

**TABLE 2: Student Learning Results (Standard 4)**

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
<p><b>1. Student Learning Results</b></p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>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).</i> 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 between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p> <p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.</p> <p>- For all data reported, show sample size (n=75).</p>

**Analysis of Results**

<p><b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</p>	<p><b>What is your measurement instrument or process?</b> Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</p>	<p><b>Current Results:</b> What are your current results?</p>	<p><b>Analysis of Results:</b> What did you learn from your results?</p>	<p><b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?</p>	<p><b>Provide a graph or table of resulting trends (3-5 data points preferred)</b></p>																		
<p><b>Program:</b> Business  <b>SLO:</b> "The student will exhibit higher order thinking when solving business problems"  <b>Goal:</b> Average score will exceed 70%                      Assessment 1 - Early in the program</p>	<p>In <b>ECON 2013</b> (Principles of Macroeconomics), students scores on <b>end of course assignment</b> will assess ability to think critically and exhibit higher order thinking. This is a formative, internal assessment.</p>	<p>Currently trending in a positive direction.</p>	<p>Skills have been historically very low early in the program. Adding prerequisites to ensure readiness is a potential cause for the improving scores. Delivery inconsistencies were also discovered.</p>	<p>A pair of prerequisites (MATH 0103 or higher and ENGL 1013) were added during the Fall 2016 semester to insure that students have the appropriate skills to succeed. Working with ECON instructors to clear up misconceptions and merge assessment tools.</p>	<p style="text-align: center;"><b>AAS in Business</b>  <b>SLO: Higher Order Thinking (Early)</b></p> <table border="1"> <caption>Score Trends Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>57</td> <td>228</td> </tr> <tr> <td>2014-15</td> <td>55</td> <td>147</td> </tr> <tr> <td>2015-16</td> <td>50</td> <td>119</td> </tr> <tr> <td>2016-17</td> <td>68</td> <td>233</td> </tr> <tr> <td>2017-18</td> <td>86</td> <td>336</td> </tr> </tbody> </table>	Year	Score	Sample Size (n)	2013-14	57	228	2014-15	55	147	2015-16	50	119	2016-17	68	233	2017-18	86	336
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<b>Program:</b> Business <b>SLO:</b> "The student will exhibit higher order thinking when solving business problems" <b>Goal:</b> Average score will exceed 70% Assessment 2 - Mid program	In <b>ACCT 2023</b> (Principles of Accounting II), students scores on <b>end of course assignment</b> will assess ability to think critically and exhibit higher order thinking. This is a formative, internal assessment.	Currently meeting or exceeding the goal.	Mid program skills are averaging around the expected goals.	A new assessment tool will be implemented in the Summer 2018 session. The Accounting instructors have decided to try a project based (common rubric) assessment utilizing Excel.	<p align="center"><b>AAS in Business</b> <b>SLO: Higher Order Thinking (Mid)</b></p> <table border="1"> <caption>AAS in Business - Higher Order Thinking (Mid)</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>70</td> <td>30</td> </tr> <tr> <td>2014-15</td> <td>73</td> <td>111</td> </tr> <tr> <td>2015-16</td> <td>71</td> <td>118</td> </tr> <tr> <td>2016-17</td> <td>72</td> <td>148</td> </tr> <tr> <td>2017-18</td> <td>72</td> <td>246</td> </tr> </tbody> </table>	Year	Score	n	2013-14	70	30	2014-15	73	111	2015-16	71	118	2016-17	72	148	2017-18	72	246
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<b>Program:</b> Business <b>SLO:</b> "The student will exhibit higher order thinking when solving business problems" <b>Goal:</b> Average score will exceed 90% Assessment 3 - Capstone	In <b>BADM 2703</b> (Internship), students scores on <b>rating by external organization</b> will assess ability to think critically and exhibit higher order thinking. This is a summative, internal, comparative assessment.	Currently exceeding goal.	End of program skills are averaging near or above the expected goals.	Goal increased to 90% in Fall 2015 semester.	<p align="center"><b>AAS in Business</b> <b>SLO: Higher Order Thinking (Capstone)</b></p> <table border="1"> <caption>AAS in Business - Higher Order Thinking (Capstone)</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>88</td> <td>16</td> </tr> <tr> <td>2014-15</td> <td>91</td> <td>11</td> </tr> <tr> <td>2015-16</td> <td>100</td> <td>14</td> </tr> <tr> <td>2016-17</td> <td>95</td> <td>22</td> </tr> <tr> <td>2017-18</td> <td>95</td> <td>8</td> </tr> </tbody> </table>	Year	Score	n	2013-14	88	16	2014-15	91	11	2015-16	100	14	2016-17	95	22	2017-18	95	8
