

Assessment: Assessment Unit Four Column

Program - Computer Information Systems

Mission Statement: The CIS Program will provide superior learning opportunities in the area of information technology, utilizing state-of-the-art technology, for both CIS majors and non CIS majors to enable all students to achieve their career and/or educational goals.

<i>Outcomes</i>	<i>Assessment Tools</i>	<i>Results</i>	<i>Actions</i>
Computer applications and technology - Learn to use computer applications and technology to enhance productivity in the workplace. Outcome Status: Active Outcome Type: Curricular Start Date: 09/01/2010	Direct - Exams, projects, portfolios. Need to work on rubrics to assess this outcome in various courses. Benchmark: 70% Schedule: 9/1/2010	Action Status: No Action Required Result Type: Inconclusive Intro to Computer Concepts and Applications not assessed (05/21/2022) Action Status: Action Complete Result Type: Benchmark Met 5% scored a 1. 23% scored a 2. 38% scored a 3. 35% scored a 4. 73% of 40 students scored above a 2. We met the benchmark but will be working with future students in their application of knowledge. (05/22/2020) Action Status: Action Complete Result Type: Benchmark Met FY2015 84% of students met the benchmark of 70% (05/19/2015) Action Status: Action Plan in Progress Result Type: Benchmark Met Instrument: Microsoft Office Production Tests in the Introduction to Computer Concepts/Applications course. Percentage of Students that met the benchmark of 70% of these tests. Fall 2011 - 68%; Spring 2012 - 84%; Fall 2012 - 92%; Spring 2013 - 85%; Fall 2013 - 92%. We are not sure why we have had so many students meet the benchmark. Perhaps the benchmark is too low. We do not feel that students are coming into the course with better skills. We one instructor dealing with cancer since Spring 2012 and one instructor retiring, the benchmark has not been	

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		changed. However, we look to move it up to 80% at the close of the spring 2014 semester. (05/09/2014)	
		Action Status: Action Plan in Progress Result Type: Inconclusive 68% of students met benchmark of 80% (06/07/2013)	Action: MS Office Production Tests in Intro to Computin (06/07/2013)
		Action Status: Action Plan in Progress Result Type: Inconclusive Exams and projects were done in classes but no formal assessment was completed. Creation of a rubric would make the assessment for this outcome easier. (05/23/2011)	
Evaluate technological concepts - Evaluate technological concepts related to computers and information systems Outcome Status: Active Outcome Type: Curricular Start Date: 09/01/2010	Directly related to Objective	Action Status: Action Complete Result Type: Benchmark Met On campus instructors are having less than 40% of student make 80% or higher on the post test. More than 90% of students do better on post test. (06/30/2010)	
	Direct - Intro to Computer Concepts/Apps pre and post test.	Action Status: No Action Required Result Type: Inconclusive Intro to Computer Concepts and Applications did not assess the pre and post tests as this course is no longer required to attain an Associates of Science degree. (05/21/2022)	
	Benchmark: 80%		
	Schedule: Start Date: 9/1/2010	Action Status: Action Complete Result Type: Directional Improvement The pre-test scores were 44% and 53%. The post-test scores were 76% and 81% respectively. Instructors strive to encourage students to do the best they can on the post-test in order to meet and supersede the benchmark. (05/22/2020)	
		Action Status: Action Plan in Progress Result Type: Benchmark Not Met THE BENCHMARK IS NOT 80%. AS STATED LAST YEAR, IT NEEDS TO BE CHANGED TO 70%. FY2015 only 30% of the students met the benchmark of 70%. It was a year of the 'entitled' student... Next year, there will be a mandatory percentage grade given for BOTH pre and post tests. (05/19/2015)	
		Action Status: No Action Required Result Type: Benchmark Met Instrument: An internal direct assessment using pre/post	

