

Assessment Cycle 2025 – 2026

Computer Information Systems

Division: School of Business, College of Business and Technology

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Business and Technology Mission. The College of Business and Technology is dedicated to providing a high quality – market responsive business and technology education, preparing our diverse student population for successful careers and enriched lives in the public, private and nonprofit sectors, and enhancing our students' academic experiences through our research and scholarly activities.

School of Business Mission. The mission of the School of Business is to provide our diverse student population with innovative skills in business and technology to prepare them for successful careers and responsible citizenship roles to have a positive societal impact in the world of business. (Adopted 2017-2018 – mission wording was revised to include “our diverse population”; Adopted 2020-2021 – mission wording was revised to reflect societal impact)

As such, NSU's School of Business is committed to ...

Providing students with a business education. This means that we strive to provide students with opportunities to become effective communicators, critical thinkers, develop knowledge across the business disciplines, and global perspective.

Preparing them for successful careers and citizenship roles. This means that we provide education experience and opportunities.

...In the world of Business. This implies developing a global perspective that involves managing activities that foster the transfer of goods and services in organizations of all types wherever found.

Computer Information Systems Program Mission Statement: The mission of the BS in Computer Information Systems in the School of Business at Northwestern State is to prepare our diverse student populations for careers as information

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systems and technology professionals in the public, private and nonprofit sectors, and/or for advancement into graduate programs. This purpose will be met by providing quality online and face-to-face business and technology instruction and academic support with high academic standards, superior teaching, quality research, significant service, and effective use of technology for the citizens of our region. (Approved by CIS faculty on 4/5/2017, 4/13/2018).

Purpose: To prepare students for careers as business professionals in the public, private and nonprofit sectors, and/or for advancement into graduate programs.

Methodology: The assessment process for the School of Business includes:

- (1) Prior to 2024-2025, the School of Business alternated the assessment of its SLO yearly. SLO's 1-4, which were shared among the programs were assessed during one assessment cycle. SLO 5, which was unique to each program was assessed during the alternating assessment cycle. This approach allowed for a complete program assessment every two years.
- (2) Effective 2024-2025, each School of Business area has its own measurements that are measured each year. While there are common subject areas through the various degree programs (Communication, Critical Thinking, etc.), the student learning outcomes and related targets and measurements are clearly delineated between each degree plan
- (3) The creation of these new student learning outcomes was based on feedback related to SACSCOC and AACSB. For example, AACSB wanted to see indirect measurements incorporated into the student learning outcomes. For a multi-year period, the faculty discussed what graduates should have learned in the program, prioritized the most important areas, and determined the targets and measurements related to those areas. The faculty met multiple times regarding student learning outcomes and the revision of the prior student learning outcomes to the new student learning outcomes.
- (4) A variety of assessment tools (quantitative, qualitative, direct, and indirect) are used to collect data for analysis for each of the five Student Learning Outcomes (SLOs).
- (5) Data is collected and returned to the SLO Chairs.
- (6) Summary results are analyzed to determine if students have achieved or “met” the measurable outcomes. When necessary, proposed action steps are created by each SLO chairman in collaboration with the SLO committee members, faculty teaching core courses, and the program coordinator.
- (7) Following discussion and review by appropriate faculty, if needed, proposed recommended action steps, and recommended changes are implemented by the faculty responsible for teaching the courses tied to the SLO.
- (8) Individual meetings are held with faculty and staff as required (show cause).

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- (9) In consultation with the staff and senior leadership, proposed changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes will be recommended.
- (10) These proposed recommended action steps and recommended changes are implemented by the faculty responsible for teaching the courses tied to the SLO.

Student Learning Outcomes (SLOs):

SLO 1. The CIS graduate will be able to read and listen carefully to business and technology ideas and information, to understand, synthesize, and convey them to other people using both language and modes (written, oral, digital).

Objective 1a: Produce professional documents that address and solve business and technical requirements.

Objective 1b: Prepare and deliver professional presentations that address and solve business and technical requirements.

Objective 1c: Demonstrate communication skills through interactions with stakeholders and team members.

Course Map

ACCT2000 – Financial Accounting
BLAW2250 – Business Law I/BLAW3280 – Cyber Business Law
BUAD2120 – Basic Business Statistics
BUAD2200 – Business Reports and Communication
BUAD3270 – International Business
BUAD4900 – Senior Seminar
CIS 1015 – Introduction to Computer Information Systems
CIS 1030 – Introduction to Software Development
CIS 1090 – Introduction to Computer Applications
CIS 2980 – Database Systems
CIS 3020 – Web Page Development
CIS 3900 – Systems Analysis and Development
CIS 4600 – Advanced Systems Development
FIN 3090 – Business Finance
MGT 3220 – Organization and Management
MKTG3230 – Principles of Marketing

Concentration/Elective Options

CIS 3300 – Intermediate Object-Oriented Programming
CIS 3410 – Certified Ethical Hacking
CIS 3970 – Secure Programming Principles
CIS 4000 – Advanced Database Systems
CIS 4020 – Data Structures
CIS 4060 – Mobile Applications Development
CIS 4070 – Data Analytics
CIS 4840 – Strategic Information Systems Project Management
CIS 4900 – Strategic Application of Enterprise Software

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CIS 4910 – Emerging Technology and Human Computer Interaction

CIS 4930 – Information Assurance

MGT 4500 – Leadership, Motivation, and Power

Measure 1a (Direct – Other; CIS 3900 Final Project Group Report and Sprints)

Details/Description: In CIS 3900 (Systems Analysis and Development), students start work on a capstone project that involves a problem for an organization. Students work in teams to deliver a production or solution to one or more organizations. The exact requirements of the project will vary from one academic year to the next. As part of the capstone project, students must produce a system proposal including an executive summary, system request, work plan, feasibility analysis, requirements definition, and various models.

Target: The target is an average score of 85% on the final project group report.

Implementation Plan (timeline): The measure is given each semester the CIS 3900 class is offered.

Key/Responsible Personnel: The School of Business faculty teaching CIS 3900 are responsible for this measure.

Finding: The acceptable target was met.

Analysis: In AC 2024-2025, the target was met. Twenty-nine students were enrolled in the CIS 3900 class, and all twenty-nine students submitted the assignment for a response rate of 100%. The average score on the final report for the group project was 92.7% which exceeded the 85% target. Table 1 shows the results.

