Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Computer Information Systems, B.S.

Submission Due Date
2023-2024

Assessment Coordinator Name
Farha Ali

Enter Assessment Coordinator Email
fali@lander.edu

Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Graduates will demonstrate the skills needed to solve Computer Information Systems problems.

Pillar of Success Supported
Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome

The weighted percentage of the number of students passing CIS 230 and CIS 231 courses with at least a C (at least 70% cumulative grade)

To calculate the weighted percentage, we determine the percentage of students acquiring at least 70% or above overall numeric grade in CIS 230 and the percentage of students acquiring at least a 70% or above overall numeric grade in CIS 231 and assign each average weight of 50% to determine a weighted percentage average.

Timeframe for this Outcome
Academic year 2022-2023

Performance Target for "Met"
The weighted percentage average of number of students passing CIS 230 and CIS 231 course with an average of 70% is at least 70%.

Performance Target for "Partially Met"
The weighted percentage average of number of students passing CIS 230 and CIS 231 course with an average of 70% is less than 70% but greater than or equal to 60%.

Performance Target for "Not Met"
The weighted percentage average of number of students passing CIS 230 and CIS 231 course with an average is less than 60%.

Assessment Measure Used	**Frequency of Assessment**
Final overall numeric grades for CIS 230 (both Spring and Fall semesters) and CIS 231	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
24/34 students in CIS 230 (Fall 22 and Spring 23) sections acquired an overall grade of 70% or above. 17/21 students in CIS 231 acquired an overall grade of 70% or above. Overall weighted percentage is calculated as (24/34*0.5+17/21*0.5)*100=75.77%	3

Comments/Narrative
This outcome is important but is very challenging to effectively measure. We tried using a mid-term exam for a few years but determined that students did not perform well. In our opinion, the reason is that the exam is conducted in the capstone course and students find it out of place for that course. Although our tool showed poor results, our students were performing better in programming competitions. We decided to use a different tool to measure this outcome last year and now it is the second year of using this tool. Using the data collected last year, we made some changes. We changed the delivery of lectures and used worksheets to practice the application of programming concepts. We did see an improvement from last year. The criteria improved from "partially met" to "met" this year. We are satisfied with the result this year but we will continue to monitor this tool and we may adjust the weights or other values in the criteria to improve this tool.

Resources Needed to Meet/Sustain Results
More tutoring resources would be helpful for students to perform better in programming classes.

Explanation of How Resources Will Be Used
Students would be encouraged to do more programming exercises.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The percentage of portfolio evaluations (for the last three years) receiving scores of 3.5 or above for the programming principles indicator of the CIS 499 portfolio rubric.
***(Total portfolio evaluations=Number of portfolios X Number of faculty members evaluating the portfolios, e.g. 3 portfolios evaluated by 4 faculty members will be counted as 12 portfolio evaluations.. N/A responses are discarded.)

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
80% or more portfolio evaluations (for the last three years) received a score of 3.5 or above for the programming principles indicator of the CIS 499 portfolio rubric

Performance Target for "Partially Met"
Fewer than 80% but at least 70% portfolio evaluations (for the last three years) received a score of 3.5 or above for the programming principles indicator of the CIS 499 portfolio rubric.

Performance Target for "Not Met"
Fewer than 70% portfolio evaluations (for the last three years) received a score of 3.5 or above for the programming principles indicator of the CIS 499 portfolio rubric.

Assessment Measure Used	**Frequency of Assessment**
Programming principles indicator in CIS 499 portfolio rubric	Annually (Faculty evaluations of CIS 499 portfolio(s))

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
96.88% (31/32) portfolios reviews received a score of 3.5 or above	3

Comments/Narrative
For the past few years, this outcome is improving from 80.77% (21/26) in 2019, 81.48%(22/27) in 2020, 89.65%(26/29) in 2021 to 100% (29/29) in 2022, and this year although it is a bit low i.e. 96.88% (31/32), the faculty is satisfied with this outcome. No new actions will be taken this year.

Resources Needed to Meet/Sustain Results
More tutoring opportunities for students

Explanation of How Resources Will Be Used
Students would be encouraged to do more programming practice

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The percentage of portfolio evaluations (for the last three years) receiving scores of 3.5 or above for the system development and methodology indicator of the CIS 499 portfolio rubric

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
80% or more portfolio evaluations (for the last three years) received a score of 3.5 or above for the system development methodology indicator of the CIS 499 portfolio rubric

Performance Target for "Partially Met"
Fewer than 80% but at least 70% portfolio evaluations (for the last three years) received a score of 3.5 or above for the system development methodology indicator of the CIS 499 portfolio rubric..

