UAM Assessment Report

2015-2016

School of Computer Information Systems

1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?

Graduates from the School of Computer Information Systems (CIS) should have mastery of the student learning outcomes listed below. A further explanation of each SLO is located in Appendix A. The School of CIS website also has a complete list of student learning outcomes: http://www.uamont.edu/pages/school-of-computer-information-systems/degree-programs/.

SLO 1 - Practical knowledge of various productivity software packages.
SLO 2 - Practical knowledge of various programming languages.
SLO 3 - Knowledge of information systems development methods and techniques.
SLO 4 - Knowledge of data communications and local area networks.
SLO 5 - Knowledge of communication skills.

The School of CIS plans to review the above SLOs during Professional Development in August 2015 and address their validity and relevancy using Bloom's Taxonomy of Thinking.

Each syllabus (Appendix B) lists the student learning outcome(s) that pertain to that course. Promotional PowerPoint presentations also contain the SLOs and are shown during special events such as Scholar's Day and Weevil Welcome Days. The presentations are also located on the CIS website:

http://uam-web2.uamont.edu/pdfs/cis/2015assessment/cismajor.ppt
http://uam-web2.uamont.edu/pdfs/cis/2015assessment/cisminor.ppt
http://uam-web2.uamont.edu/pdfs/cis/2015assessment/ciscert.ppt

Prospective students who express an interest in pursuing a major, minor, or advanced certificate in CIS receive a personalized letter (Appendix C) from the dean with an attached copy of the School of CIS brochure (Appendix D) and degree requirements. The current brochure does not contain a specific listing of the department's SLOs; however, it emphasizes the various productivity software packages offered (SLO 1), the various programming languages offered (SLO 2), problem solving utilizing verbal/written communication skills (SLO 3 and 5), networking (SLO 4) enabling the student to advance in a complex business environment in the brochure.

The School of Computer Information Systems has no accrediting body.

2. Describe how your unit's Student Learning Outcomes fit into the mission of the University.

The University of Arkansas at Monticello shares with all universities the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences which enable students to synthesize knowledge,

communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational and technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment which fosters individual achievement and personal development.

Student Learning Outcomes 1, 2, and 4 (Appendix A) address aspects of UAM's mission that "…enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, ...". These SLOs focus on teaching students to be good learners. The software packages, programming languages, and data communications standards and methodologies will continue to change due to the rapid pace of change within the IT industry, but the purpose behind these SLOs is to teach students how to effectively learn and utilize new concepts, and how to best apply that knowledge.

SLO 3 relates directly to the University mission to "educate people for critical thought." Systems analysis is the second step in information systems development, and critical thinking skills are a core component of this area. Successful students should develop the ability to analyze both existing systems and proposals, address problem areas, and be able to develop solutions.

SLO 5 relates to larger sections of the University's mission. Phrases such as "… seeks to enhance and share knowledge" and "enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures" stress the importance of sharing and communicating the knowledge learned. To stress this SLO, students are encouraged to work in groups to share their skills. They are also urged to practice communications by writing memos, status reports, and system manuals, as well as preparing and giving oral presentations for their peers. Throughout the CIS curriculum, good communication skills are continually stressed, and the students share their knowledge via presentations and documents they create.

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

Learning among students in the School of CIS is assessed by the students' final grade in the course and their results on pre-course and post-course exams. A student's final grade is earned through a variety of learning assessment tools that include exams, quizzes, homework, programming assignments, projects, presentations, and research papers. Each course uses multiple methods because each assessment tool measures the students' understanding of the material differently. Exams, quizzes, and homework

measure the students' ability to retain material covered in class, while programming assignments and projects tend to require students to demonstrate comprehension and critical thinking skills. Several CIS courses also include presentations to further develop their oral communication skills and research papers to develop their written communication skills (SLO 5). For each course listed below, the weighted breakdown of each assessment tool demonstrates how they contribute to the student's final grade.

For purposes of this analysis, the School of CIS collected student performance data from four courses that are required in the CIS curriculum, representing different levels of the program: CIS 2203 Programming Logic and Design, CIS 3523 System Analysis and Design, CIS 4623 Database Management Systems, and CIS 4634 Application Software Development Project. The first three courses serve as the program's prerequisites for subsequent coursework that must be completed as the student advances in the program, and the last course is the capstone of the program. These prerequisites are in place to require students to demonstrate an acceptable grasp of the concepts before they are allowed to progress in the program. Their successful progression demonstrates evidence of their learning.

CIS 2203 Programming Logic and Design is intended for students in their sophomore year and provides the CIS major with exposure to programming logic and theory, problem solving and debugging techniques, and modeling tools to demonstrate the logical flow of a program. These concepts are independent of any particular programming language but are intended to introduce logical concepts that translate to coding in a variety of programming languages. This course serves as the prerequisite for all upper-level programming courses, requiring a grade of "C" or better to advance to the required and elective programming courses. Course content directly relates back to SLO 2 and SLO 3 (Appendix A). The student's final grade is earned through four exams, which make up 50% of the student's grade. Programming assignments constitute 22% of a student's grade and quizzes and other assignments count in the remaining 27%. (See Appendix B for the course syllabus.)

Once a student has completed CIS 2203 and either CIS 3423 COBOL or CIS 3443 Object-Oriented Programming Languages with a grade of "C" or better, both of which are required in the CIS curriculum, the student may enroll in CIS 3523 System Analysis and Design. This course, intended for students who have reached junior status, teaches them how to design, implement, evaluate, and document their programs. Course content relates directly to SLO 2, SLO 3, and SLO 5 (Appendix A). Students must complete this course with a grade of "C" or better to fulfill one of two prerequisites for CIS 4634 Application Software Development Project. The student's final grade is earned through a variety of learning assessment tools, as seen in the following table. (See Appendix B for course syllabus.)

CIS 3523 System Analysis & Design Breakdown of Grades

Deliverables	Number & Points
Attendance	40 class periods at 2 points per class
Weekly Status Report	13 weeks at 5 points per report
Quizzes	10 quizzes at 10 points per quiz
Exams	3 exams at 20 points per exam
Presentations	3 presentations at 20 points per presentation
Presentation Papers	2 presentation papers at 20 points per paper
Presentation Analysis Memo	2 presentation analysis memos at 10 points each
Analysis & Design Manuals	3 manuals at 25 points per manual
Book of Knowledge (Notes, research, etc.)	1 book at 30 points
Class Assignments (Questionnaire, prototypes, diagrams, scenarios)	Assignments totaling 75 points
Etiquette Lunch	1 Etiquette Lunch at 15 points

Students who have successfully completed CIS 3423 COBOL and CIS 3443 Object-Oriented Programming are also eligible to enroll in CIS 4623 Database Management Systems, the second of the two prerequisites mentioned above. This course teaches students the critical concepts of database storage, a growing sector of the information technology industry. Students learn about file/data organization, access features, data structuring, and database layout and design. Students learn how to gather information from databases using Structured Query Language (SQL). Course content relates to SLO 2 and SLO 3 (Appendix A). The student's final grade is earned through completing three exams each worth one hundred points per exam, a team project valued at sixty-five points, and weekly assignments and quizzes totaling two hundred-fifty points. (See Appendix B for course syllabus.)

Students who have successfully completed CIS 3523 System Analysis and Design and CIS 4623 Database Management Systems will progress to CIS 4634 Application Software Development Project. As the capstone course of the program, students are expected to draw upon the sum of their CIS coursework. Students successfully completing this course will have demonstrated the ability to analyze, design, code, test, document, and present an information system of their own concept, design, and implementation from beginning to end. This course is intended to provide students the opportunity to demonstrate cumulative evidence of their learning and to serve as a selling point during the interview process and as a reference point for their future careers. The student's final grade is based upon the completion of several learning assessment tools, as displayed in the following table. (See Appendix B for course syllabus.)

CIS 4634 Application Software Development Project Breakdown of Grades

Deliverable	Points
UAM Application for Employment - Handwritten	5
Resume & Reference Sheet v.3	5
Cover Letter v.2	5
SAD Manual	15
SAD Presentation & Hard Copy	10
Myers Briggs & two other personality tests	5
Interview Answers	5
Behavioral Interview Answers	5
Phone Interview Notes	5
In-Person Interview Notes	5
Project Demonstration	20
Knowledge Contributions	5
Final Presentation & Hard Copy	10
Weekly Status – 12 Weeks @ 5 points each	60
Written Paragraph – 3 Weeks @ 5 points each	15
Total	**185**

From the fall 2015 - spring 2016 student performance data (see below), the reviewer can observe that across all sections of the four courses, 98 students were enrolled. Eighty-five (86.7%) successfully completed these courses, progressing in the program and demonstrating evidence of learning. Of the remaining thirteen (13.3%) students who did not advance in the program, four students received a grade of "D" passing the course but were unable to continue their progression; five students received a grade of "F" and four students receiving a "W".

Historical Data for Grade Distribution of Four-course Subset

Year	A	B	C	D	F	W	Total
Jan-Dec 2009	29	39	35	9	7	10	**125**
Jan-Dec 2010	30	40	14	3	7	11	**105**
Jan-Dec 2011	47	31	18	9	5	12	**122**
2012-Sp 2013	52	58	33	13	9	21	**186**
Su I 2013-Sp 2014	34	42	20	17	5	8	**126**
F 2014-Sp 2015*	33	34	26	13	9	7	**122**
F 2015-Sp 2016*	49	26	10	4	5	4	**98**

*None of the four-course subset classes were offered in summer 2014 or summer 2015.

We can compare this subset of courses to grades earned in all CIS courses during the summer I & II 2015, fall 2015, and spring 2016 semesters.

Grades by Letter for All CIS Courses Summer 2015-Spring 2016

	A	B	C	D	F	W	Total
2015-2016	293	235	142	38	63	30	**1,000**

Grade Distribution by Percentage Comparison for Summer 2015-Spring 2016

Group	A	B	C	D	F	W
Four-class subset	50.00%	26.53%	10.20%	4.08%	5.10%	4.08%
All CIS Classes	36.58%	29.34%	17.73%	4.74%	7.87%	3.75%

Comparing the grade distribution of the four-class subset to the grade distribution of all CIS courses, several things are apparent. The overall success rate (grades of "A", "B", "C") is similar between the two data sets: 86.73% for the four-class subset versus 83.65% for all CIS classes. The inclusion of more freshmen level CIS courses (21 classes in total) in the all-courses data set may explain the higher percent of "F's", as freshmen are less likely to withdraw, even if they have stopped attending school.

Further, the statistics from the CIS 4634 Application Software Development Project in its role as the capstone course successfully demonstrates evidence of learning. During the fall 2015-spring 2016 period, ten students were enrolled and eight (80.0%) successfully completed it. Of the two failed attempt, the student stopped attending and were referred to the Academic Alert program.

During the final presentation in CIS 4634 Application Software Development Project course, students share two significant skills they have learned during the semester. While some of the items shared relate to specific programming solutions, most relate to broader topics with the work environment such as professionalism, communication skills, and interview/resume preparation.

Time management is frequently mentioned as a skill that has improved. Since CIS 4634 Application Software Development Project is an individual and independent process, many students find their time management skills lacking and must improve to accomplish tasks in a timely manner. The second most mentioned skill is that of self-learning. Students must develop, analyze, design, test, and document their system from their own goals and software design, including items such as color schemes and screen design. While students have been exposed to all these areas in previous course work, there is no one course where all information can be located, and they are encouraged to explore areas outside of their course work. Students learn to be creative in finding solutions and frequently mention how much more proficient they have become in searching the Internet. Many find that traditional methods such as obtaining a book or visiting with faculty and peers are also valuable tools. Based on anecdotal comments from students and alumni, further addressed in question 5, the CIS 4634 Application Software Development Project is a "rite of passage" that helped better prepare them for the workplace.

Beginning in fall 2012 and continuing through the spring 2016 semester, the School of CIS measured student learning by initiating pre-course and post-course exams. Pre-course exams were administered on the first or second day of the class to measure their knowledge of the subject matter before instruction began. Post-course exams were given at the end of the semester to measure their knowledge upon completion of the class. Pre-course and post-course exams were identical and were

implemented in a variety of classes, including required and elective courses in the CIS curriculum. Five courses were given the exams during fall 2015 and seven courses were given the exams during spring 2016 and included freshman-, sophomore-, junior-, and senior-level courses.

During the two semesters, 119 students took the pre-course exams and post-course exams; only two students did not improve upon their pre-course exam score with both students posting the same score on both the pre-course and post-course exams. Pre-course and post-course exams were analyzed with a paired sample t-test on the scores to determine if there was a statistically significant mean difference in students test results on pre-course and post-course exams. Over ninety-eight percent (98.32%) of students (117 out of 119) improved their test score from the pre-course exam on the post-course exam. In all fourteen courses, the *p*-value was found to be much less than 0.05 (i.e. $p < .05$); therefore, it can be concluded that there is a statistically significant difference in student scores on the pre-course and post-course exams and the courses sampled significantly improved student learning. Student pre-course and post-course exam data is summarized in the table below.

Fall 2015 - Spring 2016 Data for Pre-course & Post-course Exams

Course/Semester	*p*-value	Mean Difference in Scores
CIS1193-01 (Fall 2015)	.000019454	7 points (25 points possible)
CIS2203-01 (Fall 2015)	.000000000986004	32.56 points (100 points possible)
CIS2203-90 (Fall 2015)	.000614358	30.79 points (100 points possible)
CIS4253-01 (Fall 2015)	.0000000126001	8.60 points (12 points possible)
CIS4503-01 (Fall 2015)	.0000000007003	9.86 points (20 points possible)
CIS198V-01 (Spring 2016)	.00168314	46.25 points (100 points possible)
CIS1193-01 (Spring 2016)	.00004804	6.52 points (25 points possible)
CIS3523-01 (Spring 2016)	.0000110211	6.29 points (10 points possible)
CIS4634-01 (Spring 2016)	.012169	3 points (15 points possible)
CIS2203-01 (Spring 2016)	.00000000017973	37.90 points (100 points possible)
CIS3103-01 (Spring 2016)	.0034424	5.66 (10 points possible)
CIS4503-01 (Spring 2016)	.00121436	8.50 points (20 points possible)

Faculty also plan to use the post-course exam results to search for trends regarding topics in which students are consistently strong, as well as other areas that may require more time or emphasis in class. The School of CIS will continue pre-course and post-course exams and analyze the results in the effort for continuous improvement in student learning.

4. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

The School gathers information from a multitude of sources to assess and refine the program. These sources include results from the senior exit survey, the alumni survey, faculty meetings, pre-course and post-course exams, and informal contacts with alumni, businesses, and organizations. Feedback from all

of these sources, along with academic performance and trends in the Information Technology industry, is taken under consideration when the faculty reviews the CIS curriculum and course offerings.

The CIS senior exit survey (Appendix E) allows CIS majors completing the program an opportunity to provide feedback on areas of the program they feel prepared them well, as well as areas they would like to see improved or expanded. During fall 2015 and spring 2016, eight students completed the survey as well as completed the program. The results of this year's survey were consistent with years past, with students rating the program's performance in the SLO areas in the Excellent or Outstanding range.

Breakdown of CIS Senior Exit Survey Responses

Rating	Software Packages	Programming Languages	Methods & Techniques	Data Communications	Communication Skills
Outstanding	7	6	5	4	7
Excellent	1	2	3	4	1
Average	0	0	0	5	0
Fair	0	0	0	1	0
Poor	0	0	0	0	0
Not Taken	0	0	0	0	0
Total Students	**8**	**8**	**8**	**8**	**8**

In their evaluation of the CIS Program, four of the eight aspects scored in the Excellent or Outstanding range, including Knowledgeable Faculty, Academic Advising, Staff and Technical Support, and Overall CIS Experience. Of the eight categories surveyed, all scored Excellent or Outstanding ratings. With all eight students completing the program rating their Overall CIS Experience as Excellent or Outstanding reflects well on the CIS Program.

The CIS alumni survey (Appendix F) is conducted annually and surveys graduates at one-year, three-year, and five-year intervals. The data is then processed and compared to historical results from the previous four surveys. In fall 2015, graduates from the 2010, 2012, and 2014 graduating classes were surveyed. The survey was modified in 2011 in an attempt to improve response rates and was posted on the UAM website for completion; previous versions had to be returned by the postal service. Alumni to be surveyed were contacted with emails containing the survey link, as well as a postcard containing the link sent to the mailing address on file

Alumni are asked to evaluate the School of CIS regarding the student learning outcomes, the program's supportive requirements, and other aspects of the program. The student learning outcomes and supportive requirements were measured regarding the amount of growth the student experienced in this area with 1 = "No growth" and 5 = "Great growth". Students were also asked to evaluate the amount of emphasis placed on the area where 1 = "Too little", 2 = "About right", and 3 = "Too much". An error on the university's website prevented the evaluation of growth, emphasis for SLOs, and supportive requirements was not captured. The 2015 survey results show continued strong performance in the areas of Academic Advising, Quality of Instruction, Class Size, CIS Faculty, CIS Staff, and Personal Attention, demonstrating the emphasis that the CIS faculty put on student experience through the

development of relationships with the student. Areas that alumni would like to see addressed include improvement of modifications of the CIS Curriculum, Level of Rigor, Supportive Classes, CIS facilities, and CIS Seminar courses. Comments included in the survey requested more options in the areas of networking and data communications, additional operating systems, and Windows Server technology including Active Directory, TCP/IP, and DHCP.

Faculty also gains insight through informal conversations and personal relationships with alumni, recent graduates going through the interview process, and contacts with employers. These relationships help establish what employers are looking for in graduates, areas in which UAM graduates are strong, and areas that need to be improved. During the 2015-2016 year, several alumni stopped by to visit with faculty, contacted faculty with job opportunities, and visited the UAM Career Fair to recruit for their companies. This invaluable feedback can guide faculty to better shape the direction of the CIS program.

The School of CIS faculty met twice (Appendix G) in 2015-2016 to discuss retention and student recruitment ideas, including planning an August 2015 mixer to welcome students to campus and an October 2015 cookout to recruit majors and minors, using Blackboard shells for grade-tracking, and expanding the tutoring program and how to better publicize it to students. Faculty also discussed curriculum changes to the CIS major, accounting for the university-wide BS identity change. Faculty decided to add CIS 2223 Microcomputer Applications back into the CIS curriculum. Other topics discussed included the department's assessment process, the department's results of its historic grade analysis, what results the pre-course and post-course exams can give to the department, and the creation of an online CIS Associates degree in Computer Productivity. As a result, the School of CIS submitted a Curriculum and Standards proposal to add CIS 2223 Microcomputer Applications into the degree requirements (Appendix H).

The School of CIS implemented pre-course and post-course exams for select CIS courses beginning in the fall 2012 semester. Students were informed before both exams that this would not be part of their grade but to give their best effort. As referenced in question three, only two of the 119 students taking a post-course exam did not improve his/her score; the remaining two achieved the same score. The mean difference in scores between the pre-course and post-course exams show improvement ranging from a 20% to 46.25% increase in student performance over the course of the semester, affirming the outstanding job that the CIS faculty do in teaching the student learning outcomes associated with their classes. This confirms that student learning is occurring in these core courses. As an added benefit, faculty has a comprehensive look at students' knowledge of topics covered throughout the semester. This data could have significance to faculty in tracking areas in which students historically struggle to grasp certain concepts and can adapt the course content to improve student comprehension.

5. As a result of the review of your student learning data in previous questions, explain what efforts your unit has made to improve student learning. Be specific indicating when, how often, how much, and by whom these improvements will take place.

Many of the improvements utilized by the School of CIS started with Blackboard. One instructor now uses YouTube videos to demonstrate how to create flowcharts using Microsoft Visio for online programming courses. She posts the relevant links to her course and has received positive feedback from students. Another instructor has added Discussion Posts to her online course to further engage student critical thinking on current topics. The posts have increased student participation. Another instructor changed her due dates so that all assignments, quizzes, or exams are due on Sunday night or Tuesday night. The goal is to simplify due dates and establish a schedule that is easier to follow. Early feedback from students is that having two set due dates each week is easy for them to remember and follow.

CIS 4263 Ethics in Information Technology has undergone a few changes to better facilitate student learning. The instructor has added group projects to the course, requiring the groups to communicate through Blackboard Discussion Board. Previously, students worked individually on most assignments. However, group work has increased student involvement as they must regularly login and add to their group's discussion of the assigned topic.

The School of CIS also implemented a CIS tutoring program during the spring 2013 semester to target students who need extra assistance outside of class. The program began with a small rollout of only two students seeking tutoring in spring 2013 and did not generate significant student interest during the fall 2013 semester, with two students expressing interest and neither actually meeting with a tutor. However, during the spring 2014 semester, eleven different students met with two CIS tutors for assistance in four courses. During the fall 2014 semester, one CIS student tutor worked with thirteen students in five different courses for a total of 93 hours; and during the spring 2015 semester, three CIS student tutors worked with ten students in six different courses for a total of 81 hours. For the fall 2015 semester, seven students requested tutoring for a total of 61.5 hours, with all seven students successfully passing the courses in which they were tutored. For the spring 2016 semester, seven students requested tutoring for a total of 37.5 hours, and all seven students successfully passed the courses in which they were tutored.

2015-2016 Tutoring Outcomes

Course (Semester)	Grade
Advanced COBOL (Fall 2015)	A
Object Oriented Programming (Fall 2015)	A
Advanced COBOL (Fall 2015)	A
Advanced COBOL (Fall 2015)	B
World-wide Web Programming (Fall 2015)	B
COBOL (Fall 2015)	B
Microcomputer Applications (Fall 2015)	B
Programming Logic & Design (Spring 2016)	B
Programming Logic & Design (Spring 2016)	B
Object Oriented Programming (Spring 2016)	B
Advanced COBOL (Spring 2016)	C
Special Topic-Introduction to Linux (Spring 2016)	B
Introduction to Java Programming (Spring 2016)	A
Application Development Project (Spring 2016)	A

The results of the tutoring program have been successful, but the challenge for the School of CIS continues to be enticing more students to take advantage of the program's resources. With only fourteen of 1,000 students who are enrolled in CIS courses taking advantage of the tutoring program, the School must continue to emphasize the availability of this resource. Students using the program were extremely successful, with five A's, eight B's, and 1 C among their final grades for the 2015-2016 academic year.

6. What new tactics to improve student learning will your unit consider, experiment with, research, review or put into practice for the upcoming year?

The School of CIS plans to implement several options to improve student learning. Starting in Fall 2016, all CIS courses will have a supplemental Blackboard shell to access syllabi, grades, other course-related material. The School of CIS will also be researching the feasibility of lecture capture and its use in the Blackboard shells. All CIS courses will be included in the tutoring program on an as-requested basis and will be advertised in all CIS course syllabi. The unit head will hire top CIS students to serve as tutors. Students seeking assistance will contact the unit head to be matched with a tutor, who will work out individual times to meet on campus with their appointed student.

The feedback from the tutors and the students has been positive, but the School has not had a concrete method of tracking the results of the tutoring program. Beginning with the fall 2016 semester, tutors will complete a weekly form with the name of the student being tutored along with the course in which the student is enrolled. Faculty will be consulted for the tutored student's progress and final grade to assess their academic performance, allowing the unit head to analyze grades for the individual students utilizing the tutoring program and measure the impact the program may be having on student learning.

Another means of improving student retention within the CIS major itself comes from the monitoring of CIS student progress. During the fall 2013 semester, the department began tracking progress of CIS majors, monitoring how many students graduated, changed majors, transferred, and dropped out. In August 2016, the School will assess student progress through the program, and the CIS office will attempt to contact students who changed majors or withdrew to determine the reasons why they did not complete the program. The hope is that this analysis will give the department insight into its program and aid in retention.

7. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

Students are given the opportunity to evaluate courses near the end of each semester. The compiled results are distributed to instructors to disseminate and adjust their courses as necessary. While this is an important outlet for students to discuss and evaluate a course and instructor, there are other opportunities for students to assess.

