

The University of West Alabama

Detailed Assessment Report

2015-2016 Department of Computer Information Systems & Technology

As of: 1/26/2017 11:29 AM EST

(Includes those Action Plans with Budget Amounts marked **One-Time, Recurring, No Request**.)

Mission / Purpose

The mission of the Department of Computer Information Systems and Technology is to: (1) prepare CIS students for entry-level programming, networking, and information processing positions in business and government; (2) prepare Engineering Technology students for entry-level positions in applied engineering and industrial management; and (3) prepare Industrial Maintenance students for multi-craft positions in manufacturing and other industries.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Address the educational, social, and cultural needs of the overall student body.

Address the educational, social, and cultural needs of the overall student body.

SLO 2: Students majoring in Computer Information Systems will demonstrate appropriate content knowledge

Students majoring in CIS will demonstrate appropriate content knowledge. SLO 1-3 address content knowledge. SLO 1: Identify network models, architecture, transmission, and the seven layers of OSI. SLO 2: Identify each stage of the systems development life cycle. SLO 3: Explain how information systems contributes to the rendering of management decisions within an organization.

Related Measures

M 2: Test scores in Computer Information Systems major courses will measure content knowledge.

Test scores in CIS major core courses will measure content knowledge. In addition to chapter tests during the semester, a comprehensive final examination will be given to include certain questions from previous chapter tests for reinforcement of core CIS knowledge.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

At least 80% of CIS majors will score 70% or higher on the final exam/project.

Finding (2015-2016) - Target: Partially Met

For Fall 2015 and Spring 2016 CIS major courses, Final Exam/Project scores were reported by faculty. Final Exam/Project information included: (1) types of questions given (a) objective; (b) essay; (c) problem; (d) other. (2) types of embedded, repeated questions from earlier tests given, if applicable, for Comprehensive Final Exams/Projects. (3) number of students who scored 90% and above; 80%-89%; 70%-79%; 60%-69%; below 60%. (4) number of students who scored 70% and above for meeting Target: "At least 80% of CIS majors will score at least 70% or higher on the Final Exam/Project." Fall 2015 and Spring 2016 Final Exam/Project scores for CIS major courses are attached. An Action Plan is provided to improve future results.

Connected Documents

[2015-2016 CIS SLO Assessment Report](#)
[Computer Information Systems Degree Program--2015-2016--Major Courses, Exam Content Assessment](#)

SLO 3: Students majoring in Computer Information Systems will demonstrate appropriate application skills.

Students majoring in CIS will demonstrate appropriate application skills. SLO 4-5 address skills. SLO 4: Design, develop, and implement a database. SLO 5: Integrate the information management functions of controlling, leading, organizing, and planning within a nationally competitive simulation.

Related Measures

M 3: Computer assignments, rubrics, and related competency tools will measure appropriate application skills for CIS majors.

Computer assignments, rubrics, and related competency tools (Cengage, Connect) will measure technology and communication skills.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

At least 80% of CIS majors will score 70% or higher on each of the CIS application skills.

Finding (2015-2016) - Target: Partially Met

For Fall 2015 and Spring 2016 CIS major courses, application skills were assessed. Trend analysis was reported for a minimum of 3 data points (semesters). Based on results, the COBT Assessment Committee provided suggestions for improvement. The Fall 2015 and Spring 2016 results are attached. An Action Plan is provided to improve future results.

Connected Documents

[2013-2016 CS Assessment](#)
[2015-2016 CIS SLO Assessment Report](#)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Faculty members will specify the action to be taken to enhance student performance.

Established in Cycle: 2015-2016

Faculty members will specify on their course assessment forms the type of action that will be taken to enhance student performan...

SLO 4: Students majoring in Engineering Technology will demonstrate appropriate content knowledge.

Students majoring in Engineering Technology will demonstrate appropriate content knowledge. SLO 1-3 address content knowledge. SLO 1: Address professional and ethical responsibilities including a respect for diversity; SLO 2: Demonstrate knowledge of the impact of engineering technology solutions in a societal and global context; SLO 3: Demonstrate commitment to quality, timeliness, and continuous improvement.