Based on the analysis of the AC 2024-2025 data, faculty implemented the following changes in AC 2025-2026 to drive the cycle of improvement. As groups were formulated for the capstone project, the CIS faculty member considered students' CIS grade point averages when making group assignments. Additionally, faculty continued to monitor the impact of the Communication requirement that was added to the CIS curriculum to determine its effect on students' written communication abilities as they progress through the program.

As a result of these changes, in AC 2025-2026, the target was met. Twenty-eight students were enrolled in the CIS 3900 class, and all twenty-eight students submitted the assignment for a response rate of 100%. The average score on the final report for the group project was 88.1%, which exceeded the 85% target. While the target was achieved, the average score decreased by 4.6 percentage points compared to the AC 2024-2025 result of 92.7%. Table 1 shows the results.

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Table 1. Measure 1a AC 2024-2025 & 2025-2026.

AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	29	29	100%	92.7%	85.0%	Met
2025-2026	28	28	100%	88%	85.0%	Met

Decision:

In 2025 – 2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. While students continued to exceed the target for producing professional documents that address and solve business and technical requirements, the average score declined compared to the previous assessment cycle. To address this decrease, the CIS 3900 faculty member will work with other CIS faculty members to develop additional examples of high-quality project reports and provide students with more structured feedback checkpoints throughout the semester. Faculty will also continue to take into consideration CIS grade point averages and concentrations when forming project groups and will monitor whether group composition influences overall report quality. In addition, faculty will continue to evaluate the long-term impact of the Communication course requirement on students' written communication skills as more students progress through the curriculum.

These changes will improve the students' ability to produce professional documents that address and solve business and technical requirements, thereby continuing to push the cycle of improvement forward.

Measure 1b (Direct – Other; CIS 4600 Final Project - Presentation)

Details/Description: In CIS 4600 (Advanced Systems Development), students complete work on the capstone project that involves a problem for an organization. Students work in teams to deliver a production or solution to one or more organizations. The exact requirements of the project will vary from one academic year to the next. As part of the capstone project, students must give a presentation of their system as well as discuss the problem statement, their solution, the cost and value for the organizations, requirements for the system, security of the system, and plans for the future.

Target: The target is an average score of 90% on the final presentation.

Implementation Plan (timeline): The measure is given each semester the CIS 4600 class is offered.

Key/Responsible Personnel: The School of Business faculty teaching CIS 4600 are responsible for this measure.

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Finding: The target was met.

Analysis: In AC 2024-2025, the target was met. Twenty-nine students were enrolled in the CIS 4600 class and all twenty-nine students gave a final presentation for a response rate of 100%. The average score on the final report for the group project was 96% which exceeded the 90% target and was a 2% increase over the AC 2023-2024 results.

Based on the analysis of the AC 2024-2025 results, the faculty implemented the following changes in 2025-2026 to drive the cycle of improvement. Per the analysis of results, specific guidelines on slide content and video requirements helped the students on their presentation. However, improvement was needed regarding lighting, sound, and clarity of presentation when making recordings. Students also tended to read directly from slides when recording on webcams versus not being able to read the slides when presentation is done in front of a television screen in the classroom. The CIS 4600 faculty member provided further guidance in these areas to clarify expectations.

As a result of these changes, in AC 2025-2026, the target was met. Twenty-six students were enrolled in the CIS 4600 class, and all twenty-six students gave a final presentation for a response rate of 100%. The average score on the final presentation was 97.0%, which exceeded the 90.0% target. This result also represented a 1.0 percentage point increase over the AC 2024-2025 average score of 96.0%. Table 2 shows the results for this measurement.

Table 2. Measure 1b AC 2024-2025 & 2025-2026.

AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	29	29	100%	96%	90%	Met
2025-2026	26	26	100%	97%	90%	Met

Decision:

In AC 2025-2026 the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. The results indicate that students continue to perform exceptionally well in preparing and delivering professional presentations that address and solve business and technical requirements. The implementation of presentation guidelines regarding slide content, organization, and recording expectations appears to have contributed to student success. To further strengthen performance, the CIS 4600 faculty member will continue emphasizing professional presentation techniques, including audience engagement, visual design principles, speaking without reliance on slides, and effective use of technology during presentations. Faculty will also continue incorporating presentation opportunities throughout the curriculum to reinforce these skills prior to the capstone experience.

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These changes will improve the students' ability to prepare and deliver professional presentations that address and solve business and technical requirements, thereby continuing to push the cycle of improvement forward.

Measure 1c (Direct; CIS 4600 Biweekly Sprints Individual Score)

Details/Description: In CIS 4600 (Advanced Systems Development), students complete work on the capstone project that involves a problem for an organization. Students work in teams to deliver a production or solution to one or more organizations. The exact requirements of the project will vary from one academic year to the next. As part of the capstone project, students participate in approximately six biweekly sprints which are then graded for the individual contributions of the students.

Target: The target is an average sprint score of 90 or higher.

Implementation Plan (timeline): The measure is given each semester the CIS 4600 class is offered.

Key/Responsible Personnel: The School of Business faculty teaching CIS 4600 are responsible for this measure.

Findings: The target was met.

Analysis: In AC 2024-2025, the target was met. Twenty-nine students were enrolled in the CIS 4600 class and all twenty-nine students received a biweekly sprints grade for a response rate of 100%. The average score on the final report for the group project was 90% which met the 90% target. Table 3 shows the results for this measurement.

Based on the analysis of the AC 2024-2025 results, the faculty implemented the following changes in 2025-2026 to drive the cycle of improvement. Per the analysis of results, strict guidelines on submissions and requirements to help with group submissions assisted student performance. Additionally, adhering to a strict policy of "Two no shows, out of the group" and the completion of individual narratives regarding students not participating in groups helped better identify students not performing well in the groups. However, improvement was needed regarding students submitting late and students not incorporating the feedback that is given to them on the sprints. The CIS 4600 faculty member adjusted the grading of the sprints to grade whether students are taking feedback and incorporating it into their design.

As a result of these changes, in AC 2025-2026, the target was met. Twenty-six students were enrolled in the CIS 4600 class, and all twenty-six students received a biweekly sprints grade for a response rate of 100%. The average score on the biweekly sprints was 94.5%, which exceeded the 90.0% target. This result also represented a 4.5 percentage point increase over the AC 2024-2025 average score of 90.0%. Table 3 shows the results for this measurement.

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Table 3. Measure 1c AC 2024-2025 & 2025-2026.

AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	29	29	100%	90%	90%	Met
2025-2026	26	26	100%	94.5%	90%	Met

Decision:

In 2025-2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. The increase in student performance suggests that the emphasis on accountability, sprint participation, and incorporation of feedback contributed positively to student success. Students demonstrated stronger communication skills through their interactions with stakeholders and team members during the project development process. To continue improving performance, the CIS 4600 faculty member will further refine sprint evaluation criteria to emphasize timely completion of assigned tasks, effective communication within teams, and continued incorporation of instructor and stakeholder feedback. Faculty will also continue monitoring individual and team performance trends to identify opportunities for earlier intervention when students struggle with participation or communication.

These changes will improve the students' ability to demonstrate communication skills through interactions with stakeholders and team members, thereby continuing to push the cycle of improvement forward.

Measure 1.2 (Indirect; Graduating Student Survey)

Details/Description: Each semester, students who have applied for graduation in that semester receive an e-mail requesting they complete the School of Business graduating student survey. A follow-up e-mail(s) is also sent. This survey gathers information regarding their post-graduation plans, feedback on their experience in the School of Business, and feedback on their views of how effective they believe they are in accomplishing student learning outcomes. Students can choose 1 (Very Ineffective), 2 (Ineffective), 3 (Effective), or 4 (Very Effective). For this measurement, the results would be their feedback as related to their ability to "Produce professional documents that address and solve business and technical requirements.", "Prepare and deliver professional presentations that address and solve business and technical requirements.", and "Demonstrate communication skills through interactions with stakeholders and team members."

Target: The target is an average of 3.5 on all abilities that were measured.

Implementation Plan (timeline): The survey is sent during the last month of each semester.

Key/Responsible Personnel: The Director of the School of Business (or a designee) is

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responsible for this measure.

Findings: The target was met.

Analysis: In AC 2024-2025, the target was partially met. Twenty-eight students graduated in Fall 2024 and Spring 2025 and eighteen of them completed the survey for a response rate of 64%. The average score on the survey for the “Produce professional documents that address and solve business and technical requirements” objective was 3.55. The average score on the survey for the “Prepare and deliver professional presentations that address and solve business and technical requirements” objective was 3.39. The average score on the survey for the “Demonstrate communication skills through interactions with stakeholders and team members” objective was 3.56. Thus, the CIS area met the target on two of the objectives while not meeting it on one objective. Table 4 shows the results for this measurement.

Based on the analysis of AC 2024-2025 assessment results, several changes were implemented in AC 2025-2026 as part of the continuous improvement process. Faculty began considering students' CIS grade point averages when forming groups for the capstone project to promote balanced team composition and support student success. The Director of the School of Business conducted specific discussions within the discipline meetings regarding interpersonal communication and presentations in the 2025-2026 academic year. In addition, faculty continued to monitor the impact of the Communication requirement that had been added to the CIS curriculum to evaluate its influence on students' written communication skills as they progressed through the program. These changes were intended to strengthen student performance on the written report component of the capstone project and provide additional evidence regarding the effectiveness of curriculum improvements.

As a result of these changes, the AC 2025-2026 target was met. Twenty-six students graduated in Fall 2025 and Spring 2026 and twelve of them completed the survey for a response rate of 46.2%. The average score on the survey for the “Produce professional documents that address and solve business and technical requirements” objective was 3.92. The average score on the survey for the “Prepare and deliver professional presentations that address and solve business and technical requirements” objective was 3.67. The average score on the survey for the “Demonstrate communication skills through interactions with stakeholders and team members” objective was 3.75. Thus, the CIS area met the target on all three objectives. Table 4 shows the results for this measurement.

Per the analysis of results, the CIS graduating students felt more confident overall with communication from 24/25 to 25/26.

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Table 4. Measure 1.2 AC 2024-2025 & AC 2025-2026.

AC	Number of Graduates	Number of Completers of Survey	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	28	18	64%	1a – 3.55 1b – 3.39 1c – 3.56	3.50	Not Met (Two Met and One Not Met)
2025-2026	26	12	46%	1a – 3.92 1b – 3.67 1c – 3.75	3.50	Not Met (Two Met and One Not Met)

Decision:

In 2025-2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. First, the changes discussed in 1a, 1b, and 1c should also affect the scores on the graduating student survey once implemented. The CIS faculty members will assist in sending the link to the survey to their advisees to increase response rate. Additionally, the CIS faculty members will be monitoring these scores over the next few years to see the effect of adding the Communication requirement to the degree program. While the CIS faculty members made that change to assist with communication skills, it will take some time before the students affected by that change make it to the capstone classes.

These changes will improve the students' ability to produce professional documents that address and solve business and technical requirements, prepare and deliver professional presentations that address and solve business and technical requirements, and demonstrate communication skills through interactions with stakeholders and team members thereby continuing to push the cycle of improvement forward.

SLO 2. The CIS graduate will be able to identify, define, analyze, and respond to problems, challenges, and opportunities by employing logical, informed, and feasible solutions within the business and technology environment.

Objective 2a: Identify and decompose business and technical problems into manageable parts.

Objective 2b: Create and implement feasible solutions to complex business and technical problems.

Course Map

ACCT2000 – Financial Accounting

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BLAW2250 – Business Law I/BLAW3280 – Cyber Business Law
BUAD2120 – Basic Business Statistics
BUAD2200 – Business Reports and Communication
BUAD3270 – International Business
CIS 1015 – Introduction to Computer Information Systems
CIS 1030 – Introduction to Software Development
CIS 2980 – Database Systems
CIS 3020 – Web Page Development
CIS 3900 – Systems Analysis and Development
CIS 4600 – Advanced Systems Development
FIN 3090 – Business Finance
MGT 3220 – Organization and Management
MKTG3230 – Principles of Marketing

Concentration/Elective Options

CIS 2080 – Computer Technology – Software A+ Core 2
CIS 2090 – Computer Technology – Hardware A+ Core 1
CIS 3300 – Intermediate Object-Oriented Programming
CIS 3400 – Networking and Telecommunications
CIS 3410 – Certified Ethical Hacking
CIS 3970 – Secure Programming Principles
CIS 3980 – Introduction to Information Security
CIS 4000 – Advanced Database Systems
CIS 4020 – Data Structures
CIS 4060 – Mobile Applications Development
CIS 4070 – Data Analytics
CIS 4900 – Strategic Application of Enterprise Software
CIS 4910 – Emerging Technology and Human Computer Interaction
CIS 4930 – Information Assurance
MGT 4500 – Leadership, Motivation, and Power

Measure 2.1 (Direct – Other; CIS 3900 Modeling/Diagramming/Etc. Homework)

Details/Description: In CIS 3900 (Systems Analysis and Development), students complete several homework assignments in preparation for the capstone project. These homework assignments include a cost benefit analysis, use case diagram, activity diagram, sequence diagram, class diagram, and state machine diagram.

