

# **Information Systems ASSESSMENT PLAN**

## **School of Information Technology**

### **Program Educational Objectives:**

The program educational objectives (PEO) of the information systems program are as follows:

1. Be a successful practitioner in an Information Systems related field or accepted into a graduate program
2. Engage in professional development through continuing education, certifications, professional organizations, or experience
3. Live and work as contributing, well-rounded members of society

### **Student Outcomes:**

At the time of graduation, a student in our information systems program must attain the following outcomes:

- a. An ability to apply knowledge of computing and mathematics appropriate to the discipline
- b. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- c. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired standards
- d. An ability to function effectively on teams to accomplish a common goal
- e. An understanding of professional, ethical, legal, security and social issues and responsibilities
- f. An ability to communicate effectively with a wide range of audiences
- g. An ability to analyze the local and global impact of computing on individuals, organizations, and society
- h. Recognition of the need for and an ability to engage in continuing professional development
- i. An ability to use current techniques, skills, and tools necessary for computing practice
- j. An understanding of processes that support the delivery and management of information systems within a specific application environment

## Relationship of Student Outcomes to Program Educational Objectives

The table below summarizes the relationship between student outcomes and program educational objectives:

Student Outcomes	Program Educational Objectives		
	1. Be successfully employed in an Information Systems related field or accepted into a graduate program	2. Engage in professional development through continuing education, certifications, professional organizations, or experience	3. Live and work as contributing, well-rounded members of society
(a) An ability to apply knowledge of computing and mathematics appropriate to the discipline.	▪	▪	
(b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.	▪	▪	
(c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired standards.	▪	▪	
(d) An ability to function effectively on teams to accomplish a common goal.	▪		▪
(e) An understanding of professional, ethical, legal, security and social issues and responsibilities.	▪		▪
(f) An ability to communicate effectively with a wide range of audience.	▪		▪
(g) An ability to analyze the local and global impact of computing on individuals, organizations, and society.	▪		▪
(h) Recognition of the need for and an ability to engage in continuing professional development.	▪	▪	▪
(i) An ability to use current techniques, skills, and tools necessary for computing practice.	▪	▪	
(j) An understanding of processes that support the delivery and management of information systems within a specific application environment	▪	▪	

**(a) An ability to apply knowledge of computing and mathematics appropriate to the discipline**

<b>Performance Indicator</b>	<b>Delivery Methods</b>	<b>Courses used for Assessment</b>	<b>Assessment Methods</b>	<b>Data Needed</b>	<b>Assessed Groups</b>	<b>Expected level of attainment*</b>	<b>Timeline</b>
Write a computer program that solves a business problem	IT 168, IT 178, IT 378	IT 178	Use rubric (a) (i)	IT 178: Completed program that solves a business problem	IT 178 students	60%	Odd Fall Semesters
Write queries to retrieve data from databases	IT 378	IT 378	Use rubric (a) (ii)	IT 378: Assignments from later in semester with queries	IT 378 students	80%	Odd Fall Semesters
Perform a cost-benefit analysis	IT 262, IT 363, IT 378	IT 262	Use rubric (a) (iii)	IT 262: Assignment(s) that involve creation of cost-benefit analysis	IT 262 students	60%	Odd Fall Semesters

\* - The expected level of attainment is measured by the minimum percentage of the assessed sample that is scored in the two maximum (Developed/Exemplary) categories of the relevant rubric.

Outcome (a): An ability to apply knowledge of computing and mathematics appropriate to the discipline				
	Poor or Non-Existent	Developing	Developed	Exemplary
(i) Write a computer program that solves a business problem	Program has major syntactical errors or does not run with normal inputs without crashing, code does not solve the given problem	Program produces correct results in only some cases, program crashes with some valid inputs	Program works correctly for all sample data and typical cases, solves the correct problem	Program works correctly for all relevant cases, and addresses at least one unspecified case or implements an extra feature
(ii) Write queries to retrieve data from databases	Does not know the query syntax	Writes queries to create, use, and modify tables, records, and attributes. Queries may not always work correctly	Writes and successfully executes variety of queries including join queries, can create variety of reports, uses grouping	Writes parameter queries, stored procedures, and triggers
(iii) Perform a cost-benefit analysis	Does not recognize any of the CBA methods	Successfully uses a CBA method	Successfully uses more than one CBA method	Can choose the most appropriate CBA method for a specific scenario and successfully apply it

