

Table 4.1 - Standard 4 Student Learning Assessment
Use this table to supply data for Criterion 4.1.

Performance Indicator	You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.	Identified in Criterion 4.1	Identified in Criterion 4.3	Identified in Criterion 4.4	Identified in Criterion 4.3
1. Student Learning Results	Results: A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination. Add these to the description of the measurement instrument in column two. Direct - Assessing student performance by examining samples of student work. Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative - An assessment conducted during the student's education. Summative - An assessment conducted at the end of the student's education. Internal - An assessment instrument that was developed within the business unit. External - An assessment instrument that was developed outside the business unit. Comparative - Compare results to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.	Identified in Criterion 4.1	Results	Analysis of Results	Improvement
Approach	Identified in Criterion 4.2	Identified in Criterion 4.1	Results	Analysis of Results	Improvement
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g., direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you do to improve or what is your next step?	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = # Provide a graph or table of resulting trends (3-5 data points preferred)
Program: Business SLO: "The student will exhibit higher order thinking when solving business problems" Goal: Average score will exceed 70% Assessment 1 - Early in the program	In ECON 2023 (Principles of Microeconomics), students' scores on end of course assignment will assess ability to think critically and exhibit higher order thinking. This is a formative, internal assessment. (Sample used for data collection in AY 2019-2020)	Currently meeting the goal.	Results are slightly skewed as a manual sample was taken for the 2019-2020 academic year because of data retrieval issues. Data retrieval issues continued with our courseware provider in preceding academic years which can also account for fluctuation in sample sizes.	New courseware was purchased in Spring 2023 semester. The assessment is being revised over the summer and will deploy within the new courseware in Fall 2023.	
Program: Business SLO: "The student will exhibit higher order thinking when solving business problems" Goal: Average score will exceed 70% Assessment 2 - Mid program	In ACCT 2023 (Principles of Accounting II), students' scores on end of course assignment will assess ability to think critically and exhibit higher order thinking. This is a formative, internal assessment.	Currently meeting the goal.	Scores began to fall in the 2018-2019 AY when accounting instructors began a project-based, common rubric assessment utilizing Excel. Faculty also struggled with student participation/completion on the assessment.	To address potential student issues with Excel, CISQ 1103 Introduction to Computers was added as a pre-requisite to ACCT 2023 in Fall 2021. Faculty noticed that student participation and assignment completion is better within the courseware than in the LMS. Therefore, the assessment was moved into the McGraw-Hill Connect Courseware in Fall 2022. This greatly increased student participation and assignment completion.	
Program: Business SLO: "The student will exhibit higher order thinking when solving business problems" Goal: Average score will exceed 90% Assessment 3 - Capstone	In BADM 2703 (Internship), students' scores on rating by external organization will assess ability to think critically and exhibit higher order thinking. This is a summative, internal, comparative assessment. (No students enrolled in Fall 2021 or Fall 2022)	Currently below goal.	Small sample sizes are linked to trend line fluctuation. Still, end of program skills are averaging near or above the expected goals.	A new survey was developed and deployed in Fall 2019. This survey was once again revised in January 2023 to ensure proper alignment to objectives and standardization in service learning capstone courses. The survey was previously distributed on paper or via email, but as of 2023, it has been edited to a digital format.	
Program: Business SLO: "The student will exhibit higher order thinking when solving business problems" Assessment 3 - Capstone	In MGMT 1013 (Entrepreneurship in Action), students' scores on rating by external organization will assess ability to think critically and exhibit higher order thinking. This is a summative, internal, comparative assessment.	Slight decline. Currently below goal.	Despite some fluctuation in sample sizes between the fall and spring semesters, scores are averaging above or near expected goals. We are also seeing more students opt for the service learning course over the Internship Experience.	The academic assurance coordinator worked with faculty in the service learning course to revise the survey (assessment tool) for this course in the Spring 2021 semester. The survey was successfully deployed in Fall 2021. The survey was revised once more in January 2023 to ensure proper alignment to objective and standardization in service learning capstone courses. In addition, faculty are considering changes to the course that would position students to make community connections and meet the needs of small businesses within the area.	
Program: Business SLO: "The student will exhibit a Global Perspective when solving business problems" Goal: Average score will exceed 70% Assessment 1 - Early in the program	In ECON 2023 (Principles of Microeconomics), students' scores on end of course assignment will assess ability to exhibit a global perspective. This is a formative, internal assessment. (Sample used for data collection in AY 2019-2020. Average and count used without zeros.)	Consistently exceeding goal. Yet, negative trend	White skills seem to be improving, sample sizes have decreased. Largely due to deployment issues and student participation.	The program coordinator is redesigning this assessment over the summer of 2023. The new assessment will be deployed in Fall 2023.	
Program: Business SLO: "The student will exhibit a Global Perspective when solving business problems" Goal: Average score will exceed 70% Assessment 2 - Mid program	In ACCT 2023 (Principles of Accounting II), students' scores on end of course assignment will assess ability to exhibit a global perspective. This is a formative, internal assessment.	Currently above goal.	Scores began to fall in the 2018-2019 AY when accounting instructors began a project-based, common rubric assessment utilizing Excel. There was also an issue with student participation/completion.	Accounting faculty developed a common rubric used to grade the writing assignment and assessing it for global perspectives and writing outcomes. Faculty also redesigned the assessment, deploying both the new assessment and grading rubric in Fall 2022. With this new assessment, student participation increased.	
Program: Business SLO: "The student will exhibit a Global Perspective when solving business problems" Goal: Average score will exceed 90% Assessment 3 - Capstone	In BADM 2703 (Internship), students' scores on rating by external organization will assess ability to exhibit a global perspective. This is a summative, internal, comparative assessment. (No students enrolled in Fall 2021 or Fall 2022)	Currently below goal.	Small sample sizes are linked to trend line fluctuation. Still, end of program skills are averaging near or above the expected goals.	A new survey was developed and deployed in Fall 2019. This survey was once again revised in January 2023 to ensure proper alignment to objectives and standardization in service learning capstone courses. The survey was previously distributed on paper or via email, but as of 2023, it has been edited to a digital format.	
Program: Business SLO: "The student will exhibit a Global Perspective when solving business problems" Assessment 3 - Capstone	In MGMT 1013 (Entrepreneurship in Action), students' scores on rating by external organization will assess ability to exhibit a global perspective. This is a summative, internal, comparative assessment.	Slight decline. Currently below goal.	Despite some fluctuation in sample sizes between the fall and spring semesters, scores are averaging above or near expected goals. We are also seeing more students opt for the service learning course over the Internship Experience.	The academic assurance coordinator worked with faculty in the service learning course to revise the survey (assessment tool) for this course in the Spring 2021 semester. The survey was successfully deployed in Fall 2021. The survey was revised once more in January 2023 to ensure proper alignment to objective and standardization in service learning capstone courses. In addition, faculty are considering changes to the course that would position students to make community connections and meet the needs of small businesses within the area.	
Program: Business SLO: "The student will write clear, coherent business communications utilizing a variety of resources" Goal: Average score will exceed 70% Assessment 1 - Early in the program	In ECON 2023 (Principles of Microeconomics), students' scores on end of course assignment will assess ability to write clear, coherent business communications utilizing a variety of resources. This is a formative, internal assessment. (Sample used for data collection in AY 2019-2020. Average and count used without zeros.)	Consistently exceeding goal.	White skills seem to be improving, sample sizes have decreased. Largely due to deployment issues and student participation.	The program coordinator is redesigning this assessment over the summer of 2023. The new assessment will be deployed in Fall 2023.	