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		<p>tests administered to all Introduction to Computer Concepts/Applications students on the first and last day of semester). Percentage of Students that met the benchmark of 70% of these tests. (BENCHMARK IS 70% NOT 80%)</p> <p>Fall 2010 - 38%; Spring 2011 - 42%; Fall 2011 - 38%; Spring 2012 - 49%; Fall 2012 - 56%; Spring 2013 - 61%; Fall 2013 - 59% (Percentage of Students who met benchmark of 70%)</p> <p>For the most part, we have seen a rise in the percentage of students who have met the benchmark. We believe we have seen an overall increase (except in Fall 2011) due to splitting up the concepts sections and covering them throughout the semester. We feel this has increased retention of the material.</p> <p>We have continued to spread the concepts content throughout the semester.</p> <p>No additional action taken due to the positive results. (05/09/2014)</p>	
		<p>Action Status: Action Plan in Progress</p> <p>Result Type: Benchmark Not Met</p> <p>61% met benchmark on post. (06/07/2013)</p>	<p>Action: Post test Spring 2013 (06/07/2013)</p>
		<p>Action Status: Action Plan in Progress</p> <p>Result Type: Inconclusive</p> <p>The pre and post tests are given to every CS1203 class on campus and outreach, every semester. Results from these tests are reviewed by Mindy and Janice and changes to curriculum are made if necessary. These results are kept in Mindy's office. (05/23/2011)</p>	
<p>Employment and Transfer Skills -</p> <p>Possess the necessary skills for entry-level employment in information systems or be admitted to an Information Systems program at a 4 year institution.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Curricular</p> <p>Start Date: 09/01/2010</p>	<p>Direct - Develop rubric which assesses student skill level in each of four CIS degree emphasis areas.</p> <p>Schedule: 9/1/2010</p>	<p>Action Status: Action Plan in Progress</p> <p>Result Type: Benchmark Met</p> <p>Using CS2263 (9 students), CS1423 (8 students) , CS2313 (5 students), and CS2303 (5 students) and using the Critical Thinking Skill Set C to assess skills for entry-level employment, I found that 2 students ranked at 2, 11 students ranked at 3 and 9 students ranked 4. The benchmark is 70% of the students would be at a 3 or higher. 74.07% of students reached this goal. (05/21/2022)</p>	
		<p>Action Status: Action Complete</p> <p>Result Type: Directional Improvement</p> <p>See results in attached chart (05/19/2015)</p>	

Outcomes	Assessment Tools	Results	Actions
		<p>Related Documents: CIS Program Outcome #5.docx</p> <hr/> <p>Action Status: Action Plan in Progress Result Type: Benchmark Met Instrument is simply data collected by the CIS program coordinator, faculty, and the Institutional Research and Data Analyst personnel. Benchmark is 80% of students meeting transfer and employment goals. We had 100% of the AS Graduates transfer successfully. We had 100 % of the AAS/Certificate graduates working in their field of study. CIS faculty are doing a good job of retention and follow-up. Articulations are put in place and students are using them. Advisory board is a great asset for helping students find jobs after graduation. Keep working with the Institutional Research and Data Analyst department to track student. Continue to do manual follow-ups through exit interviews, phone calls, and email. https://www.dropbox.com/s/ymxw3bk5nlu0uh8/Word%20Table%20for%20tracking%20enrollment_transfer_employment%20March%202014.docx (05/16/2014)</p> <hr/> <p>Action Status: Action Plan in Progress Result Type: Inconclusive CIS instructors work with local businesses, advisory board, and visit with four year institutions about requirements for work and transfer, however, we have not addressed this in a formal assessment manner. (05/23/2011)</p>	
<p>Social and ethical issues - Recognize the social and ethical issues which face professionals in the field of information technology, and thus be able to contribute to society in a positive and productive manner. Outcome Status: Active Outcome Type: Curricular Start Date: 09/01/2010</p>	<p>Indirect - Need to develop a rubric for instructional evaluation of this outcome Benchmark: Will determine when developing the rubric in the fall. Schedule: 9/1/2010</p>	<p>Action Status: Action Plan in Progress Result Type: Benchmark Not Met Using CS1903 (10 students) and Information Literacy -Uses information in a legal and ethical manner, I had 3 students score a 2, 2 students score a 3 and 2 students score a 4. The minimum score I was looking for was 70% or higher of students achieving a score of 3 or better. 30% of students scored less than a 3 and 40% scored a 3 or better. (05/21/2022)</p>	