Performance Target for "Not Met"
Fewer than 70% portfolio evaluations (for the last three years) received a score of 3.5 or above for the system development methodology indicator of the CIS 499 portfolio rubric

Assessment Measure Used	**Frequency of Assessment**
System development methodology indicator of the CIS 499 portfolio rubric.	Annually (Faculty evaluations of CIS 499 portfolio(s))

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
78.13% (25/32) portfolios evaluations received a score of 3.5 or above.	2

Comments/Narrative
Last year we noticed a decrease in this outcome score 88.89%(24/27) in 2020, 86.21% (25/29) in 2021, 86.21% (25/29) in 2022, and 78.13% (25/32) in 2023. This year's score shows the same trend and the criterion was only partially met this year. We will monitor this trend next year and will emphasize the system development methodology in CIS classes, especially in CIS 321.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The percentage of portfolio evaluations (for the last three years) receiving scores of 3.5 or above for the data organization and management indicator of the CIS 499 portfolio rubric.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
80% or more portfolio evaluations (for the last three years) received a score of 3.5 or above for the data organization and management indicator of the CIS 499 portfolio rubric.

Performance Target for "Partially Met"
Fewer than 80% but at least 70% portfolio evaluations (for the last three years) received a score of 3.5 or above for the data organization and management indicator of the CIS 499 portfolio rubric.

Performance Target for "Not Met"
Fewer than 70% portfolio evaluations (for the last three years) received a score of 3.5 or above for the data organization and management indicator of the CIS 499 portfolio rubric

Assessment Measure Used	**Frequency of Assessment**
Data organization and management indicator of the CIS 499 portfolio rubric.	Annually (Faculty evaluations of CIS 499 portfolio(s))

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
81.25% (26/32) portfolios evaluations received a score of 3.5 or above	3

Comments/Narrative
We have seen a continuous improvement in this outcome. From 66.67%(18/27) in 2020 to 75.86% (22/29) in 2021 to 82.76% (24/29) in 2022. This year we see almost the same value 81.25% (26/32).

The criterion for this outcome is still met. We are satisfied with the outcome and will continue the current practices.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Outcome 5

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The percentage of portfolio evaluations (for the last three years) that received scores of 3.5 or above for the information systems principles indicator of the CIS 499 portfolio rubric.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
80% or more portfolio evaluations (for the last three years) received a score of 3.5 or above for the information systems principles indicator of the CIS 499 portfolio rubric.

Performance Target for "Partially Met"
Fewer than 80% but at least 70% portfolio evaluations (for the last three years) received a score of 3.5 or above for the information systems principles indicator of the CIS 499 portfolio rubric.

Performance Target for "Not Met"
Fewer than 70% portfolio evaluations (for the last three years) received a score of 3.5 or above for the information systems principles indicator of the CIS 499 portfolio rubric

Assessment Measure Used	**Frequency of Assessment**
Information systems principles indicator of the CIS 499 portfolio rubric.	Annually (Faculty evaluations of CIS 499 portfolio(s))

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
78.13% (25/32) portfolios evaluations received a score of 3.5 or above.	2

Comments/Narrative

The score for this outcome dropped significantly this year which is concerning. The criterion dropped from met to partially met. This trend was noticed last year as well but this year's drop is significant. Faculty will discuss the measures that must be taken in CIS 320 and CIS 120 courses to improve this outcome.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
Outcome 1 is important but is very challenging to measure. Last year we decided to use a different tool to measure this outcome. We notice that the criteria are met this year. We will monitor the effectiveness of this tool and will also observe the outcome score.
Scores for outcomes 2 and 4 are satisfactory and faculty will continue with the current practices.
We are concerned about outcomes 3 and 5. Scores for both dropped this year and the criteria for both were partially met. We will monitor these two outcomes. As scores are calculated over a rolling average, we assume that 2023 scores were significantly lower than the previous two years. The department experienced the departure of an experienced faculty member and new faculty are teaching the courses that cover the material for this outcome. Faculty will meet and make sure that this concern is addressed.

Changes Made/Proposed Related to Goal
No changes have been made yet but we may consider revising some outcomes and the tools used for measuring certain outcomes. Faculty will also discuss making changes in CIS 320, CIS 321, and CIS 120 to address these changes.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Graduates will demonstrate effective oral and written communication skills

Pillar of Success Supported
Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of

performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The percentage of portfolios (evaluated within last three years) that received scores of 3.5 or above for the writing skills indicator of the CIS 499 portfolio rubric.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
80% or more portfolios evaluations (for the last three years) should receive a score of 3.5 or above for the 'writing skills' indicator of CIS 499 portfolio rubric.

Performance Target for "Partially Met"
Fewer than 80% but at least 70% portfolios evaluations (for the last three years) should receive a score of 3.5 or above for the 'writing skills' indicator of CIS 499 portfolio rubric.

Performance Target for "Not Met"
Fewer than 70% portfolios evaluations (for the last three years) should receive a score of 3.5 or above for the 'writing skills' indicator of CIS 499 portfolio rubric .