Program: Business SLO: "The student will write clear, coherent business communications utilizing a variety of resources" Assessment 2 - Mid program	In ACCT 2023 (Principles of Accounting II), students' scores on end of course assignment will assess ability to write clear, coherent business communications utilizing a variety of resources. This is a formative, internal assessment.	Currently above goal.	Scores began to fall in the 2018-2019 AY when accounting instructors began a project-based, common rubric assessment utilizing Excel. There was also an issue with student participation/completion.	Accounting faculty developed a common rubric used to grade the writing assignment and assessing it for global perspectives and writing outcomes. Faculty also redesigned the assessment, deploying both the new assessment and grading rubric in Fall 2022. With this new assessment, student participation increased.	
Program: Business SLO: "The student will write clear, coherent business communications utilizing a variety of resources" Assessment 3 - Capstone	In BADM 2703 (Internship), students' scores on rating by external organization will assess ability to write clear, coherent business communications utilizing a variety of resources. This is a summative, internal, comparative assessment. (No students enrolled in Fall 2021 or Fall 2022)	Currently meeting goal.	Small sample sizes are linked to trend line fluctuation. Still, end of program skills are averaging near or above the expected goals.	A new survey was developed and deployed in Fall 2019. This survey was once again revised in January 2023 to ensure proper alignment to objectives and standardization in service learning capstone courses. The survey was previously distributed on paper or via email, but as of 2023, it has been edited to a digital format.	
Program: Business SLO: "The student will write clear, coherent business communications utilizing a variety of resources" Assessment 3 - Capstone	In MGMT 1013 (Entrepreneurship in Action), students' scores on rating by external organization will assess ability to write clear, coherent business communications utilizing a variety of resources. This is a summative, internal, comparative assessment.	Slight decline. Currently below goal.	Despite some fluctuation in sample sizes between the fall and spring semesters, scores are averaging above or near expected goals. We are also seeing more students opt for the service learning course over the Internship Experience.	The academic assurance coordinator worked with faculty in the service learning course to revise the survey (assessment tool) for this course in the Spring 2021 semester. The survey was successfully deployed in Fall 2021. The survey was revised once more in January 2023 to ensure proper alignment to objective and standardization in service learning capstone courses. In addition, faculty are considering changes to the course that would position students to make community connections and meet the needs of small businesses within the area.	
Program: Business SLO: "The student will make effective presentations" Goal: Average score will exceed 70% Assessment 1 - Early in the program	In OSM 1103 (Business Communications), students' scores on a course capstone portfolio that will assess the ability to make effective business presentations. This is a formative, internal assessment.	Consistently exceeds the goal.	We noticed a significant difference in scores in the online and traditional modalities.	Faculty developed and deployed a new assessment and redesigned the course to standardize traditional and online student learning experiences in Summer 2022. The new assessment is also a more accurate reflection of the student's ability to make effective presentations.	
Program: Business SLO: "The student will make effective presentations" Goal: Average score will exceed 90% Assessment 2 - Mid program	In OSM 2103 (Business Presentations), students' scores on a course capstone portfolio that will assess the ability to make effective business presentations. This is a formative, internal assessment. (Course not offered in Spring 2021 or academic year 2021-2022)	Positive trend. Currently meeting goal.	Student enrollment suffered as a result of the 2020 pandemic. The Business Presentation course did not make for several semesters as we worked -and continue to work- to recover and boost our enrollment.	Faculty developed and deployed a new assessment and redesigned the course to standardize traditional and online student learning experiences in Summer 2022. The new assessment is also a more accurate reflection of the student's ability to make effective presentations.	
Program: Business SLO: "The student will make effective presentations" Assessment 3 - Capstone	In BADM 2703 (Internship), students' scores on rating by external organization will assess ability to make effective business presentations. This is a summative, internal, comparative assessment. (No students enrolled in Fall 2021 or Fall 2022)	Currently meeting goal.	Small sample sizes are linked to trend line fluctuation. Still, end of program skills are averaging near or above the expected goals.	A new survey was developed and deployed in Fall 2019. This survey was once again revised in January 2023 to ensure proper alignment to objectives and standardization in service learning capstone courses. The survey was previously distributed on paper or via email, but as of 2023, it has been edited to a digital format.	
Program: Business SLO: "The student will make effective presentations" Assessment 3 - Capstone	In MGMT 1013 (Entrepreneurship in Action), students' scores on rating by external organization will assess ability to make effective business presentations. This is a summative, internal, comparative assessment.	Slight decline. Currently below goal.	Despite some fluctuation in sample sizes between the fall and spring semesters, scores are averaging above or near expected goals. We are also seeing more students opt for the service learning course over the Internship Experience.	The academic assurance coordinator worked with faculty in the service learning course to revise the survey (assessment tool) for this course in the Spring 2021 semester. The survey was successfully deployed in Fall 2021. The survey was revised once more in January 2023 to ensure proper alignment to objective and standardization in service learning capstone courses. In addition, faculty are considering changes to the course that would position students to make community connections and meet the needs of small businesses within the area.	
Program: Business SLO: "The student will use college level math skills to complete analysis and solve business problems" Goal: Average score will exceed 70% Assessment 1 - Early in the program	In ECON 2023 (Principles of Microeconomics), students' scores on end of course assignment will assess ability to use college level math skills. This is a formative, internal assessment. (Sample used for data collection in AY 2019-2020)	Positive trend. Currently meeting the goal.	A manual sample was taken for AY 2019-2020 because of data retrieval issues. Results may be slightly skewed from changing the sample method and size for this specific academic year.	New courseware was purchased in Spring 2023 semester. The assessment is being revised over the summer and will deploy within the new courseware in Fall 2023.	
Program: Business SLO: "The student will use college level math skills to complete analysis and solve business problems" Goal: Average score will exceed 70% Assessment 2 - Mid program	In ACCT 2023 (Principles of Accounting II), students' scores on end of course assignment will assess ability to use college level math skills. This is a formative, internal assessment.	Currently above goal.	Scores began to fall in the 2018-2019 AY when accounting instructors began a project-based, common rubric assessment utilizing Excel. There was also an issue with student participation/completion.	To address potential student issues with Excel, CISQ 1103 Introduction to Computers was added as a pre-requisite to ACCT 2023 in Fall 2021. Faculty noticed that student participation and assignment completion is better within the courseware than in the LMS. Therefore, the assessment was moved into the McGraw-Hill Connect Courseware in Fall 2022. This greatly increased student participation and assignment completion.	
Program: Business SLO: "The student will use college level math skills to complete analysis and solve business problems" Assessment 3 - Capstone	In BADM 2703 (Internship), students' scores on rating by external organization will assess ability to think critically and exhibit higher order thinking. This is a summative, internal, comparative assessment. (No students enrolled in Fall 2021 or Fall 2022)	Currently below goal.	Small sample sizes are linked to trend line fluctuation. Still, end of program skills are averaging near or above the expected goals.	A new survey was developed and deployed in Fall 2019. This survey was once again revised in January 2023 to ensure proper alignment to objectives and standardization in service learning capstone courses. The survey was previously distributed on paper or via email, but as of 2023, it has been edited to a digital format.	
Program: Business SLO: "The student will use college level math skills to complete analysis and solve business problems" Assessment 3 - Capstone	In MGMT 1013 (Entrepreneurship in Action), students' scores on rating by external organization will assess ability to think critically and exhibit higher order thinking. This is a summative, internal, comparative assessment.	Slight decline. Currently below goal.	Despite some fluctuation in sample sizes between the fall and spring semesters, scores are averaging above or near expected goals. We are also seeing more students opt for the service learning course over the Internship Experience.	The academic assurance coordinator worked with faculty in the service learning course to revise the survey (assessment tool) for this course in the Spring 2021 semester. The survey was successfully deployed in Fall 2021. The survey was revised once more in January 2023 to ensure proper alignment to objective and standardization in service learning capstone courses. In addition, faculty are considering changes to the course that would position students to make community connections and meet the needs of small businesses within the area.	

