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 Due Date
2024-2025

Assessment Coordinator Name
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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

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 2023-2024

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)**
34/43 students in CIS 230 (Fall 23 and Spring 24) sections acquired an overall grade of 70% or above. 12/21 students in CIS 231 acquired an overall grade of 70% or above. Overall weighted percentage is calculated as (34/43*0.5+12/21*0.5)*100=68.7%	2

Comments/Narrative
This outcome has shifted from 'met' to 'partially met.' While the change from 'met' to 'unmet' is significant, an additional concern is that students in CIS 231 performed worse than those in CIS 230. We will investigate the reasons for this discrepancy and ensure that students in CIS 230 are adequately prepared to succeed in CIS 231. We will also review the teaching and rigor in CIS 231. With a new instructor teaching CIS 230 in Fall 2024, we will prioritize maintaining sufficient rigor in CIS 230 to better equip students for CIS 231 and improve their performance in subsequent coursework.

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 2023-2024

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)**
97% (32/33) 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, 96.88% (31/32), and 97% (32/33) in 2024. 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 2023-2024

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)**
81.82 % (27/33) portfolios evaluations received a score of 3.5 or above.	3

Comments/Narrative
Over the past few years, we observed a decline in this outcome: 88.89% (24/27) in 2020, 86.21% (25/29) in both 2021 and 2022, and 78.13% (25/32) in 2023. This year's score of 81.82% (27/33) represents a slight improvement, and the criterion was met. We will continue to monitor this outcome closely and reinforce system development-related concepts in CIS 321 to support further progress

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 2023-2024

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)**
78.79% (26/33) of portfolios evaluations received a score of 3.5 or above	2

Comments/Narrative
We have observed continuous improvement in this outcome, rising from 66.67% (18/27) in 2020 to 75.86% (22/29) in 2021, 82.76% (24/29) in 2022, and 81.25% (26/32) in 2023. However, this year the score slightly declined to 78.79%. Although the criterion is only partially met, this decline, while notable, is not a major concern. We will continue to emphasize the importance of data organization and management, aiming to raise the score and fully meet the criterion in future evaluations

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 2023-2024

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)**
78.79% (26/33) portfolios evaluations received a score of 3.5 or above	2

Comments/Narrative
Last year, the score for this outcome dropped significantly compared to previous years, and this year it remains nearly the same. Faculty will revisit the CIS 320 and CIS 120 courses to address this issue and

work toward improving the 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 challenging to measure. Last year, we decided to use a different tool to assess this outcome, and this year, the criteria are only partially met. We observed a significant grade disparity between CIS 230 and CIS 231. We will monitor the effectiveness of the new tool while also tracking the outcome score. Additionally, we will revisit the rigor in both CIS 230 and CIS 231 to ensure we are using the most effective methods to support student success.

The scores for Outcomes 2 and 3 are satisfactory. Outcome 3 improved from partially met to fully met, and faculty will continue with current practices.

The score for Outcome 4 has slightly decreased, moving from 'met' to 'partially met.' However, the difference is minor, and we will continue to monitor this outcome, confident that the score will improve and return to 'met'.

Outcome 5 is more concerning. The score dropped last year and remained the same this year. We will continue to assess and implement strategies to improve this outcome.

Changes Made/Proposed Related to Goal
Faculty will consider revising some outcomes and the tools used for measuring them. Faculty will also discuss potential adjustments to CIS 320, CIS 321, and CIS 120 to improve performance in these areas. Additionally, we will review the rigor in both CIS 230 and CIS 231 to address the disparity in student performance between the two courses

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 2023-2024

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)**
89.66% (26/29) 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, in 2023 it stays almost the same at 84.38% (27/32). We see an improvement in 2024 i.e. 89.66% (26/29). The faculty will continue current practices.

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 2023-2024

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)**
N/A	3

Comments/Narrative
This year, the score sheets were misplaced due to the departure of a faculty member. However, we are not concerned about this as the outcome is consistently achieved; students always receive positive feedback during their presentations.

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 2023-2024

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
CIS 499 Project Presentation Walk through Rubric

Frequency of Assessment
Annually in CIS 499

Data Collected for this Timeframe (Results)
N/A

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

Comments/Narrative
This year, the score sheets were misplaced due to the departure of a faculty member. However, we are not concerned about this as the outcome is consistently achieved; students always receive positive feedback during their presentations.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used

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 2023-2024

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
CIS 499 Project Presentation Walk through Rubric

Frequency of Assessment
Annaully in CIS 499

Data Collected for this Timeframe (Results)
N/A

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

Comments/Narrative
This year, the score sheets were misplaced due to the departure of a faculty member. However, we are not concerned about this as the outcome is consistently achieved; students always receive positive feedback during their presentations.

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 2023-2024

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)
N/A	3

Comments/Narrative
This year, the score sheets were misplaced due to the departure of a faculty member. However, we are not concerned about this as the outcome is consistently achieved; students always receive positive feedback during their presentations.

Goal Summary

Goal Summary/Comments
This year, we only had data for Outcome 1. Outcomes 2 to 5 are measured using score sheets provided to the audience during the CIS 499 walkthrough presentations. These score sheets were handed to a faculty member to record the data in an Excel file. However, the faculty member changed jobs, and we were unable to locate the score sheets or their electronic documentation. This is not a major concern, as students have consistently performed well in this area, and we review it annually.

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 2023-2024

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)**
87.88% (29/33) portfolios evaluations received a score of 3.5 or above	3

Comments/Narrative
This year the score 87.88% (29/33) is very similar to last year's score 87.5% (28/32). 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 2023-2024

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 finished internships 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
The faculty is satisfied with the results and has noticed positive progress in students' interest in experiential learning. The capstone projects were very impressive, Many students pursue internships but do not enroll in Internship courses, so we have not included their data.

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 2023-2024

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)**
No violations were reported	3

Comments/Narrative
N/A

Resources Needed to Meet/Sustain Results
None

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 2023-2024

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)**
86.21% (25/29) portfolios evaluations received a score of 3.5 or above.	3

Comments/Narrative
We have observed continuous improvement in this score, which has increased from 65.5% (19/29) in 2022, to 78.57% (22/28) in 2023, and to 86.21% (25/29) in 2024. This year, the criteria improved from 'partially met' to 'met.' Faculty are satisfied with this progress and will continue to emphasize the importance of good ethical practices.

Resources Needed to Meet/Sustain Results
None

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
Outcome 2 has improved from 'partially met' to 'met' this year. Faculty will ensure that the importance of proper acknowledgments and ethical behavior and practices is discussed in all classes.

Changes Made/Proposed Related to Goal
No changes would be implemented this year.

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 2023-2024

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)**
84.4	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 2023-2024

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)
14

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?
Yes

Signature of Dean
Jennifer R. Yates

Comments from Dean's Review
I appreciate the program's focus on trends across years and their efforts to investigate sources of decreasing student success in meeting some criteria. The mapping of specific skills to specific classes is particularly helpful in knowing where in the curriculum to focus efforts at reform.

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.