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<b>Program:</b> Business <b>SLO:</b> "The student will exhibit a Global Perspective when solving business problems" <b>Goal:</b> Average score will exceed 70% Assessment 1 - Early in the program	In <b>ECON 2023</b> (Principles of Microeconomics), students scores on <b>end of course assignment</b> will assess ability to exhibit a global perspective. This is a formative, internal assessment.	Results have typically fallen short of the goal. The most recent spike may be due to lack of complete results and misconceptions regarding assessment delivery plus the positive effects of new prerequisites.	Early program skills have been low compared to the expected goals.	Clarifying communications regarding assessment delivery expectations have begun to clear up misconceptions about the assessment questions that existed. Merged assessments will be used in Fall 2018. Results expected to normalize soon.	<p align="center"><b>AAS in Business</b> <b>SLO: Global Perspective (Early)</b></p> <table border="1"> <caption>AAS in Business - Global Perspective (Early)</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>68</td> <td>213</td> </tr> <tr> <td>2014-15</td> <td>68</td> <td>257</td> </tr> <tr> <td>2015-16</td> <td>52</td> <td>95</td> </tr> <tr> <td>2016-17</td> <td>94</td> <td>48</td> </tr> <tr> <td>2017-18</td> <td>85</td> <td>280</td> </tr> </tbody> </table>	Year	Score	n	2013-14	68	213	2014-15	68	257	2015-16	52	95	2016-17	94	48	2017-18	85	280
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<b>Program:</b> Business <b>SLO:</b> "The student will exhibit a Global Perspective when solving business problems" <b>Goal:</b> Average score will exceed 70% Assessment 2 - Mid program	In <b>ACCT 2023</b> (Principles of Accounting II), students scores on <b>end of course assignment</b> will assess ability to exhibit a global perspective. This is a formative, internal assessment.	Goal was obtained last year and surpassed this year.	These mid program skills are improving.	Faculty have redesigned this course around best practices and have adopted a common course shell in the Spring 2016 semester. A new assessment tool will be implemented in the Summer 2018 session.	<p align="center"><b>AAS in Business</b> <b>SLO: Global Perspective (Mid)</b></p> <table border="1"> <caption>Global Perspective (Mid) Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>51</td> <td>30</td> </tr> <tr> <td>2014-15</td> <td>66</td> <td>111</td> </tr> <tr> <td>2015-16</td> <td>61</td> <td>118</td> </tr> <tr> <td>2016-17</td> <td>70</td> <td>148</td> </tr> <tr> <td>2017-18</td> <td>85</td> <td>246</td> </tr> </tbody> </table>	Year	Score	n	2013-14	51	30	2014-15	66	111	2015-16	61	118	2016-17	70	148	2017-18	85	246
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<b>Program:</b> Business <b>SLO:</b> "The student will write clear, coherent business communications utilizing a variety of resources" <b>Goal:</b> Average score will exceed 70% Assessment 2 - Mid program	In <b>ACCT 2023</b> (Principles of Accounting II), students scores on <b>end of course assignment</b> will assess ability to write clear, coherent business communications utilizing a variety of resources. This is a formative, internal assessment.	Positive trend, currently exceeding goal.	Mid program skills are averaging around the expected goals.	A focused assessment, writing plan, and rubric have been developed to track and teach writing throughout the business curriculum.	<p align="center"><b>AAS in Business</b>  <b>SLO: Written Communication (Mid)</b></p> <table border="1"> <caption>AAS in Business - Written Communication (Mid)</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>84</td> <td>30</td> </tr> <tr> <td>2014-15</td> <td>59</td> <td>111</td> </tr> <tr> <td>2015-16</td> <td>75</td> <td>118</td> </tr> <tr> <td>2016-17</td> <td>81</td> <td>148</td> </tr> <tr> <td>2017-18</td> <td>81</td> <td>246</td> </tr> </tbody> </table>	Year	Score	n	2013-14	84	30	2014-15	59	111	2015-16	75	118	2016-17	81	148	2017-18	81	246
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<b>Program:</b> Business <b>SLO:</b> "The student will make effective presentations" <b>Goal:</b> Average score will exceed 70% Assessment 1 - Early in the program	In <b>OSIM 1103</b> (Business Communications), students complete an <b>end of course capstone project</b> that will assess the ability to make effective business presentations. This is a formative, internal assessment.	Exceeding goal, and rebounding from a recent decline.	This course represents the first use of presentation skills in the Business Degree. Results are averaging above expected goals.	More presentation opportunities were added to the curriculum in key core courses in 2015. New Divisionwide rubric was implemented in 2017 for improved writing standardized expectations.	<p align="center"><b>AAS in Business</b>  <b>SLO: Effective Presentations (Early)</b></p> <table border="1"> <caption>AAS in Business - Effective Presentations (Early)</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>88</td> <td>80</td> </tr> <tr> <td>2014-15</td> <td>88</td> <td>60</td> </tr> <tr> <td>2015-16</td> <td>81</td> <td>75</td> </tr> <tr> <td>2016-17</td> <td>80</td> <td>93</td> </tr> <tr> <td>2017-18</td> <td>88</td> <td>65</td> </tr> </tbody> </table>	Year	Score	n	2013-14	88	80	2014-15	88	60	2015-16	81	75	2016-17	80	93	2017-18	88	65