**(b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution**

Performance Indicator	Delivery Methods	Courses used for Assessment	Assessment Methods	Data Needed	Assessed Groups	Expected level of attainment*	Timeline
Uses common modeling techniques to analyze a problem	IT 261, IT 363, IT 378	IT 261	Use rubric (b)(i)	IT 261: Assignment(s) that deal with using models to analyze a problem	IT 261 students	50%	Even Fall Semesters
Gathers requirements for a given problem	IT 261, IT 363, IT 378	IT 261	Use rubric (b)(ii)	IT 261: Assignment(s) that deal with gathering requirements for a given problem	IT 261 students	50%	Even Fall Semesters

\* - The expected level of attainment is measured by the minimum percentage of the assessed sample that is scored in the two maximum (Developed/Exemplary) categories of the relevant rubric.

<b>Rubric (b)</b>				
	Poor or Non-Existent	Developing	Developed	Exemplary
(i) Use common modeling techniques to analyze a problem	Unable to produce recognizable model	Can create visual model, but model does not fit problem	Creates visual model that fits problem description	Creates a well-formed and parsimonious model of problem
(ii) Perform requirements gathering	Records none or very few requirements	Record some appropriate requirements but misses one or more major requirements	Records all appropriate requirements	Records all appropriate requirements in a well-formatted and logical manner

**(c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs**

Performance Indicator	Delivery Methods	Courses used for Assessment	Assessment Methods	Data Needed	Assessed Groups	Expected level of attainment*	Timeline
Uses common modeling techniques to design a solution	IT 261, IT 363, IT 378,	IT 261	Use rubric (c) (i)	IT 261: Assignment(s) that deal with using models to design a solution to a given problem	IT 261 students	50%	Even Fall semesters
Write a computer program that solves a business problem	IT 168, IT 178, IT 378	IT 178	Use rubric (c) (iii)	IT 178: Completed program that solves a business problem	IT 178 students	60%	Odd Fall Semesters
Evaluates alternative solutions	IT 262, IT 378	IT 262, Exit Exam	Use rubric (c) (iv)	IT 262: Homework or paper that deals with proposing or evaluating multiple solutions to the same problem  Exit Exam: Question(s) relating to evaluating alternative solutions to a given problem	IT 262 students  Students taking exit exam	60% (IT 262)  70% (Exit exam)	IT 262: Even fall semesters  Exit exam: Even fall semesters, Odd Fall semesters

\* - The expected level of attainment is measured by the minimum percentage of the assessed sample that is scored in the two maximum (Developed/Exemplary) categories of the relevant rubric.

Outcome (c): An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs				
	Poor or Non-Existent	Developing	Developed	Exemplary
(i) Use common modeling techniques to design a solution	Unable to create a recognizable model	Create models but models do not fully represent the problem domain or are not consistent with the specified modeling language	Create models that represent the problem domain and are consistent with the specified modeling language	Creates a well-formed and parsimonious design model that can be used by an external coder for developing a computer application
(iii) Write a computer program that solves a business problem	Program has major syntactical errors or does not run with normal inputs without crashing, code does not solve the given problem	Program produces correct results in only some cases, program crashes with some valid inputs	Program works correctly for all sample data and typical cases, solves the correct problem	Program works correctly for all relevant cases, and addresses at least one unspecified case or implements an extra feature
(iv) Evaluates alternative solutions	Student does not correctly identify at least two correct solutions for the given problem, does not use correct methods to evaluate them	Student identifies correct alternatives but evaluates them incorrectly	Student identifies correct alternatives, uses correct evaluation methods and reaches correct conclusions	Student goes beyond requirements, presents detailed and correct evaluation of each alternative solution

**(d) An ability to function effectively on teams to accomplish a common goal**

Performance Indicator	Delivery Methods	Courses used for Assessment	Assessment Methods	Data Needed	Assessed Groups	Expected level of attainment*	Timeline
Participates in team activities	IT 350, IT 375, IT 378, IT 391, Internship survey	IT 378	Use rubric (d)	IT 378: Peer and group reviews from group assignment(s) or projects	IT 378 students	80%	Odd Fall semesters
Completes team assignments on time							
Leads team activities							

