Course SLO Assessment Report - 4-Column

El Camino College

El Camino: Course SLOs (BUS) - Computer Information Systems

Course SLOs 1 and ctu.unitid = 719	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
ECC: CIS 11 - Help Desk Operations - SLO #1 Rapport and Trust (INACTIVE) - (INACTIVE) Identify the communication strategies to build rapport and trust with customers. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) **Input Date:** 01/01/2014 **Inactive Date:** 05/01/2014 **Course SLO Status:** Inactive	**Assessment Method Description:** 10 points multiple choice quiz **Assessment Method:** Exam/Test/Quiz **Standard and Target for Success:** Passing grade of 70% or better **Related Documents:** Explanation for assessing inactive SLOs.docx	09/10/2014 - 45% of students taking the assessment that finished the class received a 70% or better score. 55% of students taking the assessment that finished the class received less than 70% **Standard Met? :** No **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** John Craig **Related Documents:** CIS 11 SLO1 Quiz.pdf CIS11_3406_GF_SP14_686354_AsmtStats.xlsx	09/01/2016 - Change assessment to lab based simulation exercise **Action Category:** SLO/PLO Assessment Process 09/01/2016 - Consider changing textbook **Action Category:** Curriculum Changes 09/01/2016 - Change the timing of this assessment to later in the semester **Action Category:** Teaching Strategies
ECC: CIS 11 - Help Desk Operations - SLO #2 Impact of Internet and Email (INACTIVE) - (INACTIVE) Identify the impact of internet and email on the role of Helpdesk analyst. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) **Input Date:** 01/01/2014 **Inactive Date:** 05/01/2014 **Course SLO Status:** Inactive	**Assessment Method Description:** Using " Zendesk", an Internet based commercial trouble ticket / help desk software package, students were required to play the part of a help desk analyst and respond to a simulated scenario requiring the use of the built-in email-ticket system provided by the software. **Assessment Method:** Laboratory Project/Report **Standard and Target for Success:** Students should show a significant skill level with the described lab project. Using a rubric, students were graded on a 1 to 10 scale. It is expected that 80% of the students participating would score at least 9 out of 10, or 90% **Related Documents:** Explanation for assessing inactive SLOs.docx	09/10/2014 - Out of the 12 students completing the assessment, 10 scored 90% or better. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** John Craig **Related Documents:** CIS 11 SLO2 Lab Assignment (3 Questions).docx CIS 11 SLO2 Lab Assignment Rubric.docx	02/01/2016 - SLO statement needs to be re-evaluated and re-defined to better describe goals **Action Category:** SLO/PLO Assessment Process
ECC: CIS 11 - Help Desk Operations - SLO #6 Demanding Customers (INACTIVE) - (INACTIVE) Demonstrate the use of proven techniques to handle irate, difficult and demanding customers.	**Assessment Method Description:** In a computer lab environment, students are provided access to selected audio files that simulate help desk calls from customers. Students are required to answers questions	09/10/2014 - All of the students completed the questions and provided adequate analysis. **Standard Met? :** Yes **Semester and Year Assessment Conducted:**	02/01/2016 - Assessment needs to be adjusted to require more detailed and critical analysis

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Course SLO Assessment Cycle: 2013-14 (Spring 2014) **Input Date:** 01/01/2014 **Inactive Date:** 05/01/2014 **Course SLO Status:** Inactive	relating to the simulated calls. **Assessment Method:** Laboratory Project/Report **Standard and Target for Success:** Students who answer the questions showing an understanding of the use of techniques to handle customers' calls are given points. Students who do not indicate they understand the context of the simulation, or do not answer the question, receive 0 points. Target for success is considered met when a student successfully interprets and completes the comment analysis on 2 out of the 3 simulations. **Related Documents:** Explanation for assessing inactive SLOs.docx	2013-14 (Spring 2014) **Faculty Assessment Leader:** John Craig **Related Documents:** CIS 11 SLO6 Lab Assignment.docx	**Action Category:** SLO/PLO Assessment Process
ECC: CIS 13 - Computer Information Systems - SLO #2 System Development Process - Demonstrate an understanding of the system development process and use of information systems within an organization. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) 2015-16 (Spring 2016) **Input Date:** 11/12/2013 **Course SLO Status:** Active	**Assessment Method Description:** Exam developed from textbook material. Assessment Tool 4. In addition to the normal business transaction processing systems, there are also specialty transaction processing systems used by law enforcement, the military, and other organizations. (T/F) 6. In traditional system development, the phases of system development are not carried out in a preset order. (T/F) 7. Information systems are used to support business intelligence (BI). (T/F) 8. Each phase of the ____ produces some type of documentation to pass on to the next phase. a. system analysis c. system implementation b. system development life cycle d. system acquisition 9. A(n) ____ provides regular, routine, and timely information to decision makers. a. transaction processing system b. office system c. general ledger system d. management information system (MIS) **Assessment Method:** Exam/Test/Quiz **Standard and Target for Success:** It is expected that 60% of the students correctly answer three or more questions.	