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<b>Program:</b> Business <b>SLO:</b> "The student will make effective presentations" <b>Goal:</b> Average score will exceed 90% Assessment 2 - Mid program	In <b>OSIM 2103</b> (Business Presentations), students complete an <b>end of course assessment</b> 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.	Results have been meeting or exceeding goals	Mid program skills are averaging around the expected goals.	Goal increased to 90% in Spring 2015 semester.	<p align="center"><b>AAS in Business</b>  <b>SLO: Effective Presentations (Mid)</b></p> <table border="1"> <caption>AAS in Business - Effective Presentations (Mid)</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>94</td> <td>71</td> </tr> <tr> <td>2013-14</td> <td>89</td> <td>16</td> </tr> <tr> <td>2014-15</td> <td>92</td> <td>3</td> </tr> <tr> <td>2016-17</td> <td>90</td> <td>3</td> </tr> <tr> <td>2017-18</td> <td>90</td> <td>5</td> </tr> </tbody> </table>	Year	Score	n	2012-13	94	71	2013-14	89	16	2014-15	92	3	2016-17	90	3	2017-18	90	5
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<b>Program:</b> Business <b>SLO:</b> "The student will use college level math skills to complete analysis and solve business problems" <b>Goal:</b> Average score will exceed 70% Assessment 1 - Early in the program	In <b>ECON 2023</b> (Principles of Microeconomics), students scores on <b>end of course assignment</b> will assess ability to use college level math skills. This is a formative, internal assessment.	Results have typically fallen short of the goal. The most recent spike may be due to lack of complete results and misconceptions regarding assessment delivery plus the positive effects of new prerequisites.	Skills have been very low early in the program. Adding prerequisites to ensure readiness is a potential cause for the improving scores.	A pair of prerequisites (MATH 0103 or higher and ENGL 1013) were added during the Fall 2016 semester to insure that students have the appropriate skills to succeed. Working with ECON instructors to clear up misconceptions and merge assessment tools.	<p align="center"><b>AAS in Business</b>  <b>SLO: College Level Math (Early)</b></p> <table border="1"> <caption>AAS in Business - College Level Math (Early)</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>30</td> <td>213</td> </tr> <tr> <td>2014-15</td> <td>32</td> <td>257</td> </tr> <tr> <td>2015-16</td> <td>33</td> <td>95</td> </tr> <tr> <td>2016-17</td> <td>65</td> <td>48</td> </tr> <tr> <td>2017-18</td> <td>79</td> <td>280</td> </tr> </tbody> </table>	Year	Score	n	2013-14	30	213	2014-15	32	257	2015-16	33	95	2016-17	65	48	2017-18	79	280
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<b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	<b>What is your measurement instrument or process?</b> Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
<b>Program:</b> Business <b>SLO:</b> "The student will use college level math skills to complete analysis and solve business problems" <b>Goal:</b> Average score will exceed 70% Assessment 2 - Mid program	In <b>ACCT 2023</b> (Principles of Accounting II), students scores on <b>end of course assignment</b> will assess ability to use college level math skills. This is a formative, internal assessment.	Slight negative trend has rebounded and exceeded the goal.	Mid program skills are averaging around the expected goals.	Adoption of the common course shell in the Spring of 2016 semester. A new assessment tool will be implemented in the Summer 2018 session.	<p align="center"><b>AAS in Business</b> <b>SLO: College Level Math (Mid)</b></p> <table border="1"> <caption>College Level Math (Mid) Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>69</td> <td>30</td> </tr> <tr> <td>2014-15</td> <td>70</td> <td>111</td> </tr> <tr> <td>2015-16</td> <td>67</td> <td>118</td> </tr> <tr> <td>2016-17</td> <td>67</td> <td>148</td> </tr> <tr> <td>2017-18</td> <td>81</td> <td>246</td> </tr> </tbody> </table>	Year	Score	n	2013-14	69	30	2014-15	70	111	2015-16	67	118	2016-17	67	148	2017-18	81	246
Year	Score	n																					
2013-14	69	30																					
2014-15	70	111																					
2015-16	67	118																					
2016-17	67	148																					
2017-18	81	246																					
<b>Program:</b> Business <b>SLO:</b> "The student will use college level math skills to complete analysis and solve business problems" <b>Goal:</b> Average score will exceed 90% Assessment 3 - Capstone	In <b>BADM 2703</b> (Internship), students scores on <b>rating by external organization</b> will assess ability to use college level math skills. This is a summative, internal, comparative assessment.	Currently above the goal.	End of program skills are averaging near or above the expected goals.	More complex math problem content had been added to the curriculum in both Economics and Accounting.	<p align="center"><b>AAS in Business</b> <b>SLO: College Level Math (Capstone)</b></p> <table border="1"> <caption>College Level Math (Capstone) Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>93</td> <td>14</td> </tr> <tr> <td>2014-15</td> <td>100</td> <td>9</td> </tr> <tr> <td>2015-16</td> <td>100</td> <td>12</td> </tr> <tr> <td>2016-17</td> <td>84</td> <td>19</td> </tr> <tr> <td>2017-18</td> <td>97</td> <td>6</td> </tr> </tbody> </table>	Year	Score	n	2013-14	93	14	2014-15	100	9	2015-16	100	12	2016-17	84	19	2017-18	97	6
