Assessment Date: ____January 10, 2014____

Faculty Name(s): ____Richard Grotegut_______________

1. Course Name and Number:
CNET/CS 146

2. All Course SLOs from the Course Outline of Record:

1. Demonstrate understanding of command line syntax, standard input and standard output, redirection, pipes, and background processing.
2. Demonstrate use of the command line to create and manage files and directories: find, copy, move, remove, and rename files; change file permissions.
3. Demonstrate use of the vi text editor to create and access files, delete and insert text, search and replace text.
4. Create simple shell, sed, and awk scripts.

3. Specific Course SLO(s) assessed as part of this project:
All four SLOs

4. Will this SLO assessment count toward GE Plan A? ____Yes   _X No

If Yes, identify what area: ___Area I Natural Sciences ___Area II Social and Behavioral Sciences ___Area III Fine Arts/Humanities ___Area IV Language and Rationality ___Area V Physical Education/Wellness ___Area VI Intercultural/International Studies

Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):
N/A

5. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.)
Midterm and Final hands-on Skills-based Assessment (SBA) and Final Objective Exam. (See SBA scoring rubrics attached.)

NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.
6. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above):

Midterm and Final exams and SBAs test each of the course SLOs.

7. Results and analysis of the data. (Explain below and, if applicable, copy/paste any related documents, i.e. spreadsheets with data, at the end of this document.)

As with most skills development courses, students generally either gain the skills or do not. Consequently grade distribution, in these types of courses; often display an inverted “Bell Curve” distribution. 31 students initially registered for the course. Four students dropped. Of the 27 students who received grades in the class: Eight received “A”s, eight “B”s, two “C”s, two “D”s, and seven failed (“F”s). Students who received a “D” or who failed did not complete the final exam and final skills-based assessment.

Average scores for the class:
Midterm Exam 87.0%
Midterm SBA 93.4%
Final Exam 77.2%
Final SBA 87.8%

These results are encouraging. Student performances, in the previous (Spring 2013) offering of the course, were far below expectations. While the average scores on the midterm and final exams were similar, of the 53 students who registered in the class, eight dropped, and 19 received a “D” or an “F”. Word was out. Enrollment in the Fall 2013 session was down 40%.

8. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

A lot of dialog, with CNET/CS faculty here at Ohlone and with colleagues at neighboring colleges in our region, has taken place regarding this course and the sequence of UNIX/Linux courses leading to employable Linux/UNIX system administrators.

9. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

Continued development of the newly revised UNIX/Linux curriculum offered her at the College. Further development of Ohlone’s LPI Academy and the partner relationship with the Linux Professional Institute (LPI) should mean continued improvement. Our advanced courses in Linux System Administration should see an increase in enrollment in subsequent terms.

10. Results of implemented changes, if available at this time:

Changes in the course learning activities led to a better overall performance by class members of the Fall 2013 course, and we now see an increase in student interest. The spring 2014 semester 146 class has an enrollment of over 60 students. The new LPI sponsored online curriculum, with a virtual Linux terminal for students to practice, should lead to even better overall results. The College also hired a new adjunct faculty member to teach the CNET/CS 147 Shell Programming course. The prior heavy focus on shell scripting in the 146 course will now be appropriately the domain of the 147 course.