Group work is an important component of many CIS courses. In CIS 4623 Database Management System, students evaluate teammates on their participation level. These peer evaluations are linked to a student's course grade. The goal is to encourage students to participate in the work, instead of allowing a few to carry the burden of many. Since students are more likely to actively participate, they are better able to practice the skills of the course, thus improving their student learning. CIS 3523 System Analysis & Design requires students to evaluate their peers during presentations. These peer evaluations are intended to improve their classmates' communications skills, in addition to strengthening their own by observing other presentations.

The CIS senior exit survey (Appendix E) is administered at the end of each semester to students completing the capstone course of the major, CIS 4634 Application Software Development Project. One of the requirements of the course is to complete the survey, giving faculty feedback and valuable perceptions of their time at UAM.

Faculty discussed the results of the alumni and exit surveys, as well as informal observations, during two department meetings (Appendix G). From these meetings, faculty brainstorm potential curriculum changes and teaching techniques. Successfully integrating more components of Blackboard into courses is one of the goals of all CIS faculty for the fall 2016 semester, expanding beyond posting syllabi and grades.

8. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the University.

Recruiting can never begin too early in a young person's life; during UAM's 2015 Kids University, a School of CIS emeritus faculty taught LOGO programming to nine eager 5th-6th graders, teaching them to

write commands for movement and drawings. In early October 2016, two CIS faculty hosted a tour of the CIS department and its labs for the Drew Central Middle School EAST program. On October 13, 2015, Monticello Middle School and Drew Central Middle School co-hosted an EAST Night Out in Babin Business Center computer labs 102 and 122, with the assistance of two UAM CIS faculty members. The purpose of EAST Night Out was to invite the community to learn about EAST projects. By hosting the event, the CIS department took the opportunity to introduce participants to UAM and the School of CIS. The department plans to continue these events.

Communication is crucial to recruiting and retaining students within any program. Potential students of the School of CIS receive a letter from Dean Hairston and a department brochure. These names are generated from the Admissions Office, Scholar's Day, Weevil Welcome Day, or the CIS website. Appendix C contains letters for those who are interested in a major, minor, or advanced certificate in Computer Information Systems. Appendix D contains the recruitment brochure.

The School of CIS faculty has participated in judging for the Southeast Arkansas Regional Science Fair for the past several years. In 2016, three CIS faculty were scheduled to judge the Computer Science and the Environmental Sciences categories, exposing faculty to the area's brightest high school students. Due to inclement weather, the 2016 science fair was cancelled.

Once a student becomes a CIS major, an advisor sends a hand-written note welcoming the student to the major and encouraging him/her to stop by with questions or concerns. Some advisors also send birthday cards to advisees as another opportunity to connect and open the lines of communication. CIS faculty participates in the annual UAM Parents/Family Day each fall, offering an occasion for instructors to connect with students and meet their families, in hopes of strengthening the student-faculty bond.

The School of CIS also works to offer required courses, as well as electives, on flexible scheduling. Courses have been offered online, as a hybrid, in the afternoon, at night, and on the Colleges of Technology campuses (Appendix I). Students appreciate the flexibility and often fill the classes. The School of CIS has expanded its offerings of seminars with current topics such as Cyber Law and Healthcare in IT. Faculty strives to balance traditional classroom settings and scheduling with non-traditional course delivery and will continue to offer a variety of scheduling options for students as they complete a CIS major, minor, or advanced certificate.

The School of CIS planned its sixth annual CIS Alumni Day for March 2016, inviting graduates to speak to students about their careers, how they got there, and how their CIS courses helped prepare them. Graduates from FedEx, FIS, JRMC, Dillards, and many others were scheduled to attend. Due to excessive rainfall and campus closures, the event was cancelled. Many of the speakers have already expressed an interest to participate in the 2017 event. The goal of the event continues to be to enlighten and inspire students on possible career paths and employers. See Appendix J for the program, including a job description of each speaker. The department receives positive feedback from the students on the presentations and plans to continue hosting a similar event each spring.

The School of CIS sponsors a student organization, Chi Iota Sigma. Membership gives students a vested interest in their chosen field of study and is available to any UAM CIS major or minor. The club is seen as

a good retention tool, but it also helps to better strengthen the faculty-student bond. During the monthly meetings, students are fed and plan the year's activities. The organization sponsors philanthropic activities such as fall and spring canned food drives. Students also participate in field trips to area businesses that hire UAM CIS graduates. Previous industry tours have included trips to Entergy (Pine Bluff), Acxiom (Conway), Windstream (Little Rock), Dillards (Little Rock), JRMC (Pine Bluff), and FIS (Little Rock). In the fall 2015, students and club sponsors traveled to Oaklawn Racing & Gaming (Hot Springs). See Appendix K for photos.

Food may be an unconventional retention tool, but it is another opportunity to bond with students, hoping to encourage them to complete their degrees. The School of CIS has been sponsoring an annual Christmas Buffet of Sweets for all students taking CIS classes for several years. As a symbol of congratulations to graduating seniors, the department also hosts a graduation dinner following commencement rehearsal each year. This is an opportunity to wish them well and encourage them to remain in touch via email, phone calls, or by joining the UAM CIS Alumni page on Facebook.

Each semester, the School of CIS employs CIS majors in good standing as student workers. One student serves as a lab assistant to work five evenings a week so that a computer lab in the Babin Business Center can be available for students after the campus closes. Two to four will be hired to tutors students who want additional assistance in their CIS coursework. The expectation is that students will practice their skills, thus gaining confidence and performing better in their courses. The School hopes these jobs also encourages the CIS majors hired to remain at UAM and complete their degrees.

The School of CIS recognizes student achievement each spring semester by hosting an awards reception, in which all nominated students are encouraged to attend and invite guests. Many student invite their parents, giving faculty another opportunity to greet the families and praise the students. The faculty also takes this opportunity to publicly recognize academic success of CIS majors by awarding certificates and scholarships. The department awards an Outstanding Senior of the Year, Outstanding Junior of the Year, and an Outstanding Rookie of the Year, whose names remain on perpetual plaques outside the department's office. Students also received $9,554 in scholarships for the 2015-16 academic year. See Appendix L for a breakdown of scholarships awarded.

Appendix A

Student Learning Outcomes

School of Computer Information Systems

CIS Assessment Analysis
2015-16

Student Learning Outcome:

Practical knowledge of various productivity software packages

Assessment Statement:

Students' ability to efficiently use Microsoft Office 2013.

Skills Assessed:

This will be accomplished through various assignments using Microsoft Windows 7 Operating System, Microsoft Word 2013, Microsoft Excel 2013, Microsoft PowerPoint 2013, and various web browsers. The technical aspects of each package comprise the core of the learning experience; students are also exposed to many managerial concerns and the resulting impact on the business environment. A large number of hands-on assignments are given as homework and as in-class tasks. Individual instructor prerogative dictates the frequency and type of exams/quizzes.

Course(s) in which conducted:

CIS 2223 Microcomputer Applications

Description of findings:

Reading comprehension deficiencies are apparent as the complexity of the software increases. Mathematics deficiencies surface most commonly when spreadsheet software is being taught. Otherwise, students seem to naturally gravitate toward microcomputer-based tasks in the software packages that they are familiar with such as Internet Explorer, Word, and PowerPoint. A prerequisite of ENGL Composition I and co-requisite of Intermediate Algebra to CIS 2223 were added during the Fall 2010 semester to ensure that the students are better prepared for taking the course. Indications are that students are better prepared for the course since the prerequisite and co-requisite have been added.

CIS Assessment Analysis
2015-2016

Student Learning Outcome:

Practical knowledge of various programming languages

Assessment Statement:

Students' ability to develop logical and working solutions utilizing various programming languages, data file usage, flowcharts, pseudocode, structure charts, printer spacing charts, and/or IPO charts.

Skills Assessed:

This will be accomplished through various assignments that seek to demonstrate any number of standard programming concepts. Each assignment should gradually build upon previous work. Students should be able to develop logical solutions via tools such as flowcharts, pseudocode, structure charts, printer spacing charts, and/or IPO charts utilizing the software package Microsoft® Visio. From these designs the students write the appropriate code to solve the problem using correct syntax which has been stressed in class lecture and with sample programs. Students are required to have a sufficient background in the construction of data files and/or usage of existing data files on each program assignment. Students will utilize various debugging techniques to ensure compilation, linkage, and execution. Although documentation is an on-going process, students should understand its importance and ensure that all coded modules are easily maintainable.

Course(s) in which conducted:

CIS 3423 COBOL
CIS 3443 Object-Oriented Programming Languages

Description of findings:

COBOL:
Students are taught extensive usage of Micro Focus Net Express 5.1 programming software in order to enter, compile, link, and run program assignments. In order to facilitate students in managing their time during the planning process of the programming problem, students are asked to have various parts of the program entered before each class session begins. Exams are given periodically throughout the semester that tests their programming knowledge. Quizzes and homework are administered from each chapter to encourage students to read assignments facilitating an understanding of the concepts. The assignments require each student to construct Visual Table of Content charts using Visio; develop electronic printer spacing charts; gain knowledge concerning the manipulation of data files, in the area of sorting, table handling, searching files for specified records under sequential, random, and dynamic environments, utilizing subprograms; as well as, the entire development of a business oriented program.

Object-Oriented Programming Languages:

It is evident that when students take the first COBOL class before taking the OOP class, they have a better conceptual background and can then work faster and more confidently in an object-oriented environment. In order to test students programming abilities, exams are given periodically throughout the semester, as well as, quizzes and homework assignments from each chapter. This encourages students to read assignments facilitating an understanding of the concepts and successfully applying the theory to problems.

At the end of the term, students in the CIS 3443 class are currently required to design and code an independent project which utilizes basic skills learned in the class. Upon completion of the course, students are also required to formally present their projects to the class.

CIS Assessment Analysis
2015-2016

Student Learning Outcome:

Knowledge of information systems development methods and techniques

Assessment Statement:

Student has the ability to perform the analysis (requirements gathering, modeling, etc.) and design (input, output, database, web, error messages, etc.) necessary to build an information system.

Skills Assessed:

The student reads technical information and translates that information into practice. Quizzes and tests, both written and subjective, are given to test the student's ability to show basic knowledge and terminology of a subject then exhibit the ability to use that knowledge to create the appropriate end result.

In the analysis phase, the student demonstrates his/her ability to gather system requirements and appropriately use spreadsheet software to analyze and display the results. The student uses diagramming software to create the illustrations needed when performing various modeling techniques. In addition, database software is used to develop various elements of a data dictionary and create prototype forms.

During the design phase, the student uses the analysis information and various software applications to create different types of reports, devise a database schema, analyze a web site, and develop informative error messages.

The student is also assessed on their ability to produce a Systems Analysis & Design (SAD) Manual complete with bibliography. The purpose of this manual is for the student to create a repository of system analysis and design information for future use.

Course(s) in which conducted:

CIS 3523 Systems Analysis & Design

Description of findings:

The student creates an analysis manual to demonstrate his/her ability to gather system requirements, analyze those requirements then create modeling diagrams and documents to show how the system will work.

While the students do the mechanics of the assignment by successfully using Visio, Excel, and Access to create diagrams, charts, and data, they tend to see each exercise as independent not as a part of the whole system. More emphasis will continue to be placed on how this connects to the

rest of the entire system.

A design manual is where the student exhibits his/her ability to plan a database schema, determine the various types of reports needed, generate effective reports, create user-friendly GUI screens, analyze web pages, and write informative error messages.

The design part of the class is more tangible than the analysis section. Designing the physical system also allows the student to show more of their creative side. Students have an easier time designing the various items. No changes are planned for this area.

The internet is a major way to obtain information. While students can search the internet, observation has shown that they could be searching more effectively. In addition, once a web site is obtained, students need to hone their ability to analyze the information obtained. To capitalize on internet search techniques and improve internet analysis skills, students will now develop an annotated bibliography. For each section, the student will be given questions regarding information systems development methods and techniques then use the internet to answer those questions. This activity should expand their system development knowledge while improving their internet searching and analysis skills.

CIS Assessment Analysis
2015-2016

Student Learning Outcome:

Knowledge of data communications and local area networks

Assessment Statement:

Students' ability to plan, create, and manage a local area network

Skills Assessed:

This course includes two forms of assessment. Most of the course grade comes from three exams administered throughout the semester. Each exam consists of both objective and subjective questions and is designed to test knowledge, as well as application of the concepts in short-answer and essay-based questions. Subjective questions must be answered in complete sentences, using an organized and straightforward manner. This method of testing strengthens critical and logical thinking, and written communication skills.

Class participation is another degree of assessment for the class. Because a portion of the course is lab work, the participation grade is based on involvement in building and troubleshooting the networks while working in a 2-person team environment. In both lecture and lab, questions and comments related to the course topics are encouraged so that, throughout the course, the class learns from others' experiences. The overall goal is to apply the book knowledge and classroom definitions into real-world illustrations using the client-server laboratory settings. Not paying attention in the lab and excessive tardiness and absences negatively affects the class participation grade.

Course(s) in which conducted:

CIS 4503 Data Communications & Networking

Description of findings:

Students like the opportunity to discuss exam questions. By spending time reviewing the exams, the class is encouraged to compare the correct and incorrect answers, thus reinforcing oral communication, reasoning, and logic skills. This also serves as a chance to tie previous concepts to those that will appear in upcoming chapters and to reinforce concepts before entering into new material.

This is a comprehensive course that continues to build upon its concepts. Information from early chapters is still used at the end of the semester. These topics are also applied in the computer laboratory setting. Students have a greater understanding of the course topics after they have applied their knowledge in the computer laboratory. While working individually to construct the networks, students are encouraged to share knowledge and experience, giving classmates an

opportunity to employ the course concepts.

In the hands-on lab, students are not always attentive and will click through a software download without reading the instructions on the screen. The controlled laboratory setting shows the consequences of not paying attention to the messages on the computer screen, and if a group gets too far behind on their network, outside class work on the network may become necessary. Students are encouraged to work together in listening to instruction, taking notes, and learning the material. If problems arise, students must troubleshoot to find the error and can rely on their peers to assist them. Information technology (IT) departments often employee this technique of sharing information with other IT staff.

CIS Assessment Analysis
2015-2016

Student Learning Outcome:

Knowledge of communication skills

Assessment Statement:

Student has the ability to produce business documents such as memos, status reports, Gantt charts, manuals, cover letters and resumes and to interact both formally and informally through oral communications such as interviews and presentations.

Skills Assessed:

This assessment is accomplished using the following:

- An informational memo to the instructor detailing the content of his/her system
- A weekly email to communicate the project's status accompanied by a Gantt chart showing the deliverables and communicating graphically progress on those deliverables
- A manual illustrating the analysis and design of their system containing both narrative documents and system diagrams
- Programming documentation describing what the code is doing and knowledge contributions describing a problem along with the solution for an online Book of Knowledge
- A system manual written from a technical viewpoint and a user documentation manual containing user-friendly, detailed information a user would need to operate the system
- Two formal presentations and weekly one-on-one conversations with the instructor
- Various job-search documents including job applications, resumes, cover letters and reference sheets
- A mock telephone interview and a face-to-face interview
- Timed paragraph writing assignments on a myriad of topics

Course(s) in which conducted:

CIS 4634 Application Software Development Project (AKA Senior Project)

Description of findings:

The students are able to complete memos, status reports, Gantt charts, the various manuals, programming documentation, knowledge contributions and perform presentations. The students demonstrate appropriate use of software applications such as Visio, Word, Excel and PowerPoint.

Documents related to the job search such as cover letters, reference sheets and resumes need work. Students use generic templates, list only some of their skills, neglect to use parallel structure, do not proofread, and demonstrate a lack consistency in formatting. To illustrate various ways of formatting a resume and to provide opportunities to proofread and critique documents, students do a review of each other's resumes. Students bring their resumes to class and everyone reviews each resume placing comments and suggestions on the sheet. This exercise has been successful in improving student resumes. The students do a good job of critiquing and making suggestions. They also do well with incorporating suggestions received. However, due to the frequent changing of the resume by the student, the final copy may not have been checked. Faculty continues to be a great resource for additional "eyes" looking at these documents.

Incorrect grammar, whether written or spoken, is a problem for many students. I have begun to correct them when having one-on-one conversions in addition to noting grammar mistakes on the presentation rubric when the student gives a formal presentation. The timed paragraph writing is another place where grammar mistakes are noted. Faculty is asked to reinforce grammar skills whenever an opportunity presents itself.

Appendix B

Syllabi for the following courses:

SLO 1 – CIS 2223 Microcomputer Applications

SLO 2 – CIS 2203 Programming Logic and Design & CIS 4623 Database Management Systems

SLO 3 & 5 – CIS 3523 System Analysis and Design & CIS 4634 Advanced Software Development Project

SLO 4 – CIS 4503 Data Communications and Networking

School of Computer Information Systems

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF COMPUTER INFORMATION SYSTEMS
ONLINE COURSE SYLLABUS
Fall 2015

INSTRUCTOR: Lynn Harris

OFFICE: BBC 117

DIRECT PHONE: 870-460-1231

EMAIL ADDRESS: harrisl@uamont.edu

CIS OFFICE PHONE: 870-460-1031

OFFICE HOURS:
MW 8:00 – 11:00
TTH 11:00 – 12:30
Others by appointment

VIRTUAL OFFICE HOURS:
MTWTh 12:00-1:00

COURSE TITLE:
CIS 2223 Microcomputer Applications (Equivalent to ACTS CPSI 1003 Introduction to Computers) Section 91

CREDIT HOURS:
3 credit hours

PREREQUISITES:
NONE

COREQUISITES:
ENGL 1013 (Equivalent to ACTS ENGL 1013 Composition I) OR ENGL 1033; and MATH 183 or higher-level mathematics

COURSE DESCRIPTION:
The study and use of microcomputer based applications software to increase business and personal productivity. Realistic computing problems will be solved using standard software packages.

COURSE OBJECTIVES \ STUDENT LEARNING OUTCOMES:
The student who successfully completes this course will be able to demonstrate knowledge of the

1. Windows operating system
2. Internet connection applications and the World Wide Web
3. Word word-processing application
4. Excel spreadsheet application
5. PowerPoint presentation application

TEXTBOOK:
Shaffer, Carey, Parsons, Oja, Finnegan, *CIS 2223 Microcomputer Applications*. Cengage Learning, 2011, ISBN: 978-1-133-06708-5. Click on "online bookstore" for textbook information: http://www.uamont.edu/student.htm

TECHNICAL SUPPORT INFORMATION:
Blackboard Assistance:
Contact Office of Instructional Technology; phone 870-460-1663;
Open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: http://www.uamont.edu/pages/resources/academic-computing/

Email Assistance:
Contact the Office of Information Technology; phone 870-460-1036;
Open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: http://www.uamont.edu/pages/library/

The Student Handbook for Distance Education is available at the following link:
http://www.uamont.edu/pages/resources/academic-computing/

MINIMUM TECHNOLOGY REQUIREMENTS:
For minimum technology requirements, visit:
http://kb.blackboard.com/pages/viewpage.action?pageId=38830689

Access to a working computer with Internet capability.
Operating System: Windows 7
Hardware: 256 MB of RAM, 1GB free hard disk space
Application Software: Microsoft Office 2013
Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.

UAM ATTENDANCE POLICY:
Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

ATTENDANCE POLICY /PARTICIPATION REQUIREMENTS:
Students are expected to log in at least three (3) days a week to Blackboard. You are expected to complete all assignments, quizzes, and exams on the dates they are due as explicitly designated in the Announcements, Assignments, and Calendar. Do NOT miss any deadlines; you will receive a zero (0).

All students are requested to obtain a UAM e-mail account. **You must sign in using the UAM email or you will not receive emails from me that are directed to the entire class.** If you have any questions about the course or need assistance, please contact me in person or by telephone during office hours; or by e-mail at any time.

ACADEMIC ALERT:
The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

ACADEMIC RESOURCES:
Personal tutoring is available for this course, please contact Ms. Jacobs in the CIS office or Dean Hairston in BBC 111 to schedule your tutoring session.

THE CENTER FOR WRITING AND COMMUNICATION - Memorial Classroom Building, Room 113, (870) 460-1378, Home Page: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/, Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

GENERAL EDUCATION TUTORIAL LAB - Harris Hall, (870) 460-1454
Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

STUDENTS WITH DISABILITIES:
It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary

accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 121; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

EMERGENCY OR INTERRUPTION IN COMPUTER SERVICE POLICY:
All students must be able to access and use Blackboard. Announcements posted on Blackboard may override components of the syllabus. All grades will be posted in Blackboard so that students can track their progress throughout the semester. It is the student's responsibility to learn Blackboard and address technical issues with Blackboard Support (870-460-1663). **Last minute technical difficulties will NOT be accepted as an excuse for late submission of an exam, quiz or assignment.** Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

METHOD OF DELIVERING ASSIGNMENTS:
All assignments must be submitted through the Blackboard Assignment Page. Be sure to have anti-virus software installed on your computer and update it regularly.

DISCUSSION:
Be sure and read each of your classmates post. Some have offered to help if you need it. Always check the Discussion Board in case you need help or check what others are saying about Assignments.

To create a post you click on Create Forum - type in the Subject and the Message

To answer a post in a Forum, you click on that Discussion Post Subject, and then click on Create Thread

ALSO - check the post you created, notice the Total Posts number which lets you know that someone has responded. Don't leave your classmates hanging.

FEEDBACK SCHEDULE:
Most often, a student can expect a response to email within 24 hours Monday through Thursday.

METHOD OF DELIVERING ASSIGNMENTS:
All assignments must be submitted through the Blackboard Assignment Page. Be sure to have anti-virus software installed on your computer and update it regularly.

ASSESSMENTS/GRADING POLICY:

1. There will be four (4) exams that will be worth 100 points each for a total of 400 points.

2. Quiz, Tutorial and Case assignments will also be graded for a total of 655 points.

Make-up exams and late homework are not accepted. Exams, quizzes and homework that are not completed by their respective deadlines will receive a zero.

GRADE ASSIGNMENT:
The total earned points (1055 possible) are accumulated, converted to a percentage, and applied to the following scale to produce the final grade.

A = 90% - 100%	B = 80% - 89%
C = 70% - 79%	D = 60% - 69%
F = 0% - 59%	

The above grade assignment may be revised at the discretion of the instructor.

GUIDELINES FOR DETERMINING WORK REQUIRED PER CREDIT HOUR:
Student work includes direct or indirect faculty instruction:

Academic engagement may include, but is not limited to:
- submitting an academic assignment,
- listening to class lectures or webinars (synchronous or asynchronous),
- taking an exam,
- completing an interactive tutorial or computer-assisted instruction,
- attending a study group that is assigned by the institution,
- contributing to an academic online discussion,
- initiating contact with a faculty member to ask a question about the academic subject studied in the course,
- conducting laboratory work, and
- completing an externship or internship.

Preparation is typically:
- homework, such as reading and study time, and
- completing assignments and projects.

Therefore, a 3 credit hour course would require 135 semester hours (45 hours of academic engagement and 90 hours of preparation).

STUDENT CONDUCT STATEMENT:
Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

ACADEMIC DISHONESTY:
1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
    a. Copying from another student's paper;
    b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
    c. Collaboration with another student during the examination;

    d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
    e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, I reserve the right to dismiss and/or fail any student who participates in cheating. If any student is caught posting another student's work, both students will receive a zero on that assignment. If any student is caught doing this twice, that student will receive an F for the course.

COURSE OUTLINE:

August 19 – September 6

Windows: Exploring the Basics of Microsoft Windows Tutorial

Windows: Managing Your Files Tutorial

Internet: Internet Basics and Information Literacy

Exam #1 – September 8

September 9 – October 4
Word: Creating and Editing a Document Tutorial
Word: Navigating and Formatting a Document Tutorial
Word: Creating Tables and a Multiple-Page Report Tutorial
Exam #2 – October 6

October 7 – November 8
Excel: Getting Started with Excel Tutorial
Excel: Formatting Workbook Text and Data Tutorial
Excel: Calculating Data with Formulas and Functions Tutorial
Excel: Analyzing and Charting Financial Data Tutorial
Exam #3 – November 10

November 11 – December 4
PowerPoint: Creating a Presentation Tutorial
PowerPoint: Adding and Modifying Text and Graphic Objects Tutorial
Exam #4 – December 8

See the calendar in Blackboard for the due dates and times for each assignment, quiz and exam.