01/24/2014 - 439 students were assessed. Of the 439: • 100 percentile:187 • 80 percentile 137 students • 60 percentile: 73 students • Below 60 percentile: 42 students 90% met the expectation. Results by question: Statement Percentage Correct 4 93 6 75 7 88 8 66 9 80 Summarize the patterns observed in the data. What were the most important findings from the data? The overall results (90%) are very encouraging, suggesting that most students understand the concepts presented in the assessment. The teaching methodologies utilized accomplished the goals of this SLO. Question 8, the lowest scoring statement was analyzed more closely. Question 8: 66% Correct: This statement challenges the student to identify one component of the system development life cycle (SDLC). The answer choices are very similar causing the student to focus and consider each choice thoughtfully in order to arrive at the correct answer. While most of the students answered this	05/15/2014 - A review of question 8 for possible revision. **Action Category:** SLO/PLO Assessment Process 05/15/2014 - Consider additional instruction concerning SDLC concepts. **Action Category:** Teaching Strategies

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		correctly and the text has ample material on the SDLC, a higher success rate was expected on this question. The data suggests possible revision of the question or additional instruction concerning SDLC concepts. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Fall 2013) **Faculty Assessment Leader:** Gabriella Fernandez **Faculty Contributing to Assessment:** R. Perkins, R. Harris, L. Daniels, G. Fernandez, P. Baumgardner. P. Vacca, R. Barton, J, Thompson, M. Chaban, J. Siddiqui, B. Williams, J. Craig	
	Assessment Method Description: Students are given a test consisting of true/false and multiple choice questions relating to the material covered in chapter 12 (Information Systems and Systems Development) of the course textbook. **Assessment Method:** Exam/Test/Quiz **Standard and Target for Success:** It is expected that the "correct" response percentage rate for all students on each question of the assessment will be 70% or higher. See below for rubric/definition of satisfactory. Excellent: >= 90% Good: >= 80% and < 90% Satisfactory: >= 70% and < 80%% Unsatisfactory: >= 60% and < 70% Failing: < 60%	08/25/2014 - Total number of students participating: 371 Excellent Good Satisfactory Unsatisfactory Failing Correct Percent Question 1 19/371 0/371 40/371 53/371 85/371 197/371; 53.1% Question 2 224/371 93/371 17/371 8/371 0/371 342/371; 92.2% Question 3 238/371 93/371 9/371 4/371 0/371 344/371; 92.7% Question 4 176/371 106/371 45/371 0/371 0/371 327/371; 88.1% Question 5 200/371 83/371 34/371 11/371 0/371 328/371; 88.4% Question 6 53/371 53/371 81/371 17/371 46/371 250/371; 67.4% Question 7 40/371 67/371 50/371 74/371 32/371 263/371; 70.8% Question 8 38/371 10/371 41/371 22/371 79/371 190/371; 51.1% Question 9 27/371 70/371 62/371 84/371 21/371 264/371; 71.1% Question 10 144/371 59/371 79/371 29/371 3/371 314/371; 84.6% The overall correct response rate for all students on all questions was 76.0%. Our target, however, was to have each individual question answered correctly by a minimum of 70% of the students assessed. Seven of the ten questions were answered satisfactorily or better (>= 70%), while the remaining three questions (questions 1, 6 and 8) were not. **Standard Met? :** No **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014)	12/11/2014 - More time needs to be spent explaining the tasks that are required during each phase of the SDLC (systems development life cycle). **Action Category:** Teaching Strategies 10/01/2014 - A test question will be reworded to replace the acronym TPS with the words Transaction Processing System. **Action Category:** Teaching Strategies

Course SLOs 1 and ctu.unitid = 719	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
		Faculty Assessment Leader: Randy Harris **Faculty Contributing to Assessment:** P. Vacca, L. Daniels, J. Thompson, R. Perkins, P. Baumgardner, M. Chaban, J. Siddiqui, J. Craig, R. Barton	