Related Measures

M 4: Evaluations administered to Engineering Technology graduates will measure content knowledge proficiency.

Evaluations administered to Engineering Technology graduates will measure content knowledge proficiency. Survey will be administered to graduating seniors to assess the effectiveness of the Engineering Technology program relative to departmental learning outcomes.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

Using a Likert scale, at least 80% of Engineering Technology majors will "agree" or "strongly agree" with the effectiveness of the departmental content student learning outcomes.

SLO 5: Students majoring in Engineering Technology will demonstrate appropriate application skills.

Students majoring in Engineering Technology will demonstrate appropriate application skills. SLO 4-11 address application of skills. SLO 4: Apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities; SLO 5: Apply knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies; SLO 6: Conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes; SLO 7: Design systems, components, or processes for broadly-defined engineering technology problems; SLO 8: Function effectively as a member or leader on a technical team; SLO 9: Identify, analyze, and solve broadly-defined engineering technology problems; SLO 10: Apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature; SLO 11: Engage in self-directed continuing professional development.

Related Measures

M 5: Evaluations administered to Engineering Technology graduates will measure application skills proficiency.

Evaluations administered to Engineering Technology graduates will measure application skills proficiency. Survey will be administered to graduating seniors to assess the effectiveness of the Engineering Technology program relative to departmental learning outcomes.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:

Using a Likert scale, at least 80% of Engineering Technology majors will "agree" or "strongly agree" with the effectiveness of the departmental application student learning outcomes.

SLO 6: Students majoring in Industrial Maintenance will demonstrate appropriate content knowledge.

Students majoring in Industrial Maintenance will demonstrate appropriate content knowledge. SLO 1-2 address content knowledge. SLO 1: Address professional and ethical responsibilities including a respect for diversity; SLO 2: Demonstrate commitment to quality, timeliness, and continuous improvement.

Related Measures

M 6: Evaluations administered to Industrial Maintenance graduates will measure content knowledge proficiency.

Evaluations administered to Industrial Maintenance graduates will measure content knowledge proficiency. Survey will be administered to graduating seniors to assess the effectiveness of the Industrial Maintenance program relative to departmental learning outcomes.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:

Using a Likert scale, at least 80% of Industrial Maintenance majors will "agree" or "strongly agree" with the effectiveness of the departmental content student learning outcomes.

SLO 7: Students majoring in Industrial Maintenance will demonstrate appropriate application skills.

Students majoring in Industrial Maintenance will demonstrate appropriate application skills. SLO 3-9 address application of skills. SLO 3: Apply the knowledge, techniques, skills, and modern tools of the discipline to Industrial Maintenance; SLO 4: Apply knowledge of mathematics, science, and technology to problems that require the application of principles and applied procedures or methodologies; SLO 5: Conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes; SLO 6: Function effectively as a member or leader on a technical team; SLO 7: Identify, analyze, and solve broadly-defined Industrial Maintenance; SLO 8: Apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature; SLO 9: Engage in self-directed continuing professional development.

Related Measures

M 7: Evaluations administered to Industrial Maintenance graduates will measure application skills proficiency.

Evaluations administered to Industrial Maintenance graduates will measure application skills proficiency. Survey will be administered to graduating seniors to assess the effectiveness of the Industrial Maintenance program relative to departmental learning outcomes.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:

Using a Likert scale, at least 80% of Industrial Maintenance majors will "agree" or "strongly agree" with the

effectiveness of the departmental application student learning outcomes.

Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Address the educational, social, and cultural needs of the overall student body.

Address the educational, social, and cultural needs of the overall student body.

O/O 1: The Department of Computer Information Systems and Technology will ensure quality of programs.

The Department of Computer Information Systems and Technology will maintain a curriculum review process to ensure quality of programs and adherence to the regional accreditation standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and to the separate business accreditation standards of the Accreditation Council for Business Schools and Programs (ACBSP). See the attached College of Business and Technology course assessment report form that is updated and completed at the end of each semester for all CIST Department programs.

Connected Document

[CIS Major Assessment Report Form](#)

Related Measures

M 1: An annual COBT curriculum review process will monitor adherence to accreditation standards.