Target: The target is an average score of 90% on these homework assignments.

Implementation Plan (timeline): This measure is given each semester the CIS 3900 class is offered.

Key/Responsible Personnel: The School of Business faculty teaching CIS 3900 are responsible for this measure.

Findings: The target was partially met.

Analysis: In AC 2024-2025, the target was partially met. Twenty-nine students were enrolled in CIS 3900 and twenty-six to twenty-eight of them completed the assignment for response rates ranging from 89.7% to 96.6%. Of the various assignments, the target

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was met in one area (Class Diagram) and not met in the other areas. Students had the most success on Class Diagrams followed by Cost Benefit Analysis, Activity Diagrams, Behavioral State Diagrams, Sequence Diagrams, and finally Use Case Diagrams. Table 5 shows the results for this measurement.

Table 5. Measure 2.1 AC 2024-2025.

Assignment	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
Cost Benefit Analysis	29	26	89.7%	86.3%	90.0%	Not Met
Use Case Diagram	29	28	96.6%	65.0%	90.0%	Not Met
Activity Diagram	29	26	89.7%	80.7%	90.0%	Not Met
Class Diagram	29	28	96.6%	91.3%	90.0%	Met
Sequence Diagram	29	28	96.6%	75.5%	90.0%	Not Met
Behavioral State Diagram	29	26	89.7%	76.4%	90.0%	Not Met

Based on the analysis of the AC 2024-2025 results, the faculty implemented the following changes in AC 2025-2026 to drive the cycle of improvement. Beginning with the assignments that demonstrated the lowest success rates, the CIS 4600 faculty member collaborated with other CIS faculty members to develop video examples for homework assignments. Once developed, these videos were shared with other faculty members, who were encouraged to use the videos or create similar resources for their courses. This approach promoted a more unified and cohesive presentation of concepts across courses that utilized these topics. These changes were intended to improve students' ability to create and implement feasible solutions to complex business and technical problems and to support continued improvement in student performance on this learning outcome.

As a result of these changes, in AC 2025-2026, the target was partially met. Twenty-eight students were enrolled in CIS 3900 and between twenty-four and twenty-eight students completed the individual assignments, resulting in response rates ranging from 85.7% to 100.0%. The response rates for the individual assignments were 89.3% for the Cost Benefit Analysis, 96.4% for the Use Case Diagram, 96.4% for the Activity Diagram, 85.7% for the Class Diagram, 96.4% for the Sequence Diagram, and 100.0% for the Behavioral State Diagram. Of the six assignments measured, students met the target in three areas: Cost Benefit Analysis (90%), Class Diagram (98%), and Behavioral State Diagram (92%). Students did not meet the target in the areas of Use Case Diagram (78%), Activity Diagram (83%), and Sequence Diagram (89%). Compared to AC 2024-2025, student performance improved in the Cost Benefit Analysis, Class Diagram, Sequence Diagram, and Behavioral State Diagram assignments. Student performance also improved substantially in the Use Case Diagram assignment but remained below the target. Performance increased slightly in the Activity Diagram assignment but remained below the target. Table 6 shows the results for this

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measurement.

Table 6. Measure 2.1 AC 2025-2026.

Assignment	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
Cost Benefit Analysis	28	25	89.3%	90%	90.0%	Met
Use Case Diagram	28	27	96.4%	78%	90.0%	Not Met
Activity Diagram	28	27	96.4%	83%	90.0%	Not Met
Class Diagram	28	24	85.7%	98%	90.0%	Met
Sequence Diagram	28	27	96.4%	89%	90.0%	Not Met
Behavioral State Diagram	28	28	100%	92%	90.0%	Met

Decision:

In 2025-2026, the target was partially met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. The implementation of instructional videos and examples appears to have contributed to improvements in several of the modeling assignments. However, students continue to have trouble with Use Case Diagrams, Activity Diagrams, and Sequence Diagrams. The CIS 3900 faculty member will work with other CIS faculty members to develop additional guided examples and practice exercises that emphasize the relationships among these modeling techniques and their role in the systems development process. Additional formative assessments and opportunities for feedback will also be incorporated prior to the submission of graded assignments. Faculty will continue sharing instructional resources across courses to reinforce these concepts throughout the curriculum.

These changes will improve the students' ability to identify and decompose business and technical problems into manageable parts and create and implement feasible solutions to complex business and technical problems, thereby continuing to push the cycle of improvement forward.

Measure 2.2 (Direct – Other; CIS 4600 Group Project Functionality)

Details/Description: In CIS 4600 (Advanced Systems Development), students complete work on the capstone project that involves a problem for an organization. Students work in teams to deliver a production or solution to one or more organizations. The exact requirements of the project will vary from one academic year to the next. As part of the capstone project, students must illustrate the functionality of their created system.

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Target: The target is an average score of 90% on the group project functionality.

Implementation Plan (timeline): The measure is given each semester the CIS 4600 class is offered.

Key/Responsible Personnel: The School of Business faculty teaching CIS 4600 are responsible for this measure.

Findings: The target was met.

Analysis: In AC 2024-2025, the target was met. Twenty-nine students were enrolled in the CIS 4600 class, and all twenty-nine students illustrated the functionality of their created system for a response rate of 100%. The average score on the functionality of their created system was 90% which met the 90% target. This average also represented a 2% increase in project functionality as compared to the AC 2023-2024 results. Table 7 shows the results for this measurement.

Based on the analysis of the AC 2024-2025 results, the faculty implemented the following changes in AC 2025-2026 to drive the cycle of improvement. The analysis indicated that providing clear user stories and reviewing functionality through biweekly checkpoints contributed to stronger project functionality. However, students needed to improve their use of feedback on functionality and more effectively address and resolve backlog items throughout the development process. As a result, the CIS 4600 faculty member adjusted sprint grading criteria to place greater emphasis on students' ability to incorporate feedback into their designs and demonstrate progress on backlog items. Additionally, a CIS faculty member in the Application Development area evaluated opportunities to redesign selected Application Development courses to better incorporate full-stack development concepts. This redesign was intended to strengthen students' understanding of project functionality development across multiple courses. These changes were intended to improve students' ability to create and implement feasible solutions to complex business and technical problems and to support continued improvement in student performance on this learning outcome.

As a result of these changes, in AC 2025-2026, the target was met. Twenty-six students were enrolled in the CIS 4600 class, and all twenty-six students illustrated the functionality of their created system for a response rate of 100%. The average score on the functionality of their created system was 91.5%, which exceeded the 90.0% target. This average also represented a 1.5 percentage point increase compared to the AC 2024-2025 result of 90.0%. Table 7 shows the results for this measurement.

