

Assessment: Course Four Column

SPRING/SUMMER 2015



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

ECC: CIS 136:Building Mobile Apps

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions									
<p>SLO #1 Understanding Mobile Frameworks - Students will be able to understand the different types of application frameworks used to develop mobile applications.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 01/21/2014</p>	<p>Exam/Test/Quiz - A series of 10 quiz questions were administered, designed to test the students comprehension of the various frameworks available to choose from, at each phase of the app development process:</p> <p>Q1: Hybrid Apps use third party platforms to interface with a mobile device</p> <p>Q2: JQuery Mobile is a user interface framework for mobile devices</p> <p>Q3: Plug-ins are libraries providing device interface</p> <p>Q4: Which of the following cannot access device hardware (web app, native app, hybrid app)</p> <p>Q5: Phonegap Desktop is an emulator</p> <p>Q6: CDN refers to Content Development Network</p> <p>Q7: JQM is a framework for creating mobile web applications</p> <p>Q8: Hybrid apps leverage the devices browser engine</p> <p>Q9: Serialization is a way to pass</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <table><tr><td>Total number of students participating:</td><td>15</td><td></td></tr><tr><td># of students with 7 or more points</td><td></td><td># of students meeting standard</td></tr><tr><td>Results</td><td>11</td><td>73%</td></tr></table> <p>Note: 4 students did not take the quiz. They either were absent or arrived late to class, after the quiz was administered.</p> <p>(09/08/2015)</p> <p>Faculty Assessment Leader: M. Chaban</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p>	Total number of students participating:	15		# of students with 7 or more points		# of students meeting standard	Results	11	73%	<p>null.courseAction: The standard was barely met.</p> <p>1) As this is very “dry” material, will bring more examples, perhaps a video, into lecture material so students gain a clearer understanding of the variety of frameworks that are available and how/when to use them.</p> <p>2) Will reschedule the timing of the quiz until students complete their first design assignment and are ready to being development</p> <p>3) Will modify some of the quiz questions (01/19/2016)</p> <p>Action Category: Teaching Strategies</p>
Total number of students participating:	15											
# of students with 7 or more points		# of students meeting standard										
Results	11	73%										

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	<p>data on a form using asynchronous AJAX</p> <p>Q10: An API is a set of tools/requirements that govern how one application can talk to another</p> <p>Standard and Target for Success: It is expected that 70% of the students will score 70% (7 points) or above.</p>		
<p>SLO #2 Designing Mobile User Interfaces - Students will be able to design and create effective mobile application user interfaces.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 01/21/2014</p>	<p>Laboratory Project/Report -</p> <p>Students were given the following lab project to complete:</p> <p>App Design for Tower Pizza Background</p> <p>You are going to design an app for a company called Tower Pizza. They have a website, but feel that a mobile app will increase business. Visit their website www.towerpizza.com to get a feel for the restaurant. For any small business, there are certain staples that should probably be first and foremost on their mobile app:</p> <ul style="list-style-type: none"> • Location • Contact Information • Services/Goods provided <p>Activity</p> <p>With your assigned teammate, list the requirements for this mobile app, the functions it should have, and produce a site sketch and wireframes for each page-view of the app</p> <p>You are drawing the wireframe for the customers – take the few extra seconds to add the finer details like shadows, gradient shading, and especially the logo. On the sketches consider glyphish icons and other</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Total number of students participating: 15</p> <p># of students completing the assignment points #</p> <p>of students meeting standard</p> <p>Results 14 93% (09/08/2015)</p> <p>Faculty Assessment Leader: M. Chaban</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: Modify the project to add some “trickier” design problems (01/19/2016)</p> <p>Action Category: Teaching Strategies</p>

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	<p>features such as what pop-ups would look like if you have them. What to Submit (refer to lecture slides for examples) - In a Word document</p> <ul style="list-style-type: none"> • The purpose of the Tower Pizza Mobile App • The requirements list for the Tower Pizza Mobile App as a whole <ul style="list-style-type: none"> • For each page view <ul style="list-style-type: none"> o The list of requirements for that page view o The screen flow sketch o The wireframe/sketch for the page view (redraw from your post-it notes). <p>Standard and Target for Success: It is expected that 70% of the students will complete the assignment covering the main points given. The assignment earned 20 points, and the students earned all or nothing.</p>		

ECC: CIS 140:Data Communications CISCO 1

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #3 Network Systems - Analyze and design network systems using differing transmission methods such as copper wire, fiber optics, microwave and satellite.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/12/2013</p>	<p>Exam/Test/Quiz - 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 operational characteristics of a wired network, a wireless network, a cable network using fiber, and a satellite system for network communication and transmission.</p> <p>Standard and Target for Success: It is expected that 75% of the students will score 70% or higher to meet standards set by Cisco.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>In this situation the outcome was satisfactory, but we will continue to strive for a higher percentage. Twenty two students took the exam. Out of the 22 students taking the exam 92% to them meet the standards that Cisco requires. I think continue to focus on the differences between the different systems, and the media that they use.</p> <p>(01/26/2015)</p> <p>Faculty Assessment Leader: D. Miller</p>	<p>null.courseAction: Continue to contrast & compare different network transmission methods relate to the different the different types of media (09/14/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Discuss and compare the different types of termination processes that apply to each individual media type. (09/14/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: CIS 141:Networking Microcomputers CISCO 2

No data found for the selected criteria.

