3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

Instructors have outcomes set up and added to their artifact rubric vis Canvas outcomes. At the end of their courses, a Canvas Outcomes report was run to collect data about student performance and artifacts used to assess learning outcomes. Data was used to analyze and make changes as needed to assessment of learning outcomes.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other offcampus site)?

Most instructors used programming software and final projects as their assessment tool and felt it was appropriate for the type of students in these classes. Findings showed:
ABET 1, ABET 2
1) Students could identify several different types of cyber-crimes (hacking, credit card skimmers, phishing emails), and they sited specific steps they could take to avoid becoming a victim (reducing online profile, changing passwords). Research of emerging technologies.

2) Case study/real-life Students expressed in their reflections how these artifacts help them strengthen their knowledge and theory.

ABET 5:
3) For programming classes, the production of a final program using most of the concepts learned during the semester very strongly demonstrates the learning outcome. The students are given a set of requirements which they must decipher and use to design their program. The implementation uses many of the concepts discussed during the semester.

6) Most students followed the requirements of final projects and produced programs that output the required data in the requested format.

All courses were taught online, so there is no difference in teaching modality to note

6. Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings
    A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

    Faculty are provided with opportunities to share quantitative and qualitative feedback at the end of the term

Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Runtime Errors	10 pts Excellent Program runs to completion with no runtime errors.		0 pts Below Expectations Runtime errors encountered.	10 pts
This criterion is linked to a Learning Outcome Input	10 pts Excellent Prompts user for single letter with appropriate data validation. Accepts both uppercase and lowercase, converting the latter to uppercase.	5 pts Needs Improvement Input processing contains minor omissions or flaws.	0 pts Below Expectations Input processing contains major flaws.	10 pts
This criterion is linked to a Learning Outcome Output				10 pts

This criterion is linked to a Learning Outcome Word Mask	10 pts Excellent Word to guess is correctly masked with the appropriate number and positions of dashes. Logic is correctly packaged in a function.	5 pts Needs Improvement Word mask logic contains minor flaws.

Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Context	0 pts Below Expectations Rudimentary and superficial regurgitation of content with no connections and/or completely off topic.	1 pts Proficient Generally competent in summarizing learning, but information is thin and commonplace with limited connections and vague generalities. Appears to be a summary of previous posts	2 pts Exemplary Rich in content full of thought, insight, and analysis. New ideas and new connections are made.	2 pts
This criterion is linked to a Learning Outcome Readings and Resources	0 pts Below Expectations Readings and resources are not mentioned	1 pts Proficient Little if any reference is made to readings and other course materials	2 pts Exemplary Readings and other resource materials are used to support comments	2 pts
This criterion is linked to a Learning Outcome Timeliness	0 pts Below Expectations Some or all of the required postings are missing	1 pts Proficient Some or all of the required postings are made, but most are at the last minute without allowing for response time	2 pts Exemplary All required postings are made early in the discussion and throughout the discussion	2 pts
This criterion is linked to a Learning Outcome Stylistics	0 pts Below Expectations Five or more grammatical and/or spelling errors	1 pts Proficient Several (3-4) grammatical and/or spelling errors	2 pts Exemplary Few (02) grammatical and/or spelling errors	2 pts
				2 pts

This criterion is linked to a Learning Outcome Commenting	0 pts Below Expectations No comments at all	1 pts Proficient One brief comment to another student's post. "I agree" with little support as to rationale	2 pts Exemplary At least one detailed comment made to address another students' post

CIS4100 - Technology Strategy and Decision Making - Business Case for technology

Criteria	Ratings		Pts
This criterion is linked to a Learning Outcome clarity of thesis, objective or purpose	7 pts Full Marks P11.0MC /9g546.94Co /9g		

7 pts

Learning Outcome Support Analysis and Critical Thinking	7 pts Full Marks Uses evidence (e.g., course material/outside sources) and examples fairly and accurately. Incorporates the number/type of sources & examples consistent with audience expectations. Reader can move effortlessly into and out of sections that offer evidence or examples; can easily identify the attribution of the source. When appropriate, examines evidence critically.	4 pts some marks Uses evidence (e.g., course material/outside sources) and examples, though some ambiguity may exist as to what that how evidence or examples fit with the objective or thesis statement. There may be a few sections of the paper in which more evidence or examples were needed. The project may use a few inappropriate sources. When appropriate, examines some of the evidence critically.	1 pts low Evidence or examples are insufficient in number and type to support the objective or thesis. Reader has difficulty throughout paper of understanding how the evidence or examples support the objective or thesis. Even when appropriate, may neglect to question any underlying assumptions or the methodology used to derive conclusions.

This criterion is linked to a Learning Outcome Responses	2 pts Outstanding Posts substantive information which advances the discussion.	1 pts Needs Improvement Repeats but does not add to the discussion.	0 pts Below Expectations No responses to classmates.

This criterion is linked to a Learning Outcome Short Term Mitigations	3 pts Proficient Mitigation