<p>Program: Business SLO: "The student will be proficient in business application software." Goal: Average score will exceed 70% Assessment 1 - Early in the program</p>	<p>In CISQ 1103 (Introduction to Computer Information Systems), students complete pre and posttest measurements on MS Word, Access, Excel, and PowerPoint that will assess the proficiency in business application software. This is a formative, external, comparative assessment.</p>	Negative trend.	Scores began falling in Fall 2022, coinciding with our return to campus and more face-to-face traditional courses.	We standardized our LMS course shells in Spring 2023 in an effort to ensure an equitable course experience for students. In addition, the program coordinator for CISQ 1103 will be working with faculty to increase student participation in assessment. We will also be encouraging more faculty to offer practice tests to better prepare students for the four posttests in hopes of increasing student scores.	<p>AAS in Business SLO: Business Application Software (Early)</p>
<p>Program: Business SLO: "The student will be proficient in business application software." Goal: Average score will exceed 70% Assessment 2 - Mid program</p>	<p>In ACCT 2023 (Principles of Accounting II), students' scores on end of course assignment will assess proficiency in business application software. This is a formative, internal assessment.</p>	Currently meeting the goal.	Scores began to fall in the 2018-2019 AY when accounting instructors began a project-based, common rubric assessment utilizing Excel. There was also an issue with student participation/completion.	To address potential student issues with Excel, CISQ 1103 introduction to Computers was added as a pre-requisite to ACCT 2023 in Fall 2021. Faculty realized that student participation and assignment completion is better within the courseware than in the LMS. Therefore, the assessment was moved into the McGraw-Hill Connect Courseware in Fall 2022. This greatly increased student participation and assignment completion.	<p>AAS in Business SLO: Business Application Software (Mid)</p>
<p>Program: Business SLO: "The student will be proficient in business application software." Goal: Average score will exceed 90% Assessment 3 - Capstone</p>	<p>In BADM 2703 (Internship), students' scores on rating by external organization will assess ability to think critically and exhibit higher order thinking. This is a summative, internal, comparative assessment. (No students enrolled in Fall 2021 or Fall 2023.)</p>	Currently meeting the goal.	Small sample sizes are linked to trend line fluctuation. Still, end of program skills are averaging near or above the expected goals.	A new survey was developed and deployed in Fall 2019. This survey was once again revised in January 2023 to ensure proper alignment to objectives and standardization in service learning capstone courses. The survey was previously distributed on paper or via email, but as of 2023, it has been edited to a digital format.	<p>AAS in Business SLO: Business Application Software (Capstone)</p>
<p>Program: Business SLO: "The student will use college math skills to compare analysis and solve business problems." Goal: Average score will exceed 80% Assessment 3 - Capstone</p>	<p>In MGMT 1013 (Entrepreneurship in Action), students' scores on rating by external organization will assess ability to think critically and exhibit higher order thinking. This is a summative, internal, comparative assessment.</p>	Slight decline. Currently below goal.	Despite some fluctuation in sample sizes between the fall and spring semesters, scores are averaging above or near expected goals. We are also seeing more students opt for the service learning courses over the Internship Experience.	The academic assurance coordinator worked with faculty in the service learning course to revise the survey (assessment tool) for this course in the Spring 2021 semester. The survey was successfully deployed in Fall 2021. The survey was revised once more in January 2023 to ensure proper alignment to objective and standardization in service learning capstone courses. In addition, faculty are considering changes to the course that would position students to make community connections and meet the needs of small businesses within the area.	<p>AAS in Business SLO: Business Application Software (Capstone)</p>
<p>Program: Computer Information Systems SLO: "The student will exhibit higher order thinking when solving computing problems." Goal: Average score will exceed 80% Assessment 1 - Early in the program</p>	<p>In CISQ 1103 (Introduction to Computer Information Systems), students complete a pre and posttest measurement on Access that will assess higher order thinking when solving computing problems. This is a formative, external, comparative assessment.</p>	Negative trend.	Scores began falling in Fall 2022, coinciding with our return to campus and more face-to-face traditional courses.	We standardized our LMS course shells in Spring 2023 in an effort to ensure an equitable course experience for students. In addition, the program coordinator for CISQ 1103 will be working with faculty to increase student participation in assessment. We will also be encouraging more faculty to offer practice tests to better prepare students for the four posttests in hopes of increasing student scores.	<p>AAS in Computing SLO: Higher Order Thinking (Early)</p>
<p>Program: Computer Information Systems SLO: "The student will exhibit higher order thinking when solving computing problems." Goal: Average score will exceed 70% Assessment 2 - Mid program</p>	<p>In CISM 1403 (Database Management - ACCESS), students complete a MS Access assignment on SAM that will assess higher order thinking when solving computing problems. This is a formative, external, comparative assessment. (Course not offered in AY 2018-19. Not offered in Fall 2021.)</p>	Current positive trend, exceeding goal.	There is some fluctuation due to small sample sizes but results remain above goal.	Faculty noticed a lack of student participation and completion of assignments when the assessments were placed at the end of the semester. Therefore, faculty moved the assessment to take place after specific module completion within the course.	<p>AAS in Computing SLO: Higher Order Thinking (Mid)</p>
<p>Program: Computer Information Systems SLO: "The student will exhibit higher order thinking when solving computing problems." Goal: Average score will exceed 90% Assessment 3 - Capstone</p>	<p>In BADM 2703 (Internship), students' scores on rating by external organization will assess ability to think critically and exhibit higher order thinking. This is a summative, internal, comparative assessment. (Not students enrolled in Fall 2022 or Spring 2023.)</p>	Currently meeting the goal.	Small sample sizes are linked to trend line fluctuation. However, averages have been largely below goal.	A new survey was developed and deployed in Fall 2019. This survey was once again revised in January 2023 to ensure proper alignment to objectives and standardization in service learning capstone courses. The survey was previously distributed on paper or via email, but as of 2023, it has been edited to a digital format.	<p>AAS in Computing SLO: Higher Order Thinking (Capstone)</p>
<p>Program: Computer Information Systems SLO: "The student will exhibit higher order thinking when solving computing problems." Goal: Average score will exceed 90% Assessment 3 - Capstone</p>	<p>In PROG 2703 (Capstone Software Engineering), students' scores on rating by external organization will assess ability to think critically and exhibit higher order thinking. This is a summative, internal, comparative assessment.</p>	Slight decline. Currently below goal.	There are currently fewer than three data points as this is a new course and is only available in spring semesters. This course was developed to aid computing students who could not enroll in the BADM 2703 Internship Experience.	The academic assurance coordinator worked with faculty in the service learning course to revise the survey (assessment tool) for this course in the Fall 2021 semester. The survey was successfully deployed in Spring 2022. The survey was revised once more in January 2023 to ensure proper alignment to objective and standardization in service learning capstone courses. The instructor has also moved more toward working with service learning to obtain projects for students in the course. This allows students to receive service learning credit upon graduating.	<p>AAS in Computing SLO: Higher Order Thinking (Capstone)</p>
<p>Program: Computer Information Systems SLO: "The student will exhibit a Global Perspective when solving computing problems." Goal: Average score will exceed 70% Assessment 1 - Early in the program</p>	<p>In ECON 2023 (Principles of Microeconomics), students' scores on end of course assignment will assess ability to exhibit a global perspective. This is a formative, internal assessment. (Sample used for data collection in AY 2019-2020. Average and count used without zeros.)</p>	Consistently exceeding goal. Though currently a slightly negative trend	While skills seem to be improving, sample sizes have decreased. Largely due to deployment issues and student participation.	The program coordinator is redesigning this assessment over the summer of 2023. The new assessment will be deployed in Fall 2023.	<p>AAS in Computing SLO: Global Perspective (Early)</p>
