Program Name: **COMPUTER INFORMATION SYSTEMS**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

- Purchase new equipment and upgrade facility to be able to add sections to the schedule for the computer repair course and revise that course to encompass certification training. Partially accomplished. CTE funds were used to make the upgrades and revise courses. Sections were not increased because the Room 1705 was not expanded and because of restrictions in hiring additional faculty.

- Secure funds to designate and equip a network lab in order to develop Network+ certification program. Accomplished. CTE funds were used to develop the curriculum and the classroom.

- Remodel Room 901, the Business Computer Lab to professionalize the work space. Accomplished. Desks for lab technicians that include a work table for repairing computers were purchased; however, Business Computer Lab was relocated to Room 2610 to accommodate a new Cisco classroom in 901.

- Secure funds to send one or more CIS instructors to training for Network+ Certification. Accomplished. Tom Paine completed the Network+ Certification program. As we move to the new Cisco curriculum, however, additional training will be critical.

- Designate and equip a multimedia classroom. Accomplished. Room 803 was equipped with multimedia computers in 2006. However, those computers now need to be replaced because they are five years old.

- Work with Division of Humanities to develop a Multimedia Certificate. Accomplished. Program was developed, submitted to the Chancellor's Office and received approval. A scheduling plan is in place.

- Work with Science/Math/Engineering Division to coordinate computer curriculum 2005-2008. Accomplished. CIS faculty provided input regarding Computer Science program.

- Hire additional adjunct instructors to cover increasing workload brought about by expanding repair class sections and offering network certification course. Accomplished. Adjunct hired to teach introduction course.

- Evaluate the need to hire an additional full-time tenure track position to meet the increasing student enrollment demands. Accomplished. The Instructional Media Designer position was revised to include a 40% teaching assignment in the area of CIS. This assignment was made as a replacement for a vacant full time office technologies instructor position. Currently, however, there is a need to hire a new full-time instructor and additional adjunct instructors to implement the Cisco program.

- Work with Extended Campus Dean to secure funds to replace outdated equipment and to hire a technician to maintain equipment at extended campus sites. Partially Accomplished. Equipment was upgraded at El Centro and Calexico campuses through grant funds. Hiring a technician to maintain the equipment will be more difficult to accomplish because of the budget constraints.

- Evaluate the community need for GIS and Computer Forensics curriculum. Accomplished. Administration and program staff concluded the multimedia program and the CISCO program should be the priority.

- CIS instructor will begin the process to collect the statistical data necessary for implementing prerequisites for programming and computer repair classes. Accomplished. Prerequisites were evaluated and implemented.

2. **Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.**
   a. For teaching programs this data should include at least the following: **Enrollment at census, number of sections, fill rate,** retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the **previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.**

      See Section D Program Data below

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service **quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any. List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.**

   SLOs for all courses in the CIS program have been identified and an assessment has been completed on at least one outcome for each course except for CIS 130 and CIS 131 PowerPoint, which should be completed in academic year 2011-12. The summary below indicates the number of SLOs identified and the semester(s) for which data was assessed. Continuous assessment is planned on an ongoing semester-by-semester basis for quality improvement.

COURSE	TITLE	UNITS	SLOs Identified	Assessed for
CIS050	Learning Online, Orientation	1	1	F 09
CIS100	Computer Literacy	1	1	F 09 F 10
CIS101	Intro to Info Systems	3	3	F 08 F 09 S 09
CIS102	Computer Appl Lab	1	2	F 09 F 10
CIS104	Intro to Telecommunications	3	3	S 10
CIS106	PC Maintenance, Repair and Upgrade	3	3	F 09
CIS107	Computer Networking	3	3	F 09
CIS108	Computer Accounting	3	3	Sp 10
CIS120	Microsoft Word I	1	1	F 10
CIS121	Microsoft Word II	1	1	F 10
CIS124	EXCEL I	1	1	F 10
CIS125	EXCEL II	1	1	F 10
CIS130	Power Point I	1	Pending	Pending
CIS131	Power Point II	1	Pending	Pending
CIS137	Dreamweaver	3	3	F 09
CIS149	Photoshop	3	3	F 09
CIS155	Flash	3	3	Sp 10
CIS202	Prog in Visual Basic	3	3	F 09
CIS210	Programming in C++	3	3	F 08 F 09 F 10
CIS212	XHTML, CSS, and JavaScript	3	3	Sp 10
CIS214	PHP and MySQL	3	3	Sp 10

Program level SLOs and strategies to assess have also been developed as indicated below:

CIS MAJOR AND CERTIFICATE PROGRAM
Program-level learning outcomes and assessment strategies:

Beginning Level: CIS 101
Outcome: Analyze web information sources for relevance and accuracy; synthesize, evaluate and communicate the results, demonstrating writing competencies at the college level; describe the general characteristics of a computer system and identify types of computer hardware and software and explain their functions; demonstrate the use of a word processor, spreadsheet, and database application program by completing projects that require students to extend course content to real-world situations and manage and organize files and use data storage devices.

Way(s) to assess: Writing assignments, exams, skill demonstration

Intermediate Level: CIS 104, CIS 106, CIS 107
Outcome: Analyze troubleshooting scenario, work with customers, and determine and implement solutions technical problems.

Way(s) to assess: Simulations, presentations, exams, skill demonstration

Advanced Level: CIS 202, CIS 210, MATH 130
Outcome: Analyze requirements, design solutions, and implement solutions in a programming language.

Way(s) to assess: Programming projects, presentations, exams, skill demonstration

Strategy: Each class will incorporate a project that requires students to extend course content to a real-world situation. Students will be required to research the selected problem and potential solutions adequately to formulate recommendations. Students will be required to document their research and their recommendation.

MULTIMEDIA AND WEB DEVELOPMENT MAJOR AND CERTIFICATE PROGRAM
Program-level learning outcomes and assessment strategies:

Beginning Level: Art 112, 160
Outcome: Communicate and present ideas visually and apply principles of art emphasizing three-dimensional design

Way(s) to assess: Skill demonstration, thumbnail sketches, comprehensive layouts, and typography

Intermediate Level: CIS 137, 149, 155
Outcome: Demonstrate visual communication skills through critiques, written explanations; write effectively as to plan, process and outcome of projects; interact with clients using appropriate design/graphics language illustrate ideas; design page and web layouts; storyboard animation and video projects; create with appropriate software a product that is technically and visually sound; expand expertise as technological advancements demand

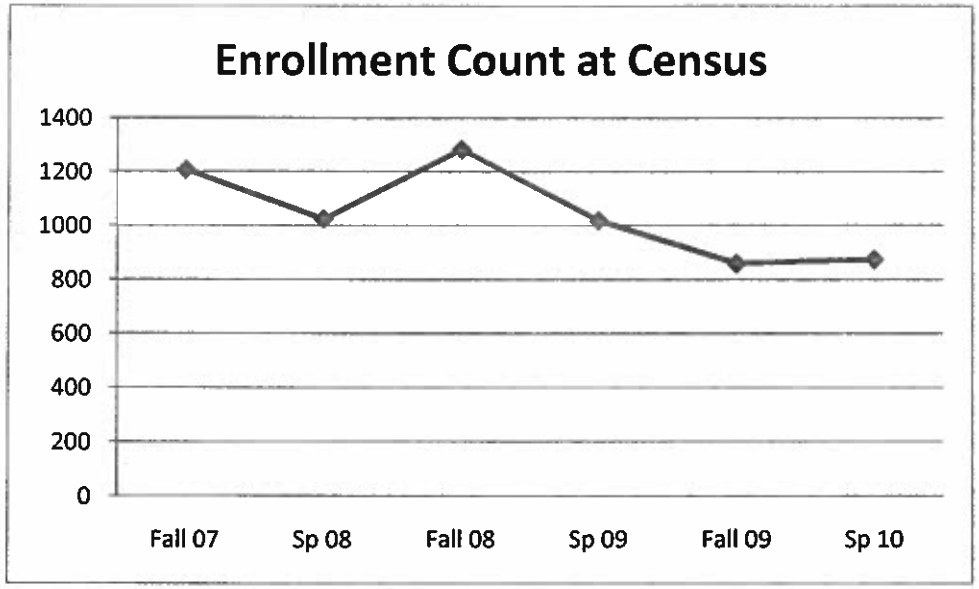
Way(s) to assess: Projects, critiques, reports, skill demonstration,

Advanced Level: CIS 212, 214; WE 201, 220
Outcome: Create projects for non-profit organizations, produce original projects that respect intellectual property of others, create an employment portfolio, demonstrate work skills, demonstrate professional demeanor

Way(s) to assess: Projects, employment portfolio, skill demonstration, internship

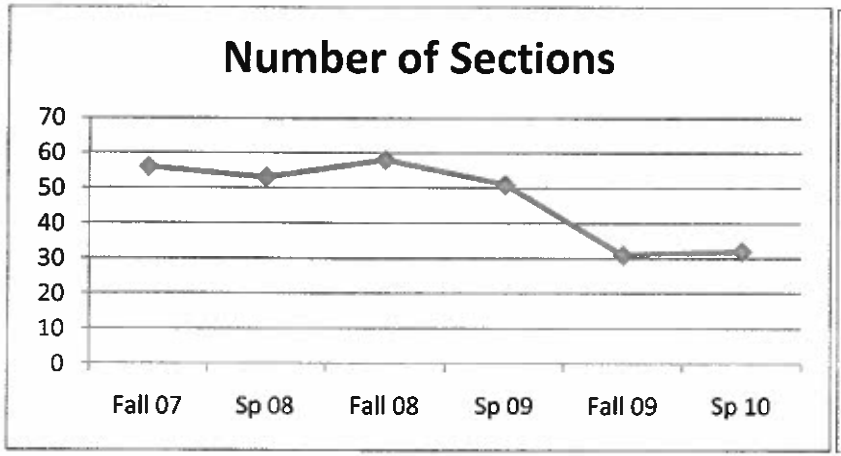
4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

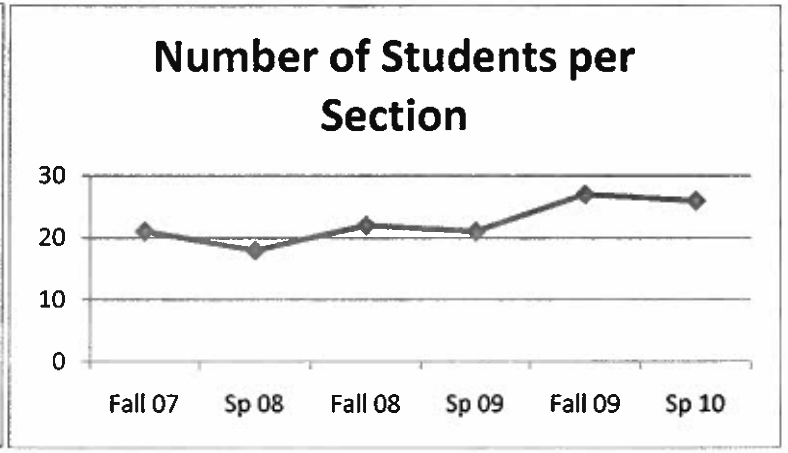
Enrollment



The enrollment information in the table above indicates the enrollment has declined from 1,207 in fall 07 to 859 in fall 2009. Budget reductions have been the cause – departments were required to reduce sections by 10% overall during this time; in addition, CIS courses that were taught at El Centro Extended Campus were reduced significantly when it was closed. The enrollment decline leveled off in fall 2009 and increased slightly in spring 2010.