Assessment Measure Used	**Frequency of Assessment**
Writing skills Indicator in CIS 499 portfolio rubric	Annually in CIS 499

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
84.38% (27/32) portfolios evaluations received a score of 3.5 or above.	3

Comments/Narrative
The criteria for this outcome are met but the score dropped from 96.55% (28/29) in 2021 to 86.21(25/29) in 2022, this year it stays almost the same at 84.38% (27/32). Students in CIS 499 would be provided more guidance in preparing their portfolios and effectively presenting their work in writing.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation's 'organization' criteria.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation rubric's criteria for 'organization' must be 3.0 or above.

Performance Target for "Partially Met"
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation rubric's criteria for 'organization' must be less than 3.0 but more than 2.5

Performance Target for "Not Met"
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation rubric's criteria for 'organization' must be less than or equal to 2.5

Assessment Measure Used	**Frequency of Assessment**
CIS 499 Project Presentation Walk through Rubric	Annually in CIS 499

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Average score=3.62	3

Comments/Narrative
Criteria met, a decrease in the score is noted (from 3.71 in 2022 to 3.62). Faculty will monitor this outcome and will continue to make sure students are given multiple opportunities for presentations in CIS classes

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge,

skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation's 'presentation' criteria.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation rubric's criteria for 'presentation' must be 3.0 or above.

Performance Target for "Partially Met"
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation rubric's criteria for 'presentation' must be less than 3.0 but more than 2.5

Performance Target for "Not Met"
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation rubric's criteria for 'presentation' must be less than or equal to 2.5

Assessment Measure Used	**Frequency of Assessment**
CIS 499 Project Presentation Walk through Rubric	Annually in CIS 499

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Average score=3.53	3

Comments/Narrative
Criteria are met and a continuous increase in the score is noted (from 3.4 in 2021 to 3.49 in 2022 to 3.53 in 2023). CIS faculty will consider including more activities to provide students with multiple opportunities to present their projects or papers effectively.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation's 'delivery of material' criteria.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation rubric's criteria for 'delivery' must be 3.0 or above.

Performance Target for "Partially Met"
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation rubric's criteria for 'delivery' must be less than 3.0 but more than 2.5

Performance Target for "Not Met"
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation rubric's criteria for 'delivery' must be less than or equal to 2.5

Assessment Measure Used	**Frequency of Assessment**
CIS 499 Project Presentation Walk through Rubric	Annaully in CIS 499

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Average score = 3.50	3

Comments/Narrative
Faculty were concerned about this outcome as we noticed the decrease in the score in the past. Last year the score improved satisfactorily (from 3.26 in 2021 to 3.51 in 2022) and stayed about the same i.e. 3.5 in 2023. The faculty is satisfied and will continue current practices.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Outcome 5

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation's 'relating to audience' criteria.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation rubric's criteria for 'relating to audience' must be 3.0 or above.

Performance Target for "Partially Met"
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation rubric's criteria for 'relating to audience' must be less than 3.0 but more than 2.5

Performance Target for "Not Met"
The average score assigned by the audience(CIS and non-CIS faculty members and CIS and non-CIS students) for CIS 499 walk through presentation rubric's criteria for 'relating to audience' must be less than or equal to 2.5

Assessment Measure Used	**Frequency of Assessment**
CIS 499 Project Presentation Walk through Rubric	Annually in CIS 499

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Average score=3.38	3

Comments/Narrative
Last year the score improved (from 3.40 in 2021 to 3.5 in 2022), this year we see a decrease 3.38 in 2023. Faculty will monitor this outcome but for now will continue current practices.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
This year's scores were satisfactory and criteria for all outcomes were met. But we notice lower values for some outcomes and will observe them closely. No new actions are being taken this year.

Changes Made/Proposed Related to Goal
No changes were proposed. Faculty will continue current practices while observing the outcomes whose scores dropped below previous year's scores.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Graduates will demonstrate the ability to independently research and complete a CIS project

Pillar of Success Supported
Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The percentage of potfolios (evaluated within last three years) that received scores of 3.5 or above for the 'self learning and research indicator of the CIS 499 portfolio rubric.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
80% or more portfolio evaluations (for the last three years) should recieve a score of 3.5 or above for

the 'self learning and research indicator' of the CIS 499 portfolio rubric

Performance Target for "Partially Met"
Fewer than 80% but at least 70% portfolio evaluations (for the last three years) should recieve a score of 3.5 or above for the 'self learning and research indicator' of the CIS 499 portfolio rubric.

Performance Target for "Not Met"
Fewer than 70% portfolio evaluations (for the last three years) should recieve a score of 3.5 or above for the 'self learning and research indicator' of the CIS 499 portfolio rubric.