Outcomes	Assessment Tools	Results	Actions
		<p>Action Status: Action Complete</p> <p>Result Type: Benchmark Met</p> <p>See Attached form.</p> <p>Privacy 1 - 84% and 89%</p> <p>Privacy 2 - 78% and 84%</p> <p>Accuracy 1 - 91% and 94%</p> <p>Accuracy 2 - 92% and 93%</p> <p>Property - 86% and 90%</p> <p>NEW Benchmark is 80% (05/19/2015)</p> <p>Related Documents:</p> <p>CIS Program Outcome #5.docx</p>	
		<p>Action Status: Action Plan in Progress</p> <p>Result Type: Inconclusive</p> <p>We do activities in classes that address this outcome but with a rubric, we would be more likely to do formal assessments. (05/23/2011)</p>	
<p>Critical thinking - Enhance critical thinking skills by ensuring vocabulary for course projects are covered prior to start of project.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Curricular</p> <p>Start Date: 09/01/2010</p>	<p>Direct - Portfolios. Develop rubric to assess the outcome in CIS core courses.</p> <p>Schedule: 9/1/2010</p>	<p>Action Status: Action Plan in Progress</p> <p>Result Type: Benchmark Met</p> <p>Using CS1903(10 students), CS1423 (8 students), CS2313 (5 students), CS1303 (8 students), CS2303 (5 students) and CS1002 (2 students), I found that only 7.89% of students scored below a 3 in the Skill Set A that was used to assess these courses. 52.63% scored a 3 and 39.47% scored a 4 for a total of 92.11% scored a 3 or above. This assessment will be reviewed and adjusted to indicate more applicable results. The score placed on these courses was 70% students would score a 3 or 4. (05/21/2022)</p> <p>Action Status: Action Plan in Progress</p> <p>Result Type: Inconclusive</p> <p>This outcome was not reviewed during FY2015. Again, the CIS program needs to look at this outcome and decide how to formally report on this outcome. (05/31/2016)</p> <p>Action Status: Action Plan in Progress</p> <p>Result Type: Inconclusive</p> <p>Outcome 4 - Critical Thinking: At the conclusion of the program, the student will demonstrate critical thinking skills by choosing and utilizing the appropriate and most efficient skills and trends in the computer tech industry to remedy real-world problems presented to them.</p>	

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		<p>The instructors have been doing critical thinking exercises but not relating them directly to our outcome.</p> <p>We will be reviewing this in the fall of 2014 to narrow the focus to those courses that would best represent this outcome (05/16/2014)</p> <hr/> <p>Action Status: Action Plan in Progress</p> <p>Result Type: Inconclusive</p> <p>Results were submitted online - no I didn't keep a copy (06/07/2013)</p> <hr/> <p>Action Status: Action Plan in Progress</p> <p>Result Type: Inconclusive</p> <p>We have not started the process of one portfolio showing all the students work. We just started individual critical thinking assessments this semester. (05/23/2011)</p> <hr/> <p>Action Status: Action Plan in Progress</p> <p>Result Type: Benchmark Not Met</p> <p>Using CS1723 (7 students), CS1903 (10 students), CS1423 (8 students), CS1303 (8 students), CS2303 (5 students), CS1002 (2 students), it was determined that 15% of students scored below a 3. 32.5% of students scored a 3 and 35% scored a 4. The standard being assessed was Information Literacy - Assess needed information effectively and efficiently. With a total of 67.5% of students being able to achieve a 3 or 4, the goal of 70% was not meet. (05/21/2022)</p> <hr/> <p>Action Status: Action Complete</p> <p>Result Type: Benchmark Met</p> <p>No one scored a 1. 10% scored a 2. 48% scored a 3. 43% scored a 4. Out of 40 students 90% scored above a 2 on the critical reading rubric. (05/22/2020)</p>	
	<p>Indirect - Instrument - Daily assessment of students understanding of what they are reading.</p> <p>Benchmark: To be determined</p> <p>Schedule: Fall 2015 and Spring 2016</p>		