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Outcome (d): An ability to function effectively on teams to accomplish a common goal				
	Poor or Non-Existent	Developing	Developed	Exemplary
Participates in team activities	Does not contribute to discussions, does not let others express opinions	Contributes occasionally to team activities	Contributes equally in team activities	Contributes a higher share to team activities without taking over the team
Completes team assignments on time	Does not contribute to final deliverable	Completes assigned tasks only partially	Satisfactorily completes assigned parts	Completes assigned parts and helps other team members with their assigned work, initiates and participates in team meetings
Leads team activities	Does not know what any other team member is doing	Knows only what some team members are doing, and not others	Describes clearly the role and responsibility of each team member	Motivates others to fulfill their responsibilities



**(e) An understanding of professional, ethical, legal, security and social issues and responsibilities**

<b>Performance Indicator</b>	<b>Delivery Methods</b>	<b>Courses used for Assessment</b>	<b>Assessment Methods</b>	<b>Data Needed</b>	<b>Assessed Groups</b>	<b>Expected level of attainment*</b>	<b>Timeline</b>
Identify security considerations for IT systems	IT 350, IT 351, IT 357, IT 378	Exit Exam	Use rubric (e)(i)	Exit Exam: Question(s) relevant to identifying security considerations for IT systems	Students taking Exit Exam	70%	Data collected each semester; reviewed each fall for the previous year
Identify laws that affect the IT industry	IT 350, IT 375	Exit Exam	Use rubric (e)(ii)	Exit Exam: Question(s) relevant to identifying whether existing software programs can be used in a specific setting based on their licenses	Students taking Exit Exam	70%	Data collected each semester; reviewed each fall for the previous year
List elements from a professional code of ethics	IT 191	Exit Exam	Use rubric (e) (iii)	Exit Exam: Question(s) that relate sections of a professional code of ethics to a given situation	Students taking Exit Exam	70%	Data collected each semester; reviewed each fall for the previous year
Recognize social impact of IT	IT 191, IT 350, IT 351	Exit Exam	Use rubric (e) (iii)	Exit Exam: Question(s) relevant to recognizing social impacts of IT systems	Students taking Exit Exam	70%	Data collected each semester; reviewed each fall for the previous year

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Outcome (e): An understanding of professional, ethical, legal, security and social issues and responsibilities				
	Poor or Non-Existent	Developing	Developed	Exemplary
(i) Identify security considerations for IT systems	Can't identify security considerations	Identifies a few security considerations	Identifies security considerations appropriate for system	Identifies security considerations appropriate for system. Ranks considerations according to risk and provides reasoning for ranking.
(ii) Identify laws that affect the IT industry	Can't identify any laws that affect the IT industry	Identifies a few laws that affect the IT industry	Identifies laws that affect the IT industry	Identifies laws that affect the industry and can identify laws that will affect a particular system
(iii) List elements from a professional code of ethics	Can't list any elements from a professional code of ethics	Lists some but less than 70% of the elements from a professional code of ethics	Lists 70% or more of elements from a professional code of ethics	Lists all elements from a code of ethics
(iv) Recognize social impact of IT	Unable to articulate any social impact of IT	Recognizes some social impacts of IT	Recognizes social impacts of IT	Gives reasons for social impacts of IT

**(f) An ability to communicate effectively with a range of audiences**

<b>Performance Indicator</b>	<b>Delivery Methods</b>	<b>Courses used for Assessment</b>	<b>Assessment Methods</b>	<b>Data Needed</b>	<b>Assessed Groups</b>	<b>Expected level of attainment*</b>	<b>Timeline</b>
Communicates effectively with a range of audiences orally	IT 191, IT 261, IT 350, IT 375, IT 377, IT 363, IT 378, IT 391, COM 110	IT 378	Use rubric (f)(i)	IT 378: Oral Presentation	IT 378 students	70%	Even Spring semesters
Communicates effectively with a range of audiences in writing	IT 191, IT 262, IT 377, IT 363, IT 378, IT 391, ENG 101, ENG 249	IT 363	Use rubric (f)(ii)	IT 363: Written paper	IT 363 students	70%	Odd Fall semesters