<p>Program: Computer Information Systems SLO: "The student will exhibit a Global Perspective when solving computing problems." Goal: Average score will exceed 90% Assessment 3 - Capstone</p>	<p>In BADM 2703 (Internship), students' scores on rating by external organization will assess ability to exhibit a global perspective. This is a summative, internal, comparative assessment. (No students enrolled in Fall 2022 or Spring 2023.)</p>	Currently meeting the goal.	Small sample sizes are linked to trend line fluctuation. However, averages have been largely below goal.	A new survey was developed and deployed in Fall 2019. This survey was once again revised in January 2023 to ensure proper alignment to objectives and standardization in service learning capstone courses. The survey was previously distributed on paper or via email, but as of 2023, it has been edited to a digital format.	<p>AAS in Computing SLO: Global Perspective (Capstone)</p>
<p>Program: Computer Information Systems SLO: "The student will exhibit a Global Perspective when solving computing problems." Goal: Average score will exceed 90% Assessment 3 - Capstone</p>	<p>In PROG 2703 (Capstone Software Engineering), students' scores on rating by external organization will assess ability to exhibit a global perspective. This is a summative, internal, comparative assessment.</p>	Slight increase. Currently above goal.	There are currently fewer than three data points as this is a new course and is only available in spring semesters. This course was developed to aid computing students who could not enroll in the BADM 2703 Internship Experience.	The academic assurance coordinator worked with faculty in the service learning course to revise the survey (assessment tool) for this course in the Fall 2021 semester. The survey was successfully deployed in Spring 2022. The survey was revised once more in January 2023 to ensure proper alignment to objective and standardization in service learning capstone courses. The instructor has also moved more toward working with service learning to obtain projects for students in the course. This allows students to receive service learning credit upon graduating.	<p>AAS in Computing SLO: Global Perspective (Capstone)</p>
<p>Program: Computer Information Systems SLO: "The student will write clear, coherent, technical communications." Goal: Average score will exceed 90% Assessment 1 - Early in the program</p>	<p>In CISQ 1103 (Introduction to Computer Information Systems), students complete a pre and posttest measurement on MS Word that will assess writing clear, coherent, technical communications. This is a formative, external, comparative assessment.</p>	Negative trend.	Scores began falling in Fall 2022, coinciding with our return to campus and more face-to-face traditional courses.	Faculty worked together to standardize the CISQ 1103 course, releasing the new course shell complete with course content in Spring 2023. Faculty also decided to lower the goal from 90 to 70 since the course was removed as a pre-req for many of the computing courses. Also, there has been a clash between Google and Microsoft products as faculty have noticed new students struggling more with Microsoft products. In addition, the program coordinator for CISQ 1103 will be working with faculty to increase student participation in assessment. We will also be encouraging more faculty to offer practice tests to better prepare students for the four posttests in hopes of increasing student scores.	<p>AAS in Computing SLO: Clear Technical Communication (Early)</p>
<p>Program: Computer Information Systems SLO: "The student will write clear, coherent, technical communications." Goal: Average score will exceed 70% Assessment 2 - Mid program</p>	<p>In OSIM 1103 (Business Communications), students complete an end of course capstone project comprised of both written and presentation material that will assess the ability to write clear, coherent, technical communications. This is a formative, internal assessment.</p>	Consistently exceeds the goal.	We noticed a significant difference in scores in the online and traditional modalities.	OSM Instructor developed and deployed new assessment to standardize traditional and online student learning experiences in Summer 2022. New assessment is also a more accurate reflection of student's ability to write clear technical communication. Because of these changes we were able to better separate out scores/averages for this outcome.	<p>AAS in Computing SLO: Clear Technical Communication (Mid)</p>
<p>Program: Computer Information Systems SLO: "The student will write clear, coherent, technical communications." Goal: Average score will exceed 90% Assessment 3 - Capstone</p>	<p>In BADM 2703 (Internship), students' scores on rating by external organization will assess the ability to write clear, coherent, technical communications. This is a summative, internal, comparative assessment. (No students enrolled in Fall 2022 or Spring 2023.)</p>	Currently above goal.	Small sample sizes are linked to trend line fluctuation. However, averages have been largely below goal.	A new survey was developed and deployed in Fall 2019. This survey was once again revised in January 2023 to ensure proper alignment to objectives and standardization in service learning capstone courses. The survey was previously distributed on paper or via email, but as of 2023, it has been edited to a digital format.	<p>AAS in Computing SLO: Clear Technical Communication (Capstone)</p>
<p>Program: Computer Information Systems SLO: "The student will write clear, coherent, technical communications." Goal: Average score will exceed 90% Assessment 3 - Capstone</p>	<p>In PROG 2703 (Capstone Software Engineering), students' scores on rating by external organization will assess ability to write clear, coherent, technical communications. This is a summative, internal, comparative assessment.</p>	Slight decrease. Below goal.	There are currently fewer than three data points as this is a new course and is only available in spring semesters. This course was developed to aid computing students who could not enroll in the BADM 2703 Internship Experience.	The academic assurance coordinator worked with faculty in the service learning course to revise the survey (assessment tool) for this course in the Fall 2021 semester. The survey was successfully deployed in Spring 2022. The survey was revised once more in January 2023 to ensure proper alignment to objective and standardization in service learning capstone courses. The instructor has also moved more toward working with service learning to obtain projects for students in the course. This allows students to receive service learning credit upon graduating.	<p>AAS in Computing SLO: Clear Technical Communication (Capstone)</p>
<p>Program: Computer Information Systems SLO: "The student will make effective presentations and explain technical issues." Goal: Average score will exceed 70% Assessment 1 - Early in the program</p>	<p>In OSIM 1103 (Business Communications), students complete an end of course capstone project comprised of both written and presentation material that will assess the ability to make effective presentations and explain technical issues. This is a formative, internal assessment.</p>	Consistently exceeds the goal.	We noticed a significant difference in scores in the online and traditional modalities.	OSM Instructor developed and deployed new assessment to standardize traditional and online student learning experiences in Summer 2022. New assessment is also a more accurate reflection of student's ability to make effective presentations.	<p>AAS in Computing SLO: Effective Presentations (Early)</p>
<p>Program: Computer Information Systems SLO: "The student will make effective presentations and explain technical issues." Goal: Average score will exceed 70% Assessment 2 - Mid program</p>	<p>In OSIM 2103 (Business Presentations), students complete an end of course assessment that will assess the ability to make effective presentations. It uses a multi-tiered project evaluation including material, use of technology, and content. This is a formative, internal assessment.</p>	Positive trend. Currently meeting goal.	Student enrollment suffered as a result of the 2020 pandemic. The Business Presentation course did not make for several semesters as we worked - and continue to work - to recover and boost our enrollment.	Faculty developed and deployed a new assessment and reenvisioned the course to standardize traditional and online student learning experiences in Summer 2022. The new assessment is also a more accurate reflection of the student's ability to make effective presentations.	<p>AAS in Computing SLO: Effective Presentations (Mid)</p>

