Annual Assessment Report 2021-2022

BSBA Computer Information Systems

Computer Information Systems

College of Business

CONTACT
Name of Program Assessment Lead Ron Pike
Name of Person Completing Report Ron Pike

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES
How were the program's SLOs developed? (select all that apply)
   o   Our disciplinary accrediting agency has <u>recommended</u> learning outcomes, so we used and/or modified them.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.
- Course Syllabi3

ASSESSMENT ACTIVITIES IN 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022.** This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?
- 3

How many SLOs did your program assess this past year in 2021-2022?

- My program assessed SLOs in AY 2021-2022

Please list the SLOs examined

- SLO #1: SLO #1: CIS students will be able to identify, analyze and solve business-computing problems using knowledge and skills in the CIS discipline.
- SLO #2: SLO #2: CIS students will be able to solve business-computing problems using appropriate quantitative and qualitative skills.

Student Learning Outcome (SLO): **SLO #1: CIS students will be able to identify, analyze and solve business-computing problems using knowledge and skills in the CIS discipline.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Scored direct evidence of student learning		• Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
94	Average score, comparison with base requirement of 70% and with outcome from previous year assessment	Yes	High Outcomes

Student Learning Outcome (SLO): **SLO #2: CIS students will be able to solve business-computing problems using appropriate quantitative and qualitative skills.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning	• Assignment/exam/paper completed as part of regular coursework	• Used rubric or scoring guide
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)		
• Implemented closing the loop improvement strategies to improve SLO achievement		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
94	Average score compared with requirement of 70% and previous year assessment outcomes	Yes	High score

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? Select all that apply.
- Program curricular changes (e.g., course sequencing, changes to required curriculum, added or deleted courses)
- Other, please explain: Potential of revising instrument in CIS 3010 and also adding additional critical thinking assessment in other courses.

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.
- Program/department faculty as whole
- Program/department assessment committee
- College curriculum committee
- College assessment committee

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2021-2022 so that others may learn from your experiences.
We found that for a number of courses our assessment processes need to differ based on modality. For the CIS 1010 course assessed during the year the online format did not reduce student achievement.

CPP's GI2025 goals What assessment-related efforts do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)
We are working to determine how we can and should use demographic data to determine outcomes for potentially underserved groups including URM, pell-eligible, first generation and transfer students.

Does the program offer a certificate or credential (e.g., teaching credential)?
- No

The most current assessment plan and curriculum matrix we have on file for your program may be found <u>here</u>. To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan

Yes

Curriculum Matrix

Yes