SPECIAL DATES:

August 19:	First day of classes
August 21:	Last day to register or add classes
September 7:	Labor Day Holiday
October 28:	Last day to drop with a W
November 2 - 13:	Preregistration for Spring 2016
November 25-27:	Thanksgiving Break
December 4:	Last day of classes
December 7:	Final Exam

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF COMPUTER INFORMATION SYSTEMS
COURSE SYLLABUS
Fall 2015 MWF 11:10 a.m.

ASSOC. **PROF**: **Lori Selby**

OFFICE: **BBC 108**

DIRECT PHONE: **870-460-1811**

CIS OFFICE PHONE: **870-460-1031**

EMAIL ADDRESS: **selby@uamont.edu**

OFFICE HOURS:
MWF 9:00 – 10:00
MW 12:00 - 1:00

VIRTUAL OFFICE HOURS:
TTH 9:30 – 12:00
I will respond to emails quickly

COURSE: CIS 2203 Programming Logic & Design – 3 credit hours

PREREQUISITES: Enrollment in Gen Ed Mathematics

COURSE DESCRIPTION:
Emphasis on fundamental problem solving, programming logic, and algorithm specifications using various modeling toolsl; coding of algorithms applicable to high level programming languages.

STUDENT LEARNING OUTCOMES:
By the conclusion of the course the student should be able to:
analyse the problem; utilize logical sequencing using hierarchy charts, and program flowcharts; printer/monitor spacing charts for report writing; and to code the problems using concepts taught in class/text utilizing pseudocode to display their ability to logically solve word problems.

TEXTBOOK AND MATERIALS:
Joyce Farrell, *Programming Logic and Design, Introductory, Eighth Edition*. Course Technology Incorporated, 2014, ISBN 13: 978-1-285-84577-7. For additional textbook information, you may go to the online bookstore: http://www.bkstr.com/uamontstore/shop/textbooks-and-course-materials

TECHNICAL SUPPORT INFORMATION:
All students must be able to access and use Blackboard. Announcements posted on Blackboard may override components of the syllabus. All grades will be posted in Blackboard so that

students can track their progress throughout the semester. It is the student's responsibility to learn Blackboard and address technical issues with Blackboard Support. **Last minute technical difficulties will NOT be accepted as an excuse for late submission of an exam or assignment.**

Blackboard Assistance:
Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.
Online Help Desk: http://www.uamont.edu/pages/resources/academic-computing/

Email Assistance:
Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer secti on in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/

UAM ATTENDANCE POLICY:
Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

FACULTY ATTENDANCE POLICY:
Regular and timely attendance is expected. The student will receive ½ point for each class attended; with a total of 24 attendance points available as bonus points at the end of the semester. In addition to lectures, attendance is expected at all scheduled programming lab days. Students not attending the lab days will receive a zero (0) on the assigned program assignment. Cell phones should be turned to SILENT before entering classroom. Student should never be working on other assignments/computer work while in the classroom.100% participation of all class work completed and turned in on time -- will result in a passing grade for the student.

INCOMPLETE POLICY:
A student must be current with course work assignments and/or examinations and must have completed at least 75% of all required course work assignments and/or examinations to be considered for a grade of Incomplete (I).

ACADEMIC ALERT:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system. http://www.uamont.edu/pages/academic-affairs/academic-advising/academic-alert

Academic Resources:

CIS TUTORING AVAILABLE:

Personal tutoring is available for this course, please contact Ms. Jacobs in the CIS office or Dean Hairston in BBC 111 to schedule your tutoring session.

THE CENTER FOR WRITING AND COMMUNICATION
Memorial Classroom Building, Room 113, (870) 460-1378
Home Page: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/
Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

GENERAL EDUCATION TUTORIAL LAB
Harris Hall, (870) 460-1454
Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

STUDENTS WITH DISABILITIES:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative; phone 870 222-5360; fax 870 222-1105.
Crossett: Office of Special Student Services representative; phone 870 364-6414; fax 870 364-5707.

FEEDBACK SCHEDULE:
Information regarding instructor response and availability. *Emails will be responded to the day the instructor receives an email from the student.*

COURSE ASSESSMENTS AND GRADING POLICY:
There will be program assignments from each chapter designed to test the students' ability regarding each new concept. The student will turn in a printer spacing chart of the output, a flowchart using Microsoft VISIO, and the pseudocode listing for each assignment for a total of 45 points. Late assignments will not be accepted, however, hand in whatever you have completed for partial credit. Students are expected to complete all assignments on time. The instructor does NOT guarantee make-up assignments or credit for work that is turned in late.

Exams 400

Exam I - Ch 1 – 2

Exam II - Ch 3 – 4

Exam III - Ch 5 – 6

Exam IV - Ch 7

Optional Final - Ch 1-7 Monday, Dec 7th, 12:00am -3:30pm

Note: The final is optional and if taken will replace your lowest test score

Program Assignments..... 180
Quizzes……..... 70
Review Questions 140

Total Available 790

Examination Policy:
There will be four to five examinations worth 100 points each.
Should it be necessary to miss an exam due to an emergency or illness, the professor should be notified within 24 hours of the missed exam, call 460-1031 or 460-1811. The student will be expected to take the exam the day that he/she returns and there may be a 10% penalty on the exam.

Quizzes missed due to unexcused absence will not be made up.

Grades:

The following table is based on total percentage points accumulated, and will be used to assign final course grades:

90% - 100% A
80% - 89% B
70% - 79% C
60% - 69% D
Below 60% F

Please NOTE *** When taking Review Questions and Quizzes, the correct answers will be given along with the answer you selected once you complete the quiz. However, I will NOT release the correct answers on the four exams throughout the semester. The questions on Exams will be shown one at a time and you will have a limit of 60 minutes to answer the 50 questions. If you have a slow internet service then I suggest the UAM library for testing. The exams are open on one day only. The Review Questions come straight from the back of the Chapters, so answer them before you log in to take the exam.

STUDENT CONDUCT:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. All students are required to comply with the requirements of the Student Conduct Code as specified in the *Student Handbook*. The handbook which includes the conduct code is available online at: http://www.uamont.edu/pdf/Student Handbook.pdf .

Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
    a. Copying from another student's paper;
    b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
    c. Collaboration with another student during the examination;
    d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
    e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.

3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be dismissal and/or failure by any student who participates in cheating.

COURSE OUTLINE:

Class Schedule

Week	Topics	Chapter Readings	Date Due
1	Submit Email, Discussion Post, and Attach file See Begin Here in Blackboard (BB)		Aug 24
	PRE-TEST -- **this must be taken before you begin the class. See it in Begin Here in BB**		**Aug 22**
2	An Overview of Computers and Logic Review Questions & Quiz	Chapter 1	Aug 28
3	Program Assignment	Chapter 1	Sep 2
4	Working with Data, Creating Modules, and Designing High-Quality Programs Review Questions & Quiz	Chapter 2	Sep 11
5	Program Assignment	Chapter 2	Sep 18
	Exam 1-2		**Sep 18**
6	Understanding Structure Review Questions & Quiz	Chapter 3	Sep 25
7	Program Assignment	Chapter 3	Sep 30
8	Making Decisions Review Questions & Quiz	Chapter 4	Oct 9
9	Program Assignment	Chapter 4	Oct 14
	Exam 3-4		**Oct 14**
10	Looping Review Questions & Quiz	Chapter 5	Oct 23
11	Program Assignment	Chapter 5	Oct 30
12	Arrays Review Questions & Quiz	Chapter 6	Nov 6
13	Program Assignment	Chapter 6	Nov 13
	Exam 5-6		**Nov 13**
14	File Handling and Applications Review Questions & Quiz	Chapter 7	Nov 20
15	Program Assignment	Chapter 7	Nov 30
	Exam 7		**Dec 4**
	POST TEST – **please take between Dec 2 – Dec 7**		**Dec 2- Dec 7**
FINAL	**Monday, Dec 7th, 12:00 am -3:00 pm**	**OPTIONAL**	

SPECIAL DATES:

Sept 7	Labor Day
Oct 28	Last Day to withdraw with a W
Nov 26-27	Thanksgiving Break
Dec 4	Last day of classes
Dec 7	Optional Final 12:00am – 3:30pm

GUIDELINES FOR DETERMINING WORK REQUIRED PER CREDIT HOUR

Student work includes direct or indirect faculty instruction:

Academic engagement may include, but is not limited to:
- submitting an academic assignment,
- listening to class lectures or webinars (synchronous or asynchronous),
- taking an exam,
- completing an interactive tutorial or computer-assisted instruction,
- attending a study group that is assigned by the institution,
- contributing to an academic online discussion,
- initiating contact with a faculty member to ask a question about the academic subject studied in the course,
- conducting laboratory work, and
- completing an externship or internship.

Preparation is typically:
- homework, such as reading and study time, and
- completing assignments and projects.

Therefore, a 3 credit hour course would require 135 semester hours (45 hours of academic engagement and 90 hours of preparation).

All student work must be documented in the curriculum materials and syllabi, including a reasonable approximation of the time required for the student to complete the assignments. Evaluation of a student's work must be identified as a grading criterion and weighted appropriately in the determination of a final grade for a course.

The institution must provide concrete evidence that it has provided adequate guidance during the development of a course/program to substantiate the credit hours assigned. The institution should cite other research or studies done in order to document its definitions or formulas for verifying student work.

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF COMPUTER INFORMATION SYSTEMS
CIS 4623 COURSE SYLLABUS
Spring 2016 T & Th 11:10 – 12:30 in BBC 102

Instructor Name: Dr. Edward D. Conrad

Instructor Location of Office: BBC 106

Instructor Phone: 870-460-1711

Instructor Email Address: conrad@uamont.edu

Office Hours: M 1:30 – 3:30, T 1:30 – 3:30, W 10 – 12 & 1:30 – 3:30, Th 1:30 – 3:30 or by appointment.

Course Title and Credit Hours: CIS 4623 Database Management Systems, 3 credit hours

Prerequisites: CIS 3423 (SIS majors see instructor) and CIS 3443 and CIS 3103 is recommended

Course Description: This course covers the classic aspects of database systems: design, implementation and management. Special attention is given to design and implementation and practical aspects of each are stressed. A semester project allows students the opportunity to create a working system using a popular database product.

Student Learning Outcomes/Areas of Coverage:

Database Systems
Data Models
The Relational Database Model
Entity Relationship (ER) Modeling
Normalization of Database Tables
Advanced Data Modeling
Introduction to Structured Query language (SQL)
Advanced SQL
More on Database Design
Selected Database Security Topics

Required Materials

1) *Database Concepts: Seventh Edition*, Kroenke & Auer, Pearson/Prentice Hall, 2015
ISBN: 978-0-13-354462-6
2) *Essential SQL on SQL Server 2008*, Bagui and Earp, Jones & Bartlett Publishers, 2011
ISBN: 978-0-7637-8138-5
3) (USB) Jump drive

Technical Support Information:
Blackboard Assistance:
Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.
Online Help Desk: http://www.uamont.edu/pages/resources/academic-computing/

Email Assistance:
Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/

Work Required:

Academic Engagement:
Example -- Attend class: *45 hours*
Preparation:
Example -- Read required materials for class: *40 hours*
Example -- Prepare papers, projects and other assignments: *20 hours*
Example -- Review notes and study for tests: *30 hours*
Overall Total Obligation:
Total 135 hours for this 3 credit course

Proposed UAM Attendance Policy:
Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

My Particular Attendance Policy:
You are all adults and have paid for this course, so don't cheat yourself by not attending class. As a professional, you will be expected to be responsible for showing up for work and accomplishing the tasks required of you. ***LAST DATE TO DROP WITH A "W" is MARCH 16, 2016.***

I will be taking attendance, and basing your attendance grade on your attendance record. You start off with one "freebie", after which I will deduct 10 points for each absence. In real terms, this will constitute 1% of your grade lost for each absence after the first. Please do not send excuses via email, such as "I was sick". They will not change the policy. Once again, the only viable absences are those related to university sanctioned events such as athletic events.

Class Participation

In order for you to succeed in this class, you must have read the material to be covered in class. I do expect everyone to actively participate in discussions during class sessions. Each student is expected to be an active participant and to make meaningful comments on lecture topics and cases. You should, therefore make a conscientious effort to attend class and to be sufficiently prepared to contribute

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Academic Resources:

THE CENTER FOR WRITING AND COMMUNICATION

Memorial Classroom Building, Room 113, (870) 460-1378
Home Page: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/
Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

GENERAL EDUCATION TUTORIAL LAB

Harris Hall, (870) 460-1454
Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

MATH TUTORIAL LAB

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

Feedback Schedule:

Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

Assessment:	
Exam 1	20%
Exam 2	20%
Final	20%
Homework	15% 2 @ 7.5 pts
Project	25%
Total	100%

Thorough Explanation of Grading Policy:

All of the exams will take place in class, and will consist of 50 multiple choice or T/F questions. The final exam will only be given at the time specified by the University (Monday May 2nd, 10:30 – 12:30). There will be no make-up exams. If you miss one of the 3 midterms, your score on the final will be used in place of the missed exam. The homework and project will be submitted electronically through BlackBoard. On BlackBoard, your overall grade will be out of 1000 points, as in each exam is worth 200, and the project is worth 250.

Make-up Policy

Exams cannot be made up unless your absence is due to a university sanctioned activity. If you miss one of the three mid-term exams unexcused, you will receive the same percentage score that you make on the cumulative final for the missed mid-term exam.

Grade Assignment:

Grading Scale:

A= 90—100
B= 80 — 89
C= 70 — 79
D= 60 — 69
F= 59 and below

Student Conduct Statement:
The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

Warning: I will not tolerate phone texting in my class. The first time is a warning after that you will lose points off of your test <u>average</u> (meaning all tests) at the rate of 5% points for each infraction.

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
    a. Copying from another student's paper;
    b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
    c. Collaboration with another student during the examination;
    d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
    e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the

dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be failure of the course and referral to Academic Affairs.

General Course Outline:

1. The Relational Database Model – Chapters 1 & 2
2. Structure Query Language – Chapter 3 & SQL Server Text
3. SQL Server Environment - Chapter 3 & SQL Server Text

Exam 1

4. Data Modeling & the E-R Model – Chapter 4
5. Database Design – Chapter 5

Exam 2

6. Database Administration – Chapter 6
7. Big Data, Data Warehouses, and Business Intelligence Systems – Chapter 8
8. Semester Project

Cumulative Final Exam – Monday May 2nd, 10:30 – 12:30

**The instructor reserves the right to modify the schedule, if the need arises. **

Special Dates of Concern:

January 6 (Wed) – First day of classes.
January 8 (Fri) – Last day to register or add classes. Tuition and fees due.
January 18 (Mon) – Martin Luther King Holiday. Offices and classes closed.
February 19 (Fri) – Deadline to apply for August and December graduation.
March 16 (Wed) – Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W
March 21-25 (Mon-Fri) – Spring Break
April 4 (Mon) – Preregistration for Summer and Fall begins
April 15 (Fri) – Preregistration for Summer and Fall ends.
April 27- May 3 (Wed-Tues) – Final Exams
May 6 (Fri) – Commencement

University of Arkansas at Monticello
School of Computer Information Systems
CIS 3523 Systems Analysis and Design Course Syllabus – 3 hours credit
Spring 2016 – MWF 9:10 a.m.

Instructor:

Angela Marsh

Instructor Office:

BBC Room 118

Instructor Phone:

Direct – 870.460.1341

CIS Office – 870.460.1031

Instructor Email Address:

marsh@uamont.edu

Instructor Office Hours:

10:00 a.m. – 12:00 p.m. MW

11:00 a.m. – 1:00 p.m. TT

Other hours by appointment

Instructor Web Site:

http://uam-web2.uamont.edu/FacultyWeb/Marsh/

Course Title & Credit Hours:

CIS3523 Systems Analysis and Design – 3 hours credit

Course Prerequisite:

CIS 3423 COBOL or CIS 3443 OOP

Course Description:

Application of skills and concepts developed in basic data processing course work to more advanced topics involving design, implementation, evaluation, and documentation of management information systems.

Student Learning Outcomes:

The student who successfully completes this course will have the knowledge to demonstrate good information systems analysis and design techniques, utilize the concepts necessary to obtain effective system development results, and exhibit higher-level communication skills.

Course Text:

Systems Analysis & Design; 9th Edition; Kendall and Kendall; Pearson Education, Inc.; 2014. ISBN 9780133023442. For additional textbook information, you may go to the online bookstore: https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=1305&langId=en_US

Supplemental Materials:

A memory stick will be needed to save course materials. You will need Access, Excel, PowerPoint, Visio, Project, Word, Internet, and email.

Technical Support Information:

Blackboard Assistance: Contact Office of Instructional Technology: Phone 870-460-1663; Open Monday – Friday, 8 a.m. – 4:30 p.m. Online Help Desk: http://www.uamont.edu/pages/resources/academic-computing/

Email Assistance: Contact the Office of Information Technology; Phone 870-460-1036; open Monday – Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/

UAM Attendance Policy:

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Course Attendance Policy:

Students are expected to attend all classes regularly and punctually. For late arrivals, it is the student's responsibility to notify the instructor after class to prevent incurring an absence.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Course Tutoring Available:

Personal tutoring is available for this course, please contact Ms. Jacobs in the CIS office or Dean Hairston in BBC 111 to schedule your tutoring session.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 121; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

Feedback Schedule:

Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 10 a.m. on Friday until the following Monday.

Assessment & Grading Policy:

1. **Attendance - 80 points**

- 40 classes @ 2 points per class (1 point if arrive late, are unprepared, use your phone, or leave early)
- Assume this class is a job. Your responsibility is to be on time, be prepared, and notify me before missing a class.

2. **Weekly Status – 75 points**

- Fifteen (15) Weeks @ 5 points each

3. **Quizzes – up to 30 points**

- Multiple quizzes worth up to 10 points each

These quizzes will be quick, lasting no more than five minutes, and used to reinforce chapter concepts and/or communication skills.

4. **Tests – 60 points**
- Three (3) tests @ 20 points each

5. **Presentations – 40 points**
- Two (2) presentations @ 20 points each

7. **Presentation Analysis Memo – 10 points**
- One (1) memo @ 10 points
- Memo containing a chart of presentation aspects along with your improvement plan for future presentations

8. **Systems Analysis & Design Manuals – 245 points**
- Three submissions (#1 – 75 points, #2 – 75 points, #3 - 95 points)
- Electronic Manual – Submitted by email in a zipped folder
- All documents must open in standard Microsoft Office software or as a PDF file
- See SAD Manual Information sheet for more specific information

9. **Class Assignments – up to 50 points**
- Various assignments worth from five (5) to ten (10) points each.
- UAM Application – 5 points
- Resume – 10 points
- Gantt Chart – 10 points

10. **Etiquette Lunch – 15 points**
- Five (5) points for the timely RSVP response in correct memo format specifying the date you will attend
- Ten (10) points for attending the Etiquette Lunch

Your total earned points are accumulated, converted to a percentage, and applied to the following scale to produce your final grade.

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%

Late work is defined as work presented to the instructor after the end of the class period on the assignment's due date. To receive credit for any late work, it must be received by the instructor no later than one week past the original due date. An automatic ten percent deduction will be assessed for late work.

Your grades will be posted on Blackboard. You are responsible for checking your scores and notifying the instructor of any questions about your grades.

You are responsible for checking your UAM email account at least three times weekly. Class communications are sent only to your UAM email account.

A class schedule will be given to you and will also be available from the instructor's web site. This schedule lists lecture topics, review dates, presentations, holidays, test dates, etc.

Following the 2:1 rule (for each hour you spend in class, you should spend two hours on that subject outside of class), you should expect to spend at least six hours each week outside of class working on this course. For a three-hour course such as this one, you should spend 45 hours (3 hours weekly in-

class time * 15 weeks) of academic engagement during the semester. Academic engagement includes such activities as attending class lectures and work days, taking exams, and/or giving presentations. You should also expect to spend 90 hours (6 hours for weekly course preparation * 15 weeks) preparing for the class. Class preparation includes such activities as reading course materials, completing assignments and projects, researching topics, and studying for tests. Therefore, a 3-hour course would require 135 hours per semester (45 hours of academic engagement plus 90 hours of course preparation).

A student must be current with course work assignments and/or examinations and must have completed at least 75% of all required course work assignments and/or examinations to be considered for a grade of Incomplete (I).

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

5. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
    a. Copying from another student's paper;
    b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
    c. Collaboration with another student during the examination;
    d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
    e. Substituting for another person during an examination or allowing such substitutions for oneself.
6. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
7. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
8. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero for all concerned.

Course Outline/Calendar:

The information below shows both the tentative course outline and test dates. While every effort will be made to follow this schedule, the need for change may arise. The student will be informed of any changes as soon as possible.

January 6 – February 24

Chapters 1- 6

February 26

Test on Chapters 1 - 6

February 29 – March 16
Chapters 7 – 10
March 18
Test on Chapters 7 - 10
March 28 – April 20
Chapters 11 - 15
April 22
Test on Chapters 11 - 15
May 2 (8:00 – 10:00), Monday, Finals Week
Presentations

Special Dates of Concern:

January 18.....Martin Luther King Holiday
February 19 .....Deadline to file for graduation
March 16 .....Last day to drop
March 21 - 25 .....Spring Break
April 26 .....Last day of classes
April 27 –May 3 .....Final exams

University of Arkansas at Monticello
School of Computer Information Systems
CIS 4634 –Application Software Development Project Course Syllabus – 4 hours credit
Fall 2015 – MWF 8:10

Instructor:
Angela Marsh
Instructor Office:
BBC Room 118
Instructor Phone:
Direct – 870.460.1341
CIS Office – 870.460.1031
Instructor Email Address:
marsh@uamont.edu
Instructor Office Hours:
10:00 a.m. – 12:00 p.m. MW
9:30 a.m. – 11:00 a.m. TT
12:30 p.m. – 1:30 p.m. TT
Other hours by appointment
Instructor Web Site:
http://uam-web2.uamont.edu/FacultyWeb/Marsh/
Course Title & Credit Hours:
CIS4634 Application Software Development Project – 4 hours credit
Course Prerequisite:
CIS 3523 Systems Analysis and Design and CIS 4623 Database Management Systems
Course Description:
System simulation techniques; their application to business systems using an appropriate simulation language; systems design and development; extensive use of computers.
Student Learning Outcomes:
The student who successfully completes this course will analyze, design, code, test, document, and present an information system, obtain experiences which better enable the student to enter the job force with confidence, and demonstrate higher-level communication skills.
Course Text:
None
Supplemental Materials:
Each student should have at least two memory devices to process, store, and backup data.
Technical Support Information:
Blackboard Assistance: Contact Office of Instructional Technology: Phone 870-460-1663; Open Monday – Friday, 8 a.m. – 4:30 p.m. Online Help Desk: http://www.uamont.edu/pages/resources/academic-computing/
Email Assistance: Contact the Office of Information Technology; Phone 870-460-1036; open Monday – Friday, 8 a.m. – 4:30 p.m.
Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/
UAM Attendance Policy:
Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies

regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Course Attendance Policy:

Students are expected to meet weekly one-on-one with the instructor for project updates. On Wednesdays, students are expected in class dressed in business casual attire.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Course Tutoring Available:

Personal tutoring is available for this course, please contact Ms. Jacobs in the CIS office or Dean Hairston in BBC 111 to schedule your tutoring session.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 121; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

Feedback Schedule:

Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

Assessment & Grading Policy:

1. The grade will be awarded based on the extent to which the student is able to accomplish deliverables and produce a quality product. All deliverables must be completed to successfully complete this course. The following table explains the scoring.