The results demonstrate continued improvement in students' ability to create and implement feasible solutions to complex business and technical problems. Student performance exceeded the target for a second consecutive year, and the increase in average functionality scores suggests that the emphasis on clearly defined user stories, regular sprint reviews, and ongoing feedback is positively impacting project outcomes. Students appeared to benefit from having well-defined development goals throughout the semester, resulting in more complete and functional systems at the conclusion of the capstone project.

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Table 7. Measure 2.2. AC 2024-2025 & 2025-2026.

AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	29	29	100%	90%	90%	Met
2025-2026	26	26	100%	91.5%	90%	Met

Decision:

In 2025-2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. The implementation of clearly defined user stories and biweekly functionality reviews appears to have contributed to improved project outcomes. To further enhance student performance, the CIS 4600 faculty member will continue refining the user story framework and place additional emphasis on backlog management, testing, and verification of completed functionality throughout the semester. Faculty will also explore opportunities to reinforce full-stack development concepts and software testing practices in earlier courses so that students enter the capstone experience with a stronger foundation for developing complete and functional systems.

These changes will improve the students' ability to create and implement feasible solutions to complex business and technical problems, thereby continuing to push the cycle of improvement forward

Measure 2.3 (Indirect; Graduating Student Survey)

Details/Description: Each semester, students who have applied for graduation in that semester receive an e-mail requesting they complete the School of Business graduating student survey. A follow-up e-mail(s) is also sent. This survey gathers information regarding their post-graduation plans, feedback on their experience in the School of Business, and feedback on their views of how effective they believe they are in accomplishing student learning outcomes. Students can choose 1 (Very Ineffective), 2 (Ineffective), 3 (Effective), or 4 (Very Effective). For this measurement, the results would be their feedback as related to their ability to "Identify and decompose business and technical problems into manageable parts." and "Create and implement feasible solutions to complex business and technical problems."

Target: The target is an average of 3.5 on both abilities that were measured.

Implementation Plan (timeline): The survey is sent during the last month of each semester.

Key/Responsible Personnel: The Director of the School of Business (or a designee) is responsible for this measure.

Findings: The acceptable target was met.

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Analysis: In AC 2024-2025, the target was met. Twenty-eight students graduated in Fall 2024 and Spring 2025 and eighteen of them completed the survey for a response rate of 64%. The average score on the survey for the “Identify and decompose business and technical problems into manageable parts” objective was 3.55. The average score on the survey for the “Create and implement feasible solutions to complex business and technical problems” objective was 3.55. Thus, the CIS area met the target on both of the objectives. Table 8 shows the results for this measurement.

Based on the analysis of the AC 2024-2025 results, the faculty implemented the following changes in AC 2025-2026 to drive the cycle of improvement. The changes described in Sections 2.1 and 2.2 were implemented with the expectation that they would also positively impact graduating student survey results. By strengthening students' abilities to develop project functionality, incorporate feedback, manage backlog items, and apply full-stack development concepts, faculty sought to enhance students' ability to identify and decompose business and technical problems into manageable parts and create and implement feasible solutions to complex business and technical problems. These changes were intended to support continued improvement in student performance on this learning outcome.

As a result of these changes, in AC 2025-2026, the target was met. Twenty-six students graduated in Fall 2025 and Spring 2026 and twelve of them completed the survey for a response rate of 46%. The average score on the survey for the “Identify and decompose business and technical problems into manageable parts” objective was 3.92. The average score on the survey for the “Create and implement feasible solutions to complex business and technical problems” objective was 3.67. Thus, the CIS area met the target on both objectives and improved from the AC 2024-2025 results. Table 8 shows the results for this measurement.

Table 8. Measure 2.3. AC 2024-2025 & 2025-2026.

AC	Number of Graduates	Number of Completers of Survey	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	28	18	64%	2a – 3.55 2b – 3.55	3.50	Met
2025-2026	26	12	46%	2a – 3.92 2b – 3.67	3.50	Met

Decision:

In 2025-2026, the target was met. The target was met for both objectives.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. The changes discussed in 2.1 and 2.2 should also affect the scores on the graduating student survey once implemented.

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These changes will improve the students' ability to identify and decompose business and technical problems into manageable parts and create and implement feasible solutions to complex business and technical problems thereby continuing to push the cycle of improvement forward.

SLO 3. The CIS graduate will be able to learn (pursue knowledge) to work ethically, respectfully, and productively with people from diverse backgrounds operating in a multicultural environment while balancing personal and professional challenges.

Course Map

BLAW2250 – Business Law I/BLAW3280 – Cyber Business Law
BUAD2200 – Business Reports and Communication
BUAD3270 – International Business
BUAD4900 – Senior Seminar
CIS 1015 – Introduction to Computer Information Systems
CIS 1030 – Introduction to Software Development
CIS 2980 – Database Systems
CIS 3020 – Web Page Development
CIS 3900 – Systems Analysis and Development
CIS 4600 – Advanced Systems Development
FIN 3090 – Business Finance
MGT 3220 – Organization and Management
MKTG3230 – Principles of Marketing

Concentration/Elective Options

CIS 2080 – Computer Technology – Software A+ Core 2
CIS 2090 – Computer Technology – Hardware A+ Core 1
CIS 3300 – Intermediate Object-Oriented Programming
CIS 3400 – Networking and Telecommunications
CIS 3970 – Secure Programming Principles
CIS 4000 – Advanced Database Systems
CIS 4020 – Data Structures
CIS 4910 – Emerging Technologies and Human Computer Interaction
MGT 4500 – Leadership, Motivation, and Power

Measure 3.1 (Direct – Other; CIS 3900 Ethical Scenario)

Details/Description: In CIS 3900 (Systems Analysis and Development), students must complete an ethical scenario assignment regarding a cybersecurity problem. This assignment involves the analysis of a cybersecurity scenario which students must analyze for its ethical ramifications.

Target: The target is an average score of 90% on the ethical assignment.

Implementation Plan (timeline): This measure is given each semester the CIS 3900 class is offered.

Key/Responsible Personnel: The School of Business faculty teaching CIS 3900 are responsible for this measure.

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Findings: The acceptable target was not met.

Analysis: In AC 2024-2025, the target was not met. Twenty-nine students were enrolled in the CIS 4600 class, and twenty-five students completed the ethical scenario for a response rate of 86%. The average score on the ethical scenario was 88% which did not meet the 90% target. Table 9 shows the results for this measurement.