ECC: CIS 18:Systems Analysis and Design

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #3 Logical Design Documents - Prepare logical design documentation for a company's new or modified computer system that includes a systems requirements document and a systems design specification.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 07/01/2013</p>	<p>Laboratory Project/Report - Students prepared two of the major "milestone" documents for a systems development life cycle as part of a semester long case study of a company.</p> <p>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.</p> <p>Excellent: >= 90% Good: >= 80% and < 90% Satisfactory: >= 70% and < 80% Unsatisfactory: >= 60% and < 70% Failing: < 60%</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Total number of students participating: 16</p> <p>Excellent: 31.25 % (5/16) Good: 68.75% (11/16) Satisfactory: 0.00% (0/16) Unsatisfactory: 0.00% (0/16) Failing: 0.00% (0/16)</p> <p>100.00% of the class scored satisfactorily or above. (07/30/2015)</p> <p>Faculty Assessment Leader: R. Harris</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Total number of students participating: 40</p> <p>Excellent: 52.50 % (21/40) Good: 32.50% (13/40) Satisfactory: 15.00% (6/40) Unsatisfactory: 0.00% (0/40) Failing: 0.00% (0/40)</p> <p>100.00% of the class scored satisfactorily or above. (01/28/2015)</p> <p>Faculty Assessment Leader: R. Harris</p>	<p>null.courseAction: As 100% of the class met the standard, more rigorous assignments and evaluation methods will be devised. (05/13/2016)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: I used different assignments and evaluation methods from previous semesters as indicated on the last SLO evaluation report. Even so, 100% of the class still met the standard. I am going to implement even more rigorous assignments and evaluation methods. (09/17/2015)</p> <hr/> <p>null.courseAction: As 100% of the class met the standard, more rigorous assignments and evaluation methods will be devised. (05/15/2015)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: The scores remain high from semester to semester. I am considering a more in-depth evaluation method for future semesters. (02/09/2015)</p>

ECC: CIS 26:Using Microsoft Excel

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #3 Conditional Formatting - Given an in-class assignment, modify an existing spreadsheet to include conditional numeric formatting involving mathematical states (positive, negative and zero), and conditional logic involving day and time calculations.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/12/2013</p>	<p>Laboratory Project/Report - Students are given an assignment to enhance an invoice with external references (VLOOKUPS) to external lists of customers and inventory items. In more rigorous logic operations, they must build nested IF/VLOOKUPS three levels deep, and IF-decisions based on the time of day that orders are received.</p> <p>Standard and Target for Success: Based on percentages, it is expected that 60% (or more) of the class will complete the assignment.</p> <p>Related Documents: CIS26 PUPPIES 3.xlsx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met 79% of the class (19 out of 24 students) completed the assignment. (09/21/2015)</p> <p>Faculty Assessment Leader: R. Perkins</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <p>Related Documents: CIS 26Pups3_SP15 SLO 3.xlsx</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met 94% of the class (17 out of 18 students) completed the assignment. (10/21/2014)</p> <p>Faculty Assessment Leader: D. Barton</p>	<p>null.courseAction: Conditional formatting is assessed in this project along with other assignments throughout the semester. I will use a handout where students must apply various conditional formats to the mathematical state of positive, negative, and zero and I will spend more time during lecture to increase the percentage. (01/19/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: The way the Excel handles and displays the mathematical states of positive, negative, and zero is covered several times in the semester, and is assessed in this project. The 94% completion rate surpasses earlier years, and supports the idea that repeated instruction, in different scenarios, results in better comprehension and retention. (03/24/2015)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: The VLOOKUP function is also discussed in various cases before this assessment, but students must "reach" in this project in order to return data from external references. The day/time component of the assessment</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
			requires students to ascertain the values of the three arguments of the NOW function, and embed the results in an IF function. This semester's students asked many questions, explored various solutions, and developed a wide variety of solutions. (01/27/2015)
<p>SLO #6 Spreadsheet Operations - Demonstrate comprehension of multi-dimensional table structures, basic macro construction, and consolidations by name and by position.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2016-17 (Spring 2017)</p> <p>Input Date: 11/12/2013</p>	<p>Multiple Assessments - #1 (Consolidation/assessed by Exam) The consolidation of data from multiple worksheets is performed by several tools in Excel: the Scenario Manager, the Solver add-in, data tables, Goal-Seeking, and a tool actually called 'Consolidate'. Students are given a battery of assignments and lab projects in which they not only learn how to use these tools, but also to determine which tool to use given a task. At the end of this course module, students have a written test to assess their retention of vocabulary terms and ability to select the proper tool in various situations.</p> <p>Standard and Target for Success: #1 (Consolidation Exam) The assessment for Consolidation is based on percentages: it is expected that 60% (or more) of the class will correctly answer 60% of the questions as determined by the highest scoring student in the class.</p> <p>Related Documents: CIS26 PUPPIES 5.xlsx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>#1 (Consolidation/Exam) 61% of the class (11 out of 18 students) completed the assignment. (11/20/2014)</p> <p>Faculty Assessment Leader: D. Barton</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>#1 (Consolidation/Exam) 70% of the class (14 out of 20 students) completed the assignment. (11/20/2014)</p> <p>Faculty Assessment Leader: R. Perkins</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <p>Related Documents: CIS 26Pups5_SP15 SLO 6.xlsx</p>	<p>null.courseAction: For Consolidation, where the 61 % success rate was "just barely", additional exercises in the form of handouts will be constructed. More examples will be demonstrated in lecture, and further handout exercises will be created to develop student skills. The 61% success rate is a "just-barely" that should be improved upon. Examples and exercises are available from other textbooks. (05/21/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: For Consolidation, where the 70 % success rate needs to be improved, additional exercises in the form of handouts will be constructed. More examples will be demonstrated in lecture, and further handout exercises will be created to develop student skills. Examples and exercises are available from other textbooks. (01/19/2016)</p> <p>Action Category: Teaching Strategies</p>