Deliverable	Points
Myers Briggs & two other personality tests	5
Resume & Reference Sheet v.1	5
Interview Answers	5
Resume & Reference Sheet v.2	5
Behavioral Interview Answers	5
Phone Interview Notes	5
SAD Manual	20
SAD Presentation & Hard Copy	10
Interview #1 Notes	5
Cover Letter v.1	5
Cover Letter v.2	5
Interview #2 Notes	5

Project Demonstration	30
Knowledge Contributions	5
Final Documentation Manuals	20
Final Presentation & Hard Copy	5
Weekly Status – 12 Weeks @ 7 points each	84
Written Paragraph – 3 Weeks @ 5 points each	15
Total	**239**

Your total earned points are accumulated, converted to a percentage, and applied to the following scale to produce your final grade.

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%

2. Late work is defined as work presented to the instructor after the end of the week of the assignment's due date and will carry a 10% penalty.

3. You are responsible for checking your UAM email account at least three times weekly. Class communications are sent only to your UAM email account.

4. A class schedule will be given to you and will also be available from the instructor's web site. Following the 2:1 rule (for each hour you spend in class you should spend two hours on that subject outside class), you should expect to spend at least eight hours each week outside of class working on this course.

5. Academic dishonesty is not tolerated. Do you own work. Cheating, collusion, duplicity, or plagiarism will result in a grade of zero for all involved.

6. A student must be current with course work assignments and/or examinations and must have completed at least 75% of all required course work assignments and/or examinations to be considered for a grade of Incomplete (I).

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

9. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
    a. Copying from another student's paper;
    b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
    c. Collaboration with another student during the examination;
    d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
    e. Substituting for another person during an examination or allowing such substitutions for oneself.
10. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent

that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.

11. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
12. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero for all concerned.

Course Content:

System Analysis and Design - An investigation identifying the nature and scope of the system. Used to determine and document not only what input, processing, output, and testing is needed but also how best to construct the system to satisfy those needs. A manual will be created and a presentation given at the end of this phase.

Development - The point where the project is actually developed. Code is written, internally documented, and tested. A working project will be produced in this phase.

Documentation– Both a system manual and a user manual are created. The two manuals should be created electronically, placed into a zipped folder and emailed to the instructor. Your working system should also be included with this documentation.

Project Presentation - An oral presentation of your system is given. A hard copy of the presentation is submitted.

Status Reporting – Weekly reporting on the status of your project (Excel, Gantt, and in-person).

Communication Assignments – Various assignments designed to enhance the student's professional communication skills.

Knowledge Contributions – Relevant knowledge shared with the class which can be viewed via the *Book of Knowledge* links from the instructor's web site. For credit, all contributions must be received by the final day of the Development Phase.

Written Paragraph – Hand-written paragraphs on a topic provided by the instructor.

Course Calendar and Guidelines for System Deliverables

I. Systems Analysis and Design

A. **Contents**

1. Project Scope & Requirements Gathering

   Documents describing your project scope, audience, requirements and goals. A system narrative will also be created.

2. System Analysis

   System modeling diagrams (DFD - Context Diagram, DFD - Diagram 0, Use Case Diagram and Scenario, System Flowchart) along with Technical Specifications including information such as languages, software and/or platforms.

3. System Design

   Documents detailing the input (forms), processing (DB schema and ERD), and output (forms, reports, and web page) of your project. A test plan and error messages and conditions should also be included.

B. **Evaluation Criteria**

1. Clarity
2. Contents
3. Organization
4. Presentation

C. **Deliverables with Due Dates**

1. **Week 1 – August 24**
   Project Scope & Requirements Gathering documents
2. **Week 2 – August 31**
   System Analysis documents
3. **Week 3 – September 7**
   System Design documents
4. **Week 4 – September 14**
   System Design documents continued
5. **Week 5 – September 21**
   System Design documents continued
6. **Week 6 – September 28**
   System Analysis and Design Manual
   Project Presentation & Hard Copy

II. Development

A. **Contents**

1. Two files/databases/tables (you should be able to create, read, update, and delete [CRUD] all data fields and/or records)
2. Extensive use of one programming language (**programmer**-generated internal program documentation is expected)
3. A password system
4. A GUI allowing user-friendly navigation and appropriate access of your system
5. One detail report, one summary report, and one exception report (if applicable)
6. One web page showing basic information about your system published to the Internet. The web page should contain at least your system name and logo, a hypertext link, a graphic, and text.

B. **Evaluation Criteria**

1. System Design
2. User Friendliness
3. System Performance
4. Internal Program Documentation
5. Extras

   Special Note – If your system **correctly** performs the minimum contents listed above, the equivalent of 80% (B) or 24/30 points will be awarded. To earn more points, additional technical features will be required. To verify an extra is sufficient to earn a point, check with your instructor.

C. **Deliverables with Due Dates**

1. **Week 7 – October 5**
   Menu and Password
2. **Week 8 – October 12**
   CRUD programming
3. **Week 9 – October 19**
   CRUD working
4. **Week 10 – October 26**
   Output working
5. **Week 11 – November 2**
   Web page working
6. **Week 12 – November 9**

Preliminary Presentation

7. **Week 13 – November 16**

   One-on-one system presentation to instructor

   Knowledge Contribution deadline

III. Implementation & Documentation

A. **Contents**

1. System Manual - Written with the computer programmer in mind and containing minimally the following information:
   a. Table of Contents
   b. Project Scope documents
   c. Analysis documents
   d. Technical Specifications documents
   e. Design documents
   f. Testing documents
   g. Development Section
      (1) Program narrative
      (2) Sample program output
      (3) Program hard copy
   h. Copy of system on appropriate media
2. User Manual - Written with the end user of your system in mind. Your approach should be user-friendly and detailed.
   a. Table of Contents
   b. System Narrative
   c. Screen Section
      (1) Screen narrative
      (2) Sample screen
      (3) Screen field identifications and definitions
      (4) Error messages and corrections
   d. Report Section (if applicable)
      (1) Report narrative
      (2) Sample report
      (3) Report printing procedure
   e. Web Section
      (1) Web narrative
      (2) Sample web page

B. **Evaluation Criteria**

1. Contents
2. User Friendliness
3. Organization
4. Presentation

C. **Deliverables with Due Dates**

1. **Week 14 – November 23**

   System Manual and User Manual - rough draft

2. **Week 15 – November 30 (by last day of classes)**

   System Manual and User Manual - The two manuals should be created electronically, placed into a zipped folder and emailed to the instructor. Your working system should also be included with this documentation.

IV. System Presentation

A. **Contents**

1. Oral presentation of your system
    a. Project name, logo
    b. Project description (bullets)
    c. Two (2) screen shots which illustrate your design
    d. Two (2) things in your system of which you are proudest
    e. Two (2) things that you learned about yourself
2. Hard copy of presentation

B. **Evaluation Criteria**

1. Contents
2. Organization
3. Clarity
4. Grammar
5. Presentation

C. **Deliverables with Due Dates**

1. **Wednesday, December 9, 1:30 – 3:30, Finals Week**
    a. Formal system presentation
    b. Presentation hard copy

V. Status Reporting (includes Weekly Attendance and System Deliverables)

A. **Contents**

1. Electronic Status – submitted via email by Sunday midnight
    a. Excel Status Report (2 points)
        (1) Cover Page (indicate week number)
        (2) Scores along with current class percentage (your scores can be found on Blackboard in addition to being on your returned work)
        (3) Class Log – detailed description (notes/thoughts/etc.) of how your project is going. Your response should answer the following questions. What in general are you doing? What things are going well? Where are you having problems?
    b. Gantt Chart (1 point)
2. Weekly Attendance in business casual attire (2 points)
3. System Deliverable presentation to instructor (2 points)

B. **Evaluation Criteria**

1. Design
2. Contents
3. Clarity
4. Grammar
5. Presentation
6. Attendance
7. Appearance

C. **Deliverable with Due Dates**

1. **Due Weekly**
    a. **Starting Week 1**
    b. **Ending Week 12**

VI. Communication Assignments

A. **Contents**

1. Deliverables
2. Knowledge Contributions

B. **Evaluation Criteria**
1. Contents
2. Organization
3. Clarity
4. Grammar
5. Presentation

C. **Deliverables with Due Dates – Wednesday of the Week**
1. **Week 1**
Myers Briggs & two other workplace personality tests
2. **Week 2**
Resume & Reference Sheet v.1
3. **Week 3**
Resume & Reference Sheet v.2
Interview Answers
4. **Week 4**
Behavioral Interview Answers
5. **Week 5**
Phone Interview Notes
6. **Week 7**
Interview #1 Notes
7. **Week 8**
Cover Letter v.1
8. **Week 9**
Cover Letter v.2
9. **Week 11**
Interview #2 Notes

VIII. Written Paragraph

A. **Contents**
1. Hand-written paragraph on a topic provided by the instructor
2. Timed

B. **Evaluation Criteria**
1. Contents
2. Clarity
3. Grammar
4. Legibility

C. **Deliverable with Due Dates**
1. Random times during the semester

Special Dates of Concern:

September 7 .....Labor Day Holiday
October 2.....Deadline to file for graduation
October 28.....Last day to drop
November 25 - 27.....Thanksgiving Holiday
December 4 .....Last day of classes
December 7 - 11 .....Final exams

CIS 4503 – Data Communications & Networking (3 credit hours)
UAM School of Computer Information Systems
Spring 2016 MW 12:10-1:30pm

Instructor Information

Terri Cossey
Babin Business Center Room 113
cossey@uamont.edu (Email will be answered within 24 hours M-F.)
(870) 460-1541

Office Hours

MW 8:30-9am, 11am-12pm, 1:30-3:30pm
F 8:30-9am, 11am-1:30pm
Other hours by appointment

Course Objective/Student Learning Outcomes

This 3-credit hour course is intended to provide a strong introduction to both communications and networking for those desiring a career in computers. After successfully completing this course, students will be able to:

1. Understand data communications
2. Demonstrate knowledge of networks
3. Display ability to configure a server-client network

Course Prerequisite

Students must have successfully completed COBOL or Object-Oriented Programming.

Required Text and Materials

Data Communications and Computer Networks, Seventh Edition. White, Curt. Course Technology, 2011. ISBN 978-1-133-62646-6. [UAM bookstore: http://www.bkstr.com/uamontstore/home/en?cm_mmc=Redirect-_-VanityURL-_-uamont.bkstr.com-_-280406]

Course Policies

Attendance

Students are expected to attend all classes. Students are responsible for notifying the instructor of their late arrival to avoid incurring an absence. It is the student's responsibility to inform the instructor of any excused absences **prior** to the missed class.

A student must make a concerted effort to complete this course. To be considered for a grade of incomplete (I), a student must be current with course work assignments and/or examinations and must have completed at least 75% of all required course work assignments and/or examinations. Attendance will be turned in to the Financial Aid Office and/or Academic Affairs Office upon request.

Work Required

To complete a 3-hour course, each student should plan to put forth 135 hours of effort (45 hours of academic engagement and 90 hours of preparation).

Academic engagement may include, but is not limited to

- submitting an academic assignment
- attending class lectures
- participating in class discussion
- taking an exam
- initiating contact with a faculty member to ask a question about the academic subject studied in the course
- conducting laboratory work

Preparation will include

- preparing for class, such as reading and study time
- completing assignments and projects

Grading Policy

There will be three (3) closed-book exams, including the final, throughout the course. Each exam will be worth 100 points. Assignments, quizzes, and class participation will total up to 100 points. The possible points are accumulated, averaged, and applied to produce the final grade:

A = 90% - 100%	C = 70% - 79%	F = 0% - 59%
B = 80% - 89%	D = 60% - 69%	

The above grade assignment may be revised at the discretion of the instructor.

Make-up exams are **not guaranteed**. Every effort should be made to notify the instructor **before** the exam, if the exam is missed. The instructor must be notified within 24 hours of the scheduled exam. Failure to meet this deadline will result in a grade of zero being assigned for the exam. Any make-up exam allowed will carry a 10% penalty and will be given and scored at the convenience of the professor.

Late work will not be accepted. Cheating will not be tolerated. Please reference "Academic Dishonesty" found below for more information.

NOTE: ***All personal electronic devices should be silenced and stored away during class. A device that is used to send/receive messages or rings during class will result in a penalty of 10 participation points.***

Test Schedule

The instructor reserves the right to modify the schedule, if the need arises.

Exam 1 – Chapters 1-5
Exam 2 – Chapters 6-8
Final – Chapters 1-8, 10, 12 and Lab

Academic Alert

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University

faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Personal tutoring is available for this course. Please contact Ms. Jacobs (jacobs@uamont.edu) in the School of CIS office to schedule a tutoring session.

Special Dates

January 18 – Martin Luther King, Jr. Day Holiday (no classes)
March 16 – Last day to drop with a "W"
March 21-25 – Spring Break (no classes)
April 29 – Final Exam 10:30am-12:30pm

Students with Disabilities

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any approved accommodations at the beginning of the course. Any student with questions regarding accommodations should contact the Office of Special Student Services located in Harris Hall room 120, phone (870) 460-1026, TDD (870) 460-1626, fax (870) 460-1926.

Academic Dishonesty

13. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
    a. Copying from another student's paper;
    b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
    c. Collaboration with another student during the examination;
    d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
    e. Substituting for another person during an examination or allowing such substitutions for oneself.
14. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
15. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
16. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered, whether it be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will result in a grade of zero for all persons involved on the assignment on the first offense, and you forfeit

all bonus point opportunities that may be offered. If you are caught cheating a second time, you will be assigned a grade of "F" for the course, in accordance with the Student Handbook.

Student Conduct Code

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Appendix C

Sample Letters to Prospective Students interested in the following:

CIS Major

CIS Minor

CIS Advanced Certificate

Undeclared Major

School of Computer Information Systems

September 10, 2014

«First_Name» «Last_Name»
«Address_Line_1»
«Address_Line_2»
«City», «State» «ZIP_Code»

Dear «Salutation»:

Thank you for your recent request for information concerning the Computer Information Systems program at the University of Arkansas at Monticello.

Enclosed is a brochure describing the program and an information sheet with a list of degree requirements for the Bachelor of Science degree in Computer Information Systems. Graduates of the Computer Information Systems program will be expected to demonstrate:

Practical knowledge of various productivity software packages
Practical knowledge of various programming languages
Knowledge of information systems development methods and techniques
Knowledge of data communications and local area networks
Strong communication skills

We hope you will find this information helpful. In addition, we would like to invite you to our campus by calling the Office of Admissions at (870) 460-1026 for a scheduled tour.

The faculty and staff look forward to assisting you with your educational planning. If you have any further questions, please feel free to contact me at (870) 460-1538 or come by my office in the Babin Business Center room 111.

Sincerely,

Brian W. Hairston, Dean
School of Computer Information Systems

BWH:kj

Enclosures

August 4, 2016

«First_Name» «Last_Name»
«Address_Line_1»
«Address_Line_2»
«City», «State» «ZIP_Code»

Dear «Salutation»:

Thank you for your recent request for information concerning the Computer Information Systems program at the University of Arkansas at Monticello.

Enclosed is a brochure describing the program and an information sheet with a list of requirements for a minor in Computer Information Systems. We hope you will find this information helpful. In addition, we would like to invite you to our campus by calling the Office of Admissions at (870) 460-1026 for a scheduled tour.

The faculty and staff look forward to assisting you with your educational planning. If you have any further questions, please feel free to contact me at (870) 460-1538 or come by my office in the Babin Business Center room 111.

Sincerely,

Brian W. Hairston, Dean
School of Computer Information Systems

BWH:kj

Enclosures

August 4, 2016

«First_Name» «Last_Name»
«Address_Line_1»
«Address_Line_2»
«City», «State» «ZIP_Code»

Dear «Salutation»:

Thank you for your recent request for information concerning the Computer Information Systems Advanced Certificate program at the University of Arkansas at Monticello.

Enclosed is a brochure describing the School of Computer Information Systems and an information sheet with a list of requirements for the Advanced Certificate in Computer Information Systems. We hope you will find this information helpful. In addition, we would like to invite you to our campus by calling the Office of Admissions at (870) 460-1026 for a scheduled tour.

The faculty and staff look forward to assisting you with your educational planning. If you have any further questions, please feel free to contact me at (870) 460-1538 or come by my office in the Babin Business Center room 111.

Sincerely,

Brian W. Hairston, Dean
School of Computer Information Systems

BWH:kj

Enclosures

August 4, 2016

«First_Name» «Last_Name»
«Address_Line_1»
«Address_Line_2»
«City», «State» «ZIP_Code»

Dear «Salutation» «Last_Name»:

The Director of Admissions has notified me that you have applied for admission to the University of Arkansas at Monticello. She also informed me that you expressed interest in the Computer Information Systems program.

Enclosed is an information sheet with a list of degree requirements for the Bachelor of Science degree in Computer Information Systems. Graduates of the Computer Information Systems program will be expected to demonstrate:

- Practical knowledge of various productivity software packages
- Practical knowledge of various programming languages
- Knowledge of information systems development methods and techniques
- Knowledge of data communications and local area networks
- Strong communication skills

The faculty and staff look forward to assisting you with your educational planning. If you have any further questions, please feel free to contact me at (870) 460-1538 or come by my office in the Babin Business Center room 111.

Sincerely,

Brian W. Hairston, Dean
School of Computer Information Systems

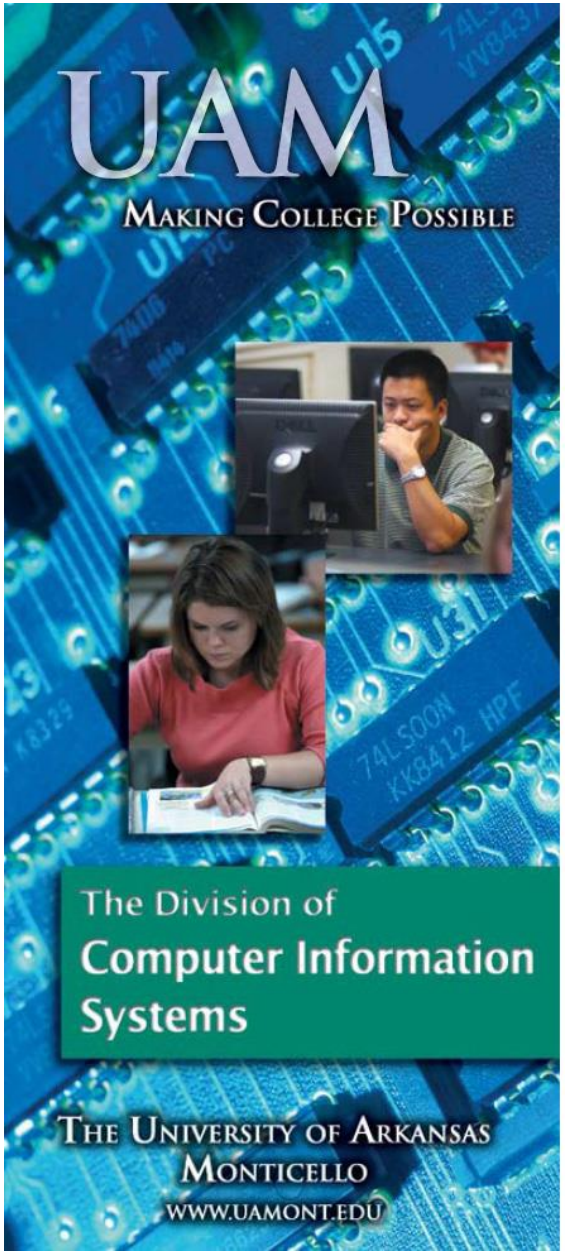
BWH:kj

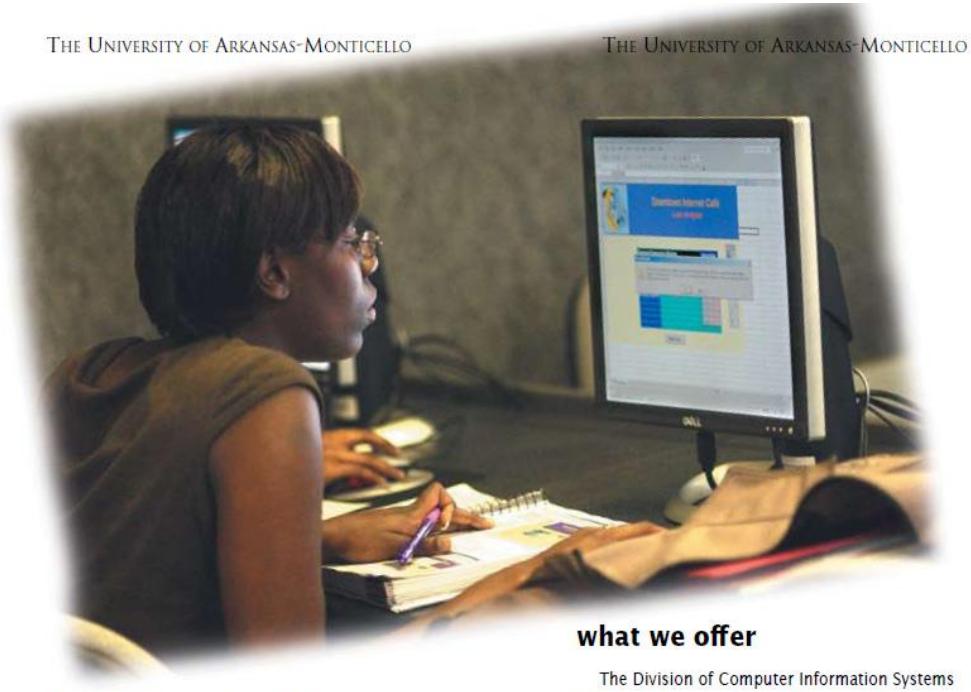
Enclosure

Appendix D

Current Brochure

School of Computer Information Systems





unlimited opportunities

Why should you choose a career in computer information systems?

Well, how about the field's nearly unlimited employment opportunities and starting salaries ranging from $30,000 to as much as $50,000 a year with a bachelor's degree?

Yes, those numbers are correct, and they're only going to go up in the future. Computers and information technology are no longer the wave of the future – they're here, NOW!

The Division of Computer Information Systems (CIS) is a stand-alone academic unit devoted solely to preparing students to shape the complex computer hardware and software environment of the future.

The University of Arkansas-Monticello

what we offer

The Division of Computer Information Systems offers the Bachelor of Science Degree in Computer Information Systems, a CIS minor, and an Advanced Certificate Program. As part of our program, you will receive Microsoft software through the Academic Alliance Program. Course offerings include instruction in the following:

- *Word*
- *PowerPoint*
- *Visual Basic*
- *Excel*
- *e-Commerce*
- *Access*
- *C++*
- *COBOL*
- *SQL Server*
- *Networking*
- *Software Development*
- *WWW programming*

For detailed course and program requirements, visit our website at www.uamont.edu/cis.

Our academic program, with its emphasis on business and communication skills, will allow you to advance in the complex business environment of the

Making College Possible

future. Our faculty emphasize:
problem solving; team concepts; time management; and verbal/written communication skills that will make you a valuable asset to any employer.

your choice of careers

A bachelor's degree in Computer Information Systems opens a wide range of career opportunities for our graduates. You may choose to be a:

· *Computer Programmer*, designing and modifying software to be used by business and industry;

· *Business and Systems Analyst*, implementing computer systems for large companies or small businesses to make their operations more profitable;

· *Data Base Administrator*, building and managing databases for business and industry;

· *Computer Support Specialist*, solving problems and using your communication skills to work with managers;

· *Network Manager*, building and managing networks for business and industry.

· *Web Design and e-Commerce*, designing web pages for business and industry with expertise in data entry forms for client data base files.

it pays

A career in computer information systems not only pays well once you graduate, but it also eases the burden of paying for your college education. Thanks to action by the Arkansas General Assembly, students majoring in CIS may have as much as $10,000 in college loans paid for by the state. If you graduate with a

degree in CIS, the Arkansas Technical Careers Student Loan Forgiveness Program will forgive up to $2,500 yearly for each year you work in Arkansas in the computer field, up to four years.