Year	Score	n																					
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<b>Program:</b> Business <b>SLO:</b> "The student will be proficient in business application software." <b>Goal:</b> Average score will exceed 70% Assessment 1 - Early in the program	In <b>CISQ 1103</b> (Introduction to Computer Information Systems), students complete a <b>post test measurement on MS Word, Access, Excel, and PowerPoint</b> that will assess the proficiency in business application software. This is a formative, external, comparative assessment.	Results consistently exceed the goal.	These early program skills are averaging above the expected goals.	New SAM software version was adopted in the Fall 2015 semester in order to eliminate potential technical barriers to student learning. Consideration to be given for increasing goal expectations.	<p align="center"><b>AAS in Business</b> <b>SLO: Business Application Software (Early)</b></p> <table border="1"> <caption>Business Application Software (Early) Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>86</td> <td>755</td> </tr> <tr> <td>2014-15</td> <td>87</td> <td>698</td> </tr> <tr> <td>2015-16</td> <td>86</td> <td>623</td> </tr> <tr> <td>2016-17</td> <td>87</td> <td>769</td> </tr> <tr> <td>2017-18</td> <td>88</td> <td>733</td> </tr> </tbody> </table>	Year	Score	n	2013-14	86	755	2014-15	87	698	2015-16	86	623	2016-17	87	769	2017-18	88	733
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**Analysis of Results**

<b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	<b>What is your measurement instrument or process?</b> Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
<b>Program:</b> Business <b>SLO:</b> "The student will be proficient in business application software." <b>Goal:</b> Average score will exceed 90% Assessment 3 - Capstone	In <b>BADM 2703</b> (Internship), students scores on <b>rating by external organization</b> will assess proficiency in business application software. This is a summative, internal, comparative assessment.	Currently just above the goal.	End of program skills are averaging near or above the expected goals.	Mid program assessments in ACCT2023 are no longer being provided yet the end of program results are consistent with the need for continual focus in this area. Beginning in Fall 2018 mid program assessment will contain the use of Excel to aid in this area.	<p align="center"><b>AAS in Business</b>  <b>SLO: Business Application Software (Capstone)</b></p> <table border="1"> <caption>AAS in Business - Business Application Software (Capstone)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=16)</td> <td>88</td> </tr> <tr> <td>2014-15 (n=10)</td> <td>90</td> </tr> <tr> <td>2015-16 (n=14)</td> <td>100</td> </tr> <tr> <td>2016-17 (n=21)</td> <td>86</td> </tr> <tr> <td>2017-18 (n=7)</td> <td>91</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=16)	88	2014-15 (n=10)	90	2015-16 (n=14)	100	2016-17 (n=21)	86	2017-18 (n=7)	91
Year	Score																
2013-14 (n=16)	88																
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2016-17 (n=21)	86																
2017-18 (n=7)	91																
<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will exhibit higher order thinking when solving computing problems" <b>Goal:</b> Average score will exceed 80% Assessment 1 - Early in the program	In <b>CISQ 1103</b> (Introduction to Computer Information Systems), students complete a <b>post test measurement on Access</b> that will assess higher order thinking when solving computing problems. This is a formative, external, comparative assessment.	Consistently meets or exceeds goal.	These early program skills are averaging above the expected goals.	The goal was increased to 80% in the Fall 2015 semester to set the standard higher.	<p align="center"><b>AAS in Computing</b>  <b>SLO: Higher Order Thinking (Early)</b></p> <table border="1"> <caption>AAS in Computing - Higher Order Thinking (Early)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=704)</td> <td>83</td> </tr> <tr> <td>2014-15 (n=658)</td> <td>82</td> </tr> <tr> <td>2015-16 (n=587)</td> <td>82</td> </tr> <tr> <td>2016-17 (n=704)</td> <td>85</td> </tr> <tr> <td>2017-18 (n=708)</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=704)	83	2014-15 (n=658)	82	2015-16 (n=587)	82	2016-17 (n=704)	85	2017-18 (n=708)	85
Year	Score																
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2017-18 (n=708)	85																
<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will exhibit higher order thinking when solving computing problems" <b>Goal:</b> Average score will exceed 70% Assessment 2 - Mid program	In <b>CISM 1403</b> (Database Management - ACCESS), students complete a <b>MS Access assignment on SAM</b> that will assess higher order thinking when solving computing problems. This is a formative, external, comparative assessment.	Currently exceeding the goal.	Mid program skills are averaging around the expected goals.	New SAM software version was adopted in the Fall 2015 semester in order to eliminate potential technical barriers to student learning.	<p align="center"><b>AAS in Computing</b>  <b>SLO: Higher Order Thinking (Mid)</b></p> <table border="1"> <caption>AAS in Computing - Higher Order Thinking (Mid)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=19)</td> <td>92</td> </tr> <tr> <td>2014-15 (n=35)</td> <td>75</td> </tr> <tr> <td>2015-16 (n=20)</td> <td>61</td> </tr> <tr> <td>2016-17 (n=8)</td> <td>66</td> </tr> <tr> <td>2017-18 (n=5)</td> <td>84</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=19)	92	2014-15 (n=35)	75	2015-16 (n=20)	61	2016-17 (n=8)	66	2017-18 (n=5)	84