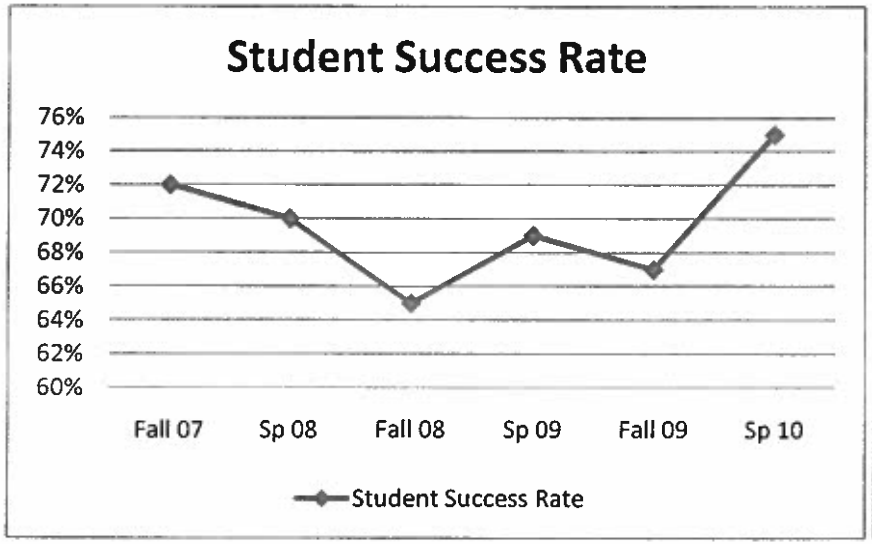
Number of Sections/Number of Students per Section

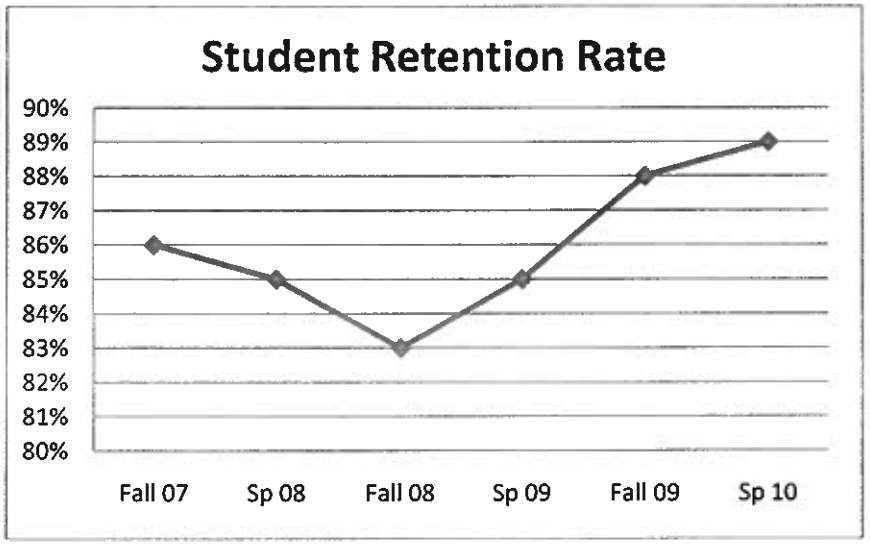




Although the enrollment count and the number of sections declined from fall 2007 to fall 2009, the average number of students per section increased during the same time period, from 21 to 26. Except for advanced courses, such as programming, CIS courses fill to maximum quota. Maximum quota is 32 for most CIS courses, since they are taught in computer classrooms with a limited number of workstations.

Student Success Rate/Student Retention Rate





The student retention rate in Computer Information Systems courses averages at 86 percent. The average success rate in Computer Information Systems courses averages at 70 percent. A number of factors need to be considered for the retention and success rates. For example, transfer students generally are required to take CIS 101. The required nature of this course can be attributed to the higher retention rate in this course. However, the lower success rate is also partially accounted for by the same reason. Since students are required to take this course, they are not always very strongly motivated to do well in the course. Furthermore, many students take CIS 101 in their first year of enrollment at IVC. Generally students in their first year of college often do not do as well as more experienced students, and further they are not as academically skilled at the self-assessment needed to determine their actual standing in a course and thus might erroneously elect to stay in a course they are in danger of failing in lieu of dropping. Finally, the course is often taken by students who are still taking basic skill level courses in English. Since the content of the CIS 101 course is at the beginning college reading and writing skill level, these basic skill students often struggle with the course reading and assignments. On the other hand, we see that success and retention rates for students who take CIS courses that are not mandated by all majors have acceptable success rates.

FTES per FTEF

The FTES per FTEF rate for the CIS program averages 12 in the fall semesters and 11 in the spring semesters. The CIS faculty concluded that although 14 is a campus average, CIS ratio's are reasonable given the fact that maximum class quotas are limited. CIS courses require one computer workstation per student which prevents instructors from exceeding maximum quota.

B. PRESENT: Snapshot of the State of the Program in the Current Semester:

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

The Computer Information Systems program is made up of majors and certificates in the areas of Computer Information Systems and Multimedia and Web Development. Two full time faculty, one 40% full time faculty member, and 4 adjuncts teach the courses in CIS program. Approximately 32 sections are scheduled each semester.

Computer Information Systems
The Computer Information Systems program provides students with education and training to qualify for jobs such as PC Service Center Technician, Field Technician, Help Desk Technician, PC Network Support Technician, and Programmer. The program also provides the lower division coursework for advanced degrees. Because of recommendations from the CIS Advisory Committee, the major and certificate are currently being revised.

Meets a documented labor market demand
According to LMI information for the El Centro Metropolitan Statistical Area (Imperial County), computer and mathematical occupations are projected to have 9 new jobs and 7 replacement jobs annually from 2006 -2016. More specifically, computer specialists are projected to increase 25%, from 80-100 jobs. Network and computer systems administrators are projected to increase 33%, from 30-40 jobs.

In addition, according to the Centers of Excellence (COE) Environmental Scan for Information and Communications Technologies (ICT), Phase One Overview, September 2009, San Diego-Imperial Region, San Francisco Bay Region, and Orange County Region at http://www.coeccc.net/ : "The Bureau of Labor Statistics (BLS) estimates that employment in computer systems design and related services will grow nearly 40% and account for almost one-fourth of all new jobs created over the next five years. The scan also indicted that the Computer and Information Technology labor market information has not been adequately studied, despite its importance to the California economy. The report states, "Several factors contribute to the lack of data, including rapidly changing technologies, inconsistent use of occupational titles, wide distribution of ICT occupations across industries and companies, and lack of widespread acceptance of the term ICT." According to the scan, "ICT encompasses all rapidly emerging, evolving and converging computer, software, networking, telecommunications, Internet, programming and information systems technologies. Employment in ICT occupations spans across industries and firms of all sizes. ICT represents the cutting edge of California's innovation economy."

The COE report also states that traditional labor market analysis for ICT occupations across industries is a complicated endeavor because of the factors listed above. Industry representatives indicated that workforce studies which are focused on ICT related job functions, instead of job titles, would be more valuable. The COE, working with the Mid-Pacific ICT Center and its network of industry and community advisors, developed a set of ICT-related job functions as the framework that will guide future research efforts. Training for the CIS program at Imperial Valley College specifically falls within the functions listed below:

Function	Description
Deploy and Support End User ICT Devices	Setting up users with the ICT devices they use (computers, phones, PDAs, cell phones, printers, etc.)
Deploy and Support 3rd Party ICT Applications	Setting up organizations and users with the 3rd party applications they use on their computing and communications devices (Computer operating systems, MS Office, email, database programs, CRM, call center, etc.)
Deploy and Support Networks and Systems for Communications	Setting up and managing infrastructure and systems for communication between people and devices.
Deploy and Support Data Storage Systems	Setting up systems to store, backup and restore electronic data, including disaster recovery, SANs, NAS, iSCSI, etc.
Secure ICT Devices, Systems and Networks	Securing devices, spaces, websites, networks, storage and other ICT systems
ICT Wiring and Physical Plant	Installing and managing the physical infrastructure over which communications take place, - wires, fiber, poles, towers, conduits, etc.
Programming and Software Development	Designing and writing programs for computing and communications devices.
ICT Technical Writing	Documenting ICT related systems and processes and writing about activities and developments in the ICT field.
ICT-Related Technical Sales	Developing customer relationships and solutions
ICT Systems Analysis and Design	Collecting requirements, understanding solution elements and their constraints and designing systems and processes to meet needs

Multimedia and Web Development Program

The program was approved officially by the Chancellor's Office on November 10, 2009. The Multimedia and Web Development program is an interdisciplinary program that combines technical knowledge with design, communication, and problem solving skills. It includes multimedia software applications and programming languages that allow a student to build dynamic Web applications. Students learn how to process information and then make this information available to audiences via electronic media. The program provides students with entry level competencies for employment as a Web Developer or other position which requires knowledge to produce a variety of computer, Web, and/or multimedia graphics, animation, sound and video production, and/or content materials. The program provides entry level training to qualify students for collaborative projects working from within small design firms or for developing web pages for small or large businesses.

Meets a documented labor market demand
According to LMI information for the El Centro Metropolitan Statistical Area (Imperial County), Computer and Mathematical occupations are projected to have 9 new jobs and 7 replacement jobs annually from 2006 -2016. This SOC includes job functions for which our proposed program will train students. However, it is difficult to identify a specific occupation title in the LMI data for this program. This program will not only train students as web developers and multimedia specialists, but will also give students skills that will be valuable in many occupations.

According to the Centers of Excellence (COE) Environmental Scan for Information and Communications Technologies (ICT), Phase One Overview, September 2009, San Diego-Imperial Region, San Francisco Bay Region, and Orange County Region at http://www.coeccc.net/ : "The Bureau of Labor Statistics (BLS) estimates that employment in computer systems design and related services will grow nearly 40% and account for almost one-fourth of all new jobs created over the next five years. The scan also indicted that the Computer and Information Technology labor market information has not been adequately studied, despite its importance to the California economy. The report states, "Several factors contribute to the lack of data, including rapidly changing technologies, inconsistent use of occupational titles, wide distribution of ICT occupations across industries and companies, and lack of widespread acceptance of the term ICT." According to the scan, "ICT encompasses all rapidly emerging, evolving and converging computer, software, networking, telecommunications, Internet, programming and information systems technologies. Employment in ICT occupations spans across industries and firms of all sizes. ICT represents the cutting edge of California's innovation economy."

The COE report also states that traditional labor market analysis for ICT occupations across industries is a complicated endeavor because of the factors listed above. Industry representatives indicated that workforce studies which are focused on ICT related job functions, instead of job titles, would be more valuable. The COE, working with the Mid-Pacific ICT Center and its network of industry and community advisors, developed a set of ICT-related job functions as the framework that will guide future research efforts. The Multimedia and Web Development program that is being proposed by Imperial Valley College specifically falls within one of the functions listed: Deploy and Support Online Systems and Services. The report describes this job function as "Working with websites, electronic commerce, supplier online systems, customer online support systems, FTP sites, etc."

When our program was being developed, the Computer Information Systems staff worked with employers who indicated that students with multimedia and web development skills would have an edge in the job market not only when they applied for jobs such as Web Developer but also when they applied for jobs in other fields, such as office administration and management --jobs that show growth in LMI data. Jobs in these fields are common in the public sector, and the public sector is the largest employer for Imperial County – law enforcement, department of corrections, homeland security, county, cities, public utilities, and education. These skills will also be valuable for private sector jobs such as jobs in the banking or retail areas. It is also our contention that the Multimedia and Web Development program will train employees who need to upgrade their digital media skills as their jobs evolve and/or will train employees who want to advance/promote. Our conclusions are backed up by the COE Environmental Scan for ICT occupations, quoted above and attached to this email. Employers have concurred that they need people who can process images, take and process basic digital video, update websites, manage outreach, etc. These job skills are embedded in jobs without "multimedia" or "web" in the job title.