<p>Program: Computer Information Systems SLO: "The student will make effective presentations and explain technical issues." Goal: Average score will exceed 90% Assessment 3 - Capstone</p>	<p>In BADM 2703 (Internship), students' scores on rating by external organization will assess the ability to make effective presentations and explain technical issues. This is a summative, internal, comparative assessment. (No students enrolled in Fall 2022 or Spring 2023.)</p>	Currently above goal.	Small sample sizes are linked to trend line fluctuation. However, averages have been largely below goal.	A new survey was developed and deployed in Fall 2019. This survey was once again revised in January 2023 to ensure proper alignment to objectives and standardization in service learning capstone courses. The survey was previously distributed on paper or via email, but as of 2023, it has been edited to a digital format.	
<p>Program: Computer Information Systems SLO: "The student will make effective presentations and explain technical issues." Goal: Average score will exceed 90% Assessment 3 - Capstone</p>	<p>In PROG 2703 (Capstone Software Engineering), students' scores on rating by external organization will assess the ability to make effective presentations and explain technical issues. This is a summative, internal, comparative assessment.</p>	Slight increase. Currently above goal.	There are currently fewer than three data points as this is a new course and is only available in spring semesters. This course was developed to aid computing students who could not enroll in the BADM 2703 Internship Experience.	The academic assurance coordinator worked with faculty in the service learning course to review the survey (assessment tool) for this course in the Fall 2021 semester. The survey was successfully deployed in Spring 2022. The survey was revised once more in January 2023 to ensure proper alignment to objective and standardization in service learning capstone courses. The instructor has also moved more toward working with service learning to obtain projects for students in the course. This allows students to receive service learning credit upon graduating.	
<p>Program: Computer Information Systems SLO: "The student will use college-level math skills to write programs and solve computing problems." Goal: Average score will exceed 70% Assessment 1 - Early in the program</p>	<p>In CISQ 1103 (Introduction to Computer Information Systems), students complete a pre and posttest measurement on MS Excel that will assess math skills. This is a formative, external, comparative assessment.</p>	Below goal.	Scores began falling in Fall 2022, coinciding with our return to campus and more face-to-face traditional courses.	Faculty worked together to standardize the CISQ 1103 course, releasing the new course shell complete with course content in Spring 2023. Faculty also decided to lower the goal from 90 to 70 since the course was removed as a pre-req for many of the computing courses. Also, there has been a clash between Google and Microsoft products as faculty have noticed new students struggling more with Microsoft products. In addition, the program coordinator for CISQ 1103 will be working with faculty to increase student participation in assessments. We will also be encouraging more faculty to offer practice tests to better prepare students for the four posttests in hopes of increasing student scores.	
<p>Program: Computer Information Systems SLO: "The student will use college level math skills to write programs and solve computing problems." Goal: Average score will exceed 70% Assessment 2 - Mid program</p>	<p>In CISM 1503 (Spreadsheet Analysis - EXCEL), students complete a spreadsheet project on SAM that will assess the student's ability to assemble data and perform complex analysis. This is a formative, external, comparative assessment.</p>	Just below goal.	Scores began to increase in Fall 2022 when the assessment was moved to deliverables instead of an end-of-course project.	Faculty noticed a lack of student participation and completion of assessments when the assessments were placed at the end of the semester. Therefore, faculty moved the assessment to take place after specific module completion within the course.	
<p>Program: Computer Information Systems SLO: "The student will use college level math skills to write programs and solve computing problems." Goal: Average score will exceed 90% Assessment 3 - Capstone</p>	<p>In BADM 2703 (Internship), students' scores on rating by external organization will assess the ability to use college level math skills to write programs and solve computing problems. This is a summative, internal, comparative assessment. (No students enrolled in Fall 2022 or Spring 2023.)</p>	Currently above goal.	Small sample sizes are linked to trend line fluctuation.	A new survey was developed and deployed in Fall 2019. This survey was once again revised in January 2023 to ensure proper alignment to objectives and standardization in service learning capstone courses. The survey was previously distributed on paper or via email, but as of 2023, it has been edited to a digital format.	
<p>Program: Computer Information Systems SLO: "The student will use college level math skills to write programs and solve computing problems." Goal: Average score will exceed 70% Assessment 3 - Capstone</p>	<p>In PROG 2703 (Capstone Software Engineering), students' scores on rating by external organization will assess the ability to use college level math skills to write programs and solve computing problems. This is a summative, internal, comparative assessment.</p>	Slight decrease. Currently below goal.	There are currently fewer than three data points as this is a new course and is only available in spring semesters. This course was developed to aid computing students who could not enroll in the BADM 2703 Internship Experience.	The academic assurance coordinator worked with faculty in the service learning course to review the survey (assessment tool) for this course in the Fall 2021 semester. The survey was successfully deployed in Spring 2022. The survey was revised once more in January 2023 to ensure proper alignment to objective and standardization in service learning capstone courses. The instructor has also moved more toward working with service learning to obtain projects for students in the course. This allows students to receive service learning credit upon graduating.	
<p>Program: Computer Information Systems SLO: "The student will be proficient in their technical discipline." Goal: Average score will exceed 85% Assessment 1 - Early in the program</p>	<p>In CISQ 1103 (Introduction to Computer Information Systems), students complete pre and posttest measurements on MS Word, Access, Excel, and PowerPoint that will assess the proficiency in business application software. This is a formative, external, comparative assessment.</p>	Negative trend.	Scores began falling in Fall 2022, coinciding with our return to campus and more face-to-face traditional courses.	We standardized our LMS course shells in Spring 2023 in an effort to ensure an equitable course experience for students. In addition, the program coordinator for CISQ 1103 will be working with faculty to increase student participation in assessment. We will also be encouraging more faculty to offer practice tests to better prepare students for the four posttests in hopes of increasing student scores.	
<p>Program: Computer Information Systems SLO: "The student will be proficient in their technical discipline." Goal: Average score will exceed 70% Assessment 2 - Mid program</p>	<p>In NTWK 2084 (Network Hardware Support), students complete a CISCO academy skills-based assessment in the CCNA prep course that will assess the proficiency in CISCO skills. This is a formative, external, comparative assessment.</p>	Currently exceeding goal.	Small and fluctuating sample sizes throughout the pandemic. However in Spring 2023 we began recovering some of our enrollment.	Our networking program is poised for growth. Therefore, we plan to expand our outreach capacity for this course by adapting it for hybrid and online modalities. We will be able to use a new remote software management system to enhance hands-on engaging content across modalities and enhance flexibility for students.	
<p>Program: Computer Information Systems SLO: "The student will be proficient in their technical discipline." Goal: Average score will exceed 70% Assessment 2 - Mid program</p>	<p>In CISM 2213 (Web Page Design II), students complete an end of course capstone project that will assess the proficiency in web page design skills. This is a formative, internal assessment.</p>	Currently exceeding goal.	Trend data is largely unstable due to low enrollment and students not completing the assessment. This course in particular has struggled with low enrollment and has been cancelled some semesters as a result.	Faculty have reviewed assessment and decided to divide the final project into process-based deliverables in order to boost student participation. In addition, faculty are exploring new textbook options to incorporate minor but important updates to CSS Grids within the course, this move is based on industry needs.	
<p>Program: Computer Information Systems SLO: "The student will be proficient in their technical discipline." Goal: Average score will exceed 70% Assessment 2 - Mid program</p>	<p>In PROG 1103 (Visual Basic Programming), students complete an end of course capstone project that will assess the proficiency in skills delivering a program/system. This is a formative, internal assessment.</p>	Currently exceeding the goal.	Trend data is largely unstable largely due to small and fluctuating sample sizes	This course will no longer be assessed as it is now a program elective. We will begin assessing CISM 1433 SQL Concepts in Spring 2022.	
<p>Program: Computer Information Systems SLO: "The student will be proficient in their technical discipline." Goal: Average score will exceed 70% Assessment 2 - Mid program</p>	<p>In CISM 1433 (SQL Concepts) the students complete a comprehensive final project that will assess the proficiency in SQL skills. This is a formative, internal assessment.</p>	Currently above goal.	Differences in fall and spring semester enrollment leads to fluctuation in the data.	This assessment and all course assignments and exams were re-evaluated in Spring 2023. It was determined that course activities were heavy in academic language, yet faculty decided to re-word language in course activities in order to make language more practical and applicable to business and technical fields. Can you remind me? Was this a recommendation of advisory boards? How did this come about?	
<p>Program: Computer Information Systems SLO: "The student will be proficient in their technical discipline." Goal: Average score will exceed 90% Assessment 3 - Capstone</p>	<p>In BADM 2703 (Internship), students' scores on rating by external organization will assess the proficiency of their technical discipline. This is a summative, internal, comparative assessment. (No students enrolled in Fall 2022 or Spring 2023.)</p>	Currently above goal.	Small sample sizes are linked to trend line fluctuation. However, averages have been largely below goal.	The academic assurance coordinator worked with faculty in the service learning course to review the survey (assessment tool) for this course in the Fall 2021 semester. The survey was successfully deployed in Spring 2022. The survey was revised once more in January 2023 to ensure proper alignment to objective and standardization in service learning capstone courses. The instructor has also moved more toward working with service learning to obtain projects for students in the course. This allows students to receive service learning credit upon graduating.	
<p>Program: Computer Information Systems SLO: "The student will be proficient in their technical discipline." Goal: Average score will exceed 90% Assessment 3 - Capstone</p>	<p>In PROG 2703 (Capstone Software Engineering), students' scores on rating by external organization will assess the proficiency of their technical discipline. This is a summative, internal, comparative assessment.</p>	Slight increase. Currently below goal.	There are currently fewer than three data points as this is a new course and is only available in spring semesters. This course was developed to aid computing students who could not enroll in the BADM 2703 Internship Experience.	The academic assurance coordinator worked with faculty in the service learning course to review the survey (assessment tool) for this course in the Fall 2021 semester. The survey was successfully deployed in Spring 2022. The survey was revised once more in January 2023 to ensure proper alignment to objective and standardization in service learning capstone courses.	