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**Analysis of Results**

<b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	<b>What is your measurement instrument or process?</b> Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will exhibit higher order thinking when solving computing problems" <b>Goal:</b> Average score will exceed 90% Assessment 3 - Capstone	In <b>BADM 2703</b> (Internship), students scores on <b>rating by external organization</b> will assess ability to think critically and exhibit higher order thinking. This is a summative, internal, comparative assessment.	Consistently near the goal with one point above in 17-18 AY.	End of program skills are averaging near or above the expected goals.	Have been inviting more observers to presentations so students might present their projects to a more diverse audience.	<p align="center"><b>AAS in Computing</b>  <b>SLO: Higher Order Thinking (Capstone)</b></p> <table border="1"> <caption>AAS in Computing - Higher Order Thinking (Capstone)</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>81</td> <td>16</td> </tr> <tr> <td>2014-15</td> <td>83</td> <td>24</td> </tr> <tr> <td>2015-16</td> <td>88</td> <td>16</td> </tr> <tr> <td>2016-17</td> <td>100</td> <td>16</td> </tr> <tr> <td>2017-18</td> <td>88</td> <td>13</td> </tr> </tbody> </table>	Year	Score	n	2013-14	81	16	2014-15	83	24	2015-16	88	16	2016-17	100	16	2017-18	88	13
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will exhibit a Global Perspective when solving computing problems" <b>Goal:</b> Average score will exceed 70% Assessment 1 - Early in the program	In <b>ECON 2023</b> (Principles of Microeconomics), students scores on <b>end of course assignment</b> will assess ability to exhibit a global perspective. This is a formative, internal assessment.	Results have typically fallen short of the goal. The most recent spike may be due to lack of complete results and misconceptions regarding assessment delivery plus the positive effects of new prerequisites.	Early program skills have been low compared to the expected goals.	Clarifying communications regarding assessment delivery expectations have begun to clear up misconceptions about the assessment questions that existed. Merged assessments will be used in Fall 2018. Results expected to normalize soon.	<p align="center"><b>AAS in Computing</b>  <b>SLO: Global Perspective (Early)</b></p> <table border="1"> <caption>AAS in Computing - Global Perspective (Early)</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>68</td> <td>213</td> </tr> <tr> <td>2014-15</td> <td>68</td> <td>257</td> </tr> <tr> <td>2015-16</td> <td>52</td> <td>95</td> </tr> <tr> <td>2016-17</td> <td>94</td> <td>48</td> </tr> <tr> <td>2017-18</td> <td>85</td> <td>280</td> </tr> </tbody> </table>	Year	Score	n	2013-14	68	213	2014-15	68	257	2015-16	52	95	2016-17	94	48	2017-18	85	280
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will exhibit a Global Perspective when solving computing problems" <b>Goal:</b> Average score will exceed 90% Assessment 3 - Capstone	In <b>BADM 2703</b> (Internship), students scores on <b>rating by external organization</b> will assess ability to exhibit a global perspective. This is a summative, internal, comparative assessment.	Currently just below the goal.	End of program skills are averaging near or above the expected goals.	Goal increased to 90% in Fall 2015 semester.	<p align="center"><b>AAS in Computing</b>  <b>SLO: Global Perspective (Capstone)</b></p> <table border="1"> <caption>AAS in Computing - Global Perspective (Capstone)</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>86</td> <td>14</td> </tr> <tr> <td>2014-15</td> <td>90</td> <td>20</td> </tr> <tr> <td>2015-16</td> <td>79</td> <td>14</td> </tr> <tr> <td>2016-17</td> <td>93</td> <td>29</td> </tr> <tr> <td>2017-18</td> <td>86</td> <td>13</td> </tr> </tbody> </table>	Year	Score	n	2013-14	86	14	2014-15	90	20	2015-16	79	14	2016-17	93	29	2017-18	86	13
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will write clear, coherent, technical communications." <b>Goal:</b> Average score will exceed 90% Assessment 1 - Early in the program	In <b>CISQ 1103</b> (Introduction to Computer Information Systems), students complete a <b>post test measurement on MS Word</b> that will assess writing clear, coherent, technical communications. This is a formative, external, comparative assessment.	Results typically at or above the goal.	These early program skills are averaging near or above the expected goals.	The goal has been raised to 90% due to the simplicity of the assignment.	<p align="center"><b>AAS in Computing</b>  <b>SLO: Clear Technical Communication (Early)</b></p> <table border="1"> <caption>AAS in Computing SLO: Clear Technical Communication (Early)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=815)</td> <td>91</td> </tr> <tr> <td>2014-15 (n=745)</td> <td>92</td> </tr> <tr> <td>2015-16 (n=673)</td> <td>90</td> </tr> <tr> <td>2016-17 (n=823)</td> <td>88</td> </tr> <tr> <td>2017-18 (n=784)</td> <td>90</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=815)	91	2014-15 (n=745)	92	2015-16 (n=673)	90	2016-17 (n=823)	88	2017-18 (n=784)	90
