

Title: Assembly Language

Version: 1

APPROVAL STATUS			

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Save Student Learning Outcome



Outcome Category:

- Communication Skills
- Critical Thinking Skills
- Content/Discipline Knowledge & Skills



Define Student Learning Outcome:

The student will be able to

choose one:

<u>ANALYSIS</u>	<u>APPLICATION</u>	<u>COMPREHENSION</u>	<u>EVALUATION</u>	<u>KNOWLEDGE</u>	<u>SYNTHESIS</u>
<input type="radio"/> analyze	<input type="radio"/> apply	<input type="radio"/> classify	<input type="radio"/> assess	<input type="radio"/> cite	<input type="radio"/> arrange
<input type="radio"/> appraise	<input type="radio"/> choreograph	<input type="radio"/> depict	<input type="radio"/> choose	<input type="radio"/> define	<input type="radio"/> collect
<input type="radio"/> calculate	<input type="radio"/> compute	<input type="radio"/> describe	<input type="radio"/> decide	<input type="radio"/> identify	<input type="radio"/> combine
<input type="radio"/> categorize	<input type="radio"/> construct	<input type="radio"/> discuss	<input type="radio"/> defend	<input type="radio"/> indicate	<input type="radio"/> compose
<input type="radio"/> compare	<input type="radio"/> demonstrate	<input type="radio"/> explain	<input type="radio"/> estimate	<input type="radio"/> label	<input type="radio"/> create
<input type="radio"/> contrast	<input type="radio"/> dramatize	<input type="radio"/> express	<input type="radio"/> evaluate	<input type="radio"/> list	<input type="radio"/> design
<input type="radio"/> criticize	<input type="radio"/> employ	<input type="radio"/> locate	<input type="radio"/> grade	<input type="radio"/> match	<input type="radio"/> formulate
<input type="radio"/> debate	<input type="radio"/> generate	<input type="radio"/> paraphrase	<input type="radio"/> judge	<input type="radio"/> name	<input type="radio"/> integrate
<input type="radio"/> determine	<input type="radio"/> illustrate	<input type="radio"/> recognize	<input type="radio"/> justify	<input type="radio"/> quote	<input type="radio"/> manage
<input type="radio"/> diagram	<input type="radio"/> interpret	<input type="radio"/> report	<input type="radio"/> measure	<input type="radio"/> recall	<input type="radio"/> organize
<input type="radio"/> differentiate	<input type="radio"/> operate	<input type="radio"/> restate	<input type="radio"/> rate	<input type="radio"/> relate	<input type="radio"/> perform
<input type="radio"/> distinguish	<input type="radio"/> practice	<input type="radio"/> review	<input type="radio"/> revise	<input type="radio"/> repeat	<input type="radio"/> prepare
<input type="radio"/> experiment	<input type="radio"/> schedule	<input type="radio"/> summarize	<input type="radio"/> score	<input type="radio"/> reproduce	<input type="radio"/> produce
<input type="radio"/> inspect	<input type="radio"/> sketch	<input type="radio"/> tell	<input type="radio"/> value	<input type="radio"/> select	<input type="radio"/> propose
<input type="radio"/> solve	<input checked="" type="radio"/> use				

an assembly language to write a simple program. This will be assessed upon completion of the 3-hour course CDA 3100, Computer Organization I.

[Preview](#)**Assessment and Evaluation Process:**

Be sure to include the standard(s) and measure(s).

This is an important skill for a CS major as a means of better understanding higher-level programming languages, and also as a means of programming embedded systems. The skill will be evaluated by the faculty instructor via a capstone activity in the area. This will result in 80% of the students enrolled in CDA 3100 in 2005-2006 scoring 70% or better as determined by a

Method(s):

choose
one or
more:

- behavioral observation
- capstone course evaluation
- class performance or presentation
- clinical evaluation
- course embedded assignment (often in tandem with exam question bank)
- course report
- department assessment
- departmental exam/comprehensive exam/preliminary exam
- faculty committee evaluation of dissertation, thesis or treatise
- faculty designed comprehensive or capstone examination and assignment
- instructor constructed exam
- internship evaluation of specific activity
- judged exhibition
- judged performance
- national or state standardized exam
- performance on licensing or other external examination
- portfolio of student work
- pre-test/post-test evaluation
- problem-solving exercise
- professional judged performance or demonstration of ability in context
- project evaluation
- public performance or presentation (juried)
- simulation
- videotaped or audio-taped performance
- written report or essay

[Preview](#)**Results**

66% of the students enrolled in CDA 3100 in 2005 scored 70% or better on the capstone assignment.



Improvements Made or Action Plan Based on Analysis of Results

To achieve 80% of the students enrolled in CDA 3100 in 2006-2007 scoring 70% or better as determined by a capstone assignment. In addition, the CDA 3100 instructors should provide written qualitative feedback on student performance on this course capstone assignment. This feedback will be used to both adjust the assessment requirements and evaluation procedure. In addition, it can be used by the instructors to refine the assignment, and the instructional material provided to the students that is relevant to the capstone assignment. At present students are taught both assembly language for both the X86 (Intel) and MIPS architectures. To create a less confusing learning environment we plan to focus only on the more academically standard MIPS instruction set.

Potential
Budget
Impact:



Yes
No

All budgetary requests will be considered during the Institutional Effectiveness Plan Approval Process.

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File Bank



CDA 3101 Fall 2005 Assignment [cda3101-assignment1.pdf]



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