Based on the analysis of the AC 2024-2025 results, the faculty implemented the following changes in AC 2025-2026 to drive the cycle of improvement. The analysis indicated that students experienced confusion regarding the assignment requirements. As a result, the CIS 3900 faculty member revised the assignment by removing the reflection questions and providing more focused instructions to better guide students in completing the assignment. These changes were intended to improve student understanding of assignment expectations and support stronger performance on the assessment measure.

As a result of the previous cycle proposed changes, in AC 2025-2026, the target was met. Twenty-eight students were enrolled in the CIS 3900 class, and all twenty-eight students completed the ethical scenario assignment for a response rate of 100%. The average score on the ethical scenario assignment was 95.0%, which exceeded the 90.0% target. This result represented a 7.0 percentage point increase over the AC 2024-2025 average score of 88.0%. Table 8 shows the results for this measurement.

The results demonstrate substantial improvement in students' ability to analyze ethical issues within a business and technology environment. Student performance increased significantly compared to the previous assessment cycle and exceeded the target by a considerable margin. The improvement suggests that the revisions made to the assignment instructions and the removal of potentially confusing reflection questions helped students better understand the expectations of the assignment and more effectively demonstrate their ethical reasoning skills. The higher completion rate and stronger performance indicate that students were able to focus on developing thoughtful analyses of ethical challenges rather than interpreting the assignment structure.

Table 9. Measure 3.1. AC 2024-2025 & 2025-2026.

AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	29	25	86%	88%	90%	Not Met
2025-2026	28	28	100%	95%	90%	Met

Decision:

In 2025-2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. The revisions made to the ethical scenario assignment appear to have been successful in improving student understanding and

Assessment Cycle 2025 – 2026

performance. To further strengthen ethical decision-making skills, the CIS 3900 faculty member will incorporate additional real-world technology and cybersecurity case studies that require students to evaluate competing stakeholder interests and consider the legal, social, and professional implications of their decisions. Faculty will also continue refining assignment instructions and examples to ensure students clearly understand expectations.

These changes will improve the student's ability to evaluate ethical dilemmas, consider the impact of technology-related decisions on multiple stakeholders, and apply ethical reasoning within professional business and technology environments.

Measure 3.2 (Indirect – Other; CIS 3900 Peer Review Matrix)

Details/Description: In CIS 3900 (Systems Analysis and Development), students start work on a capstone project that involves a problem for an organization. Students work in teams to deliver a production or solution to one or more organizations. The exact requirements of the project will vary from one academic year to the next. As part of the capstone project, students must rate the other members of their team on a five-point scale. The five areas on which they are ranked are timeliness, respectfulness, responsiveness, teamwork, and content knowledge.

Target: The target is an average score of 4.5 on each of the five areas.

Implementation Plan (timeline): This measure is given each semester the CIS 3900 class is offered.

Key/Responsible Personnel: The School of Business faculty teaching CIS 3900 are responsible for this measure.

Findings: The target was partially met.

Analysis: In AC 2024-2025, the target was partially met. Twenty-nine students were enrolled in CIS 3900 and twenty-eight of them completed the assignment for a response rate of 97%. Students met the target in the areas of respectfulness, teamwork, and content knowledge. However, student did not meet the target in the areas of timeliness and responsiveness. Table 10 shows the results for this measurement.

Based on the analysis of the AC 2024-2025 results, the faculty implemented the following changes in AC 2025-2026 to drive the cycle of improvement. The CIS 3900 faculty member investigated and incorporated strategies, techniques, and activities designed to improve the responsiveness and timeliness of group members. In addition, the CIS 3900 faculty member revised expectations for group participation by evaluating options such as removing students from a group after a missed scrum meeting and increasing accountability through more frequent peer evaluations during sprint activities. These changes were intended to improve students' ability to learn, work ethically, respectfully, and productively with individuals from diverse backgrounds operating in a multicultural environment while balancing personal and professional challenges. The changes also supported continued improvement in student performance on this learning outcome.

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Table 10. Measure 3.2. AC 2024-2025.

Area	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
Timeliness	29	28	97%	4.44	4.50	Not Met
Respectfulness	29	28	97%	4.84	4.50	Met
Teamwork	29	28	97%	4.60	4.50	Met
Responsiveness	29	28	97%	4.46	4.50	Not Met
Content Knowledge	29	28	97%	4.59	4.50	Met

As a result of the previous cycle changes, in AC 2025-2026, the target was met. Twenty-eight students were enrolled in CIS 3900 and all twenty-eight students completed the peer review matrix for a response rate of 100%. Students met the target in all five measured areas. The average scores were 4.75 for Timeliness, 4.82 for Respectfulness, 4.71 for Teamwork, 4.82 for Responsiveness, and 4.68 for Content Knowledge. Compared to AC 2024-2025, student ratings improved in all measured areas, with the largest improvements occurring in Timeliness and Responsiveness, which were the two areas that did not meet the target during the previous assessment cycle. Table 11 shows the results for this measurement.

Table 11. Measure 3.2. AC 2025-2026.

Area	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
Timeliness	28	28	100%	4.75	4.50	Met
Respectfulness	28	28	100%	4.82	4.50	Met
Teamwork	28	28	100%	4.71	4.50	Met
Responsiveness	28	28	100%	4.82	4.50	Met
Content Knowledge	28	28	100%	4.68	4.50	Met

The results indicate substantial improvement in students' perceptions of their peers' contributions to team projects. Particularly encouraging was the improvement in Timeliness and Responsiveness, the two areas that fell below the benchmark in AC 2024-2025. The increase in these scores suggests that efforts to reinforce accountability, participation expectations, and group engagement had a positive impact on team dynamics. Additionally, students continued to rate one another highly in the areas of Respectfulness, Teamwork, and Content Knowledge,

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indicating a strong collaborative environment within the capstone project experience.

Decision:

In 2025-2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. While all measured areas exceeded the target, the CIS 3900 faculty member will continue emphasizing professional teamwork practices, including effective communication, accountability, and active participation during project sprints and meetings. Faculty will also continue utilizing peer evaluations as a mechanism for identifying participation concerns early in the semester and providing timely intervention when needed.

These changes will improve the students' ability to work effectively in collaborative professional environments and contribute productively to team-based projects.

