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 "<u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Computer Information Systems, B.S.

Submission Year
2022-2023

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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

Old Outcome: The percentage of students scoring 70% or above in programming section of faculty developed CIS 499 Midterm exam

New Outcome: The weighted percentage of 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 a weight of 50% to determine a weighted percentage average.

Timeframe for this Outcome
Academic year 2021-2022

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)**
18/36 students in CIS 230 (Fall 21 and Spring 22) sections acquired an overall grade of 70% or above. 11/13 students in CIS 231 acquired an overall grade of 70% or above. Overall weighted percentage is calculated as 18/36*0.5+11/13*0.5=67%	2

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 shows poor results but our students are performing better in programming competitions. We decided to use a different tool to measure this outcome. This year we decided to observe what percentage of students are passing the programming sequence classes with a C or better. We want to assess students' knowledge in these classes because of the following reasons:

1. Students take the letter grades of courses seriously whereas they do not care much for a test in a class. This was the case especially for our previous tool, students were too busy in their final projects and did not take the test too seriously as it was worth only a small portion of their grade. Students' letter grades in programming classes will provide a better idea of students' understanding of programming concepts.

2. Faculty will have a better understanding of where students need more attention to perform better. We

are planning to meet at the end of the academic year and discuss what we can change to effectively teach the concepts where we see problems.

3. This discussion will also help us in making sure students have an appropriate computer programming background as they progress through and complete the core programming sequence of courses.

We will continue to use this tool for next year and will review whether this effectively measures this outcome or not.

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 2021-2022

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
Programming principles indicator in CIS 499
portfolio rubric

Frequency of Assessment
Annually (Faculty evaluations of CIS 499
portfolio(s))

Data Collected for this Timeframe (Results)
100% (29/29) portfolios reviews received a score
of 3.5 or above

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

Comments/Narrative
For the past few years this outcome is improving 80.77% (21/26) in 2019, 81.48%(22/27) in 2020,
89.65%(26/29) in 2021 to 100% (29/29) in 2022. 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 2021-2022

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
System development methodology indicator of the CIS 499 portfolio rubric.

Frequency of Assessment
Annually (Faculty evaluations of CIS 499 portfolio(s))

Data Collected for this Timeframe (Results)
86.21 (25/29) portfolios evaluations received a score of 3.5 or above.

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

Comments/Narrative
Last year we noticed a decrease in this outcome score 88.89%(24/27) in 2020 to 86.21% (25/29) in 2021. This year the score is same as the last year's score. As this score is calculated over a 3-year rolling period we are not concerned yet but will start monitoring this outcome closely. Faculty will take actions to make sure this outcome does not fall below acceptable criteria.

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 2021-2022

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
Data organization and management indicator of the CIS 499 portfolio rubric.

Frequency of Assessment
Annually (Faculty evaluations of CIS 499 portfolio(s))

Data Collected for this Timeframe (Results)
82.76% (24/29) portfolios evaluations received a score of 3.5 or above

Score (Met=3, Partially Met=2, Not Met=1)
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. The criteria for this outcome is improved from Partially Met to 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 2021-2022

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
Information systems principles indicator of the CIS 499 portfolio rubric.

Frequency of Assessment
Annually (Faculty evaluations of CIS 499 portfolio(s))

Data Collected for this Timeframe (Results)
89.66 (26/29) portfolios evaluations received a score of 3.5 or above.

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

Comments/Narrative
Criteria for this outcome is met but we notice that the score has dropped from 92.59% (25/27) to 89.66(26/29) this year. Faculty is not concerned yet but we will monitor this outcome closely and if this trend continues we will decide what measures must be used to make sure that this outcome score does not fall below met criteria.

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. This year we decided to use a different tool to measure this outcome. We notice that the criteria is partially met. We will monitor the effectiveness of this tool and will also observe the outcome score.
Scores for outcomes 2 and 3 stayed the same as last year. Faculty is satisfied and will continue the same practices.
Outcome 4 was a big concern but we notice this outcome improving from Not Met to Partially Met to Met this year. Faculty is satisfied and will continue the current practices.

Changes Made/Proposed Related to Goal
A different tool is used to measure outcome 1 this year. For other outcomes no changes are made.

Upload Rubrics/Other Files
Assessment_rubric_CIS499 Portfolio.doc

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 2021-2022

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
Writing skills Indicator in CIS 499 portfolio rubric

Frequency of Assessment
Annually in CIS 499

Data Collected for this Timeframe (Results)
86.21 (25/29) portfolios evaluations received a score of 3.5 or above.

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

Comments/Narrative
This criteria for this outcome is met but the score dropped from 96.55% (28/29) in 2021 to 86.21(25/29) in 2022. This is concerning. Students in CIS 499 would be provided more guidance in preparing their portfolios and effectively presenting their work in writing. Faculty will closely monitor this outcome and would consider including more writing assignments in CIS classes.

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 2021-2022

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=3.71	3

Comments/Narrative
Criteria met, an increase in the score is noted (from 3.59 in 2021 to 3.71 in 2022). Faculty will continue to make sure students are given multiple presentation opportunities 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 2021-2022

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=3.49	3

Comments/Narrative
Criteria is met and an increase in the score is noted (from 3.4 in 2021 to 3.49 in 2022). Faculty would like to see this outcome score improves further. CIS faculty will consider including more activities to provide students multiple chances to present their projects or papers effectively.

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 2021-2022

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 = 3.51	3

Comments/Narrative
Faculty was concerned about this outcome as we noticed the decrease in the score last year. This year the score improved satisfactorily (from 3.26 in 2021 to 3.51 in 2022). Faculty 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 2021-2022

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=3.5	3

Comments/Narrative

This year the score improved from last year (from 3.40 to 3.5). Faculty will continue current practices.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

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
CIS 499 walkthrough rubric.doc

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 2021-2022

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	**Frequency of Assessment**
Self Learning and Research Indicator in CIS 499 Project Portfolio Assessment Rubric, evaluated by CIS faculty	Annually in CIS 499

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
93.1 (27/29) portfolios evaluations received a score of 3.5 or above	3

Comments/Narrative
The outcome criteria is met and a slight increase is noticed in the portfolios' assessment score. No new actions would be taken.

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 2021-2022

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	**Frequency of Assessment**
Internship/EYE employee evaluation rubric	As available

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
100%	3

Comments/Narrative
One student did internship this year and received an A.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
Faculty is satisfied with the results and has noticed positive progress in students' interest in experiential learning. Faculty is considering to include student research activities' assessment in this goal next year. Many students pursue internships but did not enroll in Internships courses, so we have not included their data. CIS students also presented in Upstate Research Symposium 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 2021-2022

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	**Frequency of Assessment**
CIS 499 Capstone project Peer Review Assessment	Annually in CIS 499

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Data not available, instructor did not collect the data	3

Comments/Narrative

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 2021-2022

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)**
65.5% (19/29) portfolios evaluations received a score of 3.5 or above	1

Comments/Narrative
This year the score for this outcome declines further. One of the reasons could be that the instructor did

not emphasize the importance of including citations and acknowledgments in the CIS 499 portfolios.
Faculty will make sure that the instructor in CIS 499 discuss the importance of including acknowledgments in the portfolio and make sure that submitted portfolios are complete.
Faculty are also considering finding other ways to measure this outcome. We may use a short exam or quiz to measure students awareness of ethical and moral issues they may encounter as a CIS professional.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
Outcome 2 is not met. It was only partially met last year. So there is a continuous decline this 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 2021-2022

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)**
85.8	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 2021-2022

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)
11.4

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

Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.

Dean's Email Address
dslimmer@lander.edu

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.