For more information about this program, contact the UAM Division of Computer Information Systems or visit the Arkansas Department of Workforce Education's World Wide Web site at: www.work-ed.state.ar.us.

why UAM?

Because we offer state-of-the-art technology and a personal touch you won't find at larger universities! Our computer laboratories are constantly updated to keep UAM at the forefront of changing technology. But a quality education is more than high-tech equipment. It's about personal attention from faculty who genuinely care about your success.

Being part of our program is more than just classroom study. You'll have the opportunity to participate in our student organization, Chi Iota Sigma, as well as campus activities, the state programming contest, and our community outreach program.

need more information?

If you want to know more about the Computer Information Systems program at UAM, fill out the attached reply card and mail it today. If you need to contact us, call (870) 460-1031 or drop us an e-mail at cis@uamont.edu. Or you can visit our website at: www.uamont.edu/cis.

Appendix E

Senior Exit Survey

School of Computer Information Systems

Memo

To: School of Computer Information Systems

From: Lori Selby

Date: April 27, 2016

Subject: CIS Student Exit Survey

Both the Fall 2015 and Spring 2016 CIS 4634 Senior Project classes were given the UAM CIS Student Exit Survey. Of the 8 students successfully completing the course, 8 completed the survey. The average GPA for the students was 3.37 with individual GPA's ranging from 2.97 to 3.87. The quantitative values were examined and the comments were consolidated. The 2015-16 data was then compared to the results from 2011 to 2014-15.

Of our five Student Learning Objectives (SLO), all (Productivity Software Packages, Programming Languages, Development Methods and Techniques, Data Communications and LAN area, and Communication of Information) are in the 'Excellent' category. In past years, Data Communications and LAN area had remained in the high 'Average' category; however, this past year students were confident in their ability to plan, create and manage a local area network. Therefore, the survey favorably supports the 'Excellent' category of this SLO; as well as, all SLO's for the CIS Program.

The analysis of the data indicates significant increases across all areas of the CIS Program - knowledgeable faculty, academic advising, staff and technical support, library holdings, and the overall CIS experience continue to be strong aspects (Excellent category) of the CIS program. It should be noted that Academic Advising indicated a perfect 5 out of 5 for the first time. Comments have always included the outstanding job that CIS faculty do when advising students, knowledge of faculty, and continued student support --this year was no exception. In past years the Quality and Quantity aspects of our equipment maintained an 'Average' ranking at best; the update of computer equipment in the BBC 122 lab boosted the perception of CIS students in this survey. Another area of significant increase is the overall experience of students with regards to their experience with the CIS Club. Data indicates an increase from 3.81 to 4.75 average for 2015-2016 survey; soaring into the 'Excellent' category. The CIS faculty will remain progressive in finding new ways to increase student involvement in the CIS Club.

For CIS Course Content and Effectiveness, the CIS program experienced an increase across the core courses offered over past years. Previous years indicated a high 'Average' category for both the CIS1193 and CIS4503 due to the necessity of improved equipment for experiential learning for both courses. However, faculty efforts are noted as being responsible for the increase of both courses into the 'Excellent' category during the present survey. Analysis indicates that all courses are in the 'Excellent' category; with the exception of CIS 4623 which dropped from an average of

4.53 over the past four years to a 3.25 low 'Average' category; faculty are confident this course will not experience a drop in future surveys. One last notation is the absence of CIS 2223 and CIS 3103 from the 2015-2016 Survey -- both are no longer required courses in the CIS major for students graduating in 2016 thru 2019.

Under the Current Year Ordinal Data tab -- charts are included for the ordinal data in the SLO's, Program Aspects, and CIS Course Content and Effectiveness areas. From this survey CIS 3443 and CIS 4643 received all 5's – an 'Outstanding' from the 8 students completing the survey. While CIS 3423 and CIS 3553 received 7 'Outstanding' and 1 'Excellent'. The ordinal data confirms the essential improvement of CIS 4623 and the necessity of better equipment for experiential learning for CIS 1193 and CIS 4503. Our goal is to have all "Outstanding" responses which would mean only one color (in this case blue) for each item. The more "colorful" the column, the wider the range of response answers (Outstanding, Excellent, Good/Average, Fair, and Poor) received.

The following are the open-ended questions asked on the survey. The comments that follow each question summarize the answers.

What do you see as the greatest strengths in the CIS program?

From the students that responded to this question (7 out of 7) mentioned the knowledge and support of the faculty as a major strength. This supports the 4.88/5.00 average for Knowledgeable Faculty on the CIS Program Aspects.

All responding students addressed the family like atmosphere, faculties concern for each student to succeed, their support personally and academically for the students.

What would you like to see changed about the CIS program?

Most of the comments in this area dealt with the addition of programming languages like C#, C++, Java and Linux.

One CIS program change that should be easy to implement is the need to upgrade the small computer labs and the number of computers in the labs. Since we are planning an upgrade this summer in BBC 102, perhaps some of the old computers will be exchanged out with the side labs to meet this growing need. Another possibility is to increase the lab size by renovating the current lab to include the space in BBC 109 into the present lab.

The CIS Exit Survey reflects the ability for the student to enter the CIS electives they took. However, there is no continuity in the electives to make an analysis of the data at this time. Future data collections may be able to provide us with additional information both on count and course content effectiveness of those electives.

As you review these documents, please note any ideas for improvement. These CIS Student Exit Surveys have resulted in many positive changes for our department and will continue to help us strengthen the program.

Attachments

UAM CIS Student Exit Survey Word file
CIS 2015-16 Data & Analysis Excel file

UAM CIS Student Exit Survey

Please take a few moments to fill out this survey. Your input is vital in improving our CIS major. The survey is done anonymously and the data collected is used in aggregate only; no individual information can be identified from the results.

Using the following scale, please indicate the extent to which the **CIS program** has contributed to your growth in each of the following areas.

5 – Outstanding
4 – Excellent
3 – Good/Average
2 – Fair
1 – Poor
N/A – Not applicable

Skill	5	4	3	2	1	N/A	Comment
Practical knowledge of various productivity software packages *Students' ability to efficiently use Microsoft Office.*							
Practical knowledge of various programming languages *Students' ability to develop logical solutions utilizing various programming languages, data file usage, flowcharts, pseudo code, structure charts, printer spacing charts, and/or IPO charts.*							
Knowledge of information systems development methods and techniques *Students' ability to perform the analysis (requirements gathering, modeling, etc.) and design (input, output, database, web, error messages, etc.) necessary to build an information system.*							
Knowledge of data communications and local area networks *Students' ability to plan, create, and manage a local area network.*							
Knowledge of Communication Skills *Student has the ability to produce business documents such as memos, status reports, Gantt charts, manuals, cover letters and resumes and to interact both formally and informally through oral communications such as interviews and presentations.*							

Using the following scale, please rank the following aspects of the CIS degree program.

5 – Outstanding
4 – Excellent
3 – Good/Average
2 – Fair
1 – Poor
N/A – Not applicable

Aspect	5	4	3	2	1	N/A	Comment
Knowledgeable faculty							
Academic advising							
CIS Club							
Quality of computing equipment and facilities							
Quantity of computing equipment and facilities							
Staff and technical support							
Library holdings and facilities							
Overall CIS experience							

5 – Outstanding
4 – Excellent
3 – Good/Average
2 – Fair
1 – Poor
N/A – Not applicable

Using the above scale, please tell us your opinion of the content and instructional effectiveness for each of the following required CIS courses?

Course #	Name	5	4	3	2	1	N/A	Comment
CIS 1193	Hardware/Software Maint.							
CIS 2203	PLD							
CIS 3423	COBOL							
CIS 3443	Object-Oriented							
CIS 3453	WWW Programming							
CIS 3463	Programming Mobile Apps							
CIS 3523	Analysis & Design							
CIS 3553	Adv. COBOL							
CIS 4503	Data Communications							
CIS 4623	Database							
CIS 4634	Senior Project							
CIS Elective								
CIS Elective								

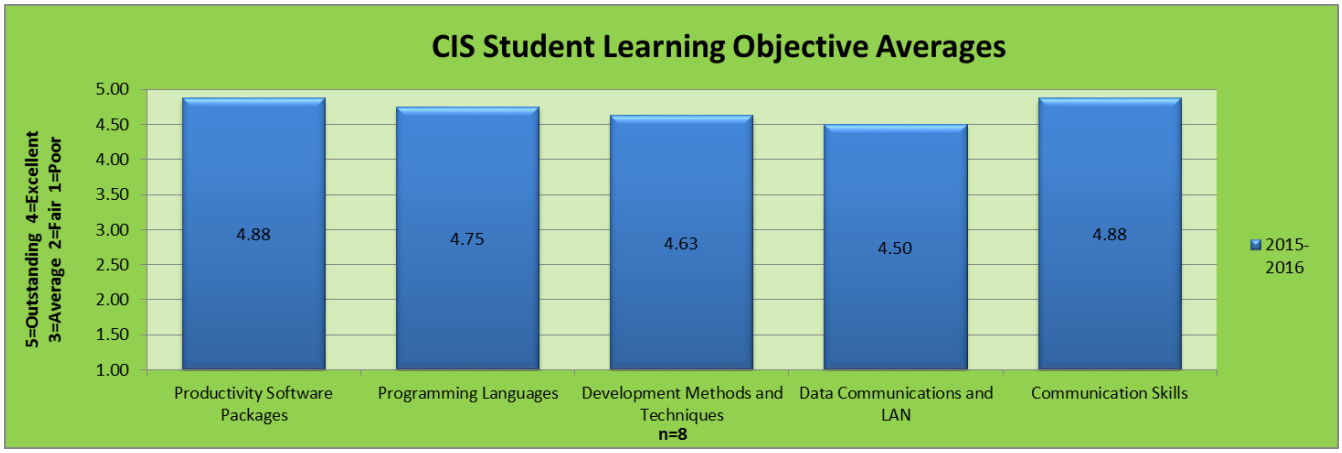
Comments in this section help us improve the CIS degree program. Such offerings as the CIS Club and the small CIS side lab are a result of these comments. Please help us improve the CIS program by giving us your thoughts.

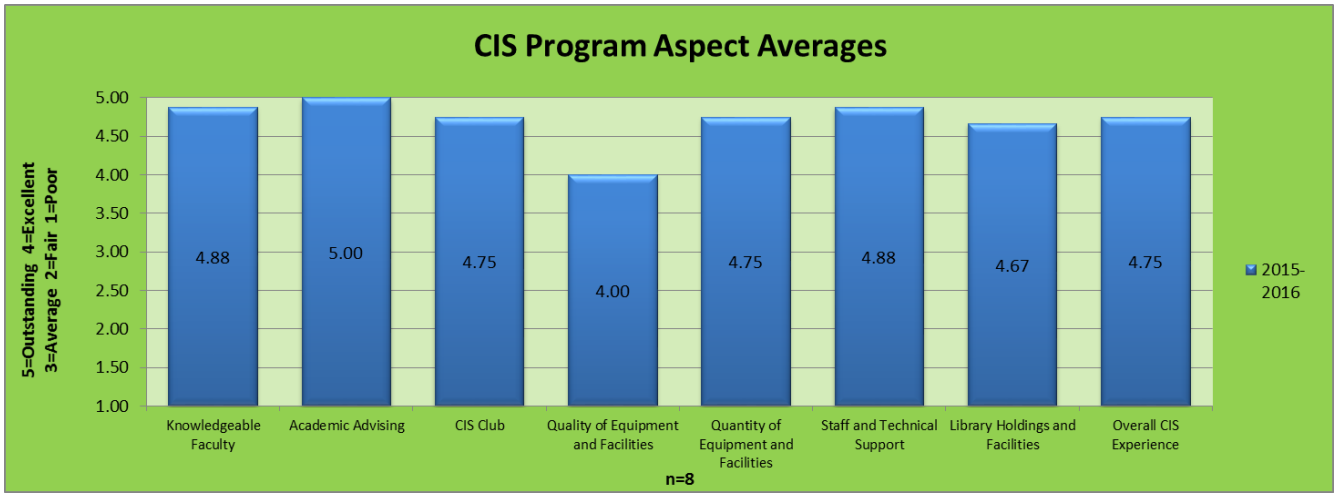
What do you see as the greatest strengths in the CIS program?

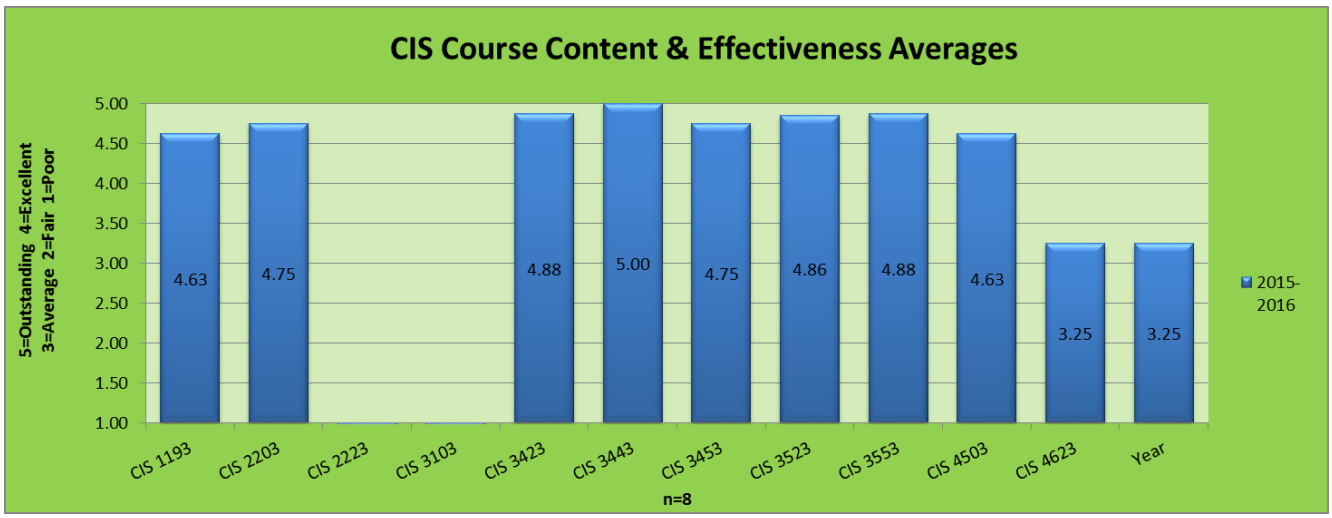
What would you like to see changed about the CIS program?

Thank you for your time.

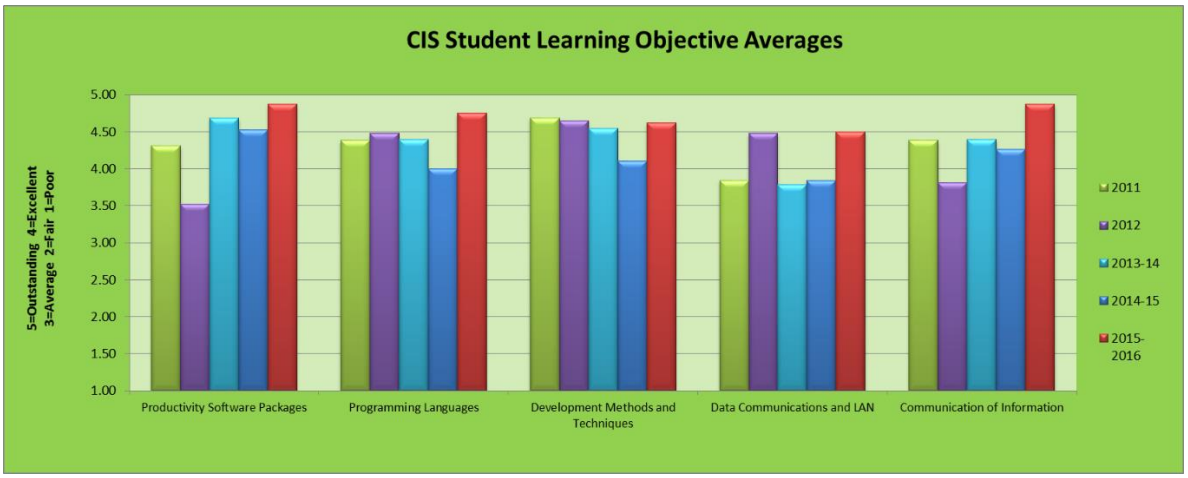
2015-16 Analysis of CIS Student Exit Survey

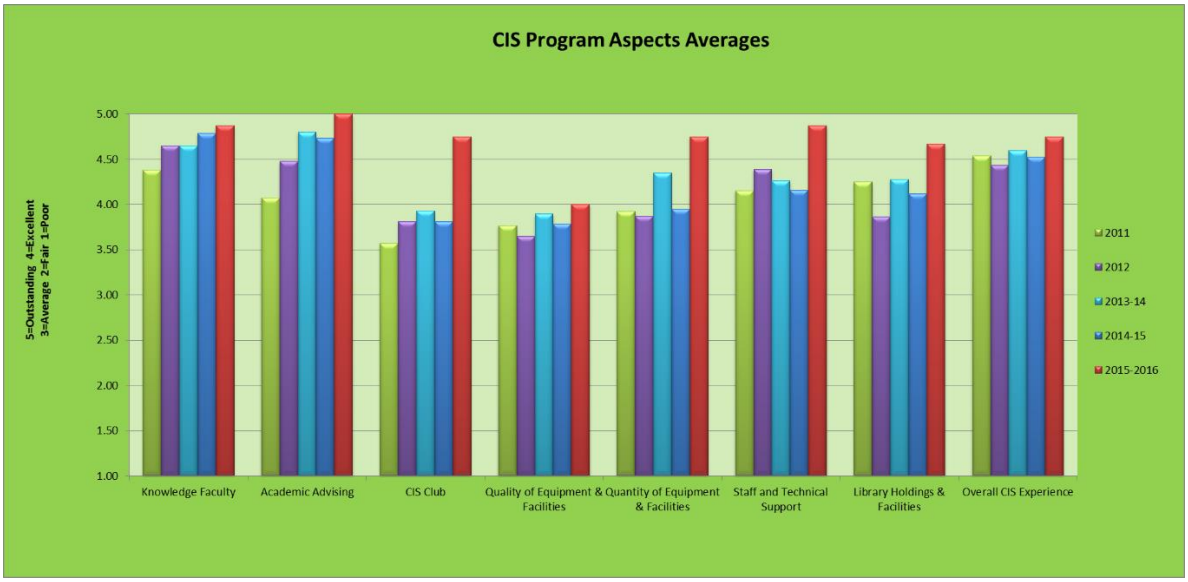


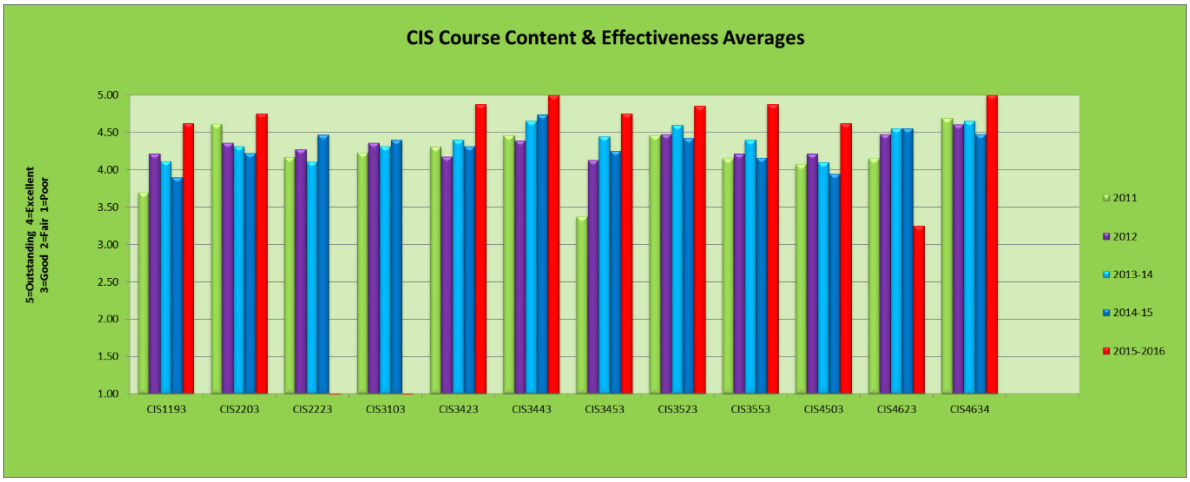




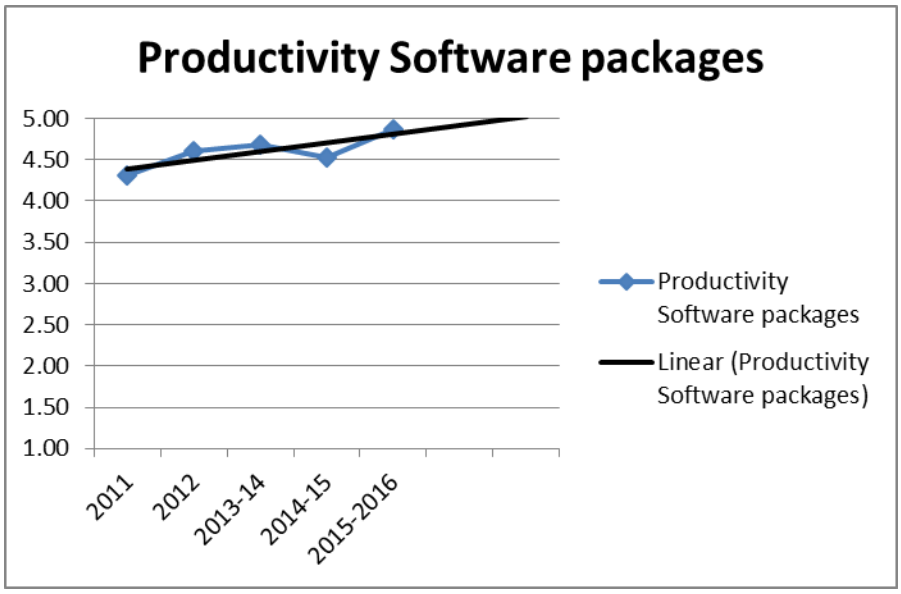
2011-2016 CIS Student Exit Survey Comparison Charts



