual errors and mis-representations.	

Written Communication Rubric

Evaluation Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Score
Subject Matter Knowledge	Clearly demonstrates excellent and in-depth knowledge of the subject matter. Demonstrates an excellent understanding of the details and interconnection links of the elements of the subject matter.	Demonstrates fair knowledge of the subject matter. Demonstrates a fair understanding of the details and interconnection links of the elements of the subject matter.	Demonstrates poor/inadequate knowledge of the subject matter. Demonstrates a poor understanding of the details and fails to show interconnection links of the elements of the subject matter.	
Literacy (grammar, spelling, punctuation)	No grammar, spelling, punctuation errors and excellent word usage. Writing at expected grade level or above.	Has some grammatical errors, spelling and punctuation errors. Writing at one or two levels below current grade level.	Has many grammatical errors, spelling and punctuation errors. Writing at more than two levels below current grade level.	
Logical Flow	Demonstrates ability to produce professional quality documents (fully footnoted and referenced, with proper cover pages, headings, footings, and table of contents)	Produces documents with minimal professional elements (footnotes, references, cover pages, headings, footings, table of contents)	Produced documents are lacking significant professional elements (footnotes, references, cover pages, headings, footings, table of contents)	
Proper References	Expertly integrates relevant articles, uses correct citations, and references based on certain academic writing styles.	Fairly integrates relevant articles, has some correct citations and references.	Fails to integrate relevant articles, citations, or references.	

CIS Learning Objectives 3: Work effectively as a team member for a common purpose

April, 19 2013

Date: _____

Rater: _____ **Course: _____** **Student: _____**

Evaluation Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	**Score**
Attending team meetings	Attends all team meetings without being late	Attends most team meetings. If likely to be absent or late, informs others ahead of time	Rarely attends team meetings Attendance record is haphazard and inconsistent; may be absent or late without notice	
Participating meeting discussions	Actively participates in discussion and asks questions	Participates in discussions, letting others provide the direction	Observes passively and says little or nothing	
Participating non-meeting discussions, i.e. emails, online chatting, or phone calls	Actively participates in or initiates discussions and project related communication	Participates in discussions, letting others provide the direction	Rarely responds to team project related discussions	
Leadership	Takes a large part in setting group goals and agendas	Takes some part in setting group goals and agendas	Let others set and pursue the agenda	
Understanding of project concepts	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas	Occasionally introduces the information or asks questions	Has limited understanding of the project concepts	

Contributing to the final deliverables. i.e. report, PowerPoint, etc.	Carries own share of the group's responsibilities, and organizes or helps organize final deliverables	Carries own share of the group's responsibilities	Does not fulfill own share	

CIS Learning Objectives 4: Identify ethical issues and provide alternatives or solutions

April 19, 2013

Date: _____

Rater: _____ **Course: _____** **Student: _____**

Evaluation Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	**Score**
Identify ethical issues	Identifies critical and any additional ethical issues	Identifies the critical ethical issues	Identifies no critical ethical issues	
Identify alternative solutions	Identifies multiple alternative solutions	Identifies an alternative solution	Identifies no alternative solutions	
Supply appropriate solutions	Provides multiple appropriate solutions	Provides an appropriate solution	Provides no appropriate solutions	

CIS Senior Exit Survey
Computer Information Systems Program
Spring 2014

A **CIS Program Learning Objectives**

I feel my CIS degree has adequately taught/prepared me for the following areas:

1 Analyze, design, implement and maintain an information system
2 Communicate clearly in writing and speaking
3 Work effectively as a team member for a common purpose
4 Identify ethical issues and provide alternatives or solutions

B **Preparation for a Career in CIS**

1 I feel my CIS degree has adequately prepared me for a job in the CIS field
2 I feel confident in my ability to be successful in a CIS job
3 I have learned everything I need to know to be a good employee in a CIS job
4 Overall, I feel I have the skills and abilities necessary for a successful career in CIS

C **Course Quality and Utility**

Course Description

1 Intro to Word and Windows
2 PowerPoint & Web Publishing
3 Excel Spreadsheets
4 MS Access DBMS

---

5 Computer Information Systems
6 Intro to Java Programming
7 PC Architecture
8 Object-Oriented Analysis & Design
9 Adv. Program Design with Java
10 Network Concepts
11 Intro. to Web Development
12 UNIX Operating Systems
13 Database Systems
14 Senior Profesional Project
15 Senior Seminar
16 Advanced Programming w/ C#
17 IT Security
18 Network Systems Admin
19 Internet Server-Side Programming
20 IT Security Management
21 Computer Forensics
22 Cooperative Education/Internship

Other Course:

23 Principles of Management
24 Project Management
25 Business Communication

26 Other (describe):
27 Other (describe):
28 Other (describe):
29 Other (describe):
30 Other (describe):

	What were the most valuable things you received from your CIS education at CSU-Pueblo?
R1	Base programming, Technical Skills
R2	I've learned that people do people things
R3	I gained more thorough understanding of how information systems can be used together as v
R4	The most valuable things I learned from my CIS education would be ethics
R5	contacts and the ability to communicate with others with & without technical jargon
R6	My ethics and how to carry myself in the world
R7	-
R8	Discipline
R9	Programming and teamwork skills
R10	Programming !!
R11	Knowledge of networks
R12	Communication and verbal skills, soft skills, and a basic foundation of knowledge in CIS
R13	That teamwork is essential
R14	Programming skills
R15	Programming skills
R16	A degree
R17	information that will help me be successful
	Insight into how real business work
	Team work, dedication, commitment, and relationships with professors.
	Be a self learner
	Meeting great teachers and life long networks. I learned so much that tied with other classes

R1	
R2	
R3	
R4	
R5	
R6	
R7	**If you could change ONE thing about the CIS program/department/faculty to improve the c**
R8	Ensure that all teachers ***want*** to teach
R9	Get the computer science major in this school; bring more CIS related teacher
R10	I really would like to see a Web Development course that covers java Script more indept poss
R11	I would highly encourage this degree to emphasize on part of the engineering side and possib
R12	Don't force all to learn pas basic programming, not everyone can program
R13	Better or more labs for CIS major to use with the programs we need
R14	-

R15	I wish we have the network access to do our lab work
R16	Improve the technology here so its not so outdated
R17	More programming language
	Nothing
	Update tech, i.e. browsers/OS's
	That & teach could write code from start to finish
	-
	Have android, apple application programming classes
R1	More hands on activities
R2	More real world ar hands on projects
R3	Don’t get rid of good professors and don’t increase work load of current professors
R4	Improve the amount of hands of experiments
R5	practical learning
R6	Keep professors around for certain areas of study
R7	**Discuss any other improvements that you feel should be made to the CIS curriculum/progr**
R8	Keeping skills being learned current
R9	Stop requiring textbooks that are constantly updated, old texts are nearly the same. I think th
R10	I can't think of any
R11	As previously stated, the engineering aspect of the field as well as much more software deve
R12	Test all professors can take and pass their own test so that students can perceive their teach
R13	More life situation
R14	-
R15	Need more practical classis
R16	Not sure how it is now but PC architecture taught about computers from the 80s and 90s wh
R17	-
	-
	See Aboved
	Upgrade to windows 7 or 8, to teach Mac Applications
	-
	Have application programming
	None
	Keeping up to date with current technology
R1	I would like to have seen more optional CIS classes
R2	The network/wifi, Server maintence
R3	More hands on activities
R4	More hands on with network and security classes less concept more labs
R5	
R6	
R7	**Please list any topics/courses you feel should be included in the CIS program that are not c**
R8	Ruby, more Hardware Labs
R9	Open learning (ask San Nicolas); Computer science courses; The serue only earl gruy tea
R10	AJAX; LINUX server
R11	Algorithm
R12	Utility of the cloud system and new trending technology as well as more forensic courses
R13	-
R14	-
R15	Ethical hacking

R16	More like senior project
R17	Ruby! Frameworks
	-
	Computer ethics/business ethics
	Management Information Systems
	-
	Android/Apple application programming
	App development, smartphone security
	-
	more coding such as older like c, c++
	App development, smartphone security
	-

5	4	**3**	2	**1**	
					Total
4	15	4	1	0	24
8	10	3	1	0	22
11	9	2	1	0	23
10	8	4	1	1	24
6	12	2	2	1	23
11	7	2	1	1	22
6	13	5	2	0	26
8	10	3	3	0	24

Quality					Utility			
5	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**
11	7	3	1	1	12	5	3	0
11	8	2	1	1	11	6	3	0
11	7	2	0	1	11	6	3	0
11	6	4	0	1	7	9	3	1
6	12	6	0	1	6	10	4	1
13	5	5	0	1	13	7	1	1
10	8	5	1	0	8	8	6	0
10	8	7	1	1	8	7	7	0
8	10	6	2	1	8	10	2	1
5	7	9	4	1	7	8	4	1
8	10	3	4	2	10	7	2	0
5	10	6	4	0	6	9	4	2
7	11	7	0	0	7	11	2	0
7	11	3	0	2	7	11	2	0
7	10	4	0	0	10	5	5	0
7	9	5	0	0	7	9	3	0
5	7	5	1	1	7	5	5	0
5	6	2	2	0	6	6	2	0
5	6	4	1	1	6	7	2	1
6	5	2	1	0	6	5	6	0
6	6	5	0	5	6	4	5	0
3	5	6	1	2	8	5	3	0
7	10	2	1	3	7	8	3	0
6	11	3	0	0	5	9	6	0
3	5	2	0	0	5	8	3	0

well as how property install and maintain various platforms

it was amazing

uality of student learning or learning outcomes it delivers, what it would be?

sibly AJAX
oly algorithm

am/faculty to improve the quality of the student learning experience:

nat some courses could be taught without a text (all programming classes)

lopment availability
ers as qualified

ich is useless

urrently taught, or any approaches to teaching you feel should be included:

1
1
1
1
1

0
0
0
0
0
2
2
0
0
0
1
1
0
2
1
0
1
3

0
1
1

CIS Senior Exit Survey
Computer Information Systems Program
Spring 2013

The Computer Information Systems (CIS) Department is interested in your perception of the utility of the education you have received from Colorado State University - Pueblo, specifically in the CIS program. The primary focus of this assessment is on the content and delivery of courses you completed in the CIS Department. Your responses to the following items will have a direct impact on the CIS program and CIS course offerings. The results of this survey will be summarized (your individual response will NOT be identified) and go directly to the CIS program coordinator and the CIS faculty for purposes of evaluation and possible improvements to the CIS curriculum and program.