Digital media skills are now part of basic, digital literacy that people need to function in office administration, management, and advertising. This issue is addressed in the study, "Digital Media Skills: In Demand across California Industry Sectors." It is from 2006, but still relevant. http://www.cccmei.net/files/Digital_Media_Skills_Report.pdf This project is a contribution to the California Community College participants around the state from the statewide Multimedia & Entertainment Initiative (MEI), part of the Economic and Workforce Development Program. Key findings of the study relate to the Multimedia and Web Development program that IVC has developed. The key findings include the information below:

Digital media skills (not just "digital skills") are embedded in occupations across the organization and across industry sectors. The study shows that digital media skills have migrated from the more specialized workforce of the digital media industry sector to the general skill set of employees across industries and across the organization.

By the level of importance that respondents placed on the use of these skills, the data suggests that employers are coming to expect these skills from their workforce. The study suggests that these skills are increasingly seen as prerequisites of employment, or are at least expected of a large percentage of the workforce.

Expertise in digital media skills is overwhelmingly obtained without formal training. However, the study suggests that informal learning does not provide the worker with "expert-level" skills.

There is a clear differentiation between the usage of those skills that involve incorporating existing digital media components into communication products and developing the digital media components themselves. The more advanced digital media skills, such as animation and graphic design, require a higher level of software expertise in combination with some artistic talents.

LMI 2006-2016 Occupational Employment Projections for the El Centro Metropolitan Statistical Area (Imperial County) indicates the following jobs as part of the fastest growing occupations in the El Centro area:

Executive secretaries and administrative assistants, showing a 22.7% increase, from 440 – 540

General office clerks, showing a 21.1% increase from 1170-1420

Advertising, Marketing, Promotions, Public Relations, and Sales Managers, showing a 23.5% increase from 170-210

Computer Information Systems Program Completers Fall 2007 – Spring 2010

	CIS		Total
Academic Year	**Majors**	**Certificates**	
2007-08	6	0	6
2008-09	6	0	6
2009-10	6	6	12
Total	18	6	24

Note: Because it wasn't approved by the Chancellor's Office until 2009-10, there will be no data for the Multimedia and Web Development Program until the next program review cycle.

2. **Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)**

The continuous advance of technology and advisory group recommendations play a major role in decisions to upgrade equipment, personnel, curriculum and facilities for the CIS program.

3. **List any significant issues or problems that the program is immediately facing.**

- Budget issues may affect funds to pay for instructors for the program and to pay for hardware and software upgrades needed to meet the demands of industry standards to meet the challenges of changing technology.
- Employment factors have led to higher class demand, but budget issues may lead to a reduction in the number of sections for students.
- Additional faculty members are needed to implement the Cisco Academy, but budget restraints prevent hiring.

C. **FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12**

1. **Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.**

   - Continue to work with advisory committee to provide a quality program that meets industry needs in the areas of PC hardware repair, programming, networking, multimedia, and electronic commerce.
   - Hire staff to develop and implement CISCO curriculum, expand the multimedia curriculum to meet student demand, and maintain current level of offerings in other CIS courses.
   - Train faculty who will be teaching in the CISCO program.
   - Meet the demands of implementing a curriculum that addresses the continuous change in hardware and software.
   - Upgrade and improve instructional delivery equipment/software.
   - Improve success and retention rates through implementation of SLOs
   - Meet with basic skills committee to define strategies for improved student success

2. **Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.**

   Continue SLO timeline developed for the program. (See A.3 above) Courses will be evaluated and assessed each year.

3. **Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.**

   Resources needed for the next three years have been outlined in the table below. The obstacles include funds to pay adjunct instructors to continue the program, to acquire hardware and software to meet the changing needs of technology, and to pay adjuncts for assessing and identifying SLOs.

Three-year resource projection for facilities, equipment, and personnel

FACILITIES	2011-12	2012-13	2013-14
Office space for full-time staff	X		
Maintenance of classrooms to improve the learning environment, including painting, carpeting, replacement of desks and chairs, lighting, acoustics, and remodeling.	X	X	X
Remodeling of 800 Building including new air conditioning system	X		
EQUIPMENT/TECHNOLOGY	**2011-12**	**2012-13**	**2013-14**
801/803/901/902 Equipment upgrade and repair, including floppy drives, CD drives, hard drives, mother boards, monitors, keyboards, mice, and cables	X	X	X
801 New student computer workstations			X
803 New student computer workstations	X		
901 New student computer workstations			
902 New student computer workstations		X	
Printer repair and maintenance	X	X	X
Demonstration unit repair and maintenance	X	X	X
New demonstration units (In order of priority: 901/913/902/801/803)	X	X	X
Software upgrade/software licenses: Multimedia; Cisco; NetSupport	X	X	X
PERSONNEL	**2011-12**	**2012-13**	**2013-14**
Full-time instructor replacements		X	X
New full-time instructors	X		
Part-time instructors	X	X	X
Continued instructional technology support personnel	X	X	X
OTHER	**2011-12**	**2012-13**	**2013-14**
Extra duty compensation for reviewing articulation agreements with local high schools and ROP	X	X	X
Budget allotment for adjunct's to develop SLOs	X		

4. Identify any outside factors that might influence your program during the next three years.

Over the next three years we anticipate that the enrollment trends that we are seeing will continue; if that is the case the CIS program is going to find it increasingly difficult to meet the needs of our students. As overall college enrollment increases, there is greater demand for the required course for the majority of transfer students, CIS 101. Finally, the most significant challenge we are going to face is to effectively meet the needs of our basic skills students so that they have a better chance to successfully complete courses in CIS trends suggest that the population of under-prepared students is unlikely to decrease in the immediate future. The CIS program is going to need to partner with Basic Skills, ESL, English and Counseling programs to provide programs to improve student retention and success in the CIS courses.

D. Program Data

Program Review - Computer Information System Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
CIS 100	90	107	45	242	85	41	60	186	8	52	18	78	9			9	515
CIS 101	280	289	298	867	264	265	244	773	29	28	30	87	28	29		57	1784
CIS 102	65	79	44	188	47	43	36	126	7			7					321
CIS 104					24	22	23	69									69
CIS 106	22	22	22	66	23	21	21	65									131
CIS 107	23	18	21	62	20	20	22	62									124
CIS 108	20	22		42	25	14	28	67									109
CIS 120	101	132	40	273	93	76	57	226	10	44		54	11			11	564
CIS 121	91	97	45	233	55	57	38	150		35		35					418
CIS 124	130	181	82	393	136	124	64	324	55	36	12	103	26	24		50	870
CIS 125	74	93	50	217	79	66	49	194	28	21	15	64	22	15		37	512
CIS 130	50	33	28	111	37	37	45	119									230
CIS 131	48	26	26	100	18	19	13	50									150

CIS 134		20		20		27		27									47
CIS 135		16		16		17		17									33
CIS 136		11		11		17		17									28
CIS 137			30	30													30
CIS 146	33	17		50	20	23		43	10	12		22					115
CIS 147	29	12		41	9	20		29									70
CIS 148	23	14		37	7	19		26									63
CIS 149			30	30			31	31									61
CIS 155							32	32									32
CIS 202	19	26		45	28	27	29	84									129
CIS 204	19			19	16			16									35
CIS 208	20	24		44													44
CIS 210		10	30	40		22	24	46									86
CIS 212			32	32													32
CIS 214							26	26									26
CIS 50	70	33	36	139	39	41	32	112	30			30					281
Total	1207	1282	859	3348	1025	1018	874	2917	177	228	75	480	96	68		164	6909

Computer Information System Program

Number of Sections

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
CIS 050	2	1	1	4	2	2	1	5	1			1					10
CIS 100	6	5	2	13	6	4	2	12	1	3	1	5	1			1	31
CIS 101	9	9	9	27	9	9	8	26	1	1	1	3	1	1		2	58
CIS 102	3	2	1	6	3	2	1	6	1			1					13
CIS 104					1	1	1	3									3
CIS 106	1	1	1	3	1	1	1	3									6
CIS 107	1	1	1	3	1	1	1	3									6
CIS 108	1	1		2	1	1	1	3									5
CIS 120	7	7	2	16	6	5	2	13	1	2		3	1			1	33
CIS 121	4	5	2	11	3	3	2	8		2		2					21
CIS 124	6	8	3	17	7	7	2	16	3	2	1	6	2	1		3	42
CIS 125	4	5	3	12	4	4	2	10	2	2	1	5	2	1		3	30
CIS 130	3	2	1	6	2	2	2	6									12

CIS 131	3	2	1	6	2	1	1	4									10
CIS 134		1		1		1		1									2
CIS 135		1		1		1		1									2
CIS 136		1		1		1		1									2
CIS 137			1	1													1
CIS 146	1	1		2	1	1		2	1	1		2					6
CIS 147	1	1		2	1	1		2									4
CIS 148	1	1		2	1	1		2									4
CIS 149			1	1			1	1									2
CIS 155							1	1									1
CIS 202	1	1		2	1	1	1	3									5
CIS 204	1			1	1			1									2
CIS 208	1	1		2													2
CIS 210		1	1	2		1	1	2									4
CIS 212			1	1													1
CIS 214							1	1									1
Total	56	58	31	145	53	51	32	136	11	13	4	28	7	3		10	319

Computer Information System Program
Average Number of Students per Section

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
CIS 050	34	31	36	34	19	19	31	21	22			22					26
CIS 100	15	19	21	17	14	11	24	14	8	16	15	14	9			9	15
CIS 101	31	32	33	32	29	29	31	30	29	28	30	29	28	29		29	31
CIS 102	22	40	44	31	16	22	36	21	7			7					25
CIS 104					24	22	23	23									23
CIS 106	21	22	22	22	23	21	21	22									22
CIS 107	23	19	21	21	20	20	22	21									21
CIS 108	20	22		21	25	14	28	22									22
CIS 120	14	16	20	16	14	14	27	16	10	20		17	11			11	16
CIS 121	20	16	22	18	16	19	17	17		18		18					18
CIS 124	19	20	27	21	18	17	30	19	17	16	12	16	13	24		17	19
CIS 125	16	17	17	17	14	15	20	16	13	11	8	11	10	15		11	15
CIS 130	16	15	28	18	17	18	21	18									18

CIS 131	15	13	25	16	9	18	13	12									14
CIS 134		28		28		33		33									31
CIS 135		23		23		23		23									23
CIS 136		18		18		22		22									20
CIS 137			30	30													30
CIS 146	31	27		29	25	33		29	10	19		15					24
CIS 147	27	27		27	10	30		20									24
CIS 148	22	26		24	10	28		19									22
CIS 149			30	30			31	31									31
CIS 155							32	32									32
CIS 202	19	26		23	28	27	29	28									26
CIS 204	19			19	16			16									18
CIS 208	20	24		22													22
CIS 210		10	30	20		22	24	23									22
CIS 212			32	32													32
CIS 214							26	26									26
Avg.	21	22	27	22	18	21	26	21	15	17	16	16	13	23		16	21