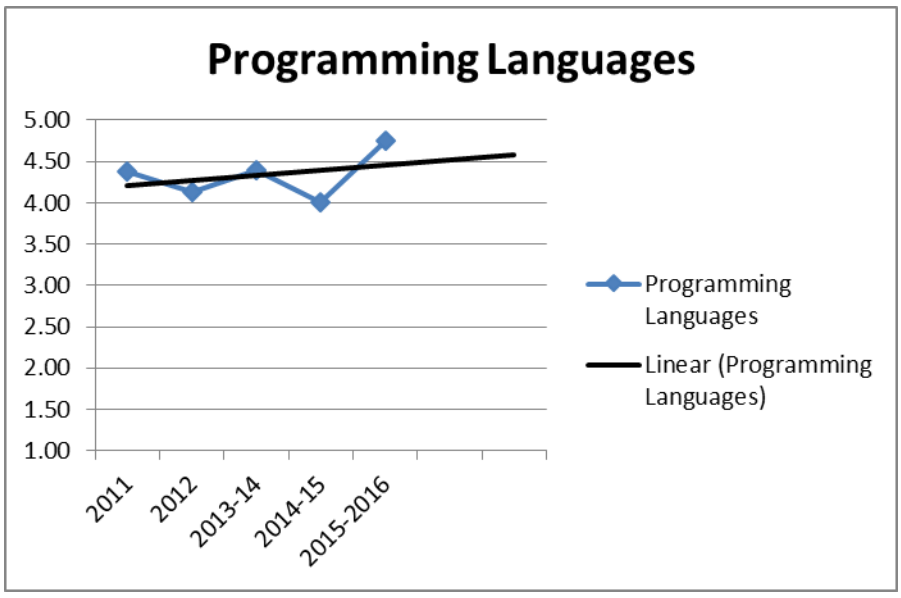




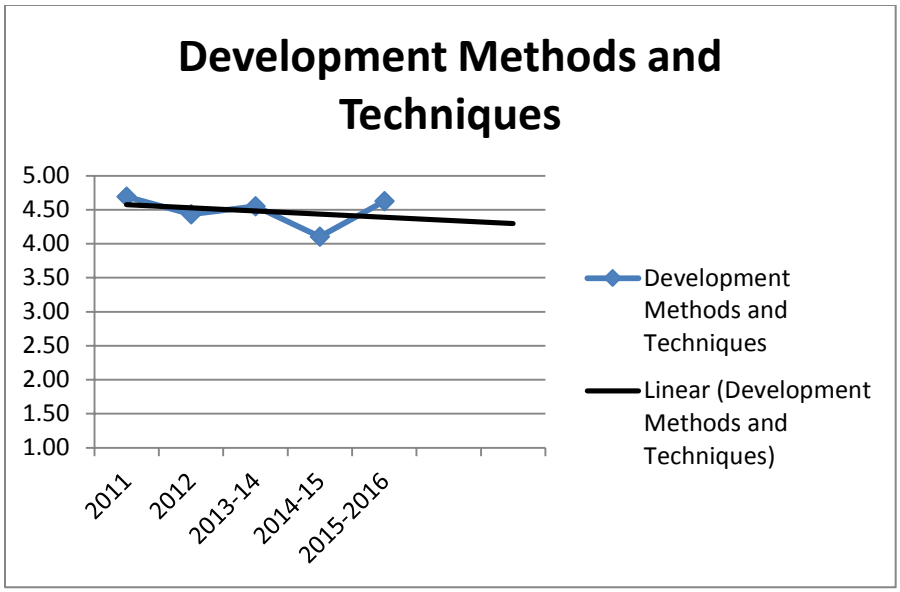
Historical Trendline of SLOs



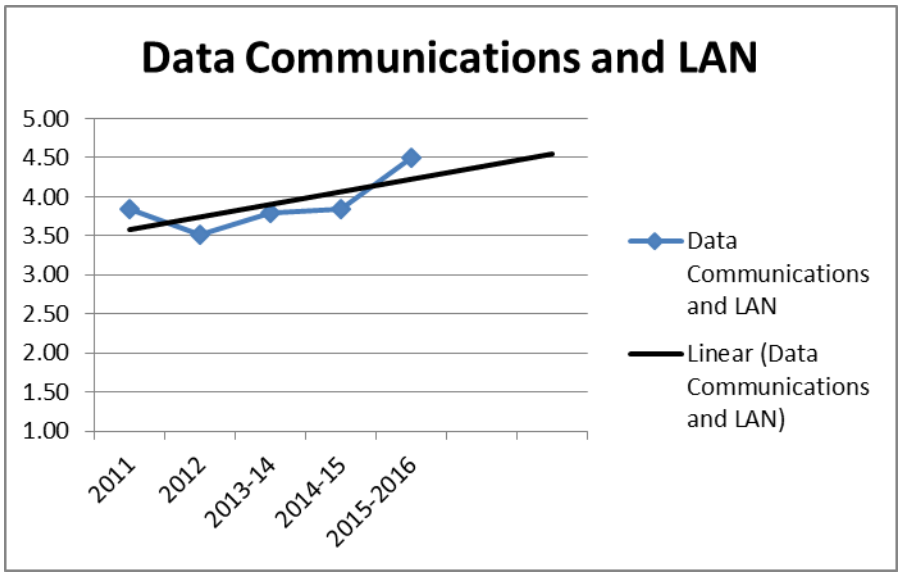
This SLO shows a slow, steady rise in the Excellent range. We are doing a good job teaching the various software packages.



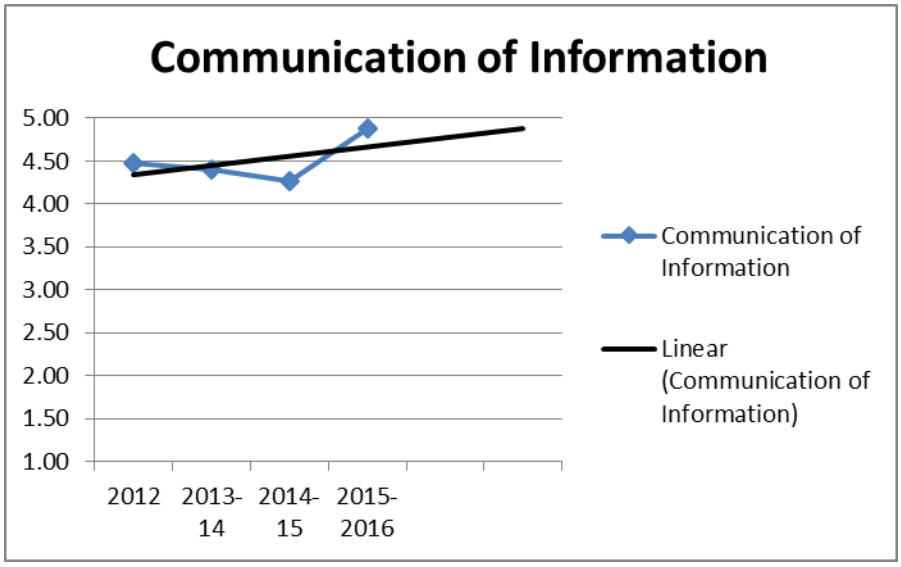
This SLO remains steady in the Excellent range.
We are doing a good job teaching the various programming languages.



This SLO remains steady in the Excellent range.

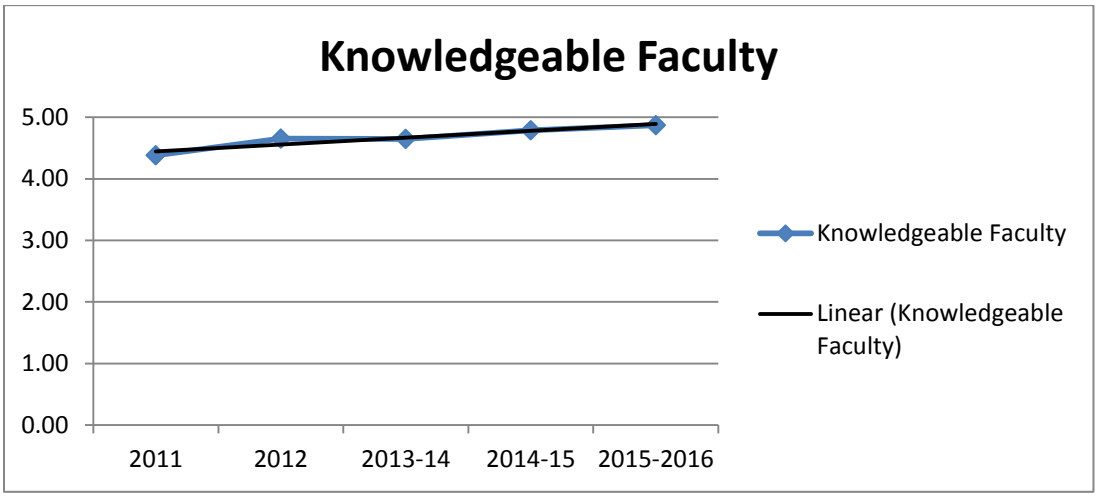


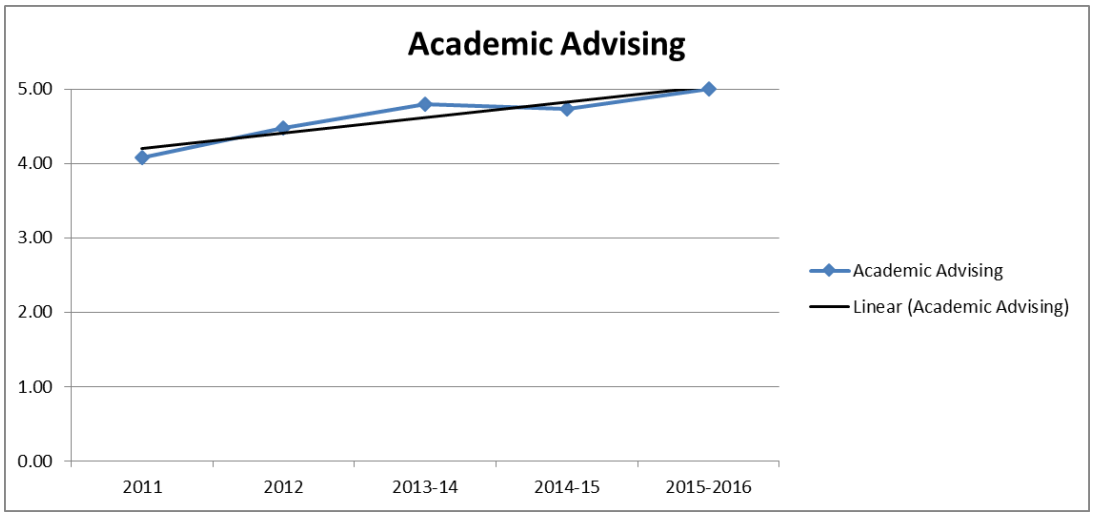
The trendline for this SLO shows a significant rise over previous years. Based on written comments, students want more in this area.

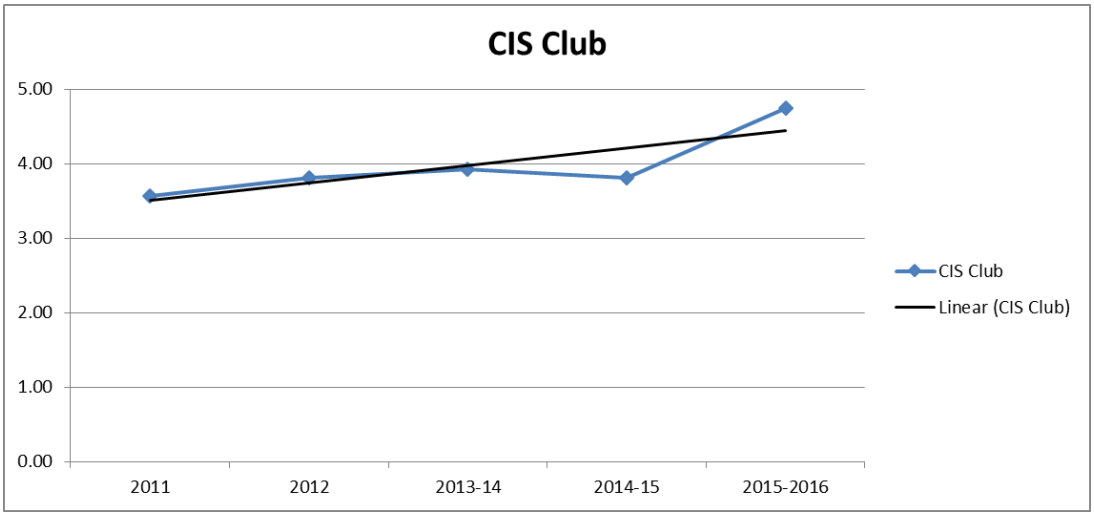


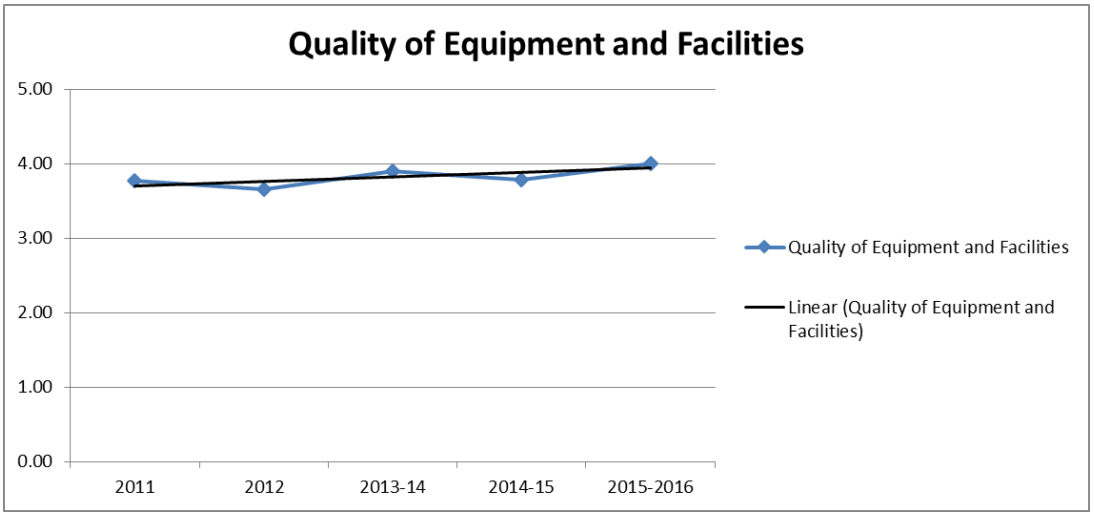
The various activities we do to improve the students' communication skills appear to be working.

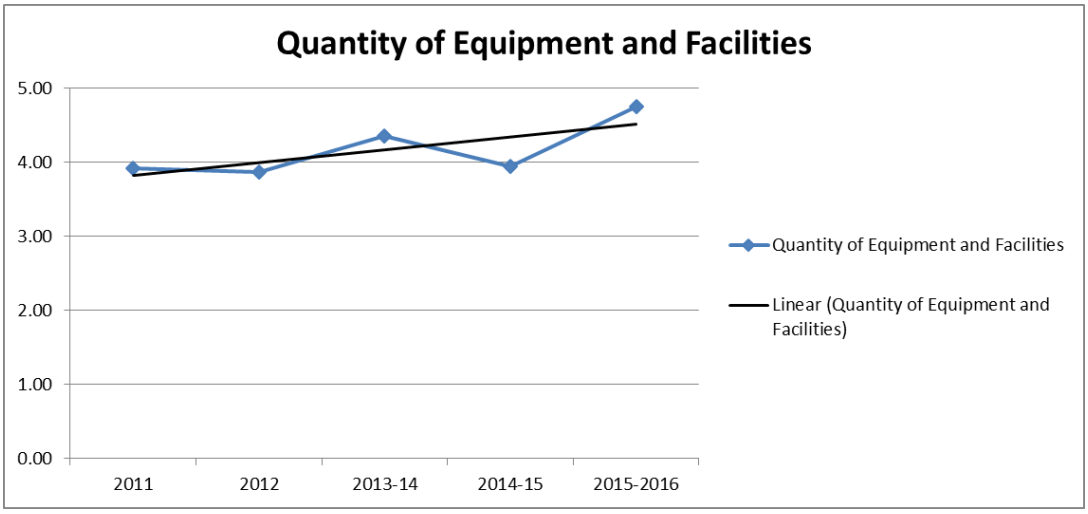
Historical Program Aspects using Trendlines

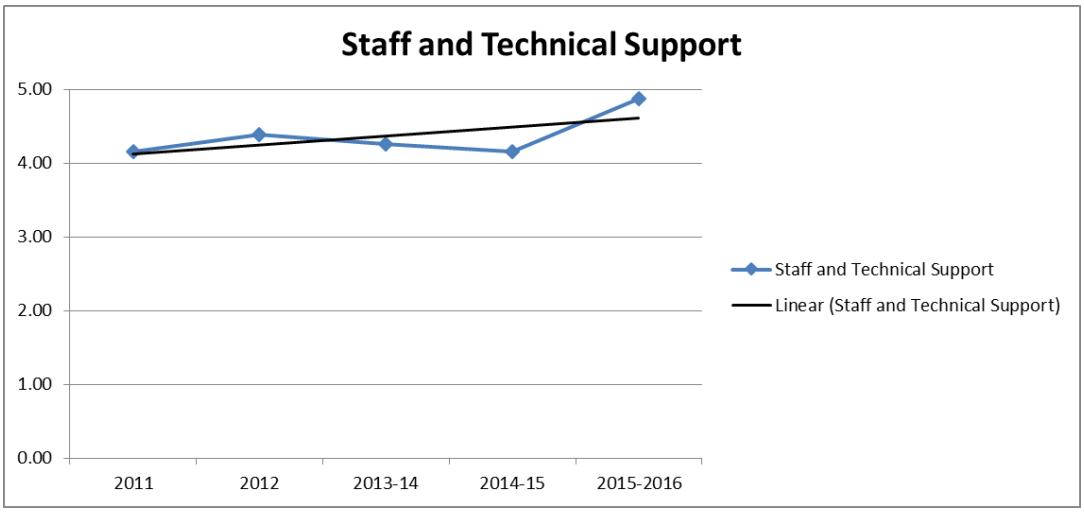


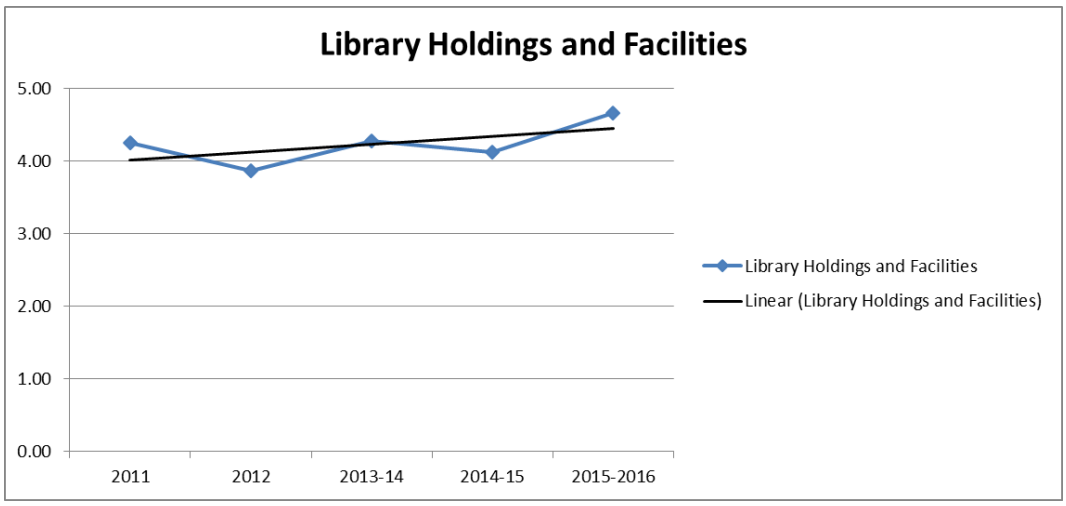


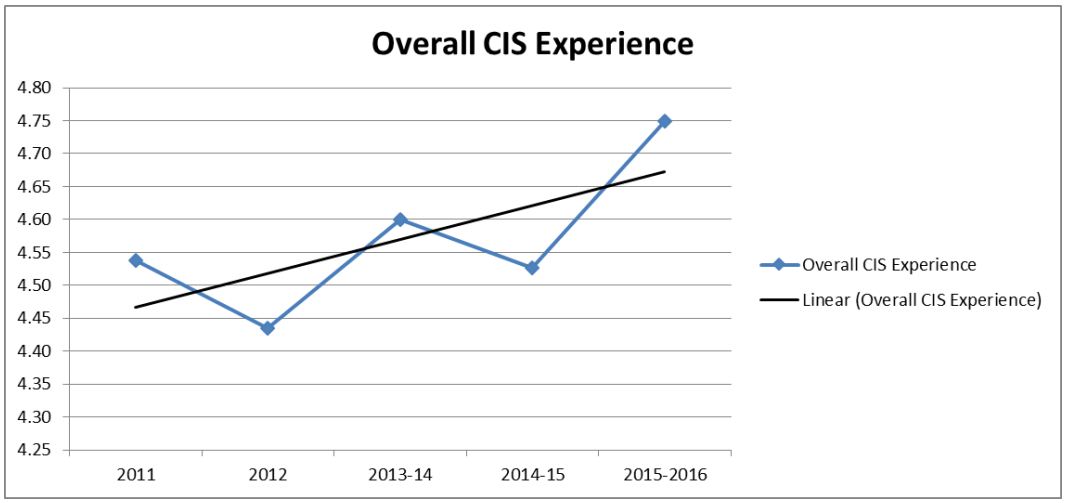



Quality of Equipment and Facilities
5.00
4.00
3.00
2.00
1.00
0.00
2011
2012
2013-14
2014-15
2015-2016
Quality of Equipment and Facilities
Linear (Quality of Equipment and Facilities)


Quantity of Equipment and Facilities
5.00
4.00
3.00
2.00
1.00
0.00
2011
2012
2013-14
2014-15
2015-2016
Quantity of Equipment and Facilities
Linear (Quantity of Equipment and Facilities)


Staff and Technical Support
5.00
4.00
3.00
2.00
1.00
0.00
2011
2012
2013-14
2014-15
2015-2016
Staff and Technical Support
Linear (Staff and Technical Support)





Faculty continues to be one of the strongest aspects of our program. Most comments about what is right with our program center on faculty knowledge and their support of the student.

Academic Advising was about the same this year. The WeevilNet system degree audits, the manual check sheets we use and our better familiarity with WeevilNet seem to be working.

The CIS Club experienced an increase this past year. Membership drive and activities like the CIS Major/Minor Day seem to have increased awareness**?**

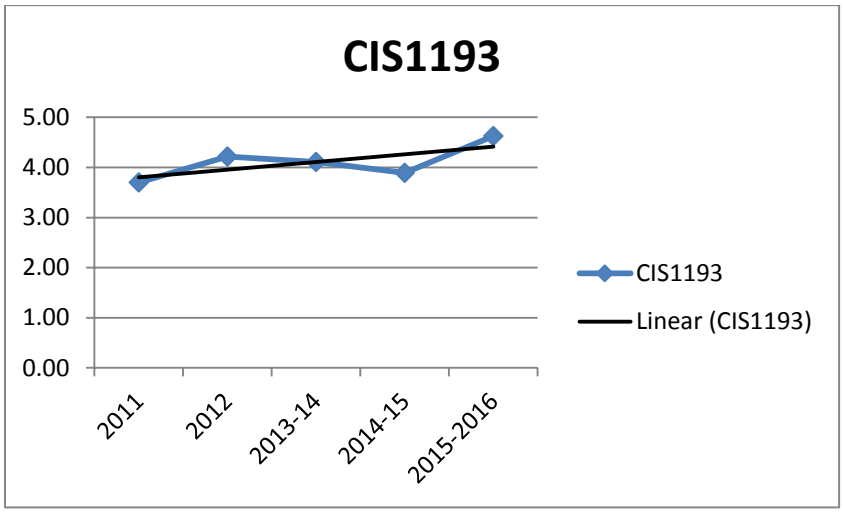
The Quality and Quantity of lab computers continues in the Average category with both areas showing a small increase this year. Installation of the new touchscreens in BBC 122 could justify the increase.

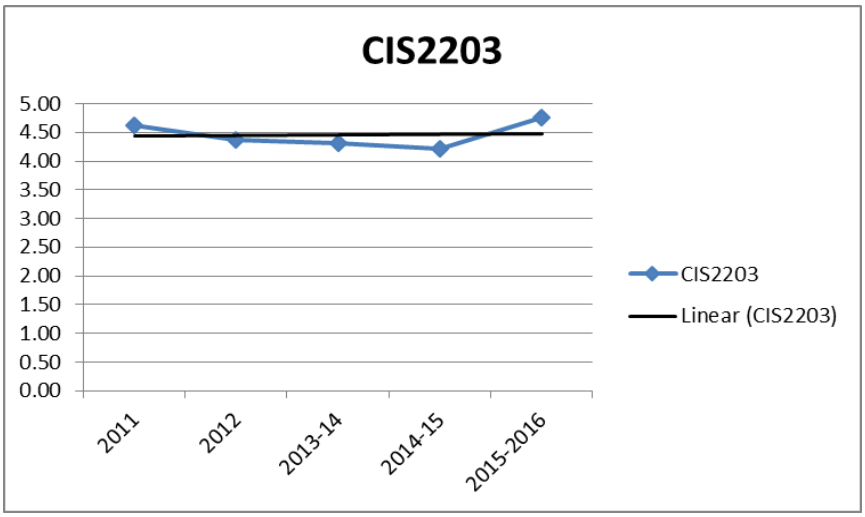
The Staff and Technical Support remains steady in the Excellent category.