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<b>Rubric (f)(i)</b>				
	Poor or Non-Existent	Developing	Developed	Exemplary
Clarity	Not assertive or clear overall	Assertive but inconsistent, occasionally trying to sound too technical or intentionally vague	Mostly clear and easy to understand	Clear and assertive, very easy to understand
Organization	Not well organized, no logical flow	Inconsistent flow, lacking macro or micro organization	Logically organized at micro and macro level	Entire communication has logical flow, flow is reinforced throughout
Audience	Not aimed at the intended audience	Reflects own knowledge rather than targeting audience, could have taken more efforts to direct talk at audience	Directed at appropriate audience	Targeting audience well enough to enhance communication
Engaging the audience	Not captivating, could not engage audience, little to no interaction with audience	Good beginning and end but not as engaging in between, not enough interaction with audience	Keeps the audience interested and facilitates some interaction	Keeps the audience awake and involved, occasionally adapting to audience's feedback
Delivery	Two or more of: Spoke too fast/too slow, did not address intended questions, inappropriate attire, took significantly longer or shorter than allotted time	One of: Spoke too fast/too slow, too many pauses, awkward body language	Spoke at appropriate pace, comfortable and appropriate body language	Calm. Clear diction. Good tone. Good pacing. Appropriate attire and personal grooming.

<b>Rubric (f)(ii)</b>				
Written Communication				
	Poor or Non-Existent	Developing	Developed	Exemplary
Clarity/Precision	Too vague or too detailed, significant amount of information may be inaccurate.	Detailed but losing overall picture, or clear at a high level but missing details, attention to length rather than substance. Some information may be inaccurate.	Appropriately detailed and focused at a higher level. Writing is precise and concise.	Completely clear and precise
Organization	Not well-organized, no consistent flow	Micro-structure well defined but lacking macro-structure, or vice versa	Good and appropriate organization	Logically organized
Audience	Not catered to intended audience (wrong assumptions about audience, trying to target all types of audiences)	Not consistently aiming at the audience, occasionally too detailed or too vague	Most aiming at the appropriate audience	Aimed exactly at the appropriate audience
Mechanics and Style	Many spelling and grammar errors, no logical flow or document structure	Logical flow but with many spelling and grammar errors, or vice versa, crude document structure	No spelling or grammar errors. Reasonably good logical flow and appropriate document structure	No spelling or grammar errors. Good use of language and good logical flow
Visual aids	No visual aids/too many visual aids. Very poor visual aids.	Few visual aids, some incompletely made, not referred in the text. Some visual aids poorly designed	Appropriate number and kind of visual aids referred by the text at the proper places parts	Appropriate number of well-chosen visual aids that enhance communication

**(g) An ability to analyze the local and global impact of computing on individuals, organizations, and society**

Performance Indicator	Delivery Methods	Courses used for Assessment	Assessment Methods	Data Needed	Assessed Groups	Expected level of attainment*	Timeline
Identify global issues that impact the IT industry	IT 178, IT 350, IT 351, IT 353	Exit Exam	Use rubric (g) (i)	Exit Exam: Question(s) that are relevant to identifying global issues that impact the IT industry	Students taking Exit Exam	70%	Data collected every semester; reviewed each fall for the previous year
Evaluate IT impacts on individuals, organizations and society	IT 261, IT 378, IT 350	Exit Exam	Use rubric (g) (ii)	Exit Exam: Question(s) that are relevant to IT impacts on individuals, organizations and society	Students taking Exit Exam	70%	Data collected every semester; reviewed each fall for the previous year

\* - The expected level of attainment is measured by the minimum percentage of the assessed sample that is scored in the two maximum (Developed/Exemplary) categories of the relevant rubric.