Computer Information System Program

Student Success Rate

	Fall				Spring				Summer				Winter				Grand
Course	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	Total
CIS 050	51%			51%	76%			76%	68%			68%					65%
CIS 100	78%	68%	78%	75%	68%	73%	73%	71%	75%	87%	80%	81%	89%			89%	77%
CIS 101	63%	57%	58%	60%	52%	57%	59%	56%	83%	89%	87%	86%	86%	86%		86%	71%
CIS 102	51%	59%	68%	59%	64%	58%	67%	63%	71%			71%	0%			0%	55%
CIS 104					29%	36%	65%	44%									44%
CIS 106	86%	73%	82%	80%	70%	76%	81%	76%									78%
CIS 107	70%	53%	81%	68%	65%	70%	86%	74%									71%
CIS 108	65%	82%		73%	72%	79%	96%	82%									79%
CIS 120	84%	87%	80%	84%	82%	80%	83%	82%	90%	93%		91%	73%			73%	83%
CIS 121	78%	80%	89%	82%	85%	88%	74%	82%		94%		94%					84%
CIS 124	85%	86%	78%	83%	80%	84%	90%	85%	92%	83%	83%	86%	92%	88%		90%	86%
CIS 125	70%	80%	62%	71%	64%	76%	75%	72%	96%	86%	100%	94%	89%	67%		78%	79%
CIS 130	88%	70%	81%	79%	76%	69%	95%	80%									80%
CIS 131	89%	54%	67%	70%	82%	79%	92%	85%									77%

CIS 134		71%		71%		67%		67%									69%
CIS 135		57%		57%		76%		76%									67%
CIS 136		64%		64%		65%		65%									64%
CIS 137			33%	33%													33%
CIS 146	84%	76%		80%	75%	78%		77%	60%	70%		65%					74%
CIS 147	78%	50%		64%	100%	90%		95%									80%
CIS 148	82%	43%		62%	100%	89%		95%									79%
CIS 149			83%	83%			65%	65%									74%
CIS 155							69%	69%									69%
CIS 202	63%	38%		51%	50%	30%	69%	50%									50%
CIS 204	42%			42%	38%			38%									40%
CIS 208	55%	33%		44%													44%
CIS 210		60%	30%	45%		50%	42%	46%									45%
CIS 212			53%	53%													53%
CIS 214							77%	77%									77%
CIS 50		81%	56%	68%		49%	68%	58%									63%
Avg.	72%	65%	67%	68%	70%	69%	75%	71%	79%	86%	88%	84%	72%	80%		74%	72%

Computer Information System Program

Student Retention Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
CIS 050	68%			68%	97%			97%	100%			100%					88%
CIS 100	92%	86%	95%	91%	90%	95%	94%	93%	100%	96%	93%	96%	89%			89%	93%
CIS 101	76%	77%	82%	78%	76%	73%	79%	76%	90%	89%	87%	89%	89%	90%		89%	82%
CIS 102	82%	78%	93%	84%	83%	81%	97%	87%	71%			71%	0%			0%	73%
CIS 104					54%	59%	87%	67%									67%
CIS 106	95%	91%	95%	94%	87%	95%	90%	91%									92%
CIS 107	78%	68%	90%	79%	75%	85%	91%	84%									81%
CIS 108	90%	100%		95%	80%	93%	96%	90%									92%
CIS 120	93%	97%	95%	95%	94%	92%	89%	91%	90%	98%		94%	73%			73%	91%
CIS 121	88%	95%	96%	93%	96%	95%	94%	95%		100%		100%					95%
CIS 124	98%	98%	90%	95%	96%	93%	98%	96%	92%	89%	100%	94%	92%	88%		90%	94%
CIS 125	83%	94%	86%	88%	93%	90%	90%	91%	96%	95%	100%	97%	89%	73%		81%	90%
CIS130	88%	93%	100%	94%	97%	80%	100%	92%									93%
CIS 131	98%	88%	85%	90%	100%	95%	92%	96%									93%

CIS 134		81%		81%		96%		96%									89%
CIS 135		93%		93%		94%		94%									93%
CIS 136		64%		64%		88%		88%									76%
CIS 137			83%	83%													83%
CIS 146	100%	88%		94%	80%	96%		88%	90%	80%		85%					89%
CIS 147	93%	75%		84%	100%	100%		100%									92%
CIS 148	91%	64%		78%	100%	100%		100%									89%
CIS 149			97%	97%			84%	84%									90%
CIS 155							84%	84%									84%
CIS 202	84%	58%		71%	57%	41%	76%	58%									63%
CIS 204	58%			58%	56%			56%									57%
CIS 208	80%	63%		71%													71%
CIS 210		80%	67%	73%		55%	67%	61%									67%
CIS 212			72%	72%													72%
CIS 214							88%	88%									88%
CIS 50		90%	86%	88%		85%	97%	91%									89%
Avg.	86%	83%	88%	85%	85%	85%	89%	86%	91%	92%	95%	92%	72%	83%		76%	86%

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
CIS	200730	Sum.	2007	CIS050						15		7		22	68.2%	100.0%
CIS	200810	Fall	2007	CIS050						35		11	22	68	51.5%	67.6%
CIS	200820	Spr.	2008	CIS050						29		8	1	38	76.3%	97.4%
CIS	200910	Fall	2008	CIS050						25		3	3	31	80.6%	90.3%
CIS	200920	Spr.	2009	CIS050						19		14	6	39	48.7%	84.6%
CIS	201010	Fall	2009	CIS050						20		11	5	36	55.6%	86.1%
CIS	201020	Spr.	2010	CIS050							21	9	1	31	67.7%	96.8%
CIS	200730	Sum.	2007	CIS100						6		2		8	75.0%	100.0%
CIS	200810	Fall	2007	CIS100						68		12	7	87	78.2%	92.0%
CIS	200815	Win.	2008	CIS100						8		0	1	9	88.9%	88.9%
CIS	200820	Spr.	2008	CIS100						55		18	8	81	67.9%	90.1%
CIS	200830	Sum.	2008	CIS100						41		4	2	47	87.2%	95.7%
CIS	200910	Fall	2008	CIS100						63		17	13	93	67.7%	86.0%
CIS	200920	Spr.	2009	CIS100	22	2	8	1	5			4	2	44	72.7%	95.5%

CIS	200930	Sum.	2009	CIS100	9	2	1	1	1			0	1	15	80.0%	93.3%
CIS	201010	Fall	2009	CIS100	14	12	6	1	5			1	2	41	78.0%	95.1%
CIS	201020	Spr.	2010	CIS100	22	6	7	3	7			0	3	48	72.9%	93.8%
CIS	200730	Sum.	2007	CIS101	20	3	1		2			0	3	29	82.8%	89.7%
CIS	200810	Fall	2007	CIS101	47	60	70	8	28			0	67	280	63.2%	76.1%
CIS	200815	Win.	2008	CIS101	21	3			1			0	3	28	85.7%	89.3%
CIS	200820	Spr.	2008	CIS101	39	50	47	26	36			1	63	262	51.9%	76.0%
CIS	200830	Sum.	2008	CIS101	17	7	1					0	3	28	89.3%	89.3%
CIS	200910	Fall	2008	CIS101	33	78	55	22	34			0	67	289	57.4%	76.8%
CIS	200915	Win.	2009	CIS101	12	7	6	1				0	3	29	86.2%	89.7%
CIS	200920	Spr.	2009	CIS101	36	60	55	15	28			1	71	266	56.8%	73.3%
CIS	200930	Sum.	2009	CIS101	12	12	2					0	4	30	86.7%	86.7%
CIS	201010	Fall	2009	CIS101	41	69	68	28	43			1	56	306	58.2%	81.7%
CIS	201020	Spr.	2010	CIS101	20	57	66	14	33			2	52	244	58.6%	78.7%
CIS	200730	Sum.	2007	CIS102						5		0	2	7	71.4%	71.4%
CIS	200810	Fall	2007	CIS102						33		20	12	65	50.8%	81.5%
CIS	200815	Win.	2008	CIS102								2	2	4	0.0%	50.0%

CIS	200820	Spr.	2008	CIS102						30		9	8	47	63.8%	83.0%
CIS	200910	Fall	2008	CIS102						47		15	17	79	59.5%	78.5%
CIS	200920	Spr.	2009	CIS102						25		10	8	43	58.1%	81.4%
CIS	201010	Fall	2009	CIS102							30	11	3	44	68.2%	93.2%
CIS	201020	Spr.	2010	CIS102							24	11	1	36	66.7%	97.2%
CIS	200820	Spr.	2008	CIS104	1	3	3	1	5			0	11	24	29.2%	54.2%
CIS	200920	Spr.	2009	CIS104	1	2	5	1	4			0	9	22	36.4%	59.1%
CIS	201020	Spr.	2010	CIS104	2	6	7	2	3			0	3	23	65.2%	87.0%
CIS	200810	Fall	2007	CIS106	8	9	1	1	1			0	1	21	85.7%	95.2%
CIS	200820	Spr.	2008	CIS106	5	5	6	2	2			0	3	23	69.6%	87.0%
CIS	200910	Fall	2008	CIS106	5	6	5	3	1			0	2	22	72.7%	90.9%
CIS	200920	Spr.	2009	CIS106	1	9	6	2	2			0	1	21	76.2%	95.2%
CIS	201010	Fall	2009	CIS106	4	5	9	3				0	1	22	81.8%	95.5%
CIS	201020	Spr.	2010	CIS106	3	9	5	1	1			0	2	21	81.0%	90.5%
CIS	200810	Fall	2007	CIS107	2	4	10	2				0	5	23	69.6%	78.3%
CIS	200820	Spr.	2008	CIS107	3	4	6	1	1			0	5	20	65.0%	75.0%
CIS	200910	Fall	2008	CIS107	3	2	5	3				0	6	19	52.6%	68.4%

CIS	200920	Spr.	2009	CIS107	5	4	5	2	1			0	3	20	70.0%	85.0%
CIS	201010	Fall	2009	CIS107	3	1	13	2				0	2	21	81.0%	90.5%
CIS	201020	Spr.	2010	CIS107	3	3	13	1				0	2	22	86.4%	90.9%
CIS	200810	Fall	2007	CIS108	12		1		5			0	2	20	65.0%	90.0%
CIS	200820	Spr.	2008	CIS108	15	2	1	1	1			0	5	25	72.0%	80.0%
CIS	200910	Fall	2008	CIS108	15	1	2	1	3			0		22	81.8%	100.0%
CIS	200920	Spr.	2009	CIS108	9	1	1		2			0	1	14	78.6%	92.9%
CIS	201020	Spr.	2010	CIS108	20	6	1					0	1	28	96.4%	96.4%
CIS	200730	Sum.	2007	CIS120	7	1	1					0	1	10	90.0%	90.0%
CIS	200810	Fall	2007	CIS120	52	22	8	2	7			0	7	98	83.7%	92.9%
CIS	200815	Win.	2008	CIS120	3	5						0	3	11	72.7%	72.7%
CIS	200820	Spr.	2008	CIS120	45	20	3	3	6			1	5	83	81.9%	94.0%
CIS	200830	Sum.	2008	CIS120	7	1	3			26		2	1	40	92.5%	97.5%
CIS	200910	Fall	2008	CIS120	66	25	7	1	10	3		3	3	118	85.6%	97.5%
CIS	200920	Spr.	2009	CIS120	41	13	3		7			1	6	71	80.3%	91.5%
CIS	201010	Fall	2009	CIS120	13	14	5	1	5			0	2	40	80.0%	95.0%
CIS	201020	Spr.	2010	CIS120	26	16	2	1	2			0	6	53	83.0%	88.7%