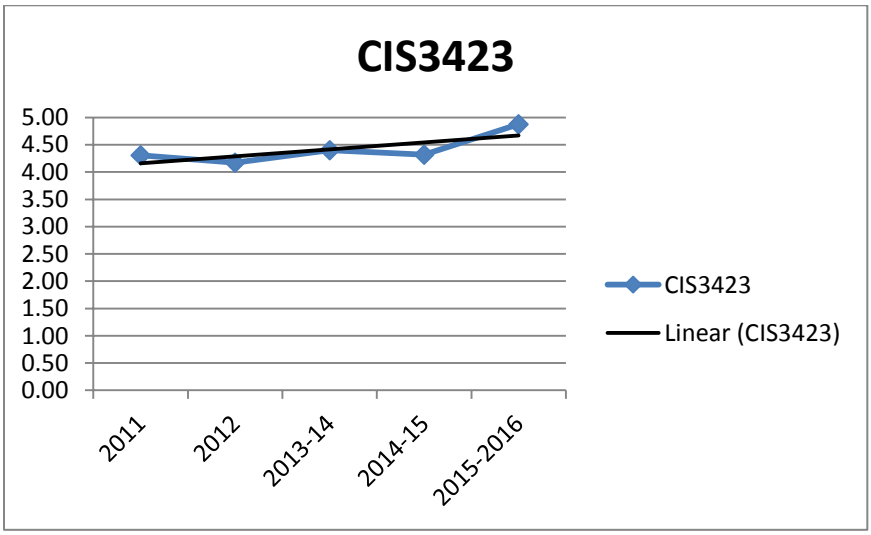
The Library Holdings & Facilities had a small decrease this year. A few comments were made dealing with email problems and connectivity issues.

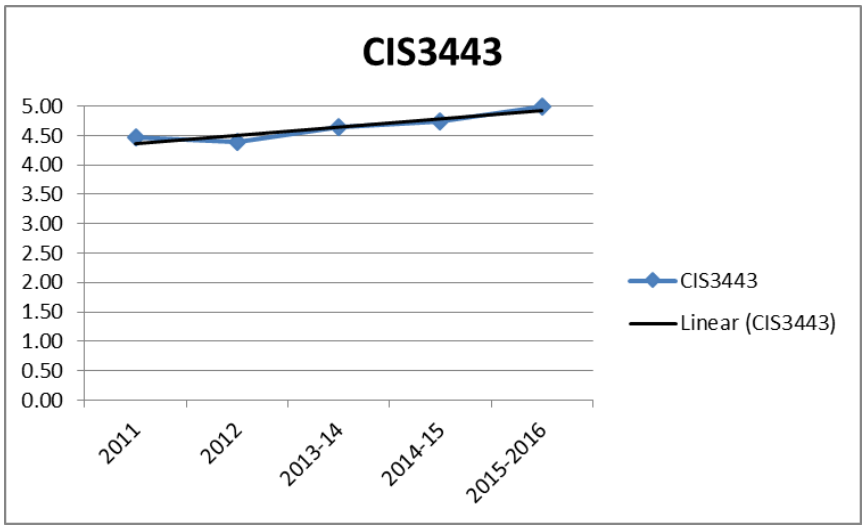
The students continue to enjoy their Overall CIS experience by ranking it in the Excellent category!

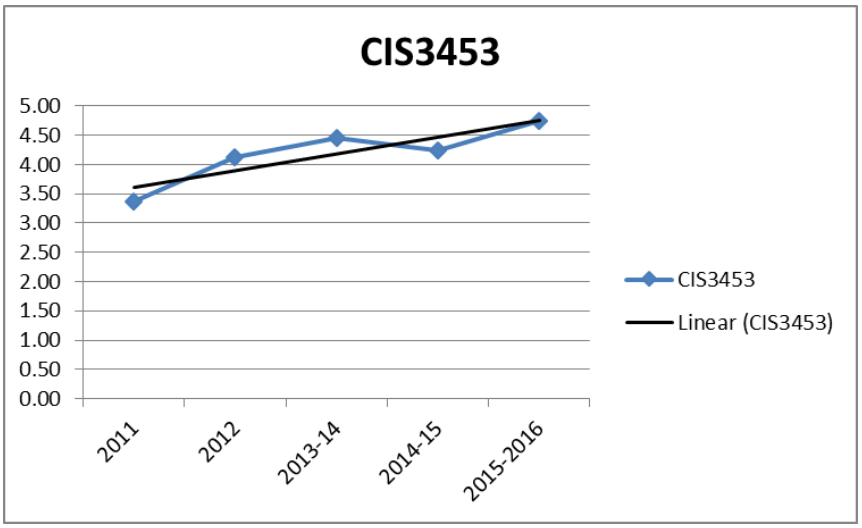
Historical CIS Course Content and Effectiveness Trendlines

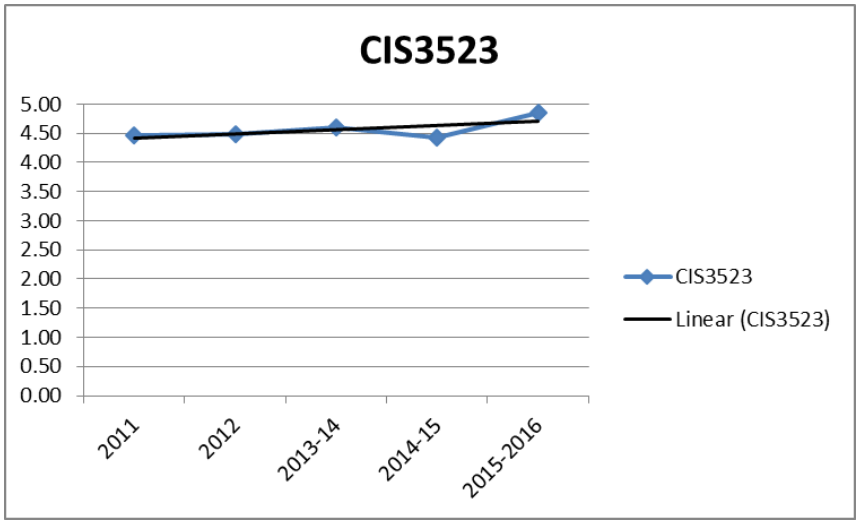


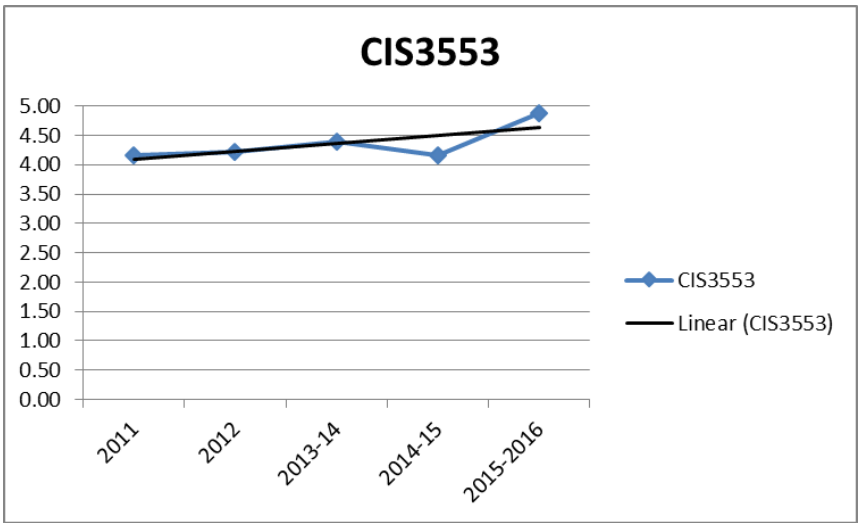


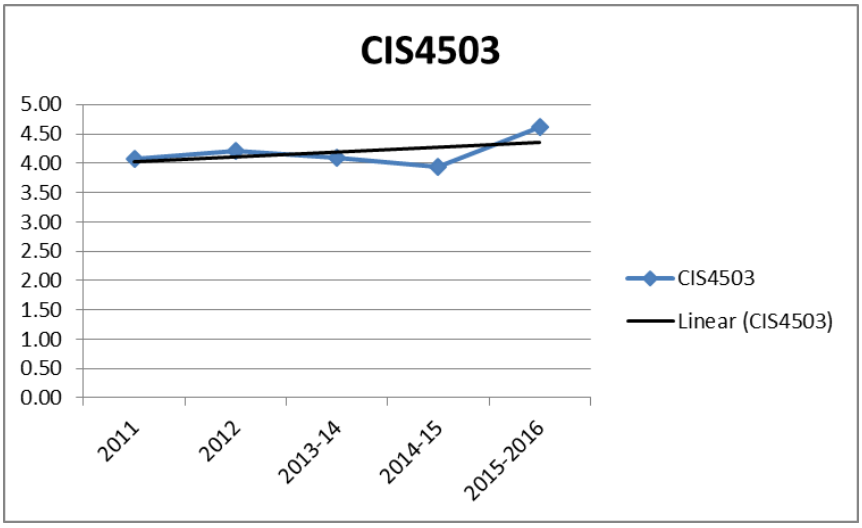


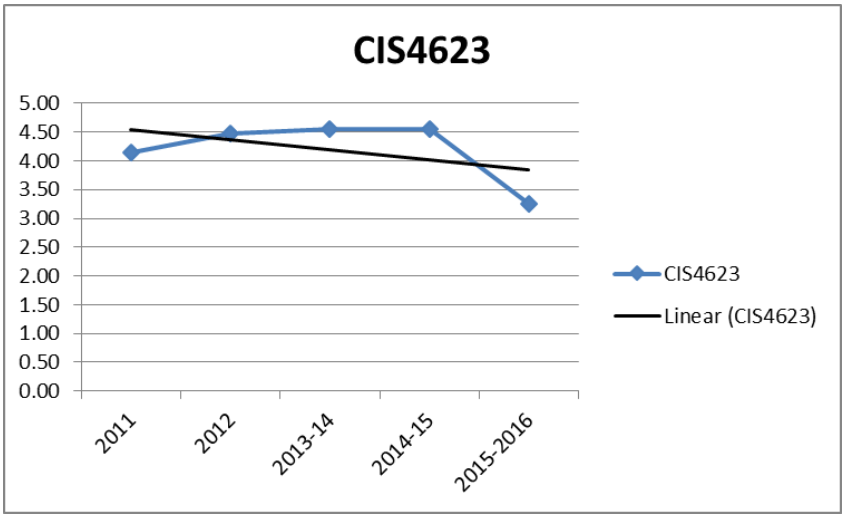

CIS3443
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
2011
2012
2013-14
2014-15
2015-2016
CIS3443
Linear (CIS3443)

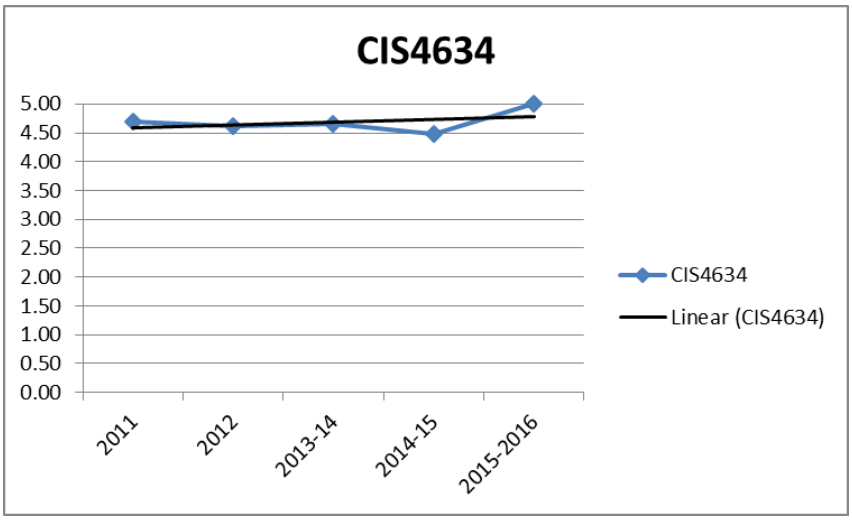

CIS3453
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
2011
2012
2013-14
2014-15
2015-2016
CIS3453
Linear (CIS3453)


CIS3523
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
2011
2012
2013-14
2014-15
2015-2016
CIS3523
Linear (CIS3523)


CIS3553
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
2011
2012
2013-14
2014-15
2015-2016
CIS3553
Linear (CIS3553)


CIS4503
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
2011
2012
2013-14
2014-15
2015-2016
CIS4503
Linear (CIS4503)


CIS4623
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
2011
2012
2013-14
2014-15
2015-2016
CIS4623
Linear (CIS4623)



The trendlines show that our courses are very stable. Based on past data, the courses can be expected to be in the upper average to excellent range.

Appendix F

CIS Alumni Survey

School of Computer Information Systems

University of Arkansas at Monticello
Computer Information Systems
Alumni Survey

The School of Computer Information Systems (CIS) at the University of Arkansas at Monticello (UAM) is gathering information to evaluate the quality and effectiveness of your educational experience. This survey asks you for information on five major areas: your personal data, your employment information, your education since UAM, your CIS learning experiences, and your satisfaction with your education.

Your responses are confidential. The survey report will provide only totals and aggregate results. No individual answers will be reported. Identification of individuals in reported statistics will be impossible.

You will also be provided space for open-ended responses. Please use the opportunity to express your opinions.

Your prompt return of this survey is greatly appreciated. Please complete this survey and return it in the enclosed postage paid envelope by **December 1, 2015**.

Thank you for your assistance.

Personal Data

Optional data may be shared with the UAM Alumni Affairs office.

What year did you graduate? _____

Name *(Optional)*_____

Address *(Optional)* _____

City, State Zip (*Optional*)_____

Email (*Optional*)_____

Please check the appropriate boxes below:

Sex - □ female □ male

Age - □ 18 - 25 □ 26 - 30 □ 31 - 40 □ 41 - 50 □ 51 - 60 □ over 60

Marital status - □ divorced □ married □ single □ widowed

Race - □ African American □ American Indian □ Caucasian □ Hispanic □ Other

Employment Data

Please check the appropriate boxes below

1. Which best describes what you are doing now?

- □ Employed full-time
- □ Employed part-time
- □ Self-employed
- □ Serving in the armed forces
- □ Continuing my education
- □ Employed AND continuing my education
- □ Caring for a home and/or family
- □ Retired
- □ Unemployed – looking for work
- □ Unemployed – not looking for work
- □ Other _____

2. If you were ever employed full-time, how long after graduation was it before you got your first full-time job?

- □ Had a job prior to graduation
- □ 2 months or less
- □ 3 to 6 months
- □ 7 to 12 months
- □ Over 12 months
- □ Never had a full-time job
- □ Continued my education after graduation
- □ Other _____

For questions 3 through 9 please refer to your current primary job.

3. Please list your job title. _____

4. Which best describes the area of your primary job function?

- □ Networking
- □ Internet Applications
- □ Application Programming
- □ Systems Programming
- □ Database
- □ Security
- □ Training/Education
- □ Documentation
- □ Management
- □ Research and Development
- □ Consultant
- □ Help Desk
- □ Other _____

5. How closely related to your CIS degree is your current job?

- □ Not related
- □ Somewhat related
- □ Directly related
- □ Other _____

6. How well did your CIS degree prepare you for your current job?

□ Not at all
□ Poorly
□ Fairly
□ Adequately
□ Very well
□ Superbly
□ Other _____

7. How well do you think your CIS degree has enhanced your prospects for future advancement?

□ Very well
□ Somewhat
□ Not at all
□ Other _____

8. What is your current annual income? *This information will be held in the strictest confidence.*

□ less than $10,000
□ $10,000 to $19,999
□ $20,000 to $29,999
□ $30,000 to $39,999
□ $40,000 to $49,999
□ $50,000 to $59,999
□ $60,000 to $69,999
□ $70,000 to $79,999
□ $80,000 to $89,999
□ $90,000 to $99,999
□ over $100,000
□ prefer not to say

Education since UAM

9. How well did your CIS degree prepare you for any additional education?

□ Not at all
□ Poorly
□ Fairly
□ Adequately
□ Very well
□ Superbly
□ Does not apply
□ Other _____

10. Compared to your peers in any educational situation, how well did your CIS degree prepare you for additional education?

□ Not at all
□ Poorly
□ Fairly
□ Adequately
□ Very well
□ Superbly
□ Does not apply
□ Other _____

CIS Learning Experience

Listed below in Column A are several areas of development and learning which may be influenced by a college education. Please indicate in Column B how your experience at UAM helped you grow in each of these areas, where "1" is "no growth" and "5" is a great deal of growth. Then in Column C indicate whether you **now** feel that your experiences put (1) too little, (3) too much, or (2) just the right amount of emphasis on each of these areas. Circle the number to indicate your response.

A. Learning Areas	B. Growth Experienced					C. Emphasis		
	None				Great Deal	Too Little	About Right	Too Much
Knowledge of various productivity software packages	1	2	3	4	5	1	2	3
Knowledge of various programming languages	1	2	3	4	5	1	2	3
Knowledge of information systems development methods and techniques	1	2	3	4	5	1	2	3
Knowledge of data communications and local area networks	1	2	3	4	5	1	2	3
Teamwork problem-solving skills	1	2	3	4	5	1	2	3
Critical thinking skills	1	2	3	4	5	1	2	3
Oral communication skills	1	2	3	4	5	1	2	3
Written communication skills	1	2	3	4	5	1	2	3
Accounting	1	2	3	4	5	1	2	3
Economics	1	2	3	4	5	1	2	3
Statistics	1	2	3	4	5	1	2	3
Management	1	2	3	4	5	1	2	3
Marketing	1	2	3	4	5	1	2	3

Satisfaction Information

In the following section, please circle your level of satisfaction with the following aspects of your **CIS** experience. After you indicate your level of satisfaction, pick the five items that are most important to you. Use the extra box at the right of the scale in which to check your five most important items.

VS = Very Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; VD = Very Dissatisfied

Items	Level of Satisfaction				
Academic advising	**VS**	**S**	**N**	**D**	**VD**
Quality of instruction	**VS**	**S**	**N**	**D**	**VD**
Course content in regard to difficulty	**VS**	**S**	**N**	**D**	**VD**
Scholarship Opportunities	**VS**	**S**	**N**	**D**	**VD**
CIS Curriculum	**VS**	**S**	**N**	**D**	**VD**
Required courses outside CIS	**VS**	**S**	**N**	**D**	**VD**
Class size	**VS**	**S**	**N**	**D**	**VD**
CIS Faculty	**VS**	**S**	**N**	**D**	**VD**
CIS Staff	**VS**	**S**	**N**	**D**	**VD**
Computer software	**VS**	**S**	**N**	**D**	**VD**
CIS Seminar courses	**VS**	**S**	**N**	**D**	**VD**
Availability of CIS classes	**VS**	**S**	**N**	**D**	**VD**
Time at which major courses were offered	**VS**	**S**	**N**	**D**	**VD**
Personal attention	**VS**	**S**	**N**	**D**	**VD**
CIS Labs & Classrooms - hardware	**VS**	**S**	**N**	**D**	**VD**
Overall quality of your education	**VS**	**S**	**N**	**D**	**VD**
Other -	**VS**	**S**	**N**	**D**	**VD**
Other -	**VS**	**S**	**N**	**D**	**VD**

What course(s) do you now feel were the most beneficial to you?

What course(s) do you now feel were the least beneficial to you?

Please offer any comments you may have about your UAM CIS experience.

Thank you for participating in our survey!

2015 CIS Alumni Survey Analysis

Introduction

Description of Sample

The 2015 survey was presented on the UAM website. Graduates were contacted via email, and sent a postcard in the mail with the link to the survey, and encouraged to respond. Forty-seven graduates were contacted from the 2010, 2012, and 2014 graduating classes. Five completed surveys were submitted; three from the 2010 class, one from the 2012 class, and one from the 2014 class. Three respondents were female and five respondents were male.

Degree Relationship to Employment

Of the five respondents, four are working in the CIS field as programmer analysts, software developers, network engineers, mobile application developers, and technology-related educational careers. All five of the respondents are currently employed. Four respondents indicated that current employment is directly related or somewhat related to their CIS degree. Four respondents indicated that the CIS degree prepared them for their position and four respondents believed that the CIS degree enhanced their prospects for future advancement.

Learning Outcomes

The responses for growth measurement were scored on a semantic differential scale where 1 = "No growth" and 5 = "Great growth." The responses for the emphasis measurement were scored on a Likert scale where 1 = "Too little," 2 = "About right," and 3 = "Too much."

**In the past, alumni have been asked to rate the School of CIS in regard to the amount of growth they experienced in the five Student Learning Outcomes (Productivity Software Package, Programming Languages, IT Development Methods, Data Communications, and Communication skills) and on the amount of emphasis the program placed on these areas – however – due to an error with the survey on the website, this information was not stored for the 2015 alumni survey and has been lost. The error has been corrected and thoroughly tested to make sure this does not happen again.

Supportive Requirements

The responses for growth measurement were scored on a semantic differential scale where 1 = "No growth" and 5 = "Great growth." The responses for the emphasis measurement were scored on a Likert scale where 1 = "Too little," 2 = "About right," and 3 = "Too much."

**In the past, alumni have been asked to rate the School of CIS in regard to the amount of growth they experienced in the Supportive requirements for the CIS program (Accounting, Economics, Statistics, Management, Marketing) and on the amount of emphasis the program placed on these areas – however – due to an error with the survey on the website, this information was not stored for the 2015 alumni survey and has been lost. The error has been corrected and thoroughly tested to make sure this does not happen again.

Satisfaction with Learning Experience

The responses for the Satisfaction with Learning Experience measurement were scored on a Likert scale where 1 = "Very dissatisfied," 2 = "Dissatisfied," 3 = "Neutral," 4= "Satisfied," and 5 = "Very satisfied."

The measurement was conducted with 16 items that included 1) Academic advising ($\underline{M}$=4.40), 2) Quality of instruction ($\underline{M}$=4.40), 3) Course content ($\underline{M}$=4.00), 4) Level of rigor and scholarship ($\underline{M}$=3.40), 5) CIS curriculum ($\underline{M}$=3.40), 6) Required courses outside CIS – Supportive Courses ($\underline{M}$=3.80), 7) Class size ($\underline{M}$=4.40), 8) CIS faculty ($\underline{M}$=4.60), 9) CIS staff ($\underline{M}$=4.60), 10) Computer technology ($\underline{M}$=4.00), 11) CIS seminar courses ($\underline{M}$=3.00), 12) Availability of classes ($\underline{M}$=4.20), 13) Time at which major courses were offered ($\underline{M}$=4.40), 14) Personal attention ($\underline{M}$=4.60), 15) CIS facilities ($\underline{M}$=3.20), and 16) Overall quality of your education ($\underline{M}$=3.60).