Measure 3.3 (Indirect – Other; CIS 4600 Individual Reflection)

Details/Description: In CIS 4600 (Advanced Systems Development), students complete work on the capstone project that involves a problem for an organization. Students work in teams to deliver a production or solution to one or more organizations. The exact requirements of the project will vary from one academic year to the next. As part of the capstone project, students complete an individual reflection with a self-assessment rating in the areas of timeliness, respectfulness, team work, responsiveness, and content knowledge.

Target: The target is an average score of 4.5 on each of the five areas.

Implementation Plan (timeline): This measure is given each semester the CIS 4600 class is offered.

Key/Responsible Personnel: The School of Business faculty teaching CIS 4600 are responsible for this measure.

Findings: The target was met.

Analysis: In AC 2024-2025, the target was met. Twenty-nine students were enrolled in CIS 3900 and twenty-seven of them completed the assignment for a response rate of 93%. Students met the targets in all areas. They scored themselves the highest on respectfulness followed by teamwork, content knowledge, and then timeliness and responsiveness. Table 12 shows the results for this measurement

Based on the analysis of the AC 2024-2025 results, the faculty implemented the following changes in AC 2025-2026 to drive the cycle of improvement. The CIS 4600 faculty member investigated and incorporated strategies, techniques, and activities designed to improve the responsiveness and timeliness of group members. In addition, the CIS 4600 faculty member revised expectations for group participation by evaluating options such as removing students from a group after a missed scrum meeting and increasing accountability through more frequent peer evaluations during sprint activities. These changes were intended to improve students' ability to learn, work

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ethically, respectfully, and productively with individuals from diverse backgrounds operating in a multicultural environment while balancing personal and professional challenges.

Table 12. Measure 3.3. AC 2024-2025.

Area	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
Timeliness	29	27	93%	4.60	4.50	Met
Respectfulness	29	27	93%	4.90	4.50	Met
Teamwork	29	27	93%	4.80	4.50	Met
Responsiveness	29	27	93%	4.60	4.50	Met
Content Knowledge	29	27	93%	4.70	4.50	Met

As a result of these changes, in AC 2025-2026, the target was partially met. Twenty-six students were enrolled in CIS 4600 and twenty-four students completed the individual reflection assignment for a response rate of 92.3%. Students met the target in the areas of Respectfulness, Teamwork, and Responsiveness. However, students did not meet the target in the areas of Timeliness and Content Knowledge. The average scores were 4.33 for Timeliness, 4.79 for Respectfulness, 4.63 for Teamwork, 4.50 for Responsiveness, and 4.46 for Content Knowledge. Compared to AC 2024-2025, students continued to rate themselves highly in the areas of Respectfulness, Teamwork, and Responsiveness, while Timeliness and Content Knowledge fell below the established benchmark. Table 13 shows the results for this measurement.

Table 13. Measure 3.3. AC 2025-2026.

Area	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
Timeliness	28	24	92.3%	4.33	4.50	Not Met
Respectfulness	28	24	92.3%	4.79	4.50	Met
Teamwork	28	24	92.3%	4.63	4.50	Met
Responsiveness	28	24	92.3%	4.50	4.50	Met
Content Knowledge	28	24	92.3%	4.46	4.50	Not Met

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Decision:

In 2025-2026, the target was partially met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. While students rated themselves highly in several areas, opportunities for improvement remain in Timeliness and Content Knowledge. The CIS 4600 faculty member will continue emphasizing individual accountability through project milestones, sprint deadlines, and progress reporting activities. Faculty will also review opportunities to reinforce technical concepts and provide additional feedback mechanisms that help students evaluate their own contributions more accurately throughout the project lifecycle.

These changes will improve the student's ability to manage responsibilities effectively, strengthen their technical preparedness, and contribute more confidently to project teams

Measure 3.4 (Indirect; Graduating Student Survey)

Details/Description: Each semester, students who have applied for graduation in that semester receive an e-mail requesting they complete the School of Business graduating student survey. A follow-up e-mail(s) is also sent. This survey gathers information regarding their post-graduation plans, feedback on their experience in the School of Business, and feedback on their views of how effective they believe they are in accomplishing student learning outcomes. Students can choose 1 (Very Ineffective), 2 (Ineffective), 3 (Effective), or 4 (Very Effective). For this measurement, the results would be their feedback as related to their ability to "Learn (pursue knowledge) and work ethically, respectfully, and productively with people from diverse backgrounds operating in a multicultural environment while balancing personal and professional challenges."

Target: The target is an average of 3.5 on the ability being measured.

Implementation Plan (timeline): The survey is sent during the last month of each semester.

Key/Responsible Personnel: The Director of the School of Business (or a designee) is responsible for this measure.

Finding: The acceptable target was met.

Analysis: In AC 2024-2025, the target was met. Twenty-eight students graduated in Fall 2024 and Spring 2025 and eighteen of them completed the survey for a response rate of 64%. The average score on the survey for the "Learn (pursue knowledge) and work ethically, respectfully, and productively with people from diverse backgrounds operating in a multicultural environment while balance personal and professional challenges" objective was 3.67.

Based on the analysis of the AC 2024-2025 results, the faculty implemented the following changes in AC 2025-2026 to drive the cycle of improvement. The changes described in Sections 3.1, 3.2, and 3.3 were implemented with the expectation that they would also

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positively impact graduating student survey results. By strengthening student accountability, improving responsiveness and timeliness within project teams, and enhancing collaboration throughout the software development process, faculty sought to improve students' ability to learn, work ethically, respectfully, and productively with individuals from diverse backgrounds while balancing personal and professional challenges. These changes were intended to support continued improvement in student performance on this learning outcome.

As a result of these changes, in AC 2025-2026, the target was met. Twenty-six students graduated in Fall 2025 and Spring 2026 and twelve of them completed the survey for a response rate of 46%. The average score on the survey for the “Learn (pursue knowledge) and work ethically, respectfully, and productively with people from diverse backgrounds operating in a multicultural environment while balance personal and professional challenges” objective was 4.00. Table 14 shows the results. This score was an improvement from the AC 2024-2025 cycle.

Table 14. Measure 3.4. AC 2024-2025 & AC 2025-2026.

AC	Number of Graduates	Number of Completers of Survey	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	28	18	64%	3.67	3.50	Met
2024-2025	26	12	46%	4.00	3.50	Met

Decision:

In 2025-2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. The changes discussed in 3.1, 3.2, and 3.3 should also affect the scores on the graduating student survey once implemented.

These changes will improve the students' ability to create learn (pursue knowledge) to work ethically, respectfully, and productively with people from diverse backgrounds operating in a multicultural environment while balancing personal and professional challenges thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of key evidence of improvements based on analysis of results. *Provided are all the things done in AC 2025-2026 to seek improvement based on the analysis of AC 2024-2025 assessment results.*

The following reflects changed implemented to drive the continuous process of seeing improvement in AC 2025-2026. These changes are based on the knowledge gained through the analysis of the AC 2024-2025 results.