CIS	200810	Fall	2007	CIS121	38	18	6		8			0	10	80	77.5%	87.5%
CIS	200820	Spr.	2008	CIS121	24	11	5		5			0	2	47	85.1%	95.7%
CIS	200830	Sum.	2008	CIS121	3	3	2	1		25		1		35	94.3%	100.0%
CIS	200910	Fall	2008	CIS121	40	15	8	1	11			0	4	79	79.7%	94.9%
CIS	200920	Spr.	2009	CIS121	33	10	4		4	2		0	3	56	87.5%	94.6%
CIS	201010	Fall	2009	CIS121	28	10	2		2			1	2	45	88.9%	95.6%
CIS	201020	Spr.	2010	CIS121	15	7	3	3	4			0	2	34	73.5%	94.1%
CIS	200730	Sum.	2007	CIS124	35	5	7					0	4	51	92.2%	92.2%
CIS	200810	Fall	2007	CIS124	62	29	7	2	13			0	2	115	85.2%	98.3%
CIS	200815	Win.	2008	CIS124	24							0	2	26	92.3%	92.3%
CIS	200820	Spr.	2008	CIS124	59	35	5	3	9	1		8	5	125	80.0%	96.0%
CIS	200830	Sum.	2008	CIS124	21	5	2	1	1	2		0	4	36	83.3%	88.9%
CIS	200910	Fall	2008	CIS124	97	29	11	5	14	2		0	4	162	85.8%	97.5%
CIS	200915	Win.	2009	CIS124	14	1	6					0	3	24	87.5%	87.5%
CIS	200920	Spr.	2009	CIS124	73	22	7	3	8	1		0	8	122	84.4%	93.4%
CIS	200930	Sum.	2009	CIS124	6	2	2	1	1			0		12	83.3%	100.0%
CIS	201010	Fall	2009	CIS124	36	18	8		10			0	8	80	77.5%	90.0%

CIS	201020	Spr.	2010	CIS124	36	12	6	2	3			0	1	60	90.0%	98.3%
CIS	200730	Sum.	2007	CIS125	8	10	6					0	1	25	96.0%	96.0%
CIS	200810	Fall	2007	CIS125	29	11	3	2	4	1		2	11	63	69.8%	82.5%
CIS	200815	Win.	2008	CIS125	15	1	1					0	2	19	89.5%	89.5%
CIS	200820	Spr.	2008	CIS125	15	17	4	4	10			2	4	56	64.3%	92.9%
CIS	200830	Sum.	2008	CIS125	10	5	1	1	1	2		0	1	21	85.7%	95.2%
CIS	200910	Fall	2008	CIS125	36	19	13	5	7	2		0	5	87	80.5%	94.3%
CIS	200915	Win.	2009	CIS125	5	2	3	1				0	4	15	66.7%	73.3%
CIS	200920	Spr.	2009	CIS125	33	11	1	2	5			1	6	59	76.3%	89.8%
CIS	200930	Sum.	2009	CIS125	6	2						0		8	100.0%	100.0%
CIS	201010	Fall	2009	CIS125	13	10	8	2	10			0	7	50	62.0%	86.0%
CIS	201020	Spr.	2010	CIS125	23	5	2	1	5			0	4	40	75.0%	90.0%
CIS	200810	Fall	2007	CIS130	31	9	2					0	6	48	87.5%	87.5%
CIS	200820	Spr.	2008	CIS130	21	2	2	3	4			0	1	33	75.8%	97.0%
CIS	200910	Fall	2008	CIS130	12	4	4		7	1		0	2	30	70.0%	93.3%
CIS	200920	Spr.	2009	CIS130	17	4	2		4	1		0	7	35	68.6%	80.0%
CIS	201010	Fall	2009	CIS130	13	7	5	1	3			2		31	80.6%	100.0%

CIS	201020	Spr.	2010	CIS130	34	4	2		2			0		42	95.2%	100.0%
CIS	200810	Fall	2007	CIS131	17	19	3		4			0	1	44	88.6%	97.7%
CIS	200820	Spr.	2008	CIS131	13		1		3			0		17	82.4%	100.0%
CIS	200910	Fall	2008	CIS131	8	4	2	1	5			3	3	26	53.8%	88.5%
CIS	200920	Spr.	2009	CIS131	11	2	2	2	1			0	1	19	78.9%	94.7%
CIS	201010	Fall	2009	CIS131	8	3	7	3	2			0	4	27	66.7%	85.2%
CIS	201020	Spr.	2010	CIS131	3	7	2					0	1	13	92.3%	92.3%
CIS	200910	Fall	2008	CIS134	5	8	2		1			1	4	21	71.4%	81.0%
CIS	200920	Spr.	2009	CIS134	8	8	2	1	7			0	1	27	66.7%	96.3%
CIS	200910	Fall	2008	CIS135	5	1	2		5			0	1	14	57.1%	92.9%
CIS	200920	Spr.	2009	CIS135	7	5	1		3			0	1	17	76.5%	94.1%
CIS	200910	Fall	2008	CIS136	5	2						0	4	11	63.6%	63.6%
CIS	200920	Spr.	2009	CIS136	8	2	1		4			0	2	17	64.7%	88.2%
CIS	201010	Fall	2009	CIS137	7	2	1	7	8			0	5	30	33.3%	83.3%
CIS	200730	Sum.	2007	CIS146	1	5			3			0	1	10	60.0%	90.0%
CIS	200810	Fall	2007	CIS146	16	10		1	4			0		31	83.9%	100.0%
CIS	200820	Spr.	2008	CIS146	9	3	2	1		1		0	4	20	75.0%	80.0%

CIS	200830	Sum.	2008	CIS146	5	2		1				0	2	10	70.0%	80.0%
CIS	200910	Fall	2008	CIS146	5	7	1		2			0	2	17	76.5%	88.2%
CIS	200920	Spr.	2009	CIS146	9	5	4		4			0	1	23	78.3%	95.7%
CIS	200810	Fall	2007	CIS147	15	5	1		4			0	2	27	77.8%	92.6%
CIS	200820	Spr.	2008	CIS147	6							0		6	100.0%	100.0%
CIS	200910	Fall	2008	CIS147	3	3			3			0	3	12	50.0%	75.0%
CIS	200920	Spr.	2009	CIS147	6	10	3		2			0		21	90.5%	100.0%
CIS	200810	Fall	2007	CIS148	16	2			2			0	2	22	81.8%	90.9%
CIS	200820	Spr.	2008	CIS148	7							0		7	100.0%	100.0%
CIS	200910	Fall	2008	CIS148	5	1			3			0	5	14	42.9%	64.3%
CIS	200920	Spr.	2009	CIS148	13	4			2			0		19	89.5%	100.0%
CIS	201010	Fall	2009	CIS149	7	10	8	2	2			0	1	30	83.3%	96.7%
CIS	201020	Spr.	2010	CIS149	12	4	4		6			0	5	31	64.5%	83.9%
CIS	201020	Spr.	2010	CIS155	13	4	5	3	2			0	5	32	68.8%	84.4%
CIS	200810	Fall	2007	CIS202	3	4	5	1	3			0	3	19	63.2%	84.2%
CIS	200820	Spr.	2008	CIS202	3	5	6		2			0	12	28	50.0%	57.1%
CIS	200910	Fall	2008	CIS202	2	4	4	1	4			0	11	26	38.5%	57.7%

CIS	200920	Spr.	2009	CIS202	3	4	1	1	2			0	16	27	29.6%	40.7%
CIS	201020	Spr.	2010	CIS202	2	5	13	1	1			0	7	29	69.0%	75.9%
CIS	200810	Fall	2007	CIS204	3	4	1		3			0	8	19	42.1%	57.9%
CIS	200820	Spr.	2008	CIS204	2	1	3		3			0	7	16	37.5%	56.3%
CIS	200810	Fall	2007	CIS208	1	4	6	1	4			0	4	20	55.0%	80.0%
CIS	200910	Fall	2008	CIS208	1	4	3	2	5			0	9	24	33.3%	62.5%
CIS	200910	Fall	2008	CIS210	1	3	2	2				0	2	10	60.0%	80.0%
CIS	200920	Spr.	2009	CIS210	2	4	5	1				0	10	22	50.0%	54.5%
CIS	201010	Fall	2009	CIS210	1	2	6	6	5			0	10	30	30.0%	66.7%
CIS	201020	Spr.	2010	CIS210	3	5	2		6			0	8	24	41.7%	66.7%
CIS	201010	Fall	2009	CIS212	6	9	2		6			0	9	32	53.1%	71.9%
CIS	201020	Spr.	2010	CIS214	7	6	7		3			0	3	26	76.9%	88.5%

Computer Information System Program

Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
CIS 100	2.5	3.1	1.3	6.9	2.4	1.2	1.7	5.3	0.2	1.5	0.5	2.3	0.3			0.3	14.7
CIS 101	29.0	29.9	30.8	89.6	27.3	27.4	25.2	79.9	2.9	2.9	3.2	9.0	2.8	3.0		5.9	184.5
CIS 102	3.9	6.0	3.5	13.4	3.5	3.0	2.2	8.6	0.4			0.4					22.4
CIS 104					2.5	2.3	2.3	7.0									7.0
CIS 106	2.7	2.7	2.7	8.0	2.8	2.6	2.6	7.9									16.0
CIS 107	2.8	2.2	2.6	7.6	2.4	2.4	2.7	7.6									15.1
CIS 108	3.7	3.5		7.1	4.6	2.2	4.1	10.9									18.0
CIS 120	2.8	3.7	1.1	7.6	2.2	2.4	1.8	6.4	0.3	1.4		1.8	0.3			0.3	16.1
CIS 121	2.5	2.8	1.3	6.6	1.5	1.6	1.1	4.2		1.1		1.1					11.9
CIS 124	3.6	5.0	2.3	10.9	3.3	3.6	2.0	8.9	1.9	1.2	0.4	3.5	0.8	0.8		1.6	24.9
CIS 125	2.0	2.8	1.5	6.3	2.2	2.0	1.4	5.6	0.8	0.6	0.4	1.9	0.7	0.4		1.1	14.9
CIS 130	1.4	0.9	0.8	3.0	0.8	1.2	0.5	2.4									5.5
CIS 131	1.3	0.7	0.7	2.7	0.5	0.5	0.4	1.4									4.1

CIS 134		0.9		0.9		0.7		0.7									1.6
CIS 135		1.4		1.4		0.7		0.7									2.1
CIS 136		0.6		0.6		0.6		0.6									1.2
CIS 137			3.1	3.1													3.1
CIS 146	0.9	0.9		1.8	0.7	0.9		1.5	0.3	0.6		1.0					4.3
CIS 147	0.8	0.8		1.6	0.2	1.0		1.2									2.7
CIS 148	0.6	0.8		1.5	0.2	0.7		0.9									2.4
CIS 149			3.1	3.1			3.2	3.2									6.3
CIS 155							3.3	3.3									3.3
CIS 202	2.0	2.7		4.7	2.9	2.8	3.0	8.7									13.4
CIS 204	2.0			2.0	1.7			1.7									3.6
CIS 208	2.1	2.5		4.5													4.5
CIS 210		1.0	3.1	4.1		2.3	2.5	4.8									8.9
CIS 212			3.3	3.3													3.3
CIS 214							2.7	2.7									2.7
CIS 50	2.4	1.1	1.2	4.8	1.3	1.4	1.1	3.8	1.0			1.0					9.6
Total	68.7	76.0	62.5	207.2	62.8	63.3	63.7	189.8	8.0	9.5	4.5	22.0	4.8	4.3		9.2	428.2