To ensure the quality of programs in the Department of Computer Information Systems and Technology, (1) A curriculum review of the Computer Information Systems and Technology degree programs will be accomplished by the departmental faculty for submitting changes to the UWA Academic Council in November and February of each year; and (2) The College of Business and Technology Assessment Committee will review all degree programs annually as part of the strategic planning process to monitor adherence to the accreditation standards of SACSCOC and ACBSP (business accrediting body).

Source of Evidence: Transfer acceptance rates, esp. for 2-yr college

Target:

The Computer Information System and Technology (CIST) degree programs will be reviewed annually by the College of Business and Technology Assessment Committee to monitor adherence to the SACSCOC and ACBSP accreditation standards. All CIST Department syllabi will be available on the College of Business and Technology shared drive to be reviewed annually to ensure academic University standards are met.

Finding (2015-2016) - Target: Partially Met

For Fall 2015 and Spring 2016, faculty members who taught the following CIS major courses completed Student Learning Outcomes trend analysis for a minimum of 3 data points (semesters) related to the ACBSP 2015-2016 self-study report for reaffirmation. THE GRAPHING OF CIS ASSESSMENT CAN BE FOUND IN FINDINGS BELOW. The COBT Curriculum Review Process Flowchart is attached and explains the annual curriculum review process. (1) CS 280—NETWORK COMMUNICATION SLO #1: Identify network models, architecture, transmission, or the seven layers of OSI. MEASURE: Computer Information Systems Majors will complete practice exams involving network models. TOOL: Certification Exam Checklist DATA POINTS: Fall 2013; Spring 2014; Spring 2016 (2) CS 470—SYSTEMS ANALYSIS SLO #2: Identify each stage of the systems development life cycle. MEASURE: Computer Information Systems Majors will participate in a project/exam. TOOL: Project Checklist DATA POINTS: Spring 2013; Spring 2014; Spring 2015; Spring 2016 (3) CS 381—NETWORK ADMINISTRATION I SLO #3: Explain how information systems contributes to the rendering of management decisions within an organization. MEASURE: Computer Information Systems Majors will complete online simulated network labs. TOOL: Online Lab Checklist DATA POINTS: Fall 2013 (combine online and campus); Spring 2014; Fall 2014 (combine online and campus); Fall 2015 (combine online and campus); Spring/Summer 2016 (combine online); Fall 2016—pending data (4) CS 300—PROGRAMMING I SLO #4: Design, develop, and implement a program or application. MEASURE: Computer Information Systems Majors will complete programming exams for proficiency. TOOL: Comprehensive Exam Checklist DATA POINTS: Spring 2013; Fall 2013; Fall 2014; Fall 2015; Fall 2016—pending data (5) CS 480—SYSTEMS PROJECT SLO #5: Integrate the information management functions of controlling, leading, organizing, and planning within a nationally competitive simulation. MEASURE: Computer Information Systems Majors will participate in a simulation with results competitively ranked with other student participants. TOOL: Capsim Benchmark Rubric DATA POINTS: Spring 2013; Spring 2014; Spring

Connected Document

[Curriculum Review Diagram for COBT \(CIS\)](#)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Faculty members will specify the action to be taken to enhance student performance.

Established in Cycle: 2015-2016

Faculty members will specify on their course assessment forms the type of action that will be taken to enhance student performan...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Assessment rubric development

COB departments will develop grading rubrics for papers, presentations, cases, and projects to improve assessment process.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Implementation Description: Each faculty will develop rubrics for papers, presentations, cases, and projects that student complete as part of the course requirement. Reports from each faculty member are required to identify successful completion rates and recommend changes for improvement

Responsible Person/Group: Dr. Green, Dr. Bedford and COB faculty

Additional Resources: None

Continue to stress importance of MFT Scores

Professors will continue to stress to students the importance of performing 138 or higher on the MFT exam.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Implementation Description: Professors will stress importance of MFT of 138 or higher.

