Self Evaluation

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CIS General | CIS Web Application and Cloud Development

Year 1 Evaluation

Courses Taught

During my first year, I taught the full sequence of Web Application and Cloud Development and related CIS courses:

CIS 102: Intermediate Business Computing

CIS 241: Web Development I

CIS 242: Web Development II: JavaScript and jQuery

CIS 243: Web Development III: Server-Side Scripting

CIS 244: Web Development IV: Introduction to JavaScript Frameworks

CIS 245: Web Development V: Introduction to CSS

CIS 246: Web Development VI: JavaScript Frameworks

CIS 250: Database Theory and Design

CIS 253: Application and Cloud Development Tools

Teaching this broad set of courses in my first year allowed me to immediately engage with the core of the CIS program and gain a comprehensive understanding of how students progress through different pathways.

Reflection on Teaching and Instruction

My primary instructional focus in Year 1 was establishing a classroom culture centered on hands-on learning. I structured each course around applied labs, projects, and real-world scenarios so that students could actively build, deploy, analyze, and secure systems rather than only study them theoretically.

In Web Development courses, students created multi-page websites, interactive client-side applications, and server-connected projects. In Database Theory and Design and Application and Cloud Development Tools, students designed schemas, and deployed applications in cloud environments. Across all courses, I emphasized understanding how systems function in practice and how design decisions affect performance, security, and usability.

Student feedback consistently highlighted the value of applied projects and step-by-step labs. In response, I refined instructional pacing to ensure complex topics such as JavaScript frameworks, cloud deployment, and database normalization were scaffolded effectively. I also introduced structured debugging sessions and guided problem-solving activities that helped students become more confident working through technical challenges independently.

Curriculum Revitalization and Course Modernization

A significant focus of my first year was the modernization of outdated course materials across the CIS Web Application and Cloud Development sequence. Many courses had not

been substantially revised in several years and no longer reflected current industry practices, tools, or workflows.

To address this, I implemented a systematic approach to curriculum revitalization by redesigning one course per quarter. This allowed me to thoughtfully update content while maintaining instructional quality across my full teaching load. Revisions included updating development tools and frameworks, modernizing lab environments, revising assignments to reflect professional workflows, and restructuring learning objectives to better align with workforce expectations.

This work ensured that students were receiving instruction grounded in relevant, contemporary technologies rather than legacy systems that no longer represent current industry standards.

Professional Growth

Throughout Year 1, I invested effort into aligning course content with current industry practices and tools. I reviewed and updated curricula to incorporate modern development workflows, version control practices, cloud-based deployment strategies, and secure design principles.

Service and Contributions

In addition to departmental service, I actively contribute to the broader professional and academic community. I volunteer with the International Association of Computer Investigative Specialists (IACIS), an organization whose membership is primarily law enforcement professionals. Through this work, I teach Applied Scripting Forensic

Techniques and Mobile Device Forensics, helping train investigators and forensic practitioners from across the country and internationally.

This service allows me to remain closely connected to current investigative practices while also strengthening the applied and security-focused components of my instruction at Edmonds College.

I also collaborated closely with CIS faculty on course alignment and content consistency across the Web and Cloud sequence and contributed feedback on curriculum structure and program outcomes.

Goals for the Following Year

My goals included strengthening integration between courses in the sequence, refining assessment strategies for hands-on work, and expanding opportunities for students to build cumulative portfolios demonstrating their technical growth.

Year 2 Evaluation

Courses Taught

In Year 2, I continued teaching the full Web, Cloud, and Database course sequence:

CIS 102: Intermediate Business Computing

CIS 220: Introduction to Computer Applications

CIS 241: Web Development I

CIS 242: Web Development II: JavaScript and jQuery

CIS 243: Web Development III: Server-Side Scripting

CIS 244: Web Development IV: Introduction to JavaScript Frameworks

CIS 245: Web Development V: Introduction to CSS

CIS 246: Web Development VI: JavaScript Frameworks

CIS 250: Database Theory and Design

CIS 253: Application and Cloud Development Tools

Reflection on Teaching and Instruction

Building on the foundation established in Year 1, my instructional focus in Year 2 shifted toward deeper integration and refinement. I placed increased emphasis on helping students understand how concepts carried across courses rather than viewing each class in isolation.

I expanded cumulative projects in which students applied skills learned across multiple courses, such as designing full web applications that incorporated front-end development, server-side logic, database connectivity, and cloud deployment. These projects reinforced technical continuity and helped students understand the complete application lifecycle.

I increased opportunities for peer learning through collaborative code reviews, group troubleshooting sessions, and structured peer feedback. This helped students develop communication and teamwork skills alongside technical competence.

Sustained Course Revamp and Program Impact

In Year 2, I continued the systematic modernization of CIS courses, maintaining the pace of revamping one course per quarter. This allowed for deeper integration of applied

learning, cloud-based development, modern JavaScript frameworks, and secure design principles across the curriculum.

Rather than treating course updates as isolated improvements, I aligned content across the Web Application and Cloud Development courses so students experienced a coherent and progressive learning pathway. These changes resulted in improved continuity between courses and stronger preparation for upper-level coursework.

Student engagement and performance improved as assignments became more reflective of real-world technical tasks and professional expectations.

Professional Growth

I continued professional development focused on applied pedagogy, cloud security, and web technologies. I integrated these developments into coursework to ensure relevance and instructional rigor.

