

Campus Assessment of Student Learning Outcomes

Unit Name: Computer Information Systems Assessment Summary Fall 2008-Spring 2009

What are the student learning outcomes in your unit?

For CIS Majors, the curriculum is designed to accomplish two major goals for students who graduate and go on to work somewhere in the computer field:

- Students should be prepared for entry-level positions.
- Students should be prepared for positions beyond the entry-level.
- Provide students with a basis for preparation of Certification exams (MOS, Network+)*.

To prepare students for these goals, the following sub goals are identified:

- Students will think critically, analytically, and quantitatively.
- Students will gather, synthesize, process, disseminate, and create systems based on data gathered.
- Students learning will be based on broad hands-on practical experiences, particularly in computer networking systems.

While CIS does not claim in any course to prepare students for Certifications, the text books we use often contain and meet all the requirements as outline by Microsoft or CompTIA for certification. Students are advised to seek additional training and preparation for any certification exam

Which outcome did you assess this academic year?

Assessment and Program Integrity

- All CIS students must complete a Capstone Courses / Final or Sr. Projects (D446 / C390 or Y398 Internship)
- CIS is continuing the data collection regarding outcomes in CSCI-A106 assessment exam by Cengage (Course Technology) called SAM.
 - Data Collection from Spring 2010, Summer 2010, and Fall 2010 (Current)
- Students in the Joint Degree (CIS / FA) complete CSCI-C390 and FINA-S497.
- Informatics has a different sequence for its capstone courses.
 - Only two majors so far, could be problematic to get them through program
- CIS will now meet with its Advisory Board once a year (due to lack of funding provided by COAS and the campus.
- CIS curriculum strives to meet the needs of other units.
 - Science Majors need one programming course
 - SOB needs CSCI-A106 and A285

- o Discussing needs with HIT to add DPIS D290 to schedule again

CIS uses oral/written tests, labs, independent projects, service learning/internships, alumni surveys, etc., as measures for student learning outcomes. The Chart below shows our timetable and responsible parties for assessment. The assessment outcomes are consistent with the campus' General Education and overall Student Learning Outcomes.

We have additional information from Cengage on successful assessments with SAM, which we are studying and, if applicable, will implement in our assessment.

How did you assess their skills before, during and / or at the end of the semester / academic year?

Computer Information Systems Assessment Yr. 2009-10

Assessment Activity	Method	Responsible Party	Timetable
Evaluation of Theoretical Concepts, per dept. student learning goals	Syllabus Goals / Objectives clearly stated Internal tests, course and independent projects graded faculty for consistency in performance and expectations End of term standard course evaluations	Full Time Faculty responsible for course.	Assessment Data collected in the Spring. Assessment Data Analysis & Written Report Submitted in the Fall
Independent Study and Capstone course.	Student proposal approval of faculty member	Full Time Faculty responsible for student project	
Evaluation of Applied Concepts, per dept. student learning goals	Internships, Service Learning; Capstones; Sr. Projects, labs, etc. Results of Alumni Surveys	Full time Faculty, Internship program employers evaluate students.	(Same Report and time tables as listed above) Alumni Survey conducted periodically
Course Content	Student evaluations and CIS Advisory Board meeting	Dept & Chair	Advisory board looking for new content in programming language

			course. Will implement in fall 2011
New Improvement Target Areas suggested for next yr. -- Congruent with Gen Ed. & Campus Student Learning Outcomes	Dept. Faculty Meeting (Working Session dedicated to Assessment of Curriculum and Student Learning Outcomes)	Dept. Chair and Dept.	New Improvement Areas Identified in the Spring

Please summarize the data you have collected this semester / academic year.

Teacher-course evaluations (demonstrating teaching excellence on the part of both tenure track and lecturer positions for both semesters) are the main source for our faculty assessment; research publications are only required for full-time tenure track faculty.

Dr. Abiona had another peer-reviewed paper accepted by the International Journal of Communications, Network and System Sciences (*IJCNS*) September 2009 as first author: *A Scalable Architecture for Network Traffic and Monitoring and Analysis using Free Open Source Software*.

He was second author on a (peer-reviewed) paper presented at 32nd International Convention MIPRO 2009, Telecommunications and Information Conference in Croatia May 2009. In addition, he presented a first author paper at the IEEE International Conference on Electro/Information Technology in in Windsor, Ontario, Canada in June 2009. IEEE is the foremost society for Electrical Engineering and Computer Science research.

He rounds out 2009 with a multi-author (5th author) paper for the International Joint Conference on Computer, Information, and System Sciences and Engineering held in December 2009.

Dr. Dorin has completed a revision of a textbook (6th Ed) for Shelly/Cashman Series, Cengage Publishing.

Dr. Wang has also submitted a paper, *Privacy Preservation of Affinities in Social Networks*, to IADIS International Conference Information Systems 2010, Porto, Portugal, March 18-20, 2010.

Both Dr. Abiona and Dr. Wang have continued their research efforts with Summer Faculty Fellowships in summer 2010, which will be reported in 2010 annual reports.

In many cases these conferences require that papers must be complete and are peer-reviewed for acceptance to the conference.

Input from advisory board limited, since there are very limited resources from COAS for hosting dinner meetings.

Please describe any programmatic changes you have made or are planning to make based on the data you have collected.

New faculty have expertise in content areas that allow for changes in courses. The Informatics courses on other campuses can be utilized by our campus and we will seek to bring these to our campus for our use.

Implementation of advanced computer networking courses has begun with good success. I believe these courses have attracted students back to the major.

****Note:** Please use this template to provide the responses to the prompts above.**