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will write clear, coherent, technical communications." <b>Goal:</b> Average score will exceed 70% Assessment 2 - Mid program	In <b>OSIM 1103</b> (Business Communications), students complete an <b>end of course capstone project</b> comprised of both written and presentation material that will assess the ability to write clear, coherent, technical communications. This is a formative, internal assessment.	Consistently exceeds the goal.	This course represents the first use of technical communication skills in the CIS Degree	A focused assessment, writing plan, and rubric have been developed to track and teach writing throughout the division's curriculum.	<p align="center"><b>AAS in Computing</b>  <b>SLO: Clear Technical Communication (Mid)</b></p> <table border="1"> <caption>AAS in Computing SLO: Clear Technical Communication (Mid)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=80)</td> <td>88</td> </tr> <tr> <td>2014-15 (n=60)</td> <td>88</td> </tr> <tr> <td>2015-16 (n=75)</td> <td>81</td> </tr> <tr> <td>2016-17 (n=93)</td> <td>80</td> </tr> <tr> <td>2017-18 (n=65)</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=80)	88	2014-15 (n=60)	88	2015-16 (n=75)	81	2016-17 (n=93)	80	2017-18 (n=65)	88
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will write clear, coherent, technical communications." <b>Goal:</b> Average score will exceed 90% Assessment 3 - Capstone	In <b>BADM 2703</b> (Internship), students scores on <b>rating by external organization</b> will assess the ability to write clear, coherent, technical communications. This is a summative, internal, comparative assessment.	Currently falls just below the newer goal.	End of program skills are averaging near the expected goals.	More presentation opportunities were added to the curriculum in key core courses in 2015. Goal increased to 90% in Fall 2015 semester. More observers are invited to presentations so students might present their projects to a more diverse audience.	<p align="center"><b>AAS in Computing</b>  <b>SLO: Clear Technical Communication (Capstone)</b></p> <table border="1"> <caption>AAS in Computing SLO: Clear Technical Communication (Capstone)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=16)</td> <td>88</td> </tr> <tr> <td>2014-15 (n=24)</td> <td>92</td> </tr> <tr> <td>2015-16 (n=16)</td> <td>81</td> </tr> <tr> <td>2016-17 (n=31)</td> <td>90</td> </tr> <tr> <td>2017-18 (n=13)</td> <td>82</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=16)	88	2014-15 (n=24)	92	2015-16 (n=16)	81	2016-17 (n=31)	90	2017-18 (n=13)	82
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will make effective presentations and explain technical issues." <b>Goal:</b> Average score will exceed 70% Assessment 1 - Early in the program	In <b>OSIM 1103</b> (Business Communications), students complete an <b>end of course capstone project</b> 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.	Consistently exceeds the goal.	This course represents the first use of presentation skills in the CIS Degree	A focused assessment, writing plan, and rubric have been developed to track and teach writing throughout the division's curriculum. Consideration to be given for increasing goal expectations.	<p align="center"><b>AAS in Computing</b>  <b>SLO: Effective Presentations (Early)</b></p> <table border="1"> <caption>AAS in Computing SLO: Effective Presentations (Early)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=80)</td> <td>88</td> </tr> <tr> <td>2014-15 (n=60)</td> <td>88</td> </tr> <tr> <td>2015-16 (n=75)</td> <td>81</td> </tr> <tr> <td>2016-17 (n=93)</td> <td>80</td> </tr> <tr> <td>2017-18 (n=65)</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=80)	88	2014-15 (n=60)	88	2015-16 (n=75)	81	2016-17 (n=93)	80	2017-18 (n=65)	88
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will make effective presentations and explain technical issues." <b>Goal:</b> Average score will exceed 70% Assessment 2 - Mid program	In <b>OSIM 2103</b> (Business Presentations), students complete an <b>end of course assessment</b> 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.	Negative trend, currently just meets the newer goal.	Mid program skills are averaging around the expected goals.	A focused assessment, writing plan, and rubric have been developed to track and teach writing throughout the division's curriculum..	<p align="center"><b>AAS in Computing</b>  <b>SLO: Effective Presentations (Mid)</b></p> <table border="1"> <caption>AAS in Computing SLO: Effective Presentations (Mid)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2012-13 (n=71)</td> <td>94</td> </tr> <tr> <td>2013-14 (n=16)</td> <td>89</td> </tr> <tr> <td>2014-15 (n=3)</td> <td>92</td> </tr> <tr> <td>2016-17 (n=3)</td> <td>90</td> </tr> <tr> <td>2017-18 (n=5)</td> <td>90</td> </tr> </tbody> </table>	Year	Score	2012-13 (n=71)	94	2013-14 (n=16)	89	2014-15 (n=3)	92	2016-17 (n=3)	90	2017-18 (n=5)	90
