

Annual Assessment Report, 2009-2010

Department/Division: Computer Science\_\_\_\_\_

College: Arts and Sciences\_\_\_\_\_

**Part I-ALC/ALP/AFP, Summary Report on Assessment of Student Learning**

Undergraduate Programs: Academic Learning Compacts (ALC)  
Graduate Programs: Academic Learning Plans (ALP)  
General Education: Academic Foundation Plans (AFP)

To be completed by academic units offering degree programs or general education.

**I-ALC Undergraduate Programs: For Each Program**

[See attached TEMPLATE](#)

**I-ALP Graduate Programs: For Each Program**

[See attached TEMPLATE](#)

**I-AFP Academic Foundations: General Education Status: For Each Course Assessed**

To be completed by academic units offering one or more courses in General Studies / Academic Foundations. Submit a report for each course in which assessment activities for General Studies/Academic Foundations took place in 2009-2010.

[See attached TEMPLATE](#)

**I-ALC. Undergraduate Programs - To be completed by academic units offering degree programs.**

Annual Report, 2009-2010

Department/Division: Computer Science\_\_\_\_\_

College: Arts and Sciences\_\_\_\_\_

**Part I-ALC, Summary Report on Assessment, Academic Learning Compacts (ALC)**

Program Title<sup>a</sup>: Computer Science\_\_\_\_\_ Degree<sup>b</sup> BS\_\_\_\_\_ CIP Code: 11.0101\_\_\_\_\_

<sup>a</sup>Prepare separate summary table for each degree program.

<sup>b</sup>For example, BA, BS, BSBA

- Based on **direct measures** of student learning in the domain(s) your department assessed, compare your students' performance this year to their performance last year.
- Duplicate this section when reporting assessments for more than one domain for a given program.

Indicate the student learning outcome assessed (check one):					
X	Content		Communication		Project Management
	Critical Thinking		Integrity/Values		Other (describe)

Based on departmental assessments, student learning in this domain was (check one):	
	Worse than last year
	Equivalent to last year
	Slightly better than last year
X	Moderately better than last year
	Dramatically better than last year
	Cannot be compared (this is the first year for this assessment)

Describe the **direct measure(s)** used to assess student learning in this domain (e.g., answers to questions included on an exam, performance on a paper or project scored with a rubric). Include information about any additional measures used to assess learning outcomes in this domain.

*Content was assessed by: (a) the final project structure and performance; (b) the accompanying project documentation/report; and (c) partially by presentations given to peers, faculty and/or customers. Criteria were: (a) compliance with CS modeling, design and implementation principles for engineering-type projects; and (b) awareness of state-of-the-art principles and methods for research-type projects.*

If you observed changes in student performance on this measure when comparing the two years, briefly describe (in one or two sentences) the nature of these changes.

*Partially, the noticeable improvement in assessment results (in this and the other domains) can be explained by a larger statistical base and a better understanding of how to apply the assessment process principles into the course design e.g., more selective grading criteria, course preparation and clarification of expectations towards the students. This suggests that the potential for strong student performances is already present and just needs to be fostered. Still, the observable deficits need to be addressed.*

*The worksheet used for the assessed undergraduate courses gives instructors the opportunity to make recommendations for further refinement of these courses. These recommendations are available for faculty members that will be teaching the courses to continuously amend them. Observed problems are addressed by focusing on preparatory courses according to the curriculum maps.*

**Use of Assessment Data for Improvement of Assessment Procedures.** Describe any changes made to assessment methods. Explain the relation between these changes and the information obtained from previous assessments.

*In the undergraduate assessment area no major modifications are planned at this time. This year's annual departmental assessment meeting was conducted May 14, 2010. Recommendations were made regarding the*

*process and format of our assessment instruments which will be adopted for next year's assessment. A committee was appointed to implement these recommendations.*

**Describe the Department's Commitment to Assessment Activities in 2010-2011**

**Domain(s) to be examined from department's multi-year assessment plan in 2010-2011**

*All five domains are being assessed at the undergraduate level.*

**Assessment question(s) to be addressed in 2010-2011**

*Are CS students meeting the undergraduate program outcomes in all domains by the time they take their capstone course?*

**I-ALC. Undergraduate Programs - To be completed by academic units offering degree programs.**

Annual Report, 2009-2010

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<i>Communication skills were assessed by requesting and evaluating: (a) a written report; and (b) one or more presentations before peers, faculty and/or customers. To assess written communication skills, criteria included structure, form and language of the report; to assess oral communication skills, form, media usage, coherence, timing, posture and audience interaction were pertinent.</i>
If you observed changes in student performance on this measure when comparing the two years, briefly describe (in one or two sentences) the nature of these changes.
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<b>Use of Assessment Data for Making Decisions.</b> Describe the process used in your department to evaluate assessment evidence and make decisions (include dates of relevant department meetings if known). Describe the decisions made to improve student learning in your program. Describe how these decisions are related to the assessment evidence collected by your department.
<i>The worksheet used for the assessed undergraduate courses gives instructors the opportunity to make recommendations for the further refinement of these courses. These recommendations are available for faculty members that will be teaching this course and are continuously amended. Observed problems are addressed by focusing on preparatory courses according to the curriculum maps.</i>

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*Assessment was performed by: (a) evaluating written reports and oral presentations for accounts of ethical implications of the project or research topic and b) strictly enforcing citation rules – and, generally, rules of academic honesty – for reports, papers and oral presentations.*

If you observed changes in student performance on this measure when comparing the two years, briefly describe (in one or two sentences) the nature of these changes.

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Describe the **direct measure(s)** used to assess student learning in this domain (e.g., answers to questions included on an exam, performance on a paper or project scored with a rubric). Include information about any additional measures used to assess learning outcomes in this domain.