CIS Program Learning Objectives

Please respond to each of the following items by circling your answer.

Item	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I feel my CIS degree has adequately taught/prepared me for the following areas:					
Analyze, design, implement, and maintain an information system	5	4	3	2	1
Communicate clearly in writing and speaking	5	4	3	2	1
Work effectively as a team member for a common purpose	5	4	3	2	1
Identify ethical issues and provide alternatives or solutions	5	4	3	2	1

Preparation for a Career in CIS

Please respond to each of the following items by circling your answer.

Item	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I feel my CIS degree has adequately prepared me for a job in the CIS field.	5	4	3	2	1
I feel confident in my ability to be successful in a CIS job.	5	4	3	2	1
I have learned everything I need to know to be a good employee in a CIS job.	5	4	3	2	1
Overall, I feel I have the skills and abilities necessary for a successful career in CIS.	5	4	3	2	1

Course Quality and Utility

Please circle your response in each category of Quality and Utility. If you did not take the course described, cross out the course description and leave the response blank.

Course Description	Quality: The level of quality in course content and instruction.					Utility: The level of usefulness of the course content and instruction to your future career.				
	High Quality		Average Quality		Low Quality	High Utility		Average Utility		Low Utility
Intro to Word & Windows	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
PowerPoint & Web Publishing	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Excel Spreadsheets	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
MS Access DBMS	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Computer Information Systems	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Intro to Java Programming	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
PC Architecture	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Object-Oriented Analysis & Design	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Adv. Program Design with Java	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Network Concepts	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Intro. to Web Development	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
UNIX Operating Systems	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Database Systems	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Senior Professional Project	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Senior Seminar	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Advanced Programming w/ C#	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
IT Security	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Network Systems Admin	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Internet Server-Side Programming	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
IT Security Management	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Computer Forensics	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Cooperative Education/Internship	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Other Courses:										
Principles of Management	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Project Management	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**

Business Communications	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Other (describe):_____	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Other (describe):_____	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Other (describe):_____	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Other (describe):_____	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
Other (describe):_____	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**

Please respond to each of the following questions:

What were the most valuable things you received from your CIS education at CSU-Pueblo?

If you could change ONE thing about the CIS program/department/faculty to improve the quality of student learning or learning outcomes it delivers, what would it be?

Discuss any other improvements that you feel should be made to the CIS curriculum/program/faculty to improve the quality of the student learning experience:

Please list any topics/courses you feel should be included in the CIS program that are not currently taught, or any approaches to teaching you feel should be included:

THANKS for your feedback!
Your perspective on the CIS program will have a direct and immediate impact on the quality of the program.

	1 - Analyze, Design	2 - Written/Oral	3 - Team Skills	4 - Ethics
CIS 100 Intro to Word & Windows				
CIS 103 PowerPoint & Web Publishing				
CIS 104 Excel Spreadsheets				
CIS 105 MS Access DBMS				
CIS 150 Computer Information Systems		x (I) Research Paper		x (I) Case Study
CIS 171 Intro to Java Programming	c,d (I) homework			
CIS 185 PC Architecture	a,d (I) in-class lab exercise	x (I) Oral Presentation	x	
CIS 240 Object-Oriented Analysis and Design	a,b (I) Homework, Exam			
CIS 271 Adv. Program Design with Java	b,c,d (D) Project		x (D) No artifact	
CIS 289 Network Concepts	a,b (D) Case Projects	x (D) Paper, Presentation		x (D) Exam
CIS 311 Introduction to Web Development	a,b,c,d (D) Individual Project, Group Project		x (D) Group Project	
CIS 315 UNIX Operating System	c,d (D) Homework, Exam, quiz			x (D) No artifact
CIS 350 Database Systems	a,b,c (D) Quiz, Homework, Exam, Project	x (D) Project Report, Presentation	x (D) Peer Review	x (D) No artifact
CIS 432 Senior Professional Project	a,b,c,d (M) Team Semester Project	x - written (M) Oral(M) Team Project Document & Presentation	x (M) Semester Project	x (M) Case Study
CIS 493 Senior Seminar		x (M) Case Study		x (M) Case Study

a. analyze, b. design, c. implement, d. maintain

I: Introductory, D: Developing, M:Mastery

CIS 100, 103, and 104 are core for all business students so,
it's not suitable to include them in CIS student-only assessment