Computer Information System Program

Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
CIS 100	0.40	0.33	0.13	0.87	0.40	0.27	0.13	0.80	0.07	0.20	0.07	0.33	0.07			0.07	2.07
CIS 101	1.80	1.80	1.80	5.40	1.80	1.80	1.60	5.20	0.20	0.20	0.20	0.60	0.20	0.20		0.40	11.60
CIS 102	0.60	0.40	0.20	1.20	0.60	0.40	0.20	1.20	0.20			0.20					2.60
CIS 104					0.20	0.20	0.20	0.60									0.60
CIS 106	0.27	0.27	0.27	0.80	0.27	0.27	0.27	0.80									1.60
CIS 107	0.27	0.27	0.27	0.80	0.27	0.27	0.27	0.80									1.60
CIS 108	0.27	0.27		0.53	0.27	0.27	0.27	0.80									1.33
CIS 120	0.47	0.47	0.13	1.07	0.40	0.33	0.13	0.87	0.07	0.13		0.20	0.07			0.07	2.20
CIS 121	0.27	0.33	0.13	0.73	0.20	0.20	0.13	0.53		0.13		0.13					1.40
CIS 124	0.40	0.53	0.20	1.13	0.47	0.47	0.13	1.07	0.20	0.13	0.07	0.40	0.13	0.07		0.20	2.80
CIS 125	0.27	0.33	0.20	0.80	0.27	0.27	0.13	0.67	0.13	0.13	0.07	0.33	0.13	0.07		0.20	2.00
CIS 130	0.20	0.13	0.07	0.40	0.13	0.13	0.13	0.40									0.80
CIS 131	0.20	0.13	0.07	0.40	0.13	0.07	0.07	0.27									0.67

CIS 134		0.07		0.07		0.07		0.07									0.13
CIS 135		0.07		0.07		0.07		0.07									0.13
CIS 136		0.07		0.07		0.07		0.07									0.13
CIS 137			0.20	0.20													0.20
CIS 146	0.07	0.07		0.13	0.07	0.07		0.13	0.07	0.07		0.13					0.40
CIS 147	0.07	0.07		0.13	0.07	0.07		0.13									0.27
CIS 148	0.07	0.07		0.13	0.07	0.07		0.13									0.27
CIS 149			0.20	0.20			0.20	0.20									0.40
CIS 155							0.20	0.20									0.20
CIS 202	0.20	0.20		0.40	0.20	0.20	0.20	0.60									1.00
CIS 204	0.20			0.20	0.20			0.20									0.40
CIS 208	0.20	0.20		0.40													0.40
CIS 210		0.20	0.20	0.40		0.20	0.20	0.40									0.80
CIS 212			0.20	0.20													0.20
CIS 214							0.20	0.20									0.20
CIS 50	0.27	0.13	0.13	0.53	0.27	0.27	0.13	0.67	0.13			0.13					1.33
Total	6.47	6.40	4.40	17.27	6.27	6.00	4.80	17.07	1.07	1.00	0.40	2.47	0.60	0.33		0.93	37.73

Computer Information System Program

FTEs per FTEf

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
CIS 100	6.2	9.4	9.4	7.9	5.9	4.5	12.7	6.6	3.2	7.7	8.0	6.9	4.0			4.0	7.1
CIS 101	16.1	16.6	17.1	16.6	15.2	15.2	15.8	15.4	14.6	14.7	15.8	15.0	14.1	15.2		14.7	15.9
CIS 102	6.5	14.9	17.7	11.1	5.8	7.4	11.1	7.2	2.1			2.1					8.6
CIS 104					12.3	11.3	11.6	11.7									11.7
CIS 106	10.1	10.1	10.1	10.1	10.5	9.6	9.6	9.9									10.0
CIS 107	10.5	8.2	9.6	9.4	9.1	9.1	10.1	9.4									9.4
CIS 108	13.7	13.1		13.4	17.1	8.3	15.4	13.6									13.5
CIS 120	5.9	7.9	8.6	7.1	5.5	7.2	13.3	7.3	5.1	10.8		8.9	4.9			4.9	7.3
CIS 121	9.3	8.5	9.6	9.0	7.5	7.8	8.1	7.8		8.2		8.2					8.5
CIS 124	8.9	9.4	11.6	9.6	7.2	7.6	15.0	8.3	9.5	9.4	5.3	8.7	5.8	12.5		8.0	8.9
CIS 125	7.6	8.4	7.6	7.9	8.1	7.5	10.5	8.3	6.1	4.7	6.7	5.7	4.9	6.7		5.5	7.4
CIS 130	6.9	6.8	11.5	7.6	5.7	8.6	3.9	6.1									6.8
CIS 131	6.6	5.3	10.7	6.9	3.7	7.8	5.3	5.1									6.2
CIS 134		13.6		13.6		10.5		10.5									12.0

CIS 135		21.0		21.0		11.2		11.2									16.1
CIS 136		8.7		8.7		8.5		8.5									8.6
CIS 137			15.5	15.5													15.5
CIS 146	13.6	13.1		13.3	10.3	12.8		11.6	5.1	9.5		7.3					10.7
CIS 147	11.9	11.8		11.9	2.8	14.6		8.7									10.3
CIS 148	9.5	12.6		11.0	2.9	10.9		6.9									9.0
CIS 149			15.5	15.5			16.1	16.1									15.8
CIS 155							16.6	16.6									16.6
CIS 202	9.8	13.5		11.7	14.5	14.0	15.0	14.5									13.4
CIS 204	9.8			9.8	8.3			8.3									9.1
CIS 208	10.4	12.3		11.4													11.4
CIS 210		5.2	15.5	10.4		11.4	12.4	11.9									11.1
CIS 212			16.6	16.6													16.6
CIS 214							13.5	13.5									13.5
CIS 50	9.0	8.5	9.3	8.9	5.0	5.3	8.2	5.8	7.7			7.7					7.2
Avg.	10.6	11.9	14.2	12.0	10.0	10.5	13.3	11.1	7.5	9.5	11.2	8.9	8.1	13.0		9.8	11.3

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Business Division

Course Number/Title or Program Title: CIS 100 / Computer Literacy

Contact Person/Others Involved in Process: Lead: Walid Ghanim Others: Valerie Rodgers

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	Computer Information Systems

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
1) Differentiate between computer hardware and software. 2) Differentiate among hardware devices. 3) Describe URL's and email basics.	**Test 1** **Examination Rubric**	ISLO2, ISLO04

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

2.16.2011

SLO Committee Rep./ Date:

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 100 **Date:** October 20, 2010
2. People involved in summarizing and evaluating data	Walid Ghanim,
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** One full time instructor reviewed the on-campus test 1 for one section of CIS 100. The on-campus exam 1 was administered in Fall 2010 and was graded using a rubric. No section of CIS 100 was taught online. The results were as follows: Average: 67% 6% 90-100 18% 80-89 18% 70-79 41% 60-69 18% Below 59 Instructor noted that the class average was 67%
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Instructor involved in evaluating the results determined that since the class assignment average is below 70%, the instructor will also make it a point to reiterate to students that tutoring and study skill services that are available on campus to assist them.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date: March 3, 2010
Department Name:

Course Number/Title or Program Title: CIS 102, Computer Applications Lab

Contact Person/Others Involved in Process: Lead: Ruiz Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Take responsibility for logging in and out of the system to capture attendance hours.	Sign-in sheet Lab system	ISLO3
Outcome 2: Follow lab rules	Rubric	ISLO3
Outcome 3: Demonstrate practical use of computer equipment and applications as required in co-enrolled course.	Rubric	ISLO3; ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 102 **Date**: December 10, 2010
2. People involved in summarizing and evaluating data	Angie Ruiz, Business Professor Valerie Rodgers, Business Department Chair
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** Students did not demonstrate a high level of responsibility. They did not complete the required hours and did not drop from the course before the deadline. Less than 50% of the students passed the lab course. Less than 10% dropped the class. Only a few students were consistent in attending while instructor was present or completing their hours in our on campus lab. **Outcome 2:** The majority of the students did not take advantage of the lab class in fall 2010. **Outcome 3:** Students did demonstrate the proper knowledge to use computer and applications. Instructor was available to assist when assistance was needed.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	I will create a database with students' email addresses and send them an update of their lab hours. Reinforce how important it is for them to drop before the drop date. ****Will this include a change to the curriculum (i.e. course outline)?**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Need to consult faculty from other areas to see how they are assessing students in their labs.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Business Division

Course Number/Title or Program Title: CIS 104 / Introduction to Telecommunications

Contact Person/Others Involved in Process: Lead: Walid Ghanim Others: Valerie Rodgers

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Differentiate between guided media and unguided media; define physical transmission media; analyze advantages of of one medium over another; and differentiate among hubs, bridges, switches, and routers. Demonstrate personal responsibility by preparing for the online examination, agreeing to the online examination honor pledge, logging into the online course and complete examination on the scheduled date.	**Test 2 Examination Rubric**	ISLO1, ISLO2, ISLO03, ISLO04

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

2.16.2011

SLO Committee Rep./ Date:

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 104 **Date:** October 20, 2010
2. People involved in summarizing and evaluating data	Walid Ghanim,
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** One full time instructor reviewed the on-campus test number two for one section of CIS 104. Test number two was administered in Spring 2010 and was graded using a rubric. No section of CIS 104 was taught online during the Spring 2010 semester. The results were as follows: Average: 68% 0% 90 - 100 24% 80 - 89 19% 70 - 79 38% 60 - 69 19% Below 59 Instructor noted that the class average was 68%.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Instructor involved in evaluating the results determined that since the class assignment average is below 70%, the instructor will also make it a point to reiterate to students that tutoring and study skill services that are available on campus to assist them. Instructor compared data from Spring 2009 term, where CIS 104 was taught in an online environment. Upon evaluating the data instructor noted that using the same instrument, student's average were much higher in the online mode of delivery. The data showed the average on test number two was 80% in the online course versus 68% in the non-online course for test number two. ****Will this include a change to the curriculum (i.e. course outline)? No**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:	June 4, 2010
Department Name:	Business / CIS

Course Number/Title or Program Title: CIS 137 Dreamweaver

Contact Person/Others Involved in Process: Lead: Andres Martinez Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Web Development and Multimedia	Web Development and Multimedia

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
SLO 1: Ability to utilize embedded youtube videos and embedded playlists to create a media rich website.	Assignment	SLO1
SLO 2: Ability to utilize Widgets to include a CSS-based image gallery in a website.	Assignment	SLO2
SLO 3 : Ability to deploy and modify tables to format a website	Assignment	SLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number & Date of Assessment Cycle Completion	**Course: CIS 137** **Date: Fall 2010**
2. People involved in summarizing and evaluating data	Andres Martinez
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1: 21/26 completed the assignment with a 90% (A) grade.** **Outcome 2: New** **Outcome 3: New**
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	At this point, I will not be making any changes to this area of the class. All of the students who submitted the assignment did very well on it. ****Will this include a change to the curriculum (i.e. course outline)? No**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	This process was effective. Evaluations are a huge part of providing our students with quality education. By evaluating the SLO's, I am able to identify and make plans to remedy and strengthen my overall teaching effectiveness.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	In the long run SLO's will help me put out a better product as an instructor.