Assessment Measure Used
Self Learning and Research Indicator in CIS 499 Project Portfolio Assessment Rubric, evaluated by CIS faculty

Frequency of Assessment
Annually in CIS 499

Data Collected for this Timeframe (Results)
87.5% (28/32) portfolios evaluations received a score of 3.5 or above

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
The outcome criteria are met but a slight decrease is noted (from 93.1% (27/29) to 87.5% (28/32) is noted in the score. No new actions would be taken for now but this outcome would be closely monitored.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The percentage of students receiving average score of 3.0 or above (for the last three years) for Internship/EYE employee evaluation rubric's indicators (as available)

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
80% or more students approved for internships or EYE projects (for the last three years) receive an average score of 3.0 or above on indicators of 'Employer ' and 'Faculty Mentor' evaluation forms for EYE program.

Performance Target for "Partially Met"
Fewer than 80% but more than 70% students approved for internships or EYE projects (for the last three years) receive an average score of 3.0 or above on indicators of 'Employer ' and 'Faculty Mentor' evaluation forms for EYE program .

Performance Target for "Not Met"
Fewer than 70% students approved for internships or EYE projects (for the last three years) receive an average score of 3.0 or above on indicators of 'Employer ' and 'Faculty Mentor' evaluation forms for EYE program .

Assessment Measure Used
Internship/EYE employee evaluation rubric

Frequency of Assessment
As available

Data Collected for this Timeframe (Results)
100%

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
Two students finished internships and both received an A.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
The faculty is satisfied with the results and has noticed positive progress in students' interest in experiential learning. Many students pursue internships but do not enroll in Internship courses, so we have not included their data. CIS students also presented in the Upstate Research Symposium and published and presented at ACMSE 2023 which also indicates that students are interested in self-learning and research.

Changes Made/Proposed Related to Goal
None

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Graduates demonstrate an understanding of the legal and ethical issues they may encounter as CIS professionals.

Pillar of Success Supported
Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Number of violations reported in CIS 499 peer review form.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
No ethical violations reported.

Performance Target for "Partially Met"
One ethical violation reported.

Performance Target for "Not Met"
Two or more ethical violations reported.

Assessment Measure Used
CIS 499 Capstone project Peer Review
Assessment

Frequency of Assessment
Annually in CIS 499

Data Collected for this Timeframe (Results)
No violations were reported

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
N/A

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The percentage of portfolios (evaluated within last three years) that received scores of 3.5 or above for the moral and ethical issues indicator of the CIS 499 portfolio rubric.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
80% or more portfolio evaluations (for the last three years) should receive scores of 3.5 or above for "understanding of moral and ethical issues" indicator in CIS 499 Project Portfolio rubric

Performance Target for "Partially Met"
Fewer than 80% but at least 70% portfolio evaluations (for the last three years) should receive scores of 3.5 or above for "understanding of moral and ethical issues" indicator in CIS 499 Project Portfolio rubric.

Performance Target for "Not Met"
Fewer than 70% portfolio evaluations (for the last three years) should receive scores of 3.5 or above for "understanding of moral and ethical issues" indicator in CIS 499 Project Portfolio rubric.

Assessment Measure Used	**Frequency of Assessment**
CIS 499 Project portfolio Rubric	Annually in CIS 499
Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
78.57% (22/28) portfolios evaluations received a score of 3.5 or above	2

Comments/Narrative
This year the score for this outcome improved from 65.5% (19/29) to 78.57% (22/28). The criteria improved from Not Met to partially met. As this is a rolling average, an extremely low score in one bad year may be the reason for an overall low score. We hope that once we move past that year in our rolling average the score will improve further. Faculty is still concerned about this outcome and regular reminders about proper acknowledgments and credits are being provided in CIS classes.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
Outcome 2 was only partially but it is an improvement over last year. Faculty will make sure to discuss the importance of including proper acknowledgments in CIS 499 portfolios with students.

Changes Made/Proposed Related to Goal
CIS 499 portfolio must be checked by the instructor prior to submission to make sure all necessary sections are completed.

Upload Rubrics/Other Files

Goal 5

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Major Enrollment

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

Performance Target for "Partially Met"
Not Applicable

Performance Target for "Not Met"
Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.

Assessment Measure Used	**Frequency of Assessment**
Enrollment and Graduation data extracted from Banner	Annually
Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
88	3

Comments/Narrative
N/A

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Completions (Degrees Awarded)

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

Performance Target for "Partially Met"
Not Applicable

Performance Target for "Not Met"
Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.

Assessment Measure Used
Enrollment and Graduation data extracted from Banner

Frequency of Assessment
Annually

Data Collected for this Timeframe (Results)
12

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
N/A

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
N/A

Changes Made/Proposed Related to Goal
N/A

Upload Rubrics/Other Files

Dean's Email Address
jyates1@lander.edu

Approved by Dean?

Signature of Dean

Comments from Dean's Review