Outcome (g) An ability to analyze the local and global impact of computing on individuals, organizations, and society				
	Poor or Non-Existent	Developing	Developed	Exemplary
(i) Identify global issues that impact the IT industry	Unable to identify any global issues that impact the IT industry	Identifies one or two issues that impact the IT industry	Identifies several global issues that impact the IT industry	Issues identified show particular insight into global issues
(ii) Evaluate IT impacts on individuals, organizations and society	Unable to evaluate IT impacts or evaluation is shows no understanding of impacts	Able to evaluate, but evaluations show an incomplete understanding of impacts	Evaluation shows understanding of impacts	Evaluation shows deep understanding of impacts

**(h) Recognition of the need for and an ability to engage in continuing professional development**

Performance Indicator	Delivery Methods	Courses used for Assessment	Assessment Methods	Data Needed	Assessed Groups	Expected level of attainment*	Timeline
Participates in independent learning	IT 350, IT 351, IT 353, IT 378, IT 391	IT 378	Use rubric (h)(i)	IT 378: Project that involves student work on topics not included in syllabus	IT 378 students	70%	Even Spring semesters
Participates in IT student club and other professional activities and events	IT student club	-	Count of membership	Membership of IT student clubs, attendance at the largest event of the IT student clubs	All information systems students	50% of all IS students attending the internship fair	Fall semesters
Learns and uses technology not taught in class	Independent studies, club projects, competitions, projects in IT 350, IT 351, IT 353, IT 378, and IT 391	-	Count of projects	Count of independent projects	All information systems students	20% of all students	Even Fall semesters

\* - The expected level of attainment is measured by the minimum percentage of the assessed sample that is scored in the two maximum (Developed/Exemplary) categories of the relevant rubric.

<b>Rubric (h)(i)</b>				
	Poor or non-existent	Developing	Developed	Exemplary
Participates in independent learning	Little or no independent learning evident in work product	Meets assignment requirements only in terms of independent learning	Shows evidence of independent learning such as gathering at least one additional external source beyond that provided or assigned, synthesizes from existing information	Collects a great deal of information-all relates to the topic; went beyond assignment requirements; applied the synthesized knowledge to real-world problems.

**(i) An ability to use current techniques, skills, and tools necessary for computing practice.**

Performance Indicator	Delivery Methods	Courses used for Assessment	Assessment Methods	Data Needed	Assessed Groups	Expected level of attainment*	Timeline
Use common modeling tools to design a solution	IT 261, IT 341, IT 350, IT 351, IT 363	IT 378	Use rubric (i)(i)	IT 378: Assignment(s) that uses a modeling tool	IT 378	70%	Even Spring semesters
Write a computer program using a programming language	IT 168, IT 178, IT 353, IT 378	IT 178	Use rubric (i)(ii)	IT 178: Assignment(s) that results In a program	IT 178 students	60%	Even Spring semesters
Recognize different systems development methodologies	IT 261, IT 363, IT 341, IT 391	IT 261	Use rubric (i)(iii)	IT 261: Exam questions on methodologies	IT 261 students	50%	Odd Spring semesters

\* - The expected level of attainment is measured by the minimum percentage of the assessed sample that is scored in the two maximum (Developed/Exemplary) categories of the relevant rubric.

Outcome (i): An ability to use current techniques, skills, and tools necessary for computing practice				
	Poor or Non-Existent	Developing	Developed	Exemplary
(i) Use common modeling tools to design a solution	Unable to produce recognizable model	Can create visual model, but model does not fit problem	Creates visual model that fits problem description	Creates a well-formed and parsimonious model of problem
(ii) Write a computer program using a programming language	Program has major syntactical errors or does not run with normal inputs without crashing, code does not solve the given problem	Program produces correct results in only some cases, program crashes with some valid inputs	Program works correctly for all sample data and typical cases, solves the correct problem	Program works correctly for all relevant cases, and addresses at least one unspecified case or implements an extra feature
(iii) Recognize different systems development methodologies	Does not recognize any systems development methodologies	Recognizes systems development methodologies	Recognizes systems development methodologies	Recognizes systems development methodologies and their most appropriate uses