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			<p>null.courseFollowUp: The VLOOKUP function is also discussed in various cases before this assessment, but students must “reach” in this project in order to return data from external references. The day/time component of the assessment requires students to ascertain the values of the three arguments of the NOW function, and embed the results in an IF function. (09/22/2015)</p>
	<p>Multiple Assessments - #2 (Macros/assessed by Lab Project) Macros and VBA are covered in lecture and in lab exercises. Student skill in macros is assessed via students’ successful completion of an assignment to transfer data from an invoice form to a log sheet, clear the invoice sheet for the next order, and develop a self-perpetuating counter for the invoices. Creating, editing, and debugging VBA code in a time-consuming process, so student completion requires many iterations of the coding/debugging cycle in lab.</p> <p>Standard and Target for Success: #2 (Macros Lab Project) For macros, it is expected that 60% of the class will complete Puppies 5, the macro assignment.</p> <p>Related Documents: CIS26 PUPPIES 5.xlsx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>#2 (Macros/Lab Project) 44% of the class (8 out of 18 students) completed the assignment. (12/09/2014)</p> <p>Faculty Assessment Leader: Dick Barton</p>	<p>null.courseAction: For Macros, where only 44% of the students completed the assignment, the assignment will be broken down into segments designed to encourage students into a step-by-step process instead of trying to (unsuccessfully) tackle the whole project at one time. Students appeared reluctant to engage in anything remotely resembling “programming” on their own; no-brainer step-by-step instructions in the Tutorial were completed by 89% of the students, but only 50% of the students completed the subsequent “critical-thinking-required” Review. Additional lecture time was devoted to the demonstration of VBA code, discussion of the object/property/method structure of Visual Basic, and the presentation of examples specific to the Puppies 5 project, and</p>

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			<p>students were exhorted to start working on the project two weeks before it was due so that we would have time in lab to debug any missteps. The eight students who started early did complete the project, but the ten students who waited until the very last lab day to even begin the project did not complete the assignment. Accordingly, is it recommended that the project be broken down into five discrete modules to force students into success:</p> <ol style="list-style-type: none"> 1. Copy data (from Invoice Sheet to Transaction log) 2. Print Invoice form. 3. Insert new line into Transaction log 4. Clear "old" data from Invoice Sheet 5. Increment Invoice number <p>It is anticipated that students will be awarded points for each of the five modules, as they are completed, over a two-week period.</p> <p>(05/21/2015) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met #2 (Macros/Lab Project) 83% of the class (20 out of 24 students) completed the assignment. (12/09/2014) Faculty Assessment Leader: R. Perkins</p>	<p>null.courseAction: For Macros, where 83% of the students completed the assignment, breaking the assignment down into small segments helped engage students and kept them</p>

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Faculty Contributing to Assessment:

Reviewer's Comments:

Related Documents:

[CIS 26Pups5_SP15 SLO 6.xlsx](#)

focused on the task. Students liked the challenge resembling “programming” through VBA code. Additional lecture time will be devoted to the demonstration of VBA code, discussion of the object/property/method structure of Visual Basic, and the presentation of examples specific to the Puppies 5 project.

(01/19/2016)

Action Category: Teaching Strategies