

Student Learning Outcomes Assessment Summary

Computer Science, BS

College of Engineering and Mines

AY 2014-15 and 2015-16

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1. Assessment information collected

During these two academic years we collected data using direct assessment of specific homework, projects, and midterm and final exam answers. ABET assessment outcomes a,b,c,d,f4,g, and i were assessed in 2014-2015, using material from all students in CS 301, CS 372, CS 411, CS 471, and CS 472. ABET assessment outcomes e, f1-2, and h were assessed in 2015-2016 using materials from all students in CS 331, CS 371, CS 372, CS 471, and CS 472. Each ABET outcome category has from 2-4 outcomes, usually evaluated using a rubric of 1-Beginning, 2-Developing, 3-Accomplished, and 4-Exemplary, with a tripwire of 2.9 (unless otherwise noted) below which performance is considered unsatisfactory. Some outcomes are evaluated using expanded oral and writing rubrics on a 0-100 scale where 100-Exemplary, 80-Accomplished, 60-Developing and 40-Beginning. These have a tripwire of 80. The data collected is summarized in the following tables.

2014-2015

PI	Performance
E1	3.05
E2	3.23
E3	3.10
F1	83/100
F2	86/100
H1	2.86
H2	94/100

2015-2016

PI	Performance
A1 = J1	3.18
A2	3.85
A3	3.05
B1 = J2	3.45
B2	3.25
B3	86.7
C1=J3	3.10
C2	3.10
C3=K1	2.95
C4=K2	3.10
D1	3.06
D3	2.90
D5	3.10
D7	3.13
F4	3.50
G1	3.13
G2	2.70
I1	3.78
I2	3.50

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2. Conclusions drawn from the information summarized above

For the most part the outcomes being assessed were met at a fairly high level, with most of the students falling into the Accomplished or Exemplary categories.

Outcome H1 ("Ability to work independently on complex problems", evaluated using a CS372 HW assignment) fell below the tripwire because of one particular student, who had not attended most of the classes. Since the majority of the class was meeting expectations, no changes were made.

Outcome G2 ("Ability to determine impact of technology on a global society", evaluated using a midterm exam question in CS 472) also fell below the tripwire. In this case it was decided that many of the students did not consider the impact of technology creep, and that the instructor would improve the question for the next evaluation to specifically focus students on ramifications, at which point we will re-assess.

3. Curricular changes resulting from conclusions drawn above

There were no curricular changes resulting from the above conclusions.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

All CS department faculty reached the above conclusions.