Study Area Outcomes					
		Analysis of Results			
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative).	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
Degree: AS Business Administration (WCOB) Study area: Business Transfer SLO: "The student will provide support for business decisions demonstrating critical thinking and problem-solving skills." Goal: Average score will exceed 70%.	In BUTR 1033 (Data Analysis and Interpretation) students will complete a final project that will assess their ability to provide support for business decisions. This is an internal, formative assessment.	Slight decline. Currently above goal.	There are currently fewer than three data points as this is a new assessment.	The course, BUTR 1033 Data Analysis and Interpretation, is set for a redesign in the Spring semester of 2024. This course is part of a 2+2 agreement with the University of Arkansas. The UofA is piloting a new version of this course in the Fall 2023 semester. Program Coordinators are working closely with the UofA to redesign this course in order to maintain our agreement.	AS Business Admin (WCOB) Support for Business Decisions with Critical Thinking
Degree: AS Business Administration (WCOB) Study area: Computer Information Systems Transfer SLO: "The student will effectively apply prevalent business-related technology while interpreting the various benefits, costs, and risks associated with its use." Goal: Average score will exceed 80%.	In CISM 1109 (Business Information Systems) students will participate in an online discussion within defined parameters that will assess their ability to interpret various benefits, costs, and risks associated with various business-related technologies. This is an internal, formative assessment.	Positive trend	Enrollment is increasing as well as student averages.	In Fall 2022, faculty began incorporating Salesforce CRM application into the course in effort to make the course transferable to the University of Arkansas, per our MOU agreement.	AS Business Admin (WCOB) Interpreting Risks using Technology
Degree: AS Business Administration (WCOB) Study area: General Business Transfer SLO: "The student will use standard software to address business problems." Goal: Average score will exceed 70%.	In BUTR 1033 (Data Analysis and Interpretation) students will complete a final project that will assess their ability to use software to address business problems. This is an internal, formative assessment.	Currently below goal.	There are currently fewer than three data points as this is a new assessment. However, students seem to be partially completing the assessment utilizing Excel. There was also an issue with data visualization pieces, which explains why scores are higher in "support for business decisions with critical thinking" than in "using software to address business problems."	The course, BUTR 1033 Data Analysis and Interpretation, is set for a redesign in the Spring semester of 2024. This course is part of a 2+2 agreement with the University of Arkansas. The UofA is piloting a new version of this course in the Fall 2023 semester. Program Coordinators are working closely with the UofA to redesign this course in order to maintain our agreement.	AS Business, General Business Transfer Using software to address business problems
Degree: AAS Business Management Study area: Accounting Technology SLO: "The student will use accounting software and spreadsheets to carry out accounting job functions." Goal: Average score will exceed 70%.	In ACCT 2023 (Principles of Accounting II) students' scores on end of course assignment will assess proficiency in accounting software and spreadsheets. This is a formative, internal assessment.	Currently meeting the goal.	Scores began to fall in the 2018-2019 AY when accounting instructors began a project-based, common rubric assessment utilizing Excel. There was also an issue with student participation/completion.	To address potential student issues with Excel, CISQ 1103 Introduction to Computers was added as a pre-requisite to ACCT in Fall 2021. Faculty noticed that student participation and assignment completion is better with the courseware than in the LMS. Therefore, the assessment was moved into the McGraw-Hill Connect Courseware in Fall 2022. This greatly increased student participation and assignment completion.	Study area: ACCT Tech SLO: Using ACCT Software (Mid)
Degree: AAS Business Management Study area: Accounting Technology SLO: "The student will use accounting software and spreadsheets to carry out accounting job functions." Goal: Pass rate of 70% or higher. (67% of students taking the exam will pass the exam.)	In ACCT 2203 (Accounting Practicum) student pass rates on the QuickBooks exam and the student proficiency in using accounting software and spreadsheets. This is a summative, external assessment.	Currently above goal.	There are currently fewer than three data points as this is a new assessment and opportunities to take the course and the exam are limited to Spring semesters.	Faculty are trying to procure funds via the Perkins grant to implement a review for the National Bookkeeping Exam and the QuickBooks exam. Currently, funding has been approved for the QuickBooks Exam, but faculty are still negotiating funding for the National Bookkeeping Exam. This review portion will assist students in preparing for the certification exam and will be integrated into courses in Fall 2024.	Study Area: ACCT Tech SLO: Using ACCT Software (Capstone)
Degree: AAS Business Management Study area: Banking and Finance SLO: "The student will prepare marketing plans for the banking industry and demonstrate understanding of consumer choices in banking." Goal: (not set)	Courses specific to banking and finance are not taught on the WACO campus. The degree is available through a partnership with the Center for Financial Training. Therefore, we do not have access to assessments specific but only receive final grades from the CFT.				
Degree: AAS Business Management Study area: General Business SLO: "The student will perform essential calculations to demonstrate financial literacy." Goal: Average score will exceed 70%.	In ACCT 2188 (Federal Income Tax) students will complete a complex tax problem to include personal and business income and deductions. Forms/Schedules may include Form 1040, Schedule A, Schedule B, Schedule C, Form 4562, and Schedule SE. This is an internal, formative assessment.	Currently meeting goal.	There are currently fewer than three data points as this is a new assessment and opportunities to take the course are limited to Spring semesters.	Faculty began using a new textbook in Spring 2023; therefore, the course is still in early stages of redesign. Our accounting program coordinator is set to view performance data on assignments to assess course materials, assignments, and pacing before the course is offered again in Spring 2024.	Study Area: Business Mgmt SLO: Perform Essential Calculations
Degree: AAS Business Management Study area: Entrepreneurship SLO: "The student will confidently pitch a business idea to potential customers and investors." Goal: Average score will exceed 75%.	In ENTR 1003 (Introduction to Entrepreneurship) students will present a brief pitch of their business idea to potential customers and investors. This is an internal, formative assessment.	Above goal	Student averages are fairly consistent.	Faculty are revising the assessment in the Fall 2023 semester to include a video recording of the student's pitch. This is an effort to ensure equitable experiences across course modalities as well as to encourage student practice for incorporating technology and developing future social media content.	Study Area: Entrepreneurship SLO: Pitch a Business Idea (Early)
Degree: AAS Business Management Study area: Entrepreneurship SLO: "The student will confidently pitch a business idea to potential customers and investors." Goal: Average score will exceed 90%.	In BADM 2223 (Small Business Management) students will present a complete pitch of their business idea as if presenting to investors. This is an internal, summative assessment.	Currently above goal.	There are struggles with student completion of the assessment which leads to fluctuation.	Adjustments are set to be made to the current assessment to allow for more in-depth financial analysis in relation to the business pitch. Expected deployment of updated assessment is Spring 2024.	Study Area: Entrepreneurship SLO: Pitch a Business Idea (Capstone)
Degree: AAS Business Management Study area: Retail SLO: "The student will develop a multi-channel campaign based on an understanding of consumer buying behavior." Goal: Average score will exceed 75%.	In MGMT 1033 (Retail Management) students will complete a complex marketing plan to assess their understanding of consumer buying behavior. This is an internal, formative assessment.	Consistently above goal. Positive trend.	Assessment was not deployed in Spring 2023 semester.	Faculty are re-evaluating the role of this course in the retail program. They will still be in early stages of redesign. Our accounting program coordinator is set to view performance data on assignments to assess course materials, assignments, and pacing before the course is offered again in Spring 2024.	Study Area: Retail SLO: Multi-Level Marketing (Early)
Degree: AAS Business Management Study area: Retail SLO: "The student will develop a multi-channel campaign based on an understanding of consumer buying behavior." Goal: Average score will exceed 75%.	In ENTR 2043 (E-Commerce) students will complete a complex marketing plan to assess their understanding of consumer buying behavior. This is an internal, summative assessment.	Slight decline. Currently below goal.	There were issues with student interpretation of assessment instructions in Fall 2022. This possibly led to the slight decline.	Faculty are working on revising the assessment to improve student understanding. Revised assessment to be deployed in Fall 2023.	Study Area: Retail SLO: Multi-level Marketing (Capstone)
Degree: AAS Business Management Study area: Logistics SLO: "The student will demonstrate the impact of logistics and supply chain operations on an organization's bottom line." Goal: Average score will exceed 70%.	In TRLO 1013 (Supply Chain Management) an assignment given in the middle of the semester will assess their ability to demonstrate the impact of logistics and supply chain operations on an organization's bottom line. This is an internal, formative assessment.	Currently significantly below goal.	Previously, this assessment was a quiz given in the second half of the semester. However, the instructor changed the assessment to an assignment on the total annual cost equation. Spring 2023 was the first semester of deployment for this new assessment.	Students may not be watching the instructional videos prior to the assessment in the online and remote courses. The instructor will work to develop interactive videos via YouTube, our video software, to increase student interaction with course materials. Also, the instructor will be increasing the point value on the assessment to encourage more student participation.	Study Area: Logistics SLO: Impact of Logistics (Early)
Degree: AAS Business Management Study area: Logistics SLO: "The student will demonstrate the impact of logistics and supply chain operations on an organization's bottom line." Goal: (not set)	In TRLO 2038 (Inventory Management) quiz given in the middle of the semester will assess students on their ability to demonstrate the impact of logistics and supply chain operations on an organization's bottom line. This is an internal, formative assessment.	Assessment to be deployed in Fall 2023.			
Degree: AAS Computer Information Systems Study area: Computer Networking SLO: "The student will analyze and design computer networks based on specific requirements." Goal: Average score will be above 70%.	In NTWK 2014 (Networking and Computer Information Systems) students complete a CISCO academy skills-based assessment in the CCNA prep course that will assess proficiency in implementation and configuration of networks. This is a formative, external, comparative assessment.	Currently below goal	Data may be slightly skewed due to fluctuating sample sizes in fall and spring semesters.	NTWK 2014 is open to students who are not in the networking concentration. In order to provide more opportunities for self-paced learning, hands-on labs have been reduced in the course and the number of activities have been increased. Assessment scores have also recently fallen due to the influx of non-networking students. Therefore, in the future, the data will compare networking to non-networking students within the course.	Study Area: NTWK SLO: Analyze and Design Computer Networks (Early)
Degree: AAS Computer Information Systems Study area: Computer Networking SLO: "The student will analyze and design computer networks based on specific requirements." Goal: Average score will be above 70%.	In NTWK 2084 (Network Hardware Support), students complete a CISCO academy skills-based assessment in the CCNA prep course that will assess proficiency in implementation and configuration of networks. This is a formative, external, comparative assessment.	Currently exceeding goal.	Data may be slightly skewed due to fluctuating sample sizes.	Our Networking Program has been designated as a National Center of Academic Excellence in Cyber Defense. As a result, our networking program is poised for growth. Therefore, we plan to expand our outreach capacity for this course by adapting it for hybrid and online modalities. We will be able to use a new remote software management system to create hands-on, engaging content across modalities and enhance flexibility for students.	Study Area: NTWK SLO: Analyze and Design Computer Networks (Mid)
Degree: AAS Computer Information Systems Study area: Computer Networking SLO: "The student will analyze and design computer networks based on specific requirements." Goal: Average score will be above 70%.	In NTWK 2214 (Switching Basics & Inter. Routing), students complete a CISCO academy skills-based assessment in the CCNA prep course that will assess proficiency in implementation and configuration of networks. This is a summative, external, comparative assessment.	Currently above goal.	There are currently fewer than three data points as this is a new assessment and an on-demand course.	Faculty are exploring a curriculum change to this course that would put more of a focus on Python API and include a hands-on course application project.	Study Area: Computer Networking SLO: Analyze and Design Computer Networks (Capstone)
Degree: AAS Computer Information Systems Study area: Information Systems Management SLO: "Use business software and applications to manage data and information as well as to solve business problems." Goal: Average score will exceed 85%.	In CISM 1503 (Spreadsheet Analysis - EXCEL) students complete a quiz and a spreadsheet project on SAM that will assess the student's ability to use business software and applications to solve business problems. This is a formative, external, comparative assessment.	Slight decline. Currently below goal.	In the Fall of 2022, faculty added a quiz in addition to the spreadsheet project in SAM to assess this objective. We began averaging those scores for our assessment; consequently, scores began to fall the same semester.	We noticed that null grades (or non-attempts) were being considered in overall performance averages. We decided to remove these from the Spring 2023 semester averages, going forward. Faculty and the assessment coordinator will continue to monitor the performance averages as well as student participation and make adjustments to the assessment as needed.	Study Area: Info Systems Mgmt SLO: Problem-solving with software
Degree: AAS Computer Information Systems Study area: Computer Programming SLO: "The student will demonstrate an understanding and application of object-oriented programming concepts such as encapsulation, inheritance, polymorphism, and user-defined types." Goal: Average score will exceed 70%.	In PRDG 1403 (Programming Logic II) students will complete a modeling assignment that will assess their application of object-oriented programming concepts. This is an internal, formative assessment.	Consistently above goal. Current negative	Data may be slightly skewed due to small sample sizes.	This assessment and others within the course were revised in Spring 2023, moving from using pre-made, textbook-oriented data sets to real-world data. This change was made in efforts to allow students to be exposed to real-world problems and develop problem-solving skills.	Study Area: Computer Programming SLO: Object-oriented programming

Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	Data Point 4 (year or semester)	Data Point 5 (year or semester)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	Data Point 4 (year or semester)	Data Point 5 (year or semester)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	Data Point 4 (year or semester)	Data Point 5 (year or semester)
84	40	70	66	79	54	54	49	45	88	80	100	100	85	100
70	70	70	70	70	70	70	70	70	70	90	90	90	90	90
2018 (n=1 Fall 2019 (Fall 2020 (Fall 2021 (Fall 2022 (n=89)					Fall 2020 (Spring 2021 (Spring 2022 (Fall 2022 (n=73)					Fall 2020 (Spring 2021 (Spring 2022 (Fall 2022 (n=1)				
83	90	95			90	90	90	90	90	Fall 2021 (Spring 2022 (Fall 2022 (n=3)				
95	90	83	81	79	49	52	49	52	76	100	95	100	93	100
70	70	70	70	70	70	70	70	70	70	90	90	90	90	90
2018 (n=1 Fall 2019 (Fall 2020 (Fall 2021 (Fall 2022 (n=63)					Fall 2020 (Spring 2021 (Spring 2022 (Fall 2022 (n=79)					Fall 2020 (Spring 2021 (Spring 2022 (Fall 2022 (n=1)				
100	96	100			90	90	90	90	90	Fall 2021 (Spring 2022 (Fall 2022 (n=3)				
95	89	77	85	83	56	58	53	50	74	100	95	100	84	100
70	70	70	70	70	70	70	70	70	70	90	90	90	90	90
2018 (n=1 Fall 2019 (Fall 2020 (Fall 2020 (Spring 2021 (Spring 2022 (Fall 2022 (n=80)					Fall 2020 (Spring 2021 (Spring 2022 (Fall 2022 (n=1)				
82	89	91	Fall 2021 (Fall 2022 (n=61)		90	90	90	90	90	Fall 2021 (Spring 2022 (Fall 2022 (n=3)				
83	74	90	83	85	90	90	78	91	95	80	80	100	82	100
70	70	70	70	70	70	70	90	90	90	90	90	90	90	90
Summer 21 Fall 2021 (Spring 2022 Summer 21 Fall 2022 (n=32)					Fall 2016 (Spring 2018 (Fall 2019 (Fall 2020 (Fall 2022 (n=4 (n=3)					Fall 2020 (Spring 2021 (Spring 2022 (Fall 2022 (n=1)				
82	89	91			90	90	90	90	90	Fall 2021 (Spring 2022 (Fall 2022 (n=3)				
82	42	62	71	75	53	54	54	49	86	100	100	100	73	100
70	70	70	70	70	70	70	70	70	70	90	90	90	90	90
2018 (n=1 Fall 2019 (Fall 2020 (Fall 2021 (Fall 2022 (n=109)					Fall 2020 (Spring 2021 (Spring 2022 (Fall 2022 (n=73)					Fall 2020 (Spring 2021 (Spring 2022 (Fall 2022 (n=1)				
97	89	100			90	90	90	90	90	Fall 2021 (Spring 2022 (Fall 2022 (n=3)				