<b>(j) An understanding of processes that support the delivery and management of information systems within a specific application environment</b>							
<b>Performance Indicator</b>	<b>Delivery Methods</b>	<b>Courses used for Assessment</b>	<b>Assessment Methods</b>	<b>Data Needed</b>	<b>Assessed Groups</b>	<b>Expected level of attainment*</b>	<b>Timeline</b>
Identify systems development and deployment constraints [e.g., Political, social, legal, compliance, financial, HCI]	IT 262, IT 350, IT 351, IT 357, IT 378, IT 363, IT 391/398 (internship)	IT 363, Internship survey	Use rubric (j)(i)	IT 363: Semester project report Internship survey results	IT 363 students, interns	80% (Internship survey)  70% (IT 363)	IT 363: Odd Spring semesters  Internship survey: each Fall Semester
Evaluate applicability of a technology for a specific application environment	IT 261, IT 375, IT 377, IT 363, IT 391/398 (internship)	IT 363, Internship survey	Use rubric (j)(ii)	IT 363: Semester project report Internship survey results	IT 363 students, interns	80% (Internship survey)  70% (IT 363)	IT 363: Odd Spring semesters  Internship survey: each Fall Semester

\* - The expected level of attainment is measured by the minimum percentage of the assessed sample that is scored in the two maximum (Developed/Exemplary) categories of the relevant rubric.

<b>Outcome (j): An understanding of processes that support the delivery and management of information systems within a specific application environment</b>				
	<b>Poor or Non-Existent</b>	<b>Developing</b>	<b>Developed</b>	<b>Exemplary</b>
<b>(i) Identify systems development and deployment constraints [e.g., Political, social, legal, compliance, financial, HCI]</b>	No awareness of possible constraints for a given system	Able to identify a few obvious constraints	Able to identify most constraints	Able to identify all constraints and suggest possible solutions
<b>(ii) Evaluate applicability of a technology for a specific application environment</b>	Unable to evaluate the applicability of a specific technology	Able to identify a few features of a technology making it appropriate for a given application environment	Able to identify most features of a technology making it appropriate for a given application environment	Able to identify the most suitable technology when given a specific environment



<b>2-year assessment cycle (Quick Review for Implementation)</b>			
Semester	Course to be Assessed	What is assessed	Complete Assessment By
Even Fall	Exit Exam (results from previous academic year)	c(iv), e(i), e(ii), e(iii) e(iv), g(i), g(ii)	Week 8 of Even Fall semester
	Internship Survey (from summer just before)	j(i), j(ii)	Week 8 of Even Fall semester
	Attendance at largest IT student club event	h(ii)	Week 8 of Even Fall semester
	IT 261	b(i), b(ii), c(i)	Week 5 of Odd Spring semester
Odd Spring	IT 261	i(iii)	Week 5 of Odd Fall semester
	IT 363	j(i), j(ii),f(ii)	Week 5 of Odd Fall semester
	Count of independent projects	h(iii)	Week 5 of Odd Fall semester
Odd Fall	IT 262	a(iii), c(iv)	Week 5 of Even Spring semester
	IT 178	a(i), c(iii)	Week 8 of Odd Fall semester
	IT 378	a(ii), d	Week 8 of Odd Fall semester
	Exit Exam (results from previous academic year)	c(iv), e(i), e(ii), e(iii) e(iv), g(i), g(ii)	Week 8 of Odd Fall semester
	Internship Survey (from summer just before)	j(i), j(ii)	Week 8 of Odd Fall semester
	Count of club membership	h(ii)	Week 8 of Even Fall semester
Even Spring	IT 378	f(i), h(i), i(i)	Week 5 of Even Fall semester
	IT 178	i(ii)	Week 5 of Even Fall semester

<b>Review of Program Educational Objectives</b>	
<b>When</b>	<b>Procedure</b>
Odd spring semesters	<ol style="list-style-type: none"> <li>1. Assessment committee reviews and makes suggestions if any.</li> <li>2. Updates are presented and discussed in faculty meeting in April of the year.</li> <li>3. Approved PEOs are presented to BIAC in October meeting of the year.</li> <li>4. Approved PEOs are made available to other stakeholders such as selected student groups for feedback.</li> </ol>

<b>Review of Student Outcomes</b>	
<b>When</b>	<b>Procedure</b>
Odd spring semesters	<ol style="list-style-type: none"> <li>1. Assessment committee reviews and makes suggestions if any.</li> <li>2. Assessment committee sends report to curriculum committee and Director by end of March of the year.</li> <li>3. At Director’s discretion, the updated student outcomes are tabled in faculty meeting.</li> <li>4. Updated student outcomes are made available to other stakeholders such as selected student groups for feedback.</li> </ol>