

# 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

Fall 2025: October 1, 2025

## 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 represents the proportion of students who successfully pass CIS 230 and CIS 231 with a minimum grade of C (equivalent to a cumulative score of at least 70%). To calculate this measure, we first determine the percentage of students earning at least 70% in CIS 230 and the percentage of students earning at least 70% in CIS 231. We then assign an equal weight of 50% to each course percentage and compute the weighted average to obtain the overall weighted percentage.

#### **Timeframe for this Outcome**

Academic year 2024-2025

#### **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**

Final overall numeric grades for CIS 230 (both Spring and Fall semesters) and CIS 231

#### **Frequency of Assessment**

Annually

#### **Data Collected for this Timeframe (Results)**

52/62 students in CIS 230 (one section in Fall 24 and two section in Spring 25) sections acquired an overall grade of 70% or above. 17/27 students in CIS 231 acquired an overall grade of 70% or above.

Overall weighted percentage is calculated as  $(52/62 * 0.5 + 17/27 * 0.5) * 100 = 73.42\%$

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

3

#### **Comments/Narrative**

This year, we observed improvement: the overall average increased from 68.7% to 73.42%. While the change is modest, it is meaningful, as the performance level shifted from "Partially Met" to "Met". Specifically, the CIS 231 average rose from 57.14% to 62.9% and CIS 230 average rose from 79% to 83.8%, showing progress in alignment with the overall trend. Given these gains in both the weighted average and in individual course performances, we will continue our current approach: strengthening rigor in CIS 230 to ensure students are better prepared, and supporting CIS 231 students by building on their CIS 230 foundation. Additionally, we plan to review the CIS 231 assessment processes to ensure they effectively and fairly measure student learning outcomes.

#### **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 2024-2025

**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)**

86.49% (32/27) portfolio reviews for the three year rolling review period(2022-2023, 2023-2024, 2024-2025) received a score of 3.5 or above.

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

3

**Comments/Narrative**

Over the past few years, this outcome has steadily improved, rising from 80.77% (21/26) in 2019, to 81.48% (22/27) in 2020, 89.65% (26/29) in 2021, 100% (29/29) in 2022, 96.88% (31/32) in 2023, and 97% (32/33) in 2024. However, in 2025, we observed a decrease to 86.49%. We plan to continue our current practices while closely monitoring this outcome. If further decline is noted, we will take corrective action to ensure this criterion continues to perform at a satisfactory level.

**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 2024-2025

**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)**

89.19% (33/37 ) portfolio reviews for the three year rolling review period(2022-2023, 2023-2024, 2024-2025) received a score of 3.5 or above.

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

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. The year 2024, showed a slight improvement, with 81.82% (27/33), which met the criterion. In the 2025 portfolio reviews, we see further progress, with the score increasing to 89.19%. Faculty are satisfied with these results and will continue the current practices.

**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 2024-2025

**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)**

78.38 (29/37) portfolio reviews for the three year rolling review period(2022-2023, 2023-2024, 2024-

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

2

2025) received a score of 3.5 or above.

#### **Comments/Narrative**

We have observed continuous improvement in this outcome, increasing 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. In 2024, the score declined slightly to 78.79%. While the criterion was only partially met, this decline is not a major concern. In 2025, the outcome stabilized at 78.38%. We assume that the stabilization may be influenced by the impact of lower scores from previous review cycles. As those cycles phase out, we anticipate potential improvement. We will continue to emphasize the importance of data organization and management, with the goal of raising the score and fully meeting the criterion in future evaluations.

#### **Resources Needed to Meet/Sustain Results**

None

#### **Explanation of How Resources Will Be Used**

N/A

## **Goal Summary**

#### **Goal Summary/Comments**

Across the four outcomes, results indicate that students are demonstrating steady progress in developing the skills necessary to solve Computer Information Systems problems. While some outcomes show fluctuations, the overall trend is positive, with improvements observed in course-level averages, portfolio reviews, and longitudinal performance measures. Faculty have identified areas needing continued attention such as reinforcing foundational skills, monitoring declines, and refining assessment processes but remain confident that current practices are effective. With ongoing emphasis on rigor, data organization, and targeted support, faculty anticipate continued gains and expect all outcomes to consistently meet the established criteria in future review cycles.