1. Please list the course number. In case page 1 is separated from page 2, this will help with

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Business Division

Course Number/Title or Program Title: CIS 210 / Computer Information Systems Programming in C++

Contact Person/Others Involved in Process: Lead: Walid Ghanim Others: Valerie Rodgers

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems
Computer Science	

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Communicate ideas and solutions to problems in writing; and compose and create computer programming algorithms with correct computer programming instructions, syntax, style and format. Demonstrate personal responsibility by attending and completing in full the complete midterm examination.	Midterm Examination Rubric	ISLO1, ISLO2, ISLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

2.16.2011

SLO Committee Rep./ Date:

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 210 **Date:** October 20, 2010
2. People involved in summarizing and evaluating data	Walid Ghanim,
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** One full time instructor reviewed the on-campus midterm exam for one section of CIS 210. The on-campus midterm exam was administered in Fall 2010 and was graded using a rubric. No section of CIS 210 was taught online. The results were as follows: Average: 65.25% 25% 90 - 100 13% 80 - 89 13% 70 - 79 13% 60 - 69 31% Below 59 Instructor noted that the class average was 65.25%.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Instructor involved in evaluating the results determined that since the class assignment average is below 70%, the instructor will also make it a point to reiterate to students that tutoring and study skill services that are available on campus to assist them.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:	June 4, 2010
Department Name:	Business / CIS

Course Number/Title or Program Title: CIS 50 Intro to DE

Contact Person/Others Involved in Process: Lead: Andres Martinez Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
SLO 1: Ability to utilize screenshots in an online environment.	Assignment	SLO1
SLO 2: Ability to properly identify and verify a websites validity and content	Assignment	SLO2
SLO 3 : Ability to utilize multiple search engines as well as features built into those search engines to become efficient at searching.	Assignment	SLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number & Date of Assessment Cycle Completion	**Course: CIS 50** **Date: Spring 2010**
2. People involved in summarizing and evaluating data	Andres Martinez
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1: Course average for the screenshot assignment was 88%.** **Outcome 2: New** **Outcome 3: New**
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Every semester I get a few students who submit this assignment before reading the document attached to the assignment. The document prescribes the procedural steps to taking a screenshot. The students who skip the document turn in the screenshot in the wrong format and I then have them resubmit the assignment. I need to make the instructions more clear or just stop allowing resubmissions. I plan on doing both. ****Will this include a change to the curriculum (i.e. course outline)? No**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	This process was effective. Evaluations are a huge part of providing our students with quality education. By evaluating the SLO's, I am able to identify and make plans to remedy and strengthen my overall teaching effectiveness.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	In the long run SLO's will help me put out a better product as an instructor.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Business Division

Course Number/Title or Program Title: CIS 100 / Computer Literacy

Contact Person/Others Involved in Process: Lead: Walid Ghanim Others: Valerie Rodgers

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	Computer Information Systems

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
1) Differentiate between computer hardware and software. 2) Differentiate among hardware devices. 3) Describe URL's and email basics.	**Test 1 Examination Rubric**	ISLO2, ISLO04

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

2.16.2011

SLO Committee Rep./ Date:

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 100 **Date:** June 8, 2010
2. People involved in summarizing and evaluating data	Walid Ghanim,
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** One full time instructor reviewed the on-campus test 1 for one section of CIS 100. The on-campus exam 1 was administered in fall 2009 and was graded using a rubric. No section of CIS 100 was taught online. The results were as follows: Average: 68% 0% 90-100 22% 80-89 13% 70-79 30% 60-69 35% Below 59 Instructor noted that the class average was 68%
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Instructor involved in evaluating the results deemed them satisfactory. Instructor will also make it a point to reiterate to students that tutoring and study skill services that are available on campus to assist them.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Computer Information Systems
Course Number/Title or Program Title: CIS 101 Introduction to Information Systems
Contact Person: Val Rodgers
If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Business Administration	
Business Accounting Technician	Business Accounting Technician
Business Administrative Assistant	Business Administrative Assistant
Business Financial Services	Business Financial Services
Business Management	Business Management
Business Marketing	Business Marketing
Computer Information Systems	Computer Information Systems
	Court Services Specialist

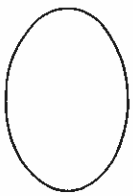
Does course satisfy a community college GE requirement(s)? [x] Yes [ ] No [ ] N/A
If yes, check which requirement(s) below:

- [ ] American Institutions
- [ ] Health Education
- [ ] Physical Education / Activity
- [ ] Math Competency
- [ ] Reading Competency
- [ ] Language and Rationality – English Composition
- [x] Language and Rationality – Communication and Analytical Thinking
- [ ] Natural Science
- [ ] Humanities
- [ ] Social and Behavioral Sciences

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., SLO1, SLO2)
Example: identify, create, critique, and refute oral and written arguments	Debate rubric	SLO1, SLO2
Analyze web information sources for relevance and accuracy; and synthesize, evaluate and communicate the results, demonstrating writing competencies at the college level.	Web Site Evaluation Assignment Rubric	SLO1, SLO2, SLO4
Describe the general characteristics of a computer system and identify types of computer hardware and software and explain their functions.	Midterm and Final Exams	SLO1, SLO2, SLO4
Demonstrate the use of a word processor, spreadsheet, and database application program by completing projects that require students to extend course content to real-world situations and manage and organize files and use data storage devices	Microsoft Office Assignments	SLO1, SLO2, SLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Outcomes:** **SLO1** = communication skills; **SLO2** = critical thinking skills; **SLO3** = personal responsibility; **SLO4** = information literacy; **SLO5** = global awareness



2.16.2011

SLO Committee Rep./ Date:

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 101 **Date:** June 9, 2010
2. People involved in summarizing and evaluating data	Walid Ghanim, Valerie Rodgers, Tom Paine, and Michael Carr
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** Analyze web information sources for relevance and accuracy; and synthesize, evaluate and communicate the results, demonstrating writing competencies at the college level. In Spring 2009, three full time instructors and two adjunct instructors reviewed Web evaluation assignments for nine sections of CIS 101 using Fall 08 data. Instructors noted that most students who did not succeed had problems with conventions of standard English; including grammar, usage, and paragraph development. To improve opportunity for success in subsequent semesters, the instructors briefly reviewed principles of writing as part of introducing the assignment. Instructors also made it a point to reiterate to students that services are available on campus to assist them. After implementing these changes, a comparison was made of results using fall 09 data. The results indicated a slight improvement. In fall 08, 22% did not pass with a "C". In Fall 09, that percentage fell to 20%; 80% of the students passed with at least a "C". Instructors will continue with changes implemented and will assess the assignment again using fall 2010 data. **Outcome 2:** Describe the general characteristics of a computer system and identify types of computer hardware and software and explain their functions. Three full time instructors and one adjunct instructor reviewed Midterm Exams for nine sections of CIS 101. Two of the sections were taught online. The exams were administered fall 09. The results for 196 students were 10% 90 - 100 17% 80 - 89 21% 70 - 79 16% 60 - 69 36% Below 59 The percentages for online sections did not deviate significantly from the percentages for face-to-face courses for the number of students passing with a "C" or better nor for the number of students earning "D"s" and "F's".
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Instructors involved in evaluating the results were concerned that only 48% of students passed the midterm with a "C" or above. The group decided to make it a point to reiterate to students that study skills workshops are available on campus to assist them and that practice tests and other study tools are available on the textbook web site. In addition the group decided to encourage study groups from the beginning of the semester. Data for midterms will be reviewed again for fall 10.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:	June 4, 2010
Department Name:	Business / CIS

Course Number/Title or Program Title: CIS 149 Photoshop

Contact Person/Others Involved in Process: Lead: Andres Martinez Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Web Development and Multimedia	Web Development and Multimedia

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
SLO 1: Utilize several Photoshop tools and tactics learned throughout the course to produce a professional looking Magazine cover.	Assignment	SLO1
SLO 2: Demonstrate the ability to repair and touchup a digital picture.	Assignment	SLO2
SLO 3 : Demonstrate the ability to utilize Photoshop's liquify tools to modify a person's body.	Assignment	SLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills;

The ASSESSMENT CYCLE: Closing the Assessment Loop

1. Course Number & Date of Assessment Cycle Completion	**Course: CIS 149** **Date: Spring 2010**
2. People involved in summarizing and evaluating data	Andres Martinez
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1: New** **Outcome 2: New** **Outcome 3: 21/26 completed the assignment with a 70% (C) grade or better.**
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Using the liquify tool to modify images has always been a successful assignment in Photoshop. It is fun, interesting, and students love to complete the assignment. When I grade the assignment I am looking for modifications but above all I'm looking for an image that actually should not looked modified at all. They submit the before and after and that is the only way I should be able to spot modifications. The picture must look real and I believe this specific tool is almost perfectly covered in my course. The students did very well ****Will this include a change to the curriculum (i.e. course outline)? No**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	This process was effective. Evaluations are a huge part of providing our students with quality education. By evaluating the SLO's, I am able to identify and make plans to remedy and strengthen my overall teaching effectiveness.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	In the long run SLO's will help me put out a better product as an instructor.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Business Division

Course Number/Title or Program Title: CIS 210 / Computer Information Systems Programming in C++

Contact Person/Others Involved in Process: Lead: Walid Ghanim Others: Valerie Rodgers

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems
Computer Science	

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Communicate ideas and solutions to problems in writing; and compose and create computer programming algorithms with correct computer programming instructions, syntax, style and format. Demonstrate personal responsibility by attending and completing in full the complete midterm examination.	Midterm Examination Rubric	ISLO1, ISLO2, ISLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

2.16.2011

SLO Committee Rep./ Date:

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 210 **Date:** June 8, 2010
2. People involved in summarizing and evaluating data	Walid Ghanim,
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** One full time instructor reviewed the on-campus midterm exam for one section of CIS 208. The on-campus midterm exam was administered in fall 2008 and was graded using a rubric. No section of CIS 210 was taught online. The results were as follows: Average: 55.31% 5% 90 - 100 9% 80 - 89 9% 70 - 79 23% 60 - 69 55% Below 59 Instructor noted that the class average was 55.31%.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Instructor involved in evaluating the results deemed them satisfactory. Instructor will also make it a point to reiterate to students that tutoring and study skill services that are available on campus to assist them.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:	June 4, 2010
Department Name:	Business / CIS

Course Number/Title or Program Title: CIS 106

Contact Person/Others Involved in Process: Lead: Tom Paine Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Diagnose & repair 2 computer problems using LabSim simulator program.	LabSim scoring tool (built-in to the simulation programs)	SLO2
Outcome 2: practice safe work habits	Safety exam	SLO3
Outcome 3: install and configure an operating system	Functional test and observation of the completed project	SLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

1. Course Number & Date of Assessment Cycle Completion	**Course: CIS 106** **Date: fall 2009**
2. People involved in summarizing and evaluating data	Tom Paine
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1: 15 out of 21 students scored at 90% or better** **Outcome 2: New** **Outcome 3: New**
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	The publisher has discontinued the LabSim component of their product. I am developing my own equivalent assessment tool. ****Will this include a change to the curriculum (i.e. course outline)? No**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	It was a very effective evaluation of the ability of the students to accomplish a critical task. Unfortunately, the publisher has discontinued the LabSim component of their product. I am developing my own equivalent assessment tool.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	The students did well overall and benefited from the hands-on activity.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date: June 4, 2010
Department Name: Business / CIS

Course Number/Title or Program Title: CIS 107

Contact Person/Others Involved in Process: Lead: Tom Paine Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Diagnose & repair 2 network problems using LabSim simulator program.	LabSim scoring tool (built-in to the simulation programs)	SLO2
Outcome 2: practice safe work habits	Safety exam	SLO3
Outcome 3: describe and configure various network architectures and media	Functional test and observation of the completed project	SLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