ABET Accreditation

Pursue ABET accreditation for Engineering Technology and Computer Information Systems programs

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Implementation Description: 1. Identify changes to curriculum to satisfy requirements for accreditation. 2. Develop student learning outcomes and identify measures for program and courses. 3. Establish assessment requirements. 4. Identify faculty requirements.

Responsible Person/Group: CIST Faculty

ATMAE Accreditation

Pursue ATMAE accreditation for Industrial Maintenance and Engineering Technology programs

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Implementation Description: 1. Identify changes to curriculum to satisfy requirements for accreditation. 2. Develop student learning outcomes and identify measures for program and courses. 3. Establish assessment requirements. 4. Identify faculty requirements.

Responsible Person/Group: Dr. Ahmed, Dr. Cobb, Dr. Gokaraju

Budget Amount Requested: \$0.00 (no request)

BA 450 International Business Seminar Action Plan

COB Faculty are including oral and written communication skills as a student learning outcome in their respective courses across the COB curriculum to improve students' skills as they progress in the degree program. COB faculty will promote in the classroom extracurricular organization, such as Toastmasters and ENACTUS, providing students the opportunity to develop their oral presentations skills.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Implementation Description: Faculty are encouraged to promote oral presentations to develop student presentation skills

Responsible Person/Group: COB Faculty

Additional Resources: none

Hire full-time Engineering Technology professor

Hire full-time Engineering Technology professor due to expanded offerings. [\$60,000 salary + \$16,800 benefits (28%) = \$76,800]

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: Medium

Budget Amount Requested: \$76,800.00 (recurring)

Hire full-time Industrial Maintenance instructor

Hire full-time Industrial Maintenance instructor due to expanded offerings in AAS program and demands from the DOL grant. [\$50,000 salary + \$14,000 benefits (28%) = \$64,000]

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: Medium

Budget Amount Requested: \$64,000.00 (recurring)

Hire full-time welding instructor

Hire full-time welding instructor for welding certification courses at Demopolis. [\$50,000 salary + \$14,000 benefits (28%) = \$64,000]

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Budget Amount Requested: \$64,000.00 (recurring)

Implement Cyber-Security concentration

Develop Cyber-Security concentration curriculum into the Computer Information Systems degree.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: Medium

Implementation Description: 1. Identify needed courses 2. Identify hardware and software requirements 3. Hire additional faculty 4. Acquire ACHE approval

Responsible Person/Group: Dr. Cobb

Additional Resources: Cyber-Security software and faculty to teach courses

Implement Welding Certificate Program on campus

Renovate part of Hunt Annex building facility to accommodate welding program on campus and purchase welding equipment and supplies.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Implementation Description: Renovate Hunt Annex

Responsible Person/Group: Dr. Donnie Cobb and Mr. Dale Acker

Additional Resources: \$135,000 for building renovation \$50,000 for additional welding equipment and supplies (already received \$25,000 donation)

Budget Amount Requested: \$0.00 (no request)

MFT exam importance

The CIS faculty will strive to help CIS students understand the importance of performing well on the MFT exam and to take the exam seriously.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Implementation Description: Stress importance of MFT exam

Faculty members will specify the action to be taken to enhance student performance.

Faculty members will specify on their course assessment forms the type of action that will be taken to enhance student performance on assessments not met/or partially met for each student learning outcome target.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Computer assignments, rubrics, and related competency tools will measure appropriate application skills for CIS majors. | **Outcome/Objective:** Students majoring in Computer Information Systems will demonstrate appropriate application skills.

Implementation Description: Completion of 2015-2016 CIS Major Course Assessment Reports

Projected Completion Date: 10/2016

Responsible Person/Group: CIST Department Chair and CIS Faculty

Additional Resources: n/a

Faculty members will specify the action to be taken to enhance student performance.

Faculty members will specify on their course assessment forms the type of action that will be taken to enhance student performance on assessments not met/or partially met for each student learning outcome target.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: An annual COBT curriculum review process will monitor adherence to accreditation standards. | **Outcome/Objective:** The Department of Computer Information Systems and Technology will ensure quality of programs.

Implementation Description: Completion of 2015-2016 CIS Major Course Assessment Reports

Responsible Person/Group: CIST Department Chair and CIS Faculty

Additional Resources: n/a