#### **Changes Made/Proposed Related to Goal**

Faculty will 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 2024-2025

**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)**

86.49% (32/37) portfolio reviews for the three year rolling review period(2022-2023, 2023-2024, 2024-2025) received a score of 3.5 or above.

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

3

**Comments/Narrative**

The criteria for this outcome were met, although scores declined from 96.55% (28/29) in 2021 to 86.21% (25/29) in 2022, and remained relatively stable at 84.38% (27/32) in 2023. In 2024, performance improved to 89.66% (26/29). In 2025, we observed a slight negative fluctuation to 86.49%. Faculty are satisfied with the overall performance and 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 2024-2025

**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**

CIS 499 Project Presentation Walk through Rubric

**Frequency of Assessment**

Annually in CIS 499

**Data Collected for this Timeframe (Results)**

3.6

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

3

**Comments/Narrative**

The average score assigned by the audience during the students' walkthrough presentations of their CIS 499 projects for organization was 3.6, which meets the established criterion classified for "Met".

**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 2024-2025

**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)**

3.52

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

3

**Comments/Narrative**

The average score assigned by the audience during the students' walkthrough presentations of their CIS 499 projects for presentation was 3.52, which meets the established criterion classified for "Met".

**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 2024-2025

**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**

Annually in CIS 499

**Data Collected for this Timeframe (Results)**

3.43

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

3

**Comments/Narrative**

The average score assigned by the audience for delivery during the students' walkthrough presentations of their CIS 499 projects was 3.43, which meets the established criterion for "Met". However, given that the score is relatively low within the Met range, we are concerned about students' presentation skills. To address this, we will provide additional opportunities and support to help students improve the quality of their delivery.

**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 2024-2025

#### 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

CIS 499 Project Presentation Walk through Rubric

#### Frequency of Assessment

Annually in CIS 499

#### Data Collected for this Timeframe (Results)

3.59

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

3

#### Comments/Narrative

The average score assigned by the audience during the students' walkthrough presentations of their CIS 499 projects for organization was 3.6, which meets the established criterion classified for "Met".

#### Resources Needed to Meet/Sustain Results

None

**Explanation of How Resources Will Be Used**

N/A

## Goal Summary

**Goal Summary/Comments**

All five outcomes for this goal have met the criteria and are classified as "Met." Faculty are satisfied with the results and will continue current practices to sustain performance.

**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 portfolios (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 2024-2025

**Performance Target for "Met"**

80% or more portfolio evaluations (for the last three years) should receive 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 receive 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 receive 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)**

86.49% (32/37 ) portfolio reviews for the three year rolling review period(2022-2023, 2023-2024, 2024-2025) received a score of 3.5 or above.

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

3

**Comments/Narrative**

This year's score of 86.49% (32/37) is very similar, though slightly lower, compared to the previous two years: 87.88% (29/33) in 2024 and 87.5% (28/32) in 2023. No new actions will be taken at this time; however, this outcome will continue to 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 2024-2025

**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 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 2024-2025

**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 2024-2025

**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**

CIS 499 Project portfolio Rubric

**Frequency of Assessment**

Annually in CIS 499

**Data Collected for this Timeframe (Results)**

94.59% (35/37) portfolio reviews for the three year rolling review period(2022-2023, 2023-2024, 2024-2025) received a score of 3.5 or above.

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

3

**Comments/Narrative**

We have observed continuous improvement in this score, increasing from 65.5% (19/29) in 2022, to 78.57% (22/28) in 2023, 86.21% (25/29) in 2024, and 94.59% in 2025. The criterion remains classified as "Met." Faculty are satisfied with this progress and will continue to emphasize the importance of strong 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 further improved and remains classified as “Met” this year. Faculty will continue to ensure that the importance of proper acknowledgments, ethical behavior, and professional practices is emphasized 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 2024-2025

**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**

Enrollment and Graduation data extracted from Banner

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

80.6

**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****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 2024-2025

**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**

Lander Academic Symposium\_CIS Students.xlsx

CIS 499 Portfolio Reviews\_By Faculty.pdf

Assessment\_rubric\_CIS499 Portfolio\_New.doc

**Dean's Email Address**

jyates1@lander.edu

**Approved by Dean?**

**Signature of Dean**

**Comments from Dean's Review**