

Assessment Report Worksheet #3

CIS Program

Unit/Office/Program (3-1)

() **Formative Assessment (3-3)**

(X) **Summative Assessment (3-4)**

Fall 2011 - Spring 2012

Assessment Period Covered (3-2)

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Submitted by & Date Submitted (3-5)

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Endorsed by: (3-5a)

Evaluation Question (Use a different form for each evaluation question)(3-6):

Did the students able to identify different parts of a Personal Computer (i.e. hardware) and able to assemble the same into one coherent unit?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan 3-7):

1a. Means of Unit Assessment & Criteria for Success (3-8):

The installation of different and important parts of the PC like memory, hard drive, CD-ROM drive, processor etc is the basis for this assessment. And as such at least 80% of student should be able to effectively demonstrate their skills in doing so as demonstrated by at least a passing grade of 'C' on each activities.

1b. Summary of Assessment Data Collected (3-9):

20 out of 20 students or 100% has grades C or above that were able to do installation various parts of the PC (e.g. processor, hard drive, memory etc.) that collectively makes up the whole PC if done together. Before the installation of the different parts of the PC they were introduced first how each parts works and what are different important nuances to note and requirements that has to be met in order to install each part successfully. A demonstration video and as well as an actual demonstration was given to students before each activity starts in order for them to be more confident in installing different parts of the PC.

1c: Use of Results to Improve Program/Unit Impact/Services[Closing the loop] (3-10):

A new textbook has been introduced just this Spring semester of 2012 based on the recommendations before. And it has the mixture of both hardware and networking and it is an excellent book but to date there is no rubrics made yet for each activity and as such a rubric for each activity should be done.

In future also there should be a consideration to separate hardware class from networking class. As of this time the networking class is bundled together with hardware class. Although this would mean additional credits for the Program not to mention it would alter the number of majors to be taken for each CIS student.

Evaluation Question (Use a different form for each evaluation question)(3-6):

Do students be able to install and setup an Operating System and will be able to connect to at least a single client in a Networking environment?

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan) (3-11):

2a. Means of Unit Assessment & Criteria for Success:

The successful installation and setup of an Operating System and as well as the installation of basic networking connections using EIA/TIA standard would be the basis for this assessment. And as such at least 80% of student should be able to effectively demonstrate their skills in OS installation and as well as basic networking with at least a passing grade of 'C' or better.

2b. Summary of Assessment Data Collected:

20 out of 20 students or 100% has grades C or above that would demonstrate they could connect PCs together in a network and was able to install an Operating System including the setting up of the same. There are four major activities on these, namely, First, is the installation of an Operating System including the formatting and partitioning of hard drives along also with the basic set-up configuration of the OS. Secondly, they made UTP network-ready cables by adhering to EIA/TIA standards of wiring of UTP cables. Third, they test the cables if it works by allowing two computers to communicate and along with this they setup the IP addressing scheme as well as the standards (i.e. TCP/IP) to use in the communication of computers. And fourth, they set-up an FTP server to demonstrate one usage of networking services for a given organization in a network environment.

2c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop]:

The same as the first one develop a rubric for each activity and plan in the future to separate hardware from networking.

Evaluation Question (Use a different form for each evaluation question)(3-6):

Did the students able to demonstrate the use of software to analyze data and as well as develop sound database structures that would hold data?

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan) (3-12):

3a. Means of Unit Assessment & Criteria for Success:

Both the class of Data Analysis (specifically on the activities that caters directly to analysis) and the class for Database Design would be the basis for this assessment. And as such at least 70% of students should have a passing grade of 'C' or better on this criteria.

3b. Summary of Assessment Data Collected:

For Data Analysis students were introduced to creating Pivot-tables and the use of financial analysis tool like what-if analysis tool. And on these activities 23.5 out of 26 by average or 90% students get C or better. And to be more specific 22 students out of 26 got 'C' or better for Pivot-tables exercise and 25 out of 26 students got 'C' or better for financial analysis tool exercise like what-if analysis tool.

For Database Design students *19 out of 25 or 76% of students got 'C' or better* on all their exercises, quizzes and exams that relate to design of database.

3c: Use of Results to Improve Program/Unit Impact/Services[Closing the loop]:

A Final Project on Database Design that would demonstrate their skills on Database Design should be in order soon. However, in order to do that the pacing and as well as the content to be included on the course should be altered in order to give time for final project.

Evaluation Question (Use a different form for each evaluation question)(3-6):

Did the students able to develop a CSS-based layout web-page from scratch?

4a. Means of Unit Assessment & Criteria for Success:

The class for Web Design (i.e. IS240) would be the basis for this assessment particularly on the topic/activities wherein students create layouts from scratch using CSS. And as such at least 60% of students should have a passing grade of 'C' or better on this criteria. In comparison to other criteria this one has lower passing percentage due to the complexity of the activity at hand.

4b. Summary of Assessment Data Collected:

12 out of 19 students (excluding those who withdraw earlier) or 63% students demonstrated a skill with a passing grade of 'C' or better in creating of webpage layouts using CSS and implementing the same for a full blown mini-website.

4c: Use of Results to Improve Program/Unit Impact/Services[Closing the loop]:

There were 6 out of 25 total students or 24% of the class withdraw from this course and therefore should be analyzed and studied on how to lessen the number of withdrawals later.

A pre-requisite or pre-requisites should be added on this class like MS100 to at least prevent students less analysis and logical skills which is required in web programming and probably also IS 201 to prevent students from other program taking this class just to fill-in their need for credits.

The course content also should be re-considered, that is, content which is compact yet will cover the essentials of the course so as to prevent losing time in covering subjects/topics.

Evaluation Question (Use a different form for each evaluation question)(3-6):

Do students able to demonstrate fundamental skills in programming (e.g. functions, loops)?

4a. Means of Unit Assessment & Criteria for Success:

The class for Introduction to Computer Science and Programming (i.e. IS220) would be the basis for this assessment including all their exercises, projects, exams and quizzes. In connection with that at least 60% of students should have a passing grade of 'C' or better on this criteria. In comparison to other criteria this one has lower passing percentage due to the complexity of this class.

4b. Summary of Assessment Data Collected:

23 out of 24 students (excluding those who withdraw earlier) or 95.8% students demonstrated a skill with a passing grade of 'C' or better in all its activities, quizzes and exams (or actually its final grade).

4c: Use of Results to Improve Program/Unit Impact/Services[Closing the loop]:

A pre-requisite on MS 100 with a grade of 'C' or better should be added on this class in order to prepare students to undergo high analytic and logical skills which are very important on this class in order for them to pass.

There are many SLOs (Student Learning Objectives) on this course wherein the number of passing students is lower than 40% and there was one wherein none really pass. So, these specific SLOs should be given close attention in order to improve and ensure that students will have higher passing rate.