Five Year Comparison of Satisfaction with Learning Experience MEANS					
Scale Item	**Survey Year**				
	2011	**2012**	**2013**	**2014**	**2015**
Academic Advising	4.56	4.50	4.50	4.40	4.40
Quality of Instruction	4.22	4.63	4.25	4.50	4.40
Course Content	3.75	4.00	3.88	4.30	4.00
Level of Rigor	3.33	3.38	4.13	4.10	3.40
CIS Curriculum	3.67	3.25	3.63	4.00	3.40
Supportive Courses	3.78	3.63	3.50	4.30	3.80
Class Size	4.33	4.50	4.38	4.80	4.40
CIS Faculty	4.44	4.63	4.13	4.70	4.60
CIS Staff	4.44	4.63	4.25	4.80	4.60
Computer Technology	4.11	4.13	3.63	4.60	4.00
CIS Seminar Courses	3.67	3.75	3.63	3.70	3.00
Availability of Classes	4.11	4.38	3.75	4.40	4.20
Time Offered	4.11	4.25	4.13	4.80	4.40
Personal Attention	4.44	4.38	4.50	4.80	4.60
CIS Facilities	3.78	4.38	3.63	4.70	3.20
Overall Quality	4.11	4.00	3.86	4.40	3.60

Appendix G

Faculty Meeting Minutes:

August 13, 2015

February 10, 2016

School of Computer Information Systems

UNIVERSITY OF ARKANSAS AT MONTICELLO

School of Computer Information Systems

Faculty Meeting
August 13, 2015

Meeting began at 9:36 a.m.

Present: Hairston, Conrad, Cossey, Donham, Harris, Marsh, and Selby.

Fire Extinguisher Training.
Dean Hairston encouraged faculty to attend the Fire Extinguisher Training today in the Agriculture Auditorium from 2:00 pm – 3:00 pm.

Evaluation Process – Include the retention component. Changes coming.
Merit salary increases are being redefined. Dean Hairston explained the EXCELLENT rating will mean a faculty member will be doing a lot more than just doing their job. A GOOD rating will now mean doing a good job. Faculty evaluations will be based on scholarship and retention accomplishments. Faculty were encouraged to document everything they are doing in their evaluation. Ms. Cossey has been appointed to the Merit Evaluation Pay Increase Committee. Next week faculty should be receiving new salary letters. After you have been at UAM for a year, you are eligible for a merit raise.

Dean Hairston stated that currently two faculty members receive faculty development funding on a three year rotation basis for professional development. If this is not your year to receive faculty development funding for professional development, the School of CIS will try to pay for registration fees up to $400 each for the other four faculty members to local conferences.

Tutoring – Assessment – Track individual students being tutored.
This year tutoring will be available for students in all CIS classes. In the past 10 to 12 students requested tutoring each term. Faculty were asked to add a line in their syllabus stating tutoring is available for all CIS classes and for the student to contact Dean Hairston on the CIS secretary. Track specific students, for example (student 1, etc.) used to determine 14 students used tutoring – 14 students passed. Faculty were asked to send an email to Dean Hairston of prospective tutors.

Faculty explained how they administered pre and post tests for Dr. Conrad. Normally the same pre and post tests are administered and the test does not count for a grade. Some faculty show pre-test scores during the first four weeks of class, and some blackboard classes add a column. Options of holding final grade until post-test is completed and reducing points for a lower post-test were cited. At the end of the fall term faculty need to send Dean Hairston test scores.

Retention – Ideas? Numbers.
Dean Hairston shared the following gradual increase in the number of CIS majors: 2009 – 95; 2010 – 94; 2011 – 93; 2012 – 93; 2013 – 89; 2014 – 93; and 2015 – 106. He expressed optimism that this growth would help increase class size in upper level classes.
Ms. Marsh recommended faculty show students how to download Office 365 from the UAM home page and how to organize and take notes using OneNote. OneNote has real easy tutorials and folders can be set up for each class.

Faculty were asked to let Dean Hairston know of capable CIS majors that are not performing to their full potential. A CIS student that is working to finish soon has volunteered to talk to this type of student. Dean Hairston will also contact these students.

A meeting for only freshman CIS majors to ask "How is it going?" and allow students to get to know the CIS faculty will be scheduled once a month on the first Wednesday of the month. Pizza from Aramark will be provided from 11:30 a.m. to 12:30 p.m. and speakers may be asked to give motivational talks.

A couple of different more defined meetings will be scheduled for the mentoring program. Last year approximately half of the freshmen responded.

Dates were set for the following activities:

Mixer	August 19-20, 2015
Hot dog cookout for recruiting CIS major/minors	October 28, 2015
Chi Iota Sigma Christmas Buffett	December 3, 2015
Alumni Day	March 11, 2016
Awards Reception	April 21, 2016

After discussing a CIS Associates Degree, faculty agreed to research, prove the need, and come up with ideas for consideration at a later date.

Completer Program.
Dr. Yeiser's wants to see at least 10 students enrolled in all classes. Faculty discussed changing the schedule to only offer classes ever so often, and trimming back the number of electives offered.

Dean Hairston does not think a lot of UAM students will be interested in eVersity and expects little impact. University of Arkansas - Monticello is the fiscal agent for eVersity and the degree will state University of Arkansas - Monticello. At the present time eVersity is not accredited. If a faculty member is interested in proposing a class, please notify Dean Hairston.

Faculty discussed at length the completer program proposed by Dr. Yeiser to work with two year schools to offer junior and senior level hybrid classes, on-site one day a week and on-line one day a week. Faculty were asked to find a school and let Dean Hairston know if interested. Dr. Yeiser will then negotiate with the school.

Faculty agreed not to make any changes now and to concentrate on retaining students.

Computer Science Praxis.
Dean Hairston reported on the new Computer Science Praxis exam that he took and passed on August 12, 2015. ADHE will require math and science teachers to pass this test to teach 4th through 12th grade students. A score of 60 is required to pass the test. The test consisted of 33% technical core, 33% program logic and 33% coding. ADHE will conduct a two week boot camp to help teachers pass this test. Faculty did not think this would be sufficient to pass the new test. This could create an opportunity for CIS to teach up to 15 hours with Program Logic and Design, System Analysis and Design, and Java being potential classes. A virtual High School class will only be free the first year. Dean Hairston will talk to a couple high school principals, Peggy Doss and Donna Hunnicutt in Education, and Dr. Bramlett in Math and Sciences. Dean Hairston will also contact ADHE to see what is needed.

Syllabi – Estimated Hours. Tutoring.
Syllabus should include a statement that tutoring will be available for students in all CIS classes and to schedule tutoring contact Dean Hairston on the CIS secretary. Faculty were asked to mention available tutoring in the classroom, and after the first test. Faculty were asked to send a list of students recommended as tutors to Dean Hairston.

Dean Hairston passed out Guidelines for Determining Work Required per Credit Hour – Estimated Hours. If faculty have already completed their syllabi for the fall term, they will not have to include estimated hours. Probably in the spring term the estimated hours will need to be included in syllabus for the Higher Learning Commission. Faculty will create their own table for their classes not to exceed 135 hours.

SLO's – Bloom's taxonomy

Ms. Cossey distributed handouts regarding SLOs and notified faculty the HLC process will be every four years instead of the current 10 years. CIS SLOs will need to be changed to focus more on the adjectives in front of the SLO for example: more critical thinking instead of knowledge. The change will need to be made some time this semester. Faculty were asked to look at the handouts in the next two or three weeks.

Academic Alert
Faculty will need to complete and send an Academic Alert form to Crystal Halley on students with potential retention problems for example: attendance - miss class for a week, no textbooks, poor academic performance, no note taking skills, personal issues, and other concerns.

Ms. Cossey advised faculty that the Introduction to Computer book that they received was not the one students will have. Faculty will have an eBook sent to their email today and the new books should arrive next week.

Ms. Cossey informed faculty that Daron Burns can add faculty folders at any time. Ms. Cossey cannot add content to the folders; only the faculty that "own" the folders can add content to them.

Meeting adjourned at 11:35 a.m.

Respectfully submitted,

Kathryn Jacobs, Administrative Specialist II
School of Computer Information Systems

UNIVERSITY OF ARKANSAS AT MONTICELLO
School of Computer Information Systems

Faculty Meeting
February 10, 2016

Meeting began at 1:45 p.m.

Present: Hairston, Conrad, Cossey, Donham, Harris, Marsh, and Selby.

Dean Hairston expects the BS Identity requirement to be done away with at the next Academic Council meeting on Friday, February 12, 2016. Since this is a catalog year, C&S proposals will need to be submitted soon faculty opinions and allow you to vote -- if the BS Identity goes away, this frees up 3 hours in our degree program and I'd like to know how you as the faculty would like to see us proceed. The three proposed options are listed below:

> Option 1 — Add a 3rd 3 hour CIS 3000-4000 level elective at the junior or senior level to satisfy the 40 hour major requirement.
>
> Option 2 — Re-allocate the 3 hours by reintroducing CIS2223 to the CIS degree requirements.
>
> Option 3— Add another 3 hours to the General Electives at 3000-4000.

Faculty voted to remove option 3 from discussion. After option 1 and option 2 were discussed in depth, the faculty took another vote and were in agreement to go with option 2. Ms. Selby will complete the C&S proposal effective July 1, 2016, and revise the CIS check sheet.

Justification for the option 2 proposal was suggested as follows:
After CIS 2223 Microcomputer Applications was removed from the CIS major requirements in 2012, students are now lacking the basic skills to better prepare them for upper level classes. Re-allocating the 3 hours by reintroducing CIS2223 to the degree requirements will increase flexibility and choices within the major. Also, students would be allowed the option of completing the CIS major requirements within a four semester timeframe. The School believes this is an important benefit, especially to those students who select a major at the end of their sophomore year or come to the program with an AA degree. This proposal does not change the CIS overall major requirements.

Dean Hairston reminded faculty of the approaching end of budget cycle. Faculty expressed a need for external hard drives for each faculty member. Any other needs should be forwarded to Dean Hairston.

Dean Hairston informed faculty that Bryan Daughterty in Information Technology has no reservations on going to Windows 10 this summer. Faculty were onboard with upgrading to Windows 10 and discussed the need for new text books. Office 16 will not be released until this month; therefore, faculty will wait on making this decision.

CIS Alumni Day is scheduled for March 11, 2016. Possible speakers were discussed and will be contacted by faculty. Also, CIS Alumni Day will be posted on the alumni page requesting that anyone interested in speaking call. Ms. Cossey will keep in touch with faculty members on the status of speakers for the event.

Dean Hairston urged faculty to turn in ideas for the summer schedule before Friday's draft due date. Standards for summer enrollment numbers are unclear at this time.

Meeting adjourned at 2:20 p.m.

Respectfully submitted,

Kathryn Jacobs, Administrative Specialist II
School of Computer Information Systems

Appendix H

Curriculum & Standards Proposal

School of Computer Information Systems

APPROVAL SHEET
FOR COURSE AND CURRICULUM CHANGES

Note: One copy of this approval sheet must accompany the original of each proposal during the entire approval process. Proposals should be prepared according to the Guide and Format for Submitting Course/Curriculum Proposals.

Date: October 21, 2015

Academic Unit: School of CIS

Signature of Initiating Unit Head:

Desired Effective Date of Change: July 1, 2016

Nature of Change (CircleOne): ADD DELETE (MODIFY)

Note: This change will be effective for any and all course offerings and/or curricula requirements affected by this change. _X_ applicable _____ not applicable

Current Listing in Catalog:

CIS Major Supportive Requirements
Supportive Requirements: 24 hours

ACCT 2213 Principles of Financial Accounting
ACCT 2223 Principles of Managerial Accounting
ECON 2213 Principles of Microeconomics
GB 2113 Business Statistics I
GB 3043 Business Communications
One of the following:
MGMT 3473 Principles of Management and Organizational Behavior
MGMT 4613 Management Information Systems
MKT 3403 Principles of Marketing
Math or science (no lab) elective:
One of the following:
Astronomy, Biology, Chemistry, Earth Science, Math, or Physics

New Listing for Catalog:

Supportive Requirements: 24 hours

ACCT 2213 Principles of Financial Accounting
ACCT 2223 Principles of Managerial Accounting
One of the following:
ECON 2203 Principles of Macroeconomics
ECON 2213 Principles of Microeconomics
GB 2113 Business Statistics I
GB 2XX3 Business Communications
One of the following:

MGMT 3473 Principles of Management and Organizational Behavior
MGMT 4613 Management Information Systems
MKT 3403 Principles of Marketing
Math or science (no lab) elective:
One of the following:
Astronomy, Biology, Chemistry, Earth Science, Math, or Physics

Justification:
To reflect flexibility in choice of economic courses in the Supportive Requirements and modification of GB 3043 Business Communications to GB 2XX3 Business Communications as approved in the School of Business curriculum changes dated October 14, 2015.

Approved: Date:

_____ _____
Chairman, Curriculum and
Standards Committee

_____ _____
Chairman, Assembly

_____ _____
Chancellor

APPROVAL SHEET
FOR COURSE AND CURRICULUM CHANGES

Note: One copy of this approval sheet must accompany the original of each proposal during the entire approval process. Proposals should be prepared according to the Guide and Format for Submitting Course/Curriculum Proposals.

Date: February 11, 2016

Academic Unit: School of CIS

Signature of Initiating Unit Head:

Desired Effective Date of Change: July 1, 2016

Nature of Change (CircleOne): ADD DELETE (MODIFY)

Note: This change will be effective for any and all course offerings and/or curricula requirements affected by this change. _X___ applicable _____ not applicable

Current Listing in Catalog:

Bachelor of Science Degree in Computer Information Systems
Major Requirements: .....37 hours

CIS 1193 PC Hardware and Software Maintenance
CIS 2203 Programming Logic and Design
CIS 3423 COBOL
CIS 3443 Object-Oriented Programming Languages
CIS 3523 System Analysis and Design
CIS 3553 Advanced COBOL
CIS 4503 Data Communications and Networking
CIS 4623 Database Management Systems
CIS 4634 Application Software Development Project
One of the following courses:
    CIS 3453 World Wide Web Programming
    CIS 3463 Programming Mobile Applications
Six credit hours of CIS electives at the 3000-4000 level

Supportive Requirements:.....24 hours

ACCT 2213 Principles of Financial Accounting
ACCT 2223 Principles of Managerial Accounting
One of the following:
    ECON 2203 Principles of Macroeconomics
    ECON 2213 Principles of Microeconomics
GB 2113 Business Statistics I
GB 2403 Business Communications
MKT 3403 Principles of Marketing
One of the following:

MGMT 3473 Principles of Management and Organizational Behavior
MGMT 4613 Management Information Systems

Math or science (no lab) elective:
One of the following:
Astronomy, Biology, Chemistry, Earth Science, Math, or Physics

New Listing for Catalog:

Bachelor of Science Degree in Computer Information Systems
Major Requirements: .....40 hours

CIS 1193 PC Hardware and Software Maintenance
CIS 2223 Microcomputer Applications
CIS 2203 Programming Logic and Design
CIS 3423 COBOL
CIS 3443 Object-Oriented Programming Languages
CIS 3523 System Analysis and Design
CIS 3553 Advanced COBOL
CIS 4503 Data Communications and Networking
CIS 4623 Database Management Systems
CIS 4634 Application Software Development Project
One of the following courses:
CIS 3453 World Wide Web Programming
CIS 3463 Programming Mobile Applications
Six credit hours of CIS electives at the 3000-4000 level

Supportive Requirements:.....21 hours

ACCT 2213 Principles of Financial Accounting
ACCT 2223 Principles of Managerial Accounting
One of the following:
ECON 2203 Principles of Macroeconomics
ECON 2213 Principles of Microeconomics
GB 2113 Business Statistics I
GB 2403 Business Communications
MKT 3403 Principles of Marketing
One of the following:
MGMT 3473 Principles of Management and Organizational Behavior
MGMT 4613 Management Information Systems

Justification:

1. Removal of BS Identity Requirement from the CIS Major Supportive Requirements reflecting UAM policy.
2. CIS 2223 Microcomputer Applications was removed from the CIS major requirements in 2012. Since this removal, faculty have recognized that students lack the basic skills to prepare them for upper level CIS classes. Faculty decided in the best interest of CIS students, these 3 hours we have gained, will be best utilized by placing Microcomputer Applications back into the major requirements. This proposal does not change the 61 hours required by the CIS major.

Approved: Date:

_____ _____

Chairman, Curriculum and
Standards Committee

_____ _____

Chairman, Assembly

_____ _____

Chancellor

Appendix I

2015 - 2016 Non-traditional Course Offerings

School of Computer Information Systems

School of Computer Information Systems

2015 - 2016 Course Offerings

(Number of sections for each semester)

	Intersession 15	Su I 15	Su II 15	Fall 15	Spr 16
Blackboard					
Seminar: Computer Concepts	1	1	-	-	-
Seminar: Introduction to Linux	-	-	-	-	1
Seminar: Info. Tech in Healthcare Orgs.	-	-	-	-	1
Programming Logic & Design	-	1	-	1	-
Microcomputer Applications	1	1	1	2	2
Advanced Microcomputer Applications	-	-	1	1	1
Business Database Management System	-	-	-	-	1
Ethics in Information Technology	-	-	-	-	1
Seminar: Cyber Law	-	-	1	-	-
Seminar: Computer Forensics & Cybercrime	-	-	-	1	-
Colleges of Technology					
Introduction to Computers – Crossett	-	-	-	2	2
Introduction to Computers – McGehee	-	-	-	1	1
Monday-Wednesday 12:10-1:30pm					
Data Communications & Networking	-	-	-	1	1
Hybrid (Online & Lab)					
PC Hardware/Software Maintenance	-	-	-	1	1

Appendix J

2016 Alumni Day Program

(cancelled due to weather)

School of Computer Information Systems

Faculty for the
School of
Computer Information Systems

Mr. Brian Hairston, Dean

Dr. Ed Conrad

Ms. Terri Cossey

Ms. Karen Donham

Ms. Lynn Harris

Ms. Angela Marsh

Ms. Lori Selby

University of Arkansas at Monticello

School of

Computer Information Systems

Presents

CIS Alumni Day

March 11, 2016

8:00 a.m. – 12:00 p.m.

Babin Business Center Room 104

CIS Alumni Day Activities

Time	Speaker
8:10-9:00	Chris Harper, JRMC Kashif Kincaid, TechKnow
9:10-10:00	Jordan Frizzell, Star City School District Donna Hunnicutt, UAM School of Education
10:10-11:00	Heather Easterling, FIS Bryan Pace, Dillards
11:10-12:00	James Hartshorn, EFS GeoTechnologies Tegaress Jones, FedEx

---

Chris Harper, *Network Manager* for JRMC

Chris graduated from the University of Arkansas at Monticello in May 2000 with a BS in Computer Information Systems. He oversees the hospital's hardware and software implementation and network maintenance, as well as manages the challenges of their Health Information Technology system.

Kashif Kincaid, *Field Service Engineer* for TechKnow

Kashif graduated from the University of Arkansas at Monticello in May 2012 with a BS in Computer Information Systems. As owner of TechKnow, he manages and maintains clients' hardware, software and network needs.

Jordan Frizzell, *Assistant Principal* for Star City High School

Jordan graduated from the University of Arkansas at Monticello in May 2011 with a BS in Computer Information Systems and completed a Master of Art in Teaching in May 2012. Before promoting to assistant principal, he facilitated the EAST lab and taught Computer Science and Engineering classes.

Donna Hunnicutt, *Coordinator of Graduate Programs* for UAM School of Education

Dr. Hunnicutt oversees graduate degrees offered at UAM, including the Master of Arts in Teaching.

Heather Easterling, *Technology Business Consultant 2* for FIS

Heather graduated from the University of Arkansas at Monticello in December 2011 with a BS in Computer Information Systems. She is a member of the GM Financial Conversion Team, who works with the client to understand their legacy systems and map the data held in those systems into FIS's Auto Finance system. She also serves as the liaison between the client and FIS technicians, and works with Enhancement and Integration teams to ensure that GMF's data conversion is correctly managed and configured.

Bryan Pace, *Technology Analyst* for Dillards

Bryan graduated from the University of Arkansas at Monticello in December 2015 with a BS in Computer Information Systems. He is nearing the end of his training period and will soon be moved into a permanent position with Dillards.

James Hartshorn, *Vice President* for EFS GeoTechnologies

James graduated from the University of Arkansas at Monticello in December 2002 with a BS in Computer Information Systems and completed a Master of Science in Forest Resources in May 2005. At EFS, he works with clients to develop custom geographic information systems, specifically developing web-based geographic information systems in Flex and JavaScript. James is also responsible for database management and has a role in sales and takes care of various day-to-day business management activities.

Tegaress Jones, *Manager of Global Invoicing* for FedEx

TJ graduated from the University of Arkansas at Monticello in May 2003 with a BS in Computer Information Systems. At FedEx, he manages the workload for 21 team members within the Air Freight division. His team assigns rates and codes Airway bills to customer accounts to ensure accurate and timely billing processes.

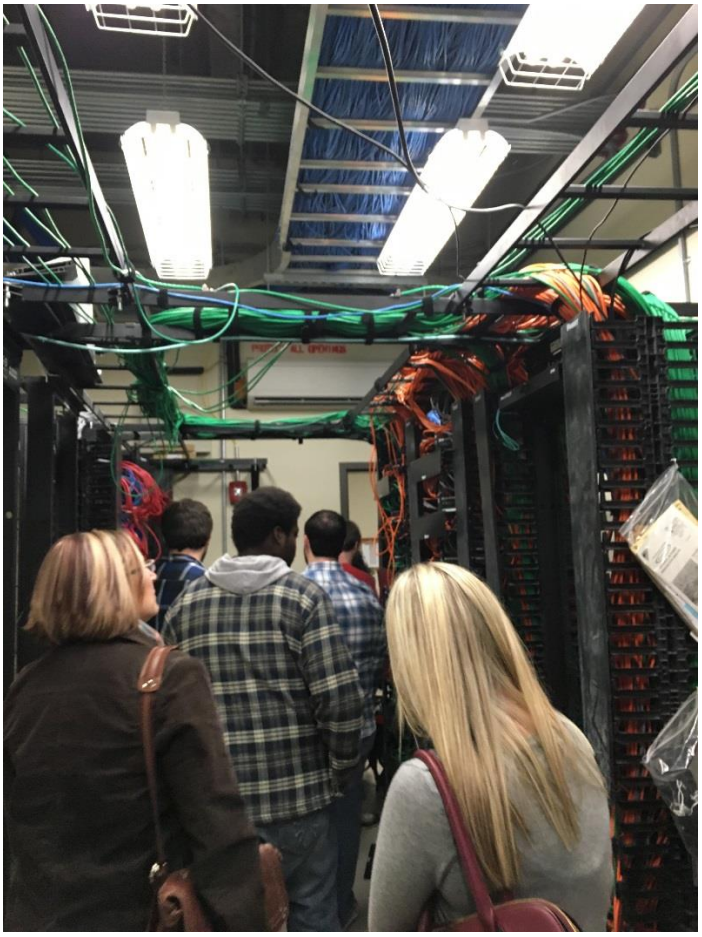
Appendix K

CIS Club Tour: Oaklawn Racing & Gaming

Photos: Students learn about the extensive network of server rooms, WiFi routers, and electronic gaming.

Fall 2015

School of Computer Information Systems



Appendix L

2016 Scholarship Data

School of Computer Information Systems

2016 School of CIS Awards Distributed

Scholarship Funding	Amount Awarded
Austin Scholarship	$1194 for 2016-2017 academic year
Hornaday Scholarship	$1150 for 2016-2017 academic year
Roiger Scholarship	$1110 for 2016-2017 academic year
CIS General Scholarship Fund	$500 for Fall 2016
	$100 for Fall 2016
	$100 for Fall 2016
	$100 for Fall 2016
	$100 for Fall 2016
	$400 for 2016-2017 academic year
	$400 for 2016-2017 academic year
	$400 for 2016-2017 academic year
	$400 for 2016-2017 academic year
	$400 for 2016-2017 academic year
	$400 for 2016-2017 academic year
	$400 for 2016-2017 academic year
	$1000 for 2016-2017 academic year
	$1000 for 2016-2017 academic year
Roiger Chi Iota Sigma Scholarship Fund	$100 book stipend for 2016-2017 academic year
	$100 book stipend for 2016-2017 academic year
	$100 book stipend for 2016-2017 academic year
	$100 book stipend for 2016-2017 academic year
20 Students awarded scholarships	**$9,554 in total scholarships awarded**