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will make effective presentations and explain technical issues." <b>Goal:</b> Average score will exceed 90% Assessment 3 - Capstone	In <b>BADM 2703</b> (Internship), students scores on <b>rating by external organization</b> will assess the ability to make effective presentations and explain technical issues. This is a summative, internal, comparative assessment.	Has exceeded the goal this past year when has previously fallen short.	End of program skills are averaging near or above the expected goals.	More presentation opportunities were added to the curriculum in key core courses in 2015. More observers are invited to presentations so students might present their projects to a more diverse audience.	<p align="center"><b>AAS in Computing</b>  <b>SLO: Effective Presentations (Capstone)</b></p> <table border="1"> <caption>AAS in Computing SLO: Effective Presentations (Capstone)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=13)</td> <td>85</td> </tr> <tr> <td>2014-15 (n=17)</td> <td>82</td> </tr> <tr> <td>2015-16 (n=16)</td> <td>56</td> </tr> <tr> <td>2016-17 (n=28)</td> <td>93</td> </tr> <tr> <td>2017-18 (n=12)</td> <td>78</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=13)	85	2014-15 (n=17)	82	2015-16 (n=16)	56	2016-17 (n=28)	93	2017-18 (n=12)	78
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**Analysis of Results**

<b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	<b>What is your measurement instrument or process?</b> Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will use college level math skills to write programs and solve computing problems." <b>Goal:</b> Average score will exceed 70% Assessment 1 - Early in the program	In <b>CISQ 1103</b> (Introduction to Computer Information Systems), students complete a <b>post test measurement on MS Excel</b> that will assess math skills. This is a formative, external, comparative assessment.	Consistently exceeds the goal.	These early program skills are averaging above the expected goals.	New SAM software version was adopted in the Fall 2015 semester in order to eliminate potential technical barriers to student learning. Consideration to be given for increasing goal expectations.	<p align="center"><b>AAS in Computing</b>  <b>SLO: College Level Math (Early)</b></p> <table border="1"> <caption>AAS in Computing - College Level Math (Early)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=774)</td> <td>80</td> </tr> <tr> <td>2014-15 (n=698)</td> <td>83</td> </tr> <tr> <td>2015-16 (n=635)</td> <td>84</td> </tr> <tr> <td>2016-17 (n=764)</td> <td>82</td> </tr> <tr> <td>2017-18 (n=738)</td> <td>82</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=774)	80	2014-15 (n=698)	83	2015-16 (n=635)	84	2016-17 (n=764)	82	2017-18 (n=738)	82
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will use college level math skills to write programs and solve computing problems." <b>Goal:</b> Average score will exceed 70% Assessment 2 - Mid program	In <b>CISM 1503</b> (Spreadsheet Analysis - EXCEL), students complete a <b>spreadsheet project on SAM</b> that will assess the students ability of assimilate data and perform complex analysis. This is a formative, external, comparative assessment.	Consistently exceeds the goal.	Mid program skills are averaging above the expected goals.	New SAM software version was adopted in the Fall 2015 semester in order to eliminate potential technical barriers to student learning.	<p align="center"><b>AAS in Computing</b>  <b>SLO: College Level Math (Mid)</b></p> <table border="1"> <caption>AAS in Computing - College Level Math (Mid)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=76)</td> <td>91</td> </tr> <tr> <td>2014-15 (n=53)</td> <td>87</td> </tr> <tr> <td>2015-16 (n=51)</td> <td>86</td> </tr> <tr> <td>2016-17 (n=48)</td> <td>88</td> </tr> <tr> <td>2017-18 (n=34)</td> <td>78</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=76)	91	2014-15 (n=53)	87	2015-16 (n=51)	86	2016-17 (n=48)	88	2017-18 (n=34)	78
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will use college level math skills to write programs and solve computing problems." <b>Goal:</b> Average score will exceed 90% Assessment 3 - Capstone	In <b>BADM 2703</b> (Internship), students scores on <b>rating by external organization</b> will assess the ability to use college level math skills to write programs and solve computing problems. This is a summative, internal, comparative assessment.	Currently just short of the goal, with a slight declining trend.	End of program skills are averaging near or above the expected goals.	More complex math problem content has been added to the curriculum to bring students to a higher math level.	<p align="center"><b>AAS in Computing</b>  <b>SLO: College Level Math (Capstone)</b></p> <table border="1"> <caption>AAS in Computing - College Level Math (Capstone)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=13)</td> <td>77</td> </tr> <tr> <td>2014-15 (n=17)</td> <td>82</td> </tr> <tr> <td>2015-16 (n=12)</td> <td>92</td> </tr> <tr> <td>2016-17 (n=28)</td> <td>89</td> </tr> <tr> <td>2017-18 (n=13)</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=13)	77	2014-15 (n=17)	82	2015-16 (n=12)	92	2016-17 (n=28)	89	2017-18 (n=13)	88