Service and Contributions

In Year 2, I continued my professional service through IACIS, where I taught Applied Scripting Forensic Techniques and Mobile Device Forensics to a predominantly law enforcement-based membership. This work allowed me to refine advanced technical instruction while ensuring that my classroom teaching remained aligned with real-world practices.

I was also invited to speak at the Techno Security & Digital Forensics Conference, where I presented on SQLite Forensics. This opportunity allowed me to share expertise with the

global digital forensics community while increasing Edmonds College's visibility within the cybersecurity and forensic education space.

In Year 2, I also joined the Northwest Regional CS/IT Community of Practice, a multi-institutional initiative involving several community and technical colleges and K–12 partners. This project focuses on building robust, career-connected pathways in Computer Science and Information Technology for students across the NWESD region.

As part of this work, I collaborated with faculty from regional colleges and high school partners to review and align CS and IT learning outcomes across institutions, examine K–12 course frameworks and assessments, and make recommendations to strengthen alignment between secondary and post-secondary curricula. A central goal of this initiative is expanding dual credit opportunities and supporting smoother transitions from high school into college-level CS and IT programs.

I also contributed instructional and technical support for curriculum alignment and articulation efforts. In collaboration with K–12 curriculum experts, this work emphasized culturally relevant teaching practices and equitable access to CS and IT education for underrepresented student populations.

Through this regional collaboration, I helped facilitate a Community of Practice that brought together high school and college educators to support pathway alignment, professional development, and long-term workforce readiness in CS and IT.

Within the CIS program, I supported adjunct faculty by sharing instructional materials, lab designs, and assessment strategies, contributing to consistency across course sections and strengthening program quality.

Goals for the Following Year

My goals included formalizing portfolio-based assessment, strengthening capstone-style experiences, and further embedding security concepts across development and cloud courses.

Year 3 Evaluation

Courses Taught

In Year 3, I continued teaching the full Web and Cloud sequence along with CIS 220:

CIS 102: Intermediate Business Computing

CIS 220: Introduction to Computer Applications

CIS 241: Web Development I

CIS 242: Web Development II: JavaScript and jQuery

CIS 243: Web Development III: Server-Side Scripting

CIS 244: Web Development IV: Introduction to JavaScript Frameworks

CIS 245: Web Development V: Introduction to CSS

CIS 246: Web Development VI: JavaScript Frameworks

CIS 250: Database Theory and Design

CIS 253: Application and Cloud Development Tools

Reflection on Teaching and Instruction

By Year 3, my instructional approach had matured into a cohesive, applied learning model across the CIS Web and Cloud pathway. I refined the sequencing of labs, projects, and assessments to create a consistent and progressive student experience.

Students completed multi-phase projects that mirrored professional workflows from requirements gathering and design through development, testing, deployment, and refinement. Emphasis was placed on documentation, version control workflows, and professional communication.

Hands-on instruction remained central. Students were expected not only to build working solutions but to justify design decisions and evaluate tradeoffs related to performance, security, and maintainability

Completion of Curriculum Revitalization and Continuous Improvement

By Year 3, the majority of core CIS Web Application and Cloud Development courses had undergone substantial revision. My focus shifted from initial modernization to continuous improvement, ensuring courses remain adaptable to evolving technologies and industry standards.

I refined assessment strategies and strengthened portfolio-based projects to ensure students could clearly demonstrate competencies across courses. This established a sustainable model for ongoing curriculum evolution.

Professional Growth

I continued engaging with industry practices through ongoing professional work and certifications, ensuring my classroom instruction remained aligned with real-world expectations. I also improved applied assessment rubrics aligned to workforce competencies.

Service and Contributions

In Year 3, I continued serving through IACIS as an instructor in Applied Scripting Forensic Techniques. I also started teaching Mobile Forensic Tools and Techniques, maintaining active involvement in national-level professional training for law enforcement and forensic practitioners.

I was again invited to present at the Techno Security & Digital Forensics Conference, continuing my work on SQLite Forensics and applied forensic analysis. These repeated invitations reflect sustained professional engagement and recognition of my expertise, while also reinforcing the relevance and credibility of the applied instruction I bring to Edmonds College classrooms.

I also contributed to program discussions around curriculum development and student pathways and supported outreach related to computing careers.

Goals Going Forward

My goals include expanding internship and industry partnership opportunities, developing cross-course portfolio requirements, and continuing to evolve applied learning environments that mirror professional technical practice.

Overall Reflection on Year 1-3

Across my first three years, my teaching practice has been consistently centered on hands-on, applied learning that prepares students for real-world technology careers. Teaching the full Web Application and Cloud Development sequence from my first year allowed me to shape a cohesive and rigorous pathway integrating development, databases, cloud systems, and security.

A defining component of my work has been the comprehensive revitalization of outdated CIS coursework. By redesigning one course per quarter, I ensured that students consistently benefited from current tools, practices, and pedagogical approaches. This effort strengthened not only individual courses but the integrity and relevance of the entire CIS Web Application and Cloud Development pathway.

Through continuous reflection, curriculum refinement, and professional engagement, I have strengthened instructional quality, alignment across courses, and student outcomes. My work reflects a sustained commitment to student success, program development, and excellence in CIS education.

In addition to departmental and professional service, my work with the Northwest Regional CS/IT Community of Practice reflects a commitment to building sustainable pathways into computing careers across the region. By contributing to curriculum alignment, dual credit articulation, and K–12 to college transitions, I have extended my impact beyond Edmonds College while strengthening access, equity, and workforce alignment in CS and IT education.