Data on the student learning outcomes was collected, analyzed, and reported for the BS in Computer Information Systems. Instruments used include the graduating student

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survey, written and oral components of projects, student reflections, and other assignments.

For the first student learning outcome, the faculty member overseeing CIS 3900 incorporated the use of CIS grade point average when making group assignments to help better balance groups. The faculty member also incorporated clearer guidelines on the use of lighting, sound, and clarity of presentation when making recordings. Additionally, the faculty member provided more clarity regarding the reading of slides on recordings to better reflect what would be done in a physical classroom. The faculty member incorporated stricter guidelines on submissions and requirements to help with group submissions. Finally, the faculty member adjusted the grading to reflect whether students were taking feedback and incorporating it into their design.

During the year, the Director of the School of Business conducted specific discussions at meetings regarding interpersonal communication and presentations. These discussions resulted from the analysis of the AC 2024-2025 assessment results.

Additionally, the CIS area continues to monitor the effect of adding an additional Communication requirement to the CIS curriculum as those students progress through the degree. This change should eventually affect the learning outcomes as they related to written, verbal, and interpersonal communication skills.

For the second student learning outcome, the faculty member overseeing CIS 4600 developed video examples in the areas where students were having the lowest success rate. The faculty member then shared these videos with other faculty members to create a more unified and cohesive approach across courses that addressed these topics. The change in grading criteria to reflect whether students were taking feedback and incorporating it into their design also affected this student learning outcome.

Another faculty member utilized different Application Development courses to better incorporate full-stack development concepts into the curriculum. This redesign was made to strengthen students' understanding of project functionality development across multiple courses in the curriculum.

For the third student learning outcome, the faculty member overseeing the ethical scenario assignment revised the assignment and provided clearer instruction on it so students better understood what they needed to do to complete the assignment. Additionally, the faculty member overseeing CIS 3900 and CIS 4600 investigated and incorporated strategies, techniques, and activities designed to improve the responsiveness and timeliness of group members. In addition, the CIS 3900/CIS 4600 faculty member revised expectations for group participation by evaluating options such as removing students from a group after a missed scrum meeting and increasing accountability through more free peer evaluations during spring activities.

These efforts reflect the program's commitment to continuous improvement and to preparing graduates who possess the communication, critical thinking, technical, ethical, and collaborative skills necessary for success in the information systems profession. These efforts led to the results shown in Table 15 for 2025-2026.

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Table 15. Summary of Findings AC 2025-2026.

SLO #	Measure	2025-2026 Target Met?
1	1a (CIS 3900 Final Project Group Report and Springs)	Yes
1	1b (CIS 4600 Final Project - Presentation)	Yes
1	1c (CIS 4600 Biweekly Sprints Individual Score)	Yes
1	1.2 (Graduating Student Survey)	Met two objectives; Did not meet one objective
2	2.1 (CIS 3900 Modeling/Diagramming/Etc. Homework)	Met in three areas; Did not meet in three areas
2	2.2 (CIS 4600 Group Project Functionality)	Yes
2	2.3 (Graduating Student Survey)	Yes
3	3.1 (CIS 3900 Ethical Scenario)	Yes
3	3.2 (CIS 3900 Peer Review Matrix)	Met
3	3.3 (CIS 4600 Individual Reflection)	Met in three areas; Did not meet in two areas
3	3.4 (Graduating Student Survey)	Yes

As further evidence of continuous improvement, the Computer Information Systems area made several changes to the undergraduate curriculum. First, a change was made to add an additional cloud computing class (CIS 2210) and move much of the material from the existing class (CIS 4080) to the class. Then, additional material can be covered in CIS 4080.

A larger change that affected multiple class was a change related to certifications. For a number of years, students had to pass certain certifications to pass certifications. However, while the certifications are very advantageous for students once they graduate, this passage requirement was an impediment to student success and graduation. Thus, effective 2026-2027, while students will still be graded on their performance on the certifications, the students do not have to pass the certification to pass the class.

Plan of Action Moving Forward

Based on the comprehensive analysis of direct and indirect measure results from AC

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2025-2026, the Computer Information Systems program has identified several opportunities to further strengthen student learning and continue the cycle of continuous improvement. While most performance benchmarks were met and several measures showed notable improvement compared to the previous assessment cycle, the assessment results also identified areas where targeted intervention could further enhance student success.

To address these findings and foster continuous improvement, the following strategies will guide program efforts during AC 2026-2027:

1. **Expand instructional resources for technical modeling and systems analysis.** Faculty will continue developing instructional videos, worked examples, and practice exercises focused on systems analysis and design concepts, particularly use case diagrams, activity diagrams, and sequence diagrams. Additional opportunities for formative feedback will be incorporated before major assignments are submitted.
2. **Strengthen project management and accountability practices.** Faculty will continue emphasizing project planning, milestone tracking, sprint participation, and accountability within team-based projects. Structured checkpoints and progress reviews will be used to help students improve timeliness and maintain consistent engagement throughout the project lifecycle.
3. **Enhance communication and documentation skills.** Faculty will continue monitoring the impact of the Communication course requirement while reinforcing written and oral communication skills throughout the curriculum. Additional examples of high-quality reports and presentations will be incorporated into coursework to strengthen student performance in professional communication activities.
4. **Increase opportunities for formative assessment and feedback.** Faculty will provide more frequent opportunities for students to receive feedback on assignments, presentations, and project deliverables before final submission. Early intervention strategies will be utilized to assist students who demonstrate difficulty in meeting performance expectations.
5. **Reinforce ethical reasoning and professional responsibility.** Building upon the success of the revised ethical scenario assignment, faculty will incorporate additional real-world technology, cybersecurity, and business ethics case studies that require students to analyze complex situations and evaluate the impact of decisions on multiple stakeholders.
6. **Continue monitoring curriculum changes and student outcomes.** Faculty will evaluate the long-term effectiveness of recently implemented curricular changes, including communication requirements and modifications to project-based coursework. Assessment results will continue to be reviewed annually to identify trends and determine whether additional adjustments are necessary.

Through these initiatives, the Computer Information Systems program will continue to promote student achievement in communication, critical thinking, ethical decision-making, technical competency, and professional collaboration. The faculty remain committed to using assessment results to inform instructional improvements and ensure that graduates are well prepared for careers in information systems and related technology fields.