1. Course Number & Date of Assessment Cycle Completion	**Course: CIS 107** **Date: fall 2009**
2. People involved in summarizing and evaluating data	Tom Paine
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1: 12 out of 19 students scored at 90% or better** **Outcome 2: New** **Outcome 3: New**
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	The publisher has discontinued the LabSim component of their product. I am developing my own equivalent assessment tool. ****Will this include a change to the curriculum (i.e. course outline)? No**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	It was a very effective evaluation of the ability of the students to accomplish a critical task. Unfortunately, the publisher has discontinued the LabSim component of their product. I am developing my own equivalent assessment tool.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	Many students did well overall and most benefited from the hands-on activity.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Computer Information Systems
Course Number/Title or Program Title: CIS 101 Introduction to Information Systems
Contact Person: Val Rodgers
If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Business Administration	
Business Accounting Technician	Business Accounting Technician
Business Administrative Assistant	Business Administrative Assistant
Business Financial Services	Business Financial Services
Business Management	Business Management
Business Marketing	Business Marketing
Computer Information Systems	Computer Information Systems
	Court Services Specialist

Does course satisfy a community college GE requirement(s)? [x] Yes [ ] No [ ] N/A
If yes, check which requirement(s) below:

- [ ] American Institutions
- [ ] Health Education
- [ ] Physical Education / Activity
- [ ] Math Competency
- [ ] Reading Competency
- [ ] Language and Rationality – English Composition
- [x] Language and Rationality – Communication and Analytical Thinking
- [ ] Natural Science
- [ ] Humanities
- [ ] Social and Behavioral Sciences

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., SLO1, SLO2)
Example: identify, create, critique, and refute oral and written arguments	Debate rubric	SLO1, SLO2
Analyze web information sources for relevance and accuracy; and synthesize, evaluate and communicate the results, demonstrating writing competencies at the college level.	Web Site Evaluation Assignment Rubric	SLO1, SLO2, SLO4
Describe the general characteristics of a computer system and identify types of computer hardware and software and explain their functions.	Midterm and Final Exams	SLO1, SLO2, SLO4
Demonstrate the use of a word processor, spreadsheet, and database application program by completing projects that require students to extend course content to real-world situations and manage and organize files and use data storage devices	Microsoft Office Assignments	SLO1, SLO2, SLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Outcomes:** **SLO1** = communication skills; **SLO2** = critical thinking skills; **SLO3** = personal responsibility; **SLO4** = information literacy; **SLO5** = global awareness

2.16.2011

SLO Committee Rep./ Date:

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 101 **Date:** March 3, 2009
2. People involved in summarizing and evaluating data	Walid Ghanim, Valerie Rodgers, Tom Paine, Michael Carr, and Shane Jones
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** Three full time instructors and two adjunct instructors reviewed Web evaluation assignments for nine sections of CIS 101. The assignments were administered fall 08 and were graded using a common rubric. Two of the sections were taught online. Ten assignments from each section were reviewed. The results for were 25% 90 - 100 21% 80 - 89 30% 70 - 79 08% 60 - 69 14% Below 59 Instructors noted that most students who did not succeed had problems with conventions of standard English; including grammar, usage, and paragraph development.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Instructors involved in evaluating the results deemed them satisfactory. However, the group did decide to briefly review principles of writing as part of introducing the assignment. Instructors will also make it a point to reiterate to students that services are available on campus to assist them. After implementing these changes, a comparison will be made of results using spring 09 data. ****Will this include a change to the curriculum (i.e. course outline)? No**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Business Division

Course Number/Title or Program Title: CIS 104 / Introduction to Telecommunications

Contact Person/Others Involved in Process: Lead: Walid Ghanim Others: Valerie Rodgers

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
1) Differentiate between guided media and unguided media; define physical transmission media; analyze advantages of of one medium over another. 2)Differentiate among hubs, bridges, switches, and routers. 3)Demonstrate personal responsibility by preparing for the online examination, agreeing to the online examination honor pledge, logging into the online course and complete examination on the scheduled date.	**Test 2** **Online Examination** **Rubric**	ISLO1, ISLO2, ISLO03, ISLO04

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

2.16.2011

SLO Committee Rep./ Date:

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 104 **Date:** March 26, 2009
2. People involved in summarizing and evaluating data	Walid Ghanim,
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** One full time instructor reviewed the online test number two for one section of CIS 104. The online test number two was administered in fall 2008 and was graded using a rubric. One section of CIS 104 was taught online. The results were as follows: Average: 79% 16% 90 - 100 33% 80 - 89 16% 70 - 79 16% 60 - 69 08% Below 59 Instructor noted that the class average was 79%.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Instructor involved in evaluating the results deemed them satisfactory. Instructor will also make it a point to reiterate to students that tutoring, study skill services and workshops that are available on campus to assist them. After implementing these changes, a comparison will be made of results using spring 09 data. ****Will this include a change to the curriculum (i.e. course outline)? No**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Computer Information Systems

Course Number/Title or Program Title: CIS 106 PC Maintenance & Repair

Contact Person: Tom Paine

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., SLO1, SLO2)
Example: identify, create, critique, and refute oral and written arguments	Debate rubric	SLO1, SLO2
Diagnose & repair 2 computer problems using LabSim simulator program.	LabSim scoring tool (built-in to the simulation programs)	SLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Outcomes:** **SLO1** = communication skills; **SLO2** = critical thinking skills; **SLO3** = personal responsibility; **SLO4** = information literacy; **SLO5** = global awareness

2.16.2011

SLO Committee Rep./ Date:

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 106 **Date:** March 30, 2009
2. People involved in summarizing and evaluating data	Tom Paine
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** The data reports for the 2 laboratory simulations were reviewed The assignments were described, administered, monitored and evaluated by the lab program used in this class. One session is typically taught per semester and the fall 2008 data was reviewed. The results were: 25% 90 - 100 15% 80 - 89 5% 70 - 79 35% 60 - 69 20% Below 59 The overall class average was 73%. I noted that most students who did not succeed either had problems with conventions of technical English, did not complete the assignments, or had not purchased the required book/lab package.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	In evaluating the results I find them less than satisfactory. I am impressing upon the students the necessity to purchase the class materials, keep up with the assignments and to ask for help or tutoring if they have problems with the technical terminology. After implementing these changes, a comparison will be made of results using spring 09 data. ****Will this include a change to the curriculum (i.e. course outline)? No**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Computer Information Systems

Course Number/Title or Program Title: CIS 107 Computer Networking

Contact Person: Tom Paine

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., SLO1, SLO2)
Example: identify, create, critique, and refute oral and written arguments	Debate rubric	SLO1, SLO2
Diagnose & repair 2 network problems using LabSim simulator program.	LabSim scoring tool (built-in to the simulation programs)	SLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Outcomes:** **SLO1** = communication skills; **SLO2** = critical thinking skills; **SLO3** = personal responsibility; **SLO4** = information literacy; **SLO5** = global awareness

2.16.2011

SLO Committee Rep./ Date:

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 107 **Date:** March 30, 2009
2. People involved in summarizing and evaluating data	Tom Paine
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** The data reports for the 2 laboratory simulations were reviewed The assignments were described, administered, monitored and evaluated by the lab program used in this class. One session is typically taught per semester and the fall 2008 data was reviewed. The results were: 31% 90 - 100 38% 80 - 89 8% 70 - 79 15% 60 - 69 8% Below 59 The overall class average was 84%. I was gratified that 76% of the students received a 'C' or better. I noted that most students who did not succeed either had problems with conventions of technical English, did not complete the assignments, or had not purchased the required book/lab package.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	In evaluating the results I find them satisfactory. I am impressing upon the students the necessity to purchase the class materials, keep up with the assignments and to ask for help or tutoring if they have problems with the technical terminology. After implementing these changes, a comparison will be made of results using spring 09 data. ****Will this include a change to the curriculum (i.e. course outline)? No**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Computer Information Systems

Course Number/Title or Program Title: CIS 202 VisualBasic Programming

Contact Person: Tom Paine

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., SLO1, SLO2)
Example: identify, create, critique, and refute oral and written arguments	Debate rubric	SLO1, SLO2
Design and create a VB program that incorporates good design principles and meets specifications.	Program rubric	SLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Outcomes:** **SLO1** = communication skills; **SLO2** = critical thinking skills; **SLO3** = personal responsibility; **SLO4** = information literacy; **SLO5** = global awareness

2.16.2011

SLO Committee Rep./ Date:

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 202 **Date:** March 30, 2009
2. People involved in summarizing and evaluating data	Tom Paine
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** The data reports for the design and programming assignments were reviewed. One session is typically taught per semester and the fall 2008 data was reviewed. The results were: 48% 90 - 100 2% 80 - 89 0% 70 - 79 2% 60 - 69 48% Below 59 The overall class average was 70%. I noted that most students who did not succeed either had problems with conventions of technical English, did not complete the assignments, or had not purchased the required book/lab package. Some students also appeared to be nonchalant about doing the assignments at all, or in doing quality work.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	My subjective observations of programming classes are that students either stay with the class and "get it", or they fall behind and have ongoing difficulty. This data seems to bear this out. I am impressing upon the students the necessity to purchase the class materials, keep up with the assignments and to ask for help or tutoring if they have problems with the technical terminology. I constantly compare this to a math class in that they have to keep up because if they fall behind it is very difficult to catch up. After implementing these changes, a comparison will be made of results using spring 09 data. ****Will this include a change to the curriculum (i.e. course outline)? No**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Business Division

Course Number/Title or Program Title: CIS 208 / Computer Information Systems Programming in JAVA

Contact Person/Others Involved in Process: Lead: Walid Ghanim Others: Valerie Rodgers

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems
Computer Science	

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
Communicate ideas and solutions to problems in writing; compose and create computer programming algorithms with correct computer programming instructions, syntax, style and format. Demonstrate personal responsibility by attending and completing in full the complete midterm examination.	Midterm Exam Rubric	ISLO1, ISLO2, ISLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

2.16.2011

SLO Committee Rep./ Date:

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 208 **Date:** March 26, 2009
2. People involved in summarizing and evaluating data	Walid Ghanim,
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** One full time instructor reviewed the on-campus midterm exam for one section of CIS 208. The on-campus midterm exam was administered in fall 2008 and was graded using a rubric. One section of CIS 208 was taught online. The results were as follows: Average: 71.67% 16% 90 - 100 33% 80 - 89 08% 70 - 79 16% 60 - 69 25% Below 59 Instructor noted that the class average was 71.67%.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Instructor involved in evaluating the results deemed them satisfactory. Instructor will also make it a point to reiterate to students that tutoring, study skill services and workshops that are available on campus to assist them.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Business Division

Course Number/Title or Program Title: CIS 210 / Computer Information Systems Programming in C++

Contact Person/Others Involved in Process: Lead: Walid Ghanim Others: Valerie Rodgers

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems
Computer Science	

Does course satisfy a community college GE requirement(s)? ☐ Yes ☒ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	**Assessment Tool** (e.g., exam, rubric, portfolio)	**Institutional Outcome*** (e.g., ISLO1, ISLO2)
1)Communicate ideas and solutions to problems in writing. 2)Compose and create computer programming algorithms with correct computer programming instructions, syntax, style and format. 3)Demonstrate personal responsibility by attending and completing in full the complete midterm examination.	Midterm Examination Rubric	ISLO1, ISLO2, ISLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

2.16.2011

SLO Committee Rep./ Date:

1. Course Number & Date of Assessment Cycle Completion	**Course:** CIS 210 **Date:** March 26, 2009
2. People involved in summarizing and evaluating data	Walid Ghanim,
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** One full time instructor reviewed the on-campus midterm exam for one section of CIS 208. The on-campus midterm exam was administered in fall 2008 and was graded using a rubric. No section of CIS 210 was taught online. The results were as follows: Average: 71.625% 13% 90 - 100 25% 80 - 89 13% 70 - 79 13% 60 - 69 38% Below 59 Instructor noted that the class average was 71.625%.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Instructor involved in evaluating the results deemed them satisfactory. Instructor will also make it a point to reiterate to students that tutoring and study skill services that are available on campus to assist them.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	