Department of:  

: Master Assessment Plan

Department:

Assessment Coordinator:

Departmental Mission:

Departmental Student Learning Outcomes: Upon graduation, majors will be able to

1.
2.
3.
4.
5.
6.

GUR Learning Outcomes:

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<tr>
<th>Assessment Measures</th>
<th>SLO’s Assessed</th>
<th>Use of the Information</th>
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Department of Computer Science: Assessment and Improvement, 2014

**Department:** Computer Science

**Assessment Coordinator:** Perry Fizzano

**Departmental Mission:** The mission of the Computer Science Department is to provide the highest quality education in computer science; to perform research that advances the state-of-the-art in computer science; to produce graduates that are knowledgeable, articulate, principled, innovative, confident, and able to think critically; to be engaged in local, state, and national issues to the benefit of both the public and private sector; and to maintain a diverse college community.

**Departmental Student Learning Outcomes:** Upon graduation, majors will be able to

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 needs
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 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 ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.

k. An ability to apply design and development principles in the construction of software systems of varying complexity.

**GUR Learning Outcomes:**
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<td>CSCI 247 Labs/Projects</td>
<td>b,c,i</td>
<td>It is clear from the assessments provided that a substantial number of the students are achieving the student learning outcomes thoroughly. The assessment from Fall 2014 states the need for a better set of labs which has already started being implemented in Spring 2014 (as that assessment report shows). At our planned annual retreat for the department we’re going to have a break out session with the teachers of this course to review the content of the labs and projects (and the course as a whole) and think about restructuring the follow-up courses if some material needs to be shifted later into the curriculum.</td>
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<tr>
<td>CSCI 491 White Papers</td>
<td>b,d,e,f</td>
<td>It is clear from the assessments that the students are getting a thorough writing experience in this course. Both assessments showed that there is a structure in place for students to submit their white papers and get feedback prior to the final draft submission. Both faculty who assessed this course commented that the process should be broken down even further for more clarity and to achieve the learning outcomes more thoroughly. At our planned annual retreat we will have a break out session with the teachers of this course to ensure consistency between offerings.</td>
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<tr>
<td>CSCI 301 Homworks/Exams</td>
<td>a,j</td>
<td>It is clear from the assessment of this course that it is primarily satisfying the student learning outcomes. Changes suggested include adding a little more foundational material and shifting some content to a later course in the curriculum. At our planned annual retreat for the department we will have a break out session on this course and work on agreeing to shift a little content from this course upward to CSCI 305.</td>
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**Program Changes Based on Assessment**

We’re constantly reviewing and revising the curriculum in minor ways from year to year. At this stage we’re fine tuning the major curriculum change from 2010 and working on shifting content and reemphasizing some material that was cut in that last curriculum overhaul.

The two most recurring anecdotal comments from faculty are that CSCI 247 and CSCI 301 have too much material in them to cover in 10 weeks. Thus, these assessment reports are to document the status of these courses prior to some fine tuning of content. Our annual retreat will focus on fine tuning these two courses primarily and these assessment reports will help guide us through this process.