60 79 76 79 69 55 60 61 55 89 86 90 100 84 100

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Fall 2020 (n=1) Spring 2021 (n=1) Spring 2022 (n=1) Fall 2022 (n=1) Fall 2020 (n=1) Spring 2021 (n=1) Summer 2021 (n=1) Spring 2022 (n=1) Summer 2022 (n=1)

55 75 72 78 66 66 84 82 88 75 70 87 73 74 94

80 80 80 80 70 70 70 70 70 90 90 90 90 90

87 85 90 90 90 90 90 Spring 2022 (n=4)

Fall 2020 (n=1) Spring 2021 (n=1) Spring 2022 (n=1) Fall 2022 (n=1) Fall 2016 (n=1) Spring 2018 (n=1) Spring 2020 (n=1) Spring 2022 (n=1) Spring 2021 (n=1) Summer 2021 (n=1) Spring 2022 (n=1) Summer 2022 (n=1)

95 90 83 81 83 90 83 60 70 97

80 95 90 90 90 90 Spring 2022 (n=1) Spring 2023 (n=4)

70 70 70 70 70 90 90 90 90 90 90

2018 (n=1) Fall 2019 (n=1) Fall 2020 (n=1) Spring 2021 (n=1) Summer 2021 (n=1) Spring 2022 (n=1) Summer 2022 (n=1)

67 86 81 83 70 83 74 85 74 84 80 80 40 80 97

86 85 90 90 90 90 90 Spring 2022 (n=1) Spring 2023 (n=4)

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Fall 2020 (n=1) Spring 2021 (n=1) Spring 2022 (n=1) Fall 2022 (n=1) Summer 21 Fall 2021 (n=1) Spring 2022 (n=1) Summer 21 Fall 2022 (n=1) Spring 2021 (n=1) Summer 2021 (n=1) Spring 2022 (n=1) Summer 2022 (n=1)

83 74 90 83 85 90 90 78 91 95 90 73 53 73 94

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