Course Title: CSC/IST202 Systems Design and Analysis

Course Leader: Trudy Gift

Expected Learning Outcomes for Course
- Analyze business information needs to develop an appropriate strategy to address these areas using proven industry analysis and design techniques
- Work in teams to determine the requirements and design of an information system and then orally present it to peers and professionals

Assessment
(How do students demonstrate achievement of these outcomes?)
- Assigned projects and examinations emphasize critical thinking are from an industry standards approved textbook and are graded based on an industry standard rubric and a rubric supplied by the publisher

Validation
(What methods are used to validate your assessment?)
The textbook that is used for this course is the same one that is used at the locat transfer four-year institutes. I work closely with Shepard University (WV), Shippensburg (PA), and MD colldges to ensure that this is a transfer course.

Results
(What does the data show?)
This is the first time in many years that this course was offered as a class. The results for dismal. Attendance was the major problem. Next, time management on the part of the students in turning in assignments when due. Finally, students just walking away from the course. The course started with 8 students, one dropped out the four week of the semester. Two earned Fs. There were no As, 3Bs, 1C, 1D.

The instructor noticed a major lack of commitment on the part of the students. This is to be a capstone course. They could do the work. The problem was finishing or even doing the assignments, submitting assignments on time, attendance, getting to class on time that were the major problems.

Critical thinking projects were the major part of the course. Exams (4) were critical thinking (a scenario was given and students had to select the best solutions. The answers were not in the textbook but students did have access to it during the exams (which were taken at home).

Out of 223 assignments/exams (all student submissions), 86 or 39% were not submitted. When I removed the two walk-away Fs, the percent dropped to 29%. There were no earned 0 assignments. Only one exam had every student submitting. For every assignment, there was an average of 2.675 of non-submission. This demonstrates a lack of commitment on the part of the students.

Follow-up

(How have you used the data to improve student learning?)
This course is only offered in the Spring. In the spring of 2016, I am going to offer the course completely on line. Because attendance and arriving on time for class were a major problem since the very beginning of the course, I changed the format, after 6 weeks, to having required meetings every other week. The problem did not improve. Six weeks after that, I moved everything to online and had one final meeting. There was improvement on the part of three students. One student did not show up for the final meeting (overslept).

Before removing the 2 walk-away Fs, the class average was 57.59. After removing the Fs, he average for the course was 76.96%.

	Average of Course total
Gideon	84.76
Kyle	77.27
Matthew	58.97
Scott	80.31
Seth	83.47
Grand Total	76.956

Budget Justification
(What resources are necessary to improve student learning?)
To this point, no additional software is necessary.