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will be proficient in their technical discipline." <b>Goal:</b> Average score will exceed 85% Assessment 1 - Early in the program	In <b>CISQ 1103</b> (Introduction to Computer Information Systems), students complete a <b>post test measurement on MS Word, Access, Excel, and PowerPoint</b> that will assess the proficiency in basic college level computing skills. This is a formative, external, comparative assessment.	Remains steadily just above the goal.	These early program skills are averaging just above the expected goals.	Goal for CIS students raised to 85 beginning in the Fall 2015 semester.	<p align="center"><b>AAS in Computing</b> <b>SLO: Technical Proficiency (Early)</b></p> <table border="1"> <caption>AAS in Computing SLO: Technical Proficiency (Early)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=755)</td> <td>86</td> </tr> <tr> <td>2014-15 (n=698)</td> <td>87</td> </tr> <tr> <td>2015-16 (n=623)</td> <td>86</td> </tr> <tr> <td>2016-17 (n=769)</td> <td>87</td> </tr> <tr> <td>2017-18 (n=733)</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=755)	86	2014-15 (n=698)	87	2015-16 (n=623)	86	2016-17 (n=769)	87	2017-18 (n=733)	88
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will be proficient in their technical discipline." <b>Goal:</b> Average score will exceed 70% Assessment 2 - Mid program	In <b>NTWK 2084</b> (Network Hardware Support), students complete a <b>CISCO academy skills-based assessment in the CCNA prep course</b> that will assess the proficiency in CISCO skills. This is a formative, external, comparative assessment.	Current anomaly contradicts the historic consistency of exceeding the goal.	Mid program skills are averaging above the expected goals.	Course changed from a 3 credit course to a 4 credit course with higher expectations. Adjustments for assessment focus are underway.	<p align="center"><b>AAS in Computing</b> <b>SLO: Technical Proficiency (Mid)</b></p> <table border="1"> <caption>AAS in Computing SLO: Technical Proficiency (Mid)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=30)</td> <td>87</td> </tr> <tr> <td>2014-15 (n=15)</td> <td>89</td> </tr> <tr> <td>2015-16 (n=9)</td> <td>88</td> </tr> <tr> <td>2016-17 (n=13)</td> <td>82</td> </tr> <tr> <td>2017-18 (n=10)</td> <td>64</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=30)	87	2014-15 (n=15)	89	2015-16 (n=9)	88	2016-17 (n=13)	82	2017-18 (n=10)	64
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will be proficient in their technical discipline." <b>Goal:</b> Average score will exceed 70% Assessment 2 - Mid program	In <b>CISM 2213</b> (Advanced Web Page Design), students complete an <b>end of course capstone project</b> that will assess the proficiency in web page design skills. This is a formative, internal assessment.	Consistently exceeds the goal.	Mid program skills are averaging above the expected goals. Sample sizes are typically small.	Course changed from "Intermediate" to "Advanced" Web Page Design. Course expectations have increased. Consideration to be given for increasing goal expectations.	<p align="center"><b>AAS in Computing</b> <b>SLO: Technical Proficiency (Mid)</b></p> <table border="1"> <caption>AAS in Computing SLO: Technical Proficiency (Mid)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2012-13 (n=13)</td> <td>91</td> </tr> <tr> <td>2013-14 (n=15)</td> <td>89</td> </tr> <tr> <td>2014-15 (n=8)</td> <td>86</td> </tr> <tr> <td>2015-16 (n=4)</td> <td>92</td> </tr> <tr> <td>2017-18 (n=7)</td> <td>91</td> </tr> </tbody> </table>	Year	Score	2012-13 (n=13)	91	2013-14 (n=15)	89	2014-15 (n=8)	86	2015-16 (n=4)	92	2017-18 (n=7)	91
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<b>Program:</b> Computer Information Systems <b>SLO:</b> "The student will be proficient in their technical discipline." <b>Goal:</b> Average score will exceed 70% Assessment 2 - Mid program	In <b>PROG 1103</b> (Visual Basic Programming), students complete an <b>end of course capstone project</b> that will assess the proficiency in skills delivering a program/system. This is a formative, internal assessment.	Currently exceeding the goal.	Mid program skills are averaging above the expected goals.	Consideration is being given to raising the goal expectation.	<p align="center"><b>AAS in Computing</b> <b>SLO: Technical Proficiency (Mid)</b></p> <table border="1"> <caption>AAS in Computing - Technical Proficiency (Mid)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=8)</td> <td>83</td> </tr> <tr> <td>2014-15 (n=9)</td> <td>86</td> </tr> <tr> <td>2015-16 (n=2)</td> <td>85</td> </tr> <tr> <td>2016-17 (n=7)</td> <td>87</td> </tr> <tr> <td>2017-18 (n=18)</td> <td>86</td> </tr> </tbody> </table>	Year	Score	2013-14 (n=8)	83	2014-15 (n=9)	86	2015-16 (n=2)	85	2016-17 (n=7)	87	2017-18 (n=18)	86
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