	Assessment Method Description: Students were given a test consisting of true/false and multiple choice questions relating to the material covered in SLO#2 of CIS-13. They were given a total of 10 questions: True/False 1. TPS transactions are typically processed using batch processing. 2. In addition to the normal business transaction processing systems, there are also specialty transaction processing systems used by law enforcement, the military and other organizations. 3. The information that information systems provide is used to support a wide variety of business activities, from day-to-day transactions to long-term strategic planning. 4. Systems development is the process of analyzing a work environment, designing a new system or making modifications to the current system to fit the current needs of that work environment. Multiple Choice 5. When computer systems perform in ways that would be considered intelligent if observed in humans, it is commonly referred to as _____. 6. Each phase of the _____ produces some type of documentation to pass on to the next phase. 7. _____ is the phase of system development in which the problem area is studied in depth and the needs of system users are assessed. 8. A(n) _____ is used to describe the characteristics of data used in a database or other type of computer system. 9. For the consumer products division, Acme Corporation is planning to replace the old system with a new one all at once. This is called a _____ conversion. 10. A(n) information system is a collection of elements that interact to generate information needed by the users in an organization. People are one of those elements. Which of the following is/are also an element that makes up an information system? **Assessment Method:**	01/25/2015 - Total number of students participating: 218 Correct Incorrect Correct; Percentage Question 1 85 133 38.99 Question 2 202 16 92.66 Question 3 204 14 93.58 Question 4 178 40 81.65 Question 5 196 22 89.91 Question 6 170 48 77.98 Question 7 157 61 72.02 Question 8 87 131 39.91 Question 9 144 74 66.06 Question 10 190 28 87.16 The overall correct response rate for all students on all questions was 74%. Our target, however, was to have each individual question answered correctly by a minimum of 70% of the students assessed. Eight of the ten questions were answered satisfactorily or better (>= 70%), while the remaining two questions (questions 1 and 8) were not. **Standard Met? :** No **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) **Faculty Assessment Leader:** J. Siddiqui **Faculty Contributing to Assessment:** All full-time and part-time CIS instructors	05/05/2015 - A test question will be reworded to replace the acronym TPS with the words Transaction Processing System. **Action Category:** Teaching Strategies 05/05/2015 - More time needs to be spent explaining the characteristics of data used in a database. **Action Category:** Teaching Strategies

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	Exam/Test/Quiz **Standard and Target for Success:** It is expected that the "correct" response percentage rate for all students on each question of the assessment will be 70% or higher.		
ECC: CIS 133 - Mashup JavaScript, jQuery and AJAX - SLO #1 Fundamental Concepts of Client -Side Programming - Students will demonstrate their ability to bring excitement to web pages using the fundamental components in the JavaScript programming language, including form data validation techniques, event handling using functions, timers, and control structures, repetitive programming methods, objects and object models, and the jQuery library. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) 2016-17 (Spring 2017) **Input Date:** 11/12/2013 **Course SLO Status:** Active	**Assessment Method Description:** A series of 10 lab assignments spread out through the semester, designed to test the students comprehension of the programming language and a demonstration of skill development **Assessment Method:** Laboratory Project/Report **Standard and Target for Success:** It is expected that 75% of the students will score 5 points on each of the 10 assignments **Related Documents:** Handout1_Advanced_HTML_and CSS.pdf Handout2_JS_Basics.pdf Handout3_events_dates.pdf Handout4_arrays_loops.docx Handout5 - Styles Animations.docx Handout6_FormEdits.docx Handout7_Event_Listeners.docx Handout9_Windows.docx Handout10_Objects.docx Handout13B_jQuery.pdf	09/05/2014 - Total number of students completing the course: 17 # of students with 5 points # of students with less than 5 points % of students meeting standard Lab 1 15 2 88% Lab 2 16 1 94% Lab 3 15 2 88% Lab 4 17 0 100% Lab 5 16 1 94% Lab 6 16 1 94% Lab 7 16 1 94% Lab 9 17 0 100% Lab 10 16 1 94% Lab 13B 15 2 88% Lab 13B – using the jQuery library and writing jQuery code. Though the students met the expected standard for lab 13B, this is a complex topic. jQuery is the primary programming language used in CIS136, and CIS133 is the pre-requisite course for CIS136. More time needs to be spent explaining it, and for the students to use it. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** Monica Chaban	09/30/2014 - In order to properly prepare students for CIS136 less time could be devoted to the class project and more time allocated to jQuery. As practical experience is valuable when learning a new language, the better approach would be to remove jQuery from this class, and emphasize it more in CIS136. That would also eliminate the need to make CIS133 a pre-req for CIS136. **Action Category:** Curriculum Changes 09/30/2014 - In order to properly prepare students for CIS136 less time could be devoted to the class project and more time allocated to jQuery. As practical experience is valuable when learning a new language, the better approach would be to remove jQuery from this class, and emphasize it more in CIS136. That would also eliminate the need to make CIS133 a pre-req for CIS136. **Action Category:** Teaching Strategies
	Assessment Method Description: A series of 8 lab assignments spread out through the semester, designed to test the students comprehension of the programming language and a demonstration of skill development **Assessment Method:** Laboratory Project/Report **Standard and Target for Success:** It is expected that 75% of the students will score 5 points on each of the 8 assignments **Related Documents:** CIS133 SLO 1 assignments.zip	02/04/2015 - Total number of students completing the course: 19 # of students with 5 points # of students with less than 5 points % of students meeting standard HTML Lab 1 19 0 100% JS Lab 1 19 0 100% JS Lab 2 19 0 100% JS Lab 3 18 1 94% JS Lab 4 18 1 94% JS Lab 5 15 4 83% JS Lab 9 18 1 94% JS Lab 10 18 1 94%	08/24/2015 - JS Handout 5 - Though the students met the standard, they should have grasped the concept better. There is a new version of the textbook available which does properly cover the topic of 'event listening' in the new browsers. I will revise the supplemental material for this topic **Action Category:** Teaching Strategies

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		JS Handout 5 – popup windows and event listeners. Due to browser upgrades, the technique of using 'event listeners' changed from earlier browser releases, and what was described in the textbook was inaccurate. The differences were covered in lecture. A few students had trouble grasping the differences even though supplemental material was provided. JS Handout 10 - using the jQuery library and writing jQuery code was simplified from the previous semester, as jQuery a programming language unto itself, and it was shown that more time needs to be spent explaining it than is available in this class. The handout was included to give students a 'taste' of what can be done using jQuery. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) **Faculty Assessment Leader:** M. Chaban	05/15/2015 - Change Subject Matter Outline for the COR to remove emphasis on jQuery, and instead substitute in a more closely related topic, such as using jSON and RSS feed. These are more applicable to the Javascript/AJAX framework, and fit in better than jQuery. jQuery is a language unto itself and would be more properly taught in CIS136, where it is heavily used in the creation of mobile apps. **Action Category:** Curriculum Changes
ECC: CIS 140 - Data Communications CISCO 1 - SLO #1 Data Communication Terms - Describe and explain data communication terms such as broadband and baseband communications. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) **Input Date:** 11/12/2013 **Course SLO Status:** Active	**Assessment Method Description:** Students were given an objective test which included multiple choice, and a matching simulation with Cisco's Packet Tracer Simulator. They were asked to identify characteristics of a broadband connection like Cable & DSL. They were also asked to identify the characteristics of a Baseband connection like Dial-Up. **Assessment Method:** Exam/Test/Quiz **Standard and Target for Success:** It is expected that 75% of the students will score 70% or higher to meet standards set by Cisco.	10/10/2014 - I think the outcome was satisfactory, but will definitely attempt to bring the percentage up. Twenty nine students took the exam. Out of the 29 students taking the exam 80% of them meet the standards that Cisco requires. I think a more in depth explanation of how DSL splits the access line into three signals is necessary. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** D. Miller	01/28/2015 - Discuss Broadband and emphasis that connections like DSL splits the access line into three signals similar to the concept of multiplexing and packet switching. **Action Category:** Teaching Strategies 01/28/2015 - Discuss Baseband and show the relationship to circuit switching that will illustrate how performance is affected. **Action Category:** Teaching Strategies
ECC: CIS 141 - Networking Microcomputers CISCO 2 - SLO #1 Connection and Connection-less Oriented Networks - Describe connection-oriented network services and connectionless-oriented network services and identify their key differences. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) **Input Date:**	**Assessment Method Description:** Students were given an objective test which included multiple choice questions, and a matching simulation with Cisco's Packet Tracer Simulator. They were asked to identify the proper Access Control List Statements for connection-oriented TCP, and connection-less UDP network connections. **Assessment Method:**	10/10/2014 - I think the outcome was satisfactory, but not as high as I would have liked. We will definitely strive to raise the percentage. Twenty two students took the exam, and 77% of them met the standards set by Cisco. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014)	03/23/2015 - Provide more examples of port usage with TCP and UPD as they relate to Access Control List in network design. **Action Category:** Teaching Strategies

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07/01/2013 **Course SLO Status:** Active	Exam/Test/Quiz **Standard and Target for Success:** It is expected that 75% of the students will score 70% or higher to meet standards set by Cisco.	**Faculty Assessment Leader:** D. Miller	01/21/2015 - Extend the timeline for the curriculum to 16 weeks instead of 8 weeks to provide more time to absorb and digest this complex curriculum. **Action Category:** Curriculum Changes
ECC: CIS 142 - Local Area Network (LAN) Switching and Wireless - CISCO 3 - SLO #1 Router Components - Identify router components such as Ethernet and Serial Interfaces, Console and Auxiliary ports, RAM, NVRAM, and ROM memory. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) **Input Date:** 07/01/2013 **Course SLO Status:** Active	**Assessment Method Description:** Skills Based Assessment: To complete this assessment students must complete the following tasks: • Cable a network according to the topology diagram • Erase the startup configuration and reload a router to the default state • Perform basic configuration tasks on a router • Configure and activate interfaces • Configure VTP servers and client • Configure VLANs on the switches • Configure STP • Configure inter-VLAN routing **Assessment Method:** Laboratory Project/Report **Standard and Target for Success:** It is expected that 60% of enrolled students will complete the Skills Based Assessment.	05/10/2014 - 11 of the 17 registered students completed the Skills Based Assessment successfully. The average was 65%. The above results indicate that students, who are engaged, study the curriculum and do the supplied lab activities will be able to successfully complete the Skills Based Assessment which requires a full understanding of the material that was presented during the course. The most important finding is that the level of engagement. Students, who are engaged, complete the course and perform well on the Skills Based Assessment. The challenge is gaining a higher degree of engagement. A course such as this requires a high degree of student interaction with the technology and that degree of interaction is difficult in an online class. The results indicates that an on-campus class format would provide a higher completion rate. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** W. Saichek	03/14/2015 - The results show that there is a very low retention rate in CIS-142. The low retention rate is typical for many online classes. But, the results also indicate that the enrolled students who took the Skills Based Assessment completed it successfully. This indicates that the Skills Based Assessment is a good representation of the SLO goals and skills attained during the course of the class. Therefore, the action is to change the class delivery from online to on-campus. **Action Category:** Teaching Strategies
ECC: CIS 16 - Application Development and Programming Using Visual Basic.Net - SLO #1 Creating an Interface - Creating an application using the fundamental concepts and models of application development including program design techniques, data structures, programming, problem solving and programming and business function logic. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) **Input Date:** 11/12/2013 **Course SLO Status:** Active			

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ECC: CIS 16 - Application Development and Programming Using Visual Basic.Net - SLO #2 Application Development - Demonstrate well-written, logical, and readable programs using a disciplined coding system and professional project planning and management methodology, including requirements document, event planning, flow charts, site maps, timelines, Gantt charts, data diagrams, user case documents, testing and debugging. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) 2016-17 (Spring 2017) **Input Date:** 11/12/2013 **Course SLO Status:** Active			
ECC: CIS 18 - Systems Analysis and Design - SLO #1 Interview Techniques - Use effective interview techniques to gain an understanding of the company computer system's current data inputs, outputs, and processes. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) 2015-16 (Fall 2015) **Input Date:** 07/01/2013 **Course SLO Status:** Active	**Assessment Method Description:** Students first interview the general manager of a hypothetical company (role played by the instructor) that is experiencing systemic problems in order to gain an understanding of how the company's computer system is currently being used. Students are later given a quiz that measures how well they understand the computer systems current data inputs, outputs, and processes from the responses to the questions that they asked during the interview. **Assessment Method:** Exam/Test/Quiz **Standard and Target for Success:** It is expected that a minimum of 75% of the students will score at least satisfactorily (70% or higher) on this SLO. See below for rubric/definition of satisfactory. Excellent: >= 90% Good: >= 80% and < 90% Satisfactory: >= 70% and < 80%% Unsatisfactory: >= 60% and < 70% Failing: < 60%	01/28/2015 - Total number of students participating: 37 Excellent: 5.41 % (2/37) Good: 40.54% (15/37) Satisfactory: 18.92% (7/37) Unsatisfactory: 27.03% (10/37) Failing: 8.11% (3/37) 64.86% of the class scored satisfactorily or above. **Standard Met? :** No **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) **Faculty Assessment Leader:** R. Harris	05/15/2015 - Re-evaluate the methods used to demonstrate interviewing techniques **Action Category:** Teaching Strategies **Follow-Up:** 02/09/2015 - Previously, I provided the students with additional interviewing exercises. As this did not seem to result in increased scores I will need to considered additional methods of teaching interviewing techniques.
		08/04/2014 - Total number of students participating: 31 Excellent: 22.6 % (7/31) Good: 41.9% (13/31) Satisfactory: 16.1% (5/31) Unsatisfactory: 9.7% (3/31) Failing: 9.7% (3/31) 80.6% of the class scored satisfactorily or above. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** Randy Harris	12/04/2014 - Continue providing the students with interviewing exercises. **Action Category:** Teaching Strategies
ECC: CIS 19 - Internet, Security and the Web - SLO #1 Web Sites - Compare and contrast the	**Assessment Method Description:** Multiple Lab Assignments spread throughout the	05/06/2014 - A total of 25 students took this	

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Internet from its original text-based web sites to current and collaborative interactive web sites. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) **Input Date:** 11/12/2013 **Course SLO Status:** Active	semester to test student comprehension of original and collaborative websites. **Assessment Method:** Laboratory Project/Report **Standard and Target for Success:** It is expected that 70% of students will score 70% or above on this SLO.	assessment. 9 students (36% students) got between 90% and 100%. 9 students (36% students) got between 80% and 89%. 4 students (16% students) got between 70% and 79%. 3 students (12% students) got between 60% and 69%. 0 students (0% students) got between 0% and 59%. Overall, 22 students (88% students) got 70% or above on this SLO. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** J. Siddiqui	09/30/2014 - Students seemed to have trouble in making a mental connection from text-based websites to interactive websites, considering the fact that most students had never used text-based websites. More time and effort needs to be dedicated to the history and functionality of the websites. **Action Category:** Teaching Strategies
ECC: CIS 26 - Using Microsoft Excel - SLO #1 Spreadsheets - Given an in-class assignment, construct an accurate and complete spreadsheet that demonstrates appropriate formatting and fundamental math calculations. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) 2015-16 (Spring 2016) **Input Date:** 11/12/2013 **Course SLO Status:** Active	**Assessment Method Description:** Students are given an assignment to create an invoice form that includes labels (to be formatted in specific patterns) and formulas (to be accurately constructed). Critical thinking is assessed in formulas in which students must determine which values are required (and which values must be omitted) in order to arrive at the correct answer. **Assessment Method:** Laboratory Project/Report **Standard and Target for Success:** Based on percentages, it is expected that 60% (or more) of the class will complete the assignment. **Related Documents:** CIS 26 SLO1 ATTACHMENT 5-15-14.xlsx	02/06/2014 - 100% of the class (23 out of 23 students) completed the assignment. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** Dick Barton **Faculty Contributing to Assessment:** Richard Perkins	09/30/2014 - Since 100% of the class was successful in the assessment, a more rigorous assignment with more formulas will be constructed. **Action Category:** SLO/PLO Assessment Process
	Assessment Method Description: Students are given an assignment to create an invoice form that includes labels (to be formatted in specific patterns) and formulas (to be accurately constructed). Critical thinking is assessed in formulas in which students must determine which values are required (and which values must be omitted) in order to arrive at the correct answer. **Assessment Method:** Laboratory Project/Report **Standard and Target for Success:** Based on percentages, it is expected that 60% (or more) of the class will complete the assignment.	09/09/2014 - 78% of the class (14 out of 18 students) completed the assignment. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) **Faculty Assessment Leader:** D. Barton	02/05/2015 - In Spring 2014 100% of the students completed the objective successfully, so this Plan was proposed as an SLO Assessment Process in the Action Category column: Since 100% of the class was successful in the assessment, a more rigorous assignment with more formulas will be constructed. Accordingly, an exercise to place controls on the invoice sheet used in this exercise was added to the assignment (see dotted-rectangle area on the attached assignment).

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	Related Documents: CIS26 PUPPIES 1.xlsx		**Action Category:** Teaching Strategies **Follow-Up:** 01/27/2015 - This addition to the assignment did achieve the desired purpose of making the assignment more rigorous; 78% of the class completed the assignment, compared to 100% in the prior semester. On-sheet controls are not a skill covered in depth in this CIS26 course, so the purpose of using them early in the semester (when this SLO is assessed) served to place a control element on the worksheet which would be used by the students in subsequent exercises.
ECC: CIS 28 - Database Management using Microsoft Access - SLO #1 Concepts and Terms - Understand database concepts and terminology. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) 2015-16 (Spring 2016) **Input Date:** 11/12/2013 **Course SLO Status:** Active	**Assessment Method Description:** At the end of the semester students will be given a test consisting of true/false and multiple choice questions that cover database concepts and terminology covered during the semester. **Assessment Method:** Exam/Test/Quiz **Standard and Target for Success:** It is expected that a minimum of 75% of the students will score at least satisfactorily (70% or higher) on this SLO. See below for rubric/definition of satisfactory. Excellent: >= 90% Good: >= 80% and < 90% Satisfactory: >= 70% and < 80%% Unsatisfactory: >= 60% and < 70% Failing: < 60% It is expected that a minimum of 75%	01/28/2015 - Total number of students participating: 13 Excellent: 30.77 % (4/13) Good: 15.38% (2/13) Satisfactory: 30.77% (4/13) Unsatisfactory: 7.69% (1/13) Failing: 15.38% (2/13) 76.92% of the class scored satisfactorily or above **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) **Faculty Assessment Leader:** R. Harris	05/15/2015 - Additional reinforcement of key database concepts and terminology **Action Category:** Teaching Strategies **Follow-Up:** 02/09/2015 - Student scores are satisfactory once again for this SLO. Additional coverage will hopefully bring the class average even higher.
		08/06/2014 - Total number of students participating: 16 Excellent: 25.0% (4/16) Good: 43.8% (7/16) Satisfactory: 12.5% (2/16) Unsatisfactory: 6.3% (1/16) Failing: 12.5% (2/16) 81.3% of the class scored satisfactorily or above. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** Randy Harris	12/04/2014 - Spend additional time throughout the semester reinforcing basic terminology and concepts. **Action Category:** Teaching Strategies

Course SLOs 1 and ctu.unitid = 719	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
ECC: CIS 28 - Database Management using Microsoft Access - SLO #2 Table Structures - Design, create, and modify table structures and relationships. Modify tables to include default values, validation rules, input masks, and indices. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) 2016-17 (Spring 2017) **Input Date:** 11/12/2013 **Course SLO Status:** Active	**Assessment Method Description:** Students will be given a practical exam where they start with an empty (no objects) database file. The students will then create new table(s), add fields, modify fields, set primary keys, modify field properties, relate the tables and set referential integrity. **Assessment Method:** Exam/Test/Quiz **Standard and Target for Success:** It is expected that a minimum of 75% of the students will score at least satisfactorily (70% or higher) on this SLO. See below for rubric/definition of satisfactory. Excellent: >= 90% Good: >= 80% and < 90% Satisfactory: >= 70% and < 80%% Unsatisfactory: >= 60% and < 70% Failing: < 60%	01/28/2015 - Total number of students participating: 17 Excellent: 52.94 % (9/17) Good: 29.41% (5/17) Satisfactory: 17.65% (3/17) Unsatisfactory: 0.00% (0/17) Failing: 0.00% (0/17) 100.00% of the class scored satisfactorily or above **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) **Faculty Assessment Leader:** R. Harris	05/15/2015 - As 100% of the class met the standard, more rigorous assignments and evaluation methods will be devised. **Action Category:** Teaching Strategies **Follow-Up:** 02/09/2015 - As expected, student scores remain high. I will be implementing a more in-depth evaluation method for future semesters.
		08/07/2014 - Total number of students participating: 23 Excellent: 56.5 % (13/23) Good: 13.0% (3/23) Satisfactory: 8.75% (2/23) Unsatisfactory: 8.75% (2/23) Failing: 13.0% (3/23) 78.3% of the class scored satisfactorily or above. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** Randy Harris	12/04/2014 - Give additional examples and exercises on creating and modifying database tables. **Action Category:** Teaching Strategies
ECC: CIS 30 - Introduction to eCommerce - SLO #1 e-Business Plan - By the end of the course, students will develop and present a business plan for an eCommerce company with the functionality of selling goods or services. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) 2015-16 (Spring 2016) **Input Date:** 11/12/2013 **Course SLO Status:** Active	**Assessment Method Description:** Multiple projects to assess student understanding and comprehension of a professional eCommerce Business Plan. **Assessment Method:** Project **Standard and Target for Success:** It is expected that 70% of students will score 70% or above on this SLO.	04/23/2014 - A total of 23 students took this assessment. 9 students (39% students) got between 90% and 100%. 8 students (35% students) got between 80% and 89%. 3 students (13% students) got between 70% and 79%. 3 students (13% students) got between 60% and 69%. 0 students (0% students) got between 0% and 59%. Overall, 20 students (87% students) got 70% or above on this SLO. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** J. Siddiqui	09/30/2014 - More time needs to be dedicated to the conversion of raw ideas into concrete, professional-level and actionable Business Plans. Students should also be provided additional help in understanding the Best Practices in the area of developing Business Plans. **Action Category:** Teaching Strategies

Course SLOs 1 and ctu.unitid = 719	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
ECC: CIS 30 - Introduction to eCommerce - SLO #2 Mobile - Compare and contrast various mobile technologies that are currently being used to conduct online business. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) 2016-17 (Spring 2017) **Input Date:** 11/12/2013 **Course SLO Status:** Active	**Assessment Method Description:** Multiple Lab Assignments throughout the semester to assess various Mobile Technologies and provide comparisons. **Assessment Method:** Laboratory Project/Report **Standard and Target for Success:** It is expected that 70% of students will score 70% or above on this SLO.	05/05/2014 - A total of 20 students took this assessment. 8 students (40% students) got between 90% and 100%. 7 students (35% students) got between 80% and 89%. 2 students (10% students) got between 70% and 79%. 3 students (15% students) got between 60% and 69%. 0 students (0% students) got between 0% and 59%. Overall, 17 students (85% students) got 70% or above on this SLO. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** J. Siddiqui	09/30/2014 - While students understand and relate to the various Mobile Technologies, they had difficulty in comparing and contrasting them. They need to be further explained the difference between just explaining the various Mobile Technologies and providing a contrast and comparison, and their analytical skills need to be developed further by spending additional time in this area. **Action Category:** Teaching Strategies
ECC: CIS 30 - Introduction to eCommerce - SLO #3 Software - Understand the basic and advanced functions of eCommerce software. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) 2016-17 (Summer 2017) **Input Date:** 11/12/2013 **Course SLO Status:** Active	**Assessment Method Description:** Multiple Lab Assignments to test the understanding of the basic functions of eCommerce Software, followed by Lab Reports on advanced functions of eCommerce Software. **Assessment Method:** Laboratory Project/Report **Standard and Target for Success:** It is expected that 70% of students will score 70% or above on this SLO.	05/07/2014 - A total of 20 students took this assessment. 6 students (40% students) got between 90% and 100%. 8 students (35% students) got between 80% and 89%. 4 students (10% students) got between 70% and 79%. 2 students (15% students) got between 60% and 69%. 0 students (0% students) got between 0% and 59%. Overall, 18 students (90% students) got 70% or above on this SLO. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** J. Siddiqui	09/30/2014 - Students had difficulty in comprehending the advanced functions of eCommerce software. While this could be attributed to difficulty in comprehending advanced technology, additional time also needs to be spent on the basic functions so that students are able to make a seamless mental transition from basic to advanced while building a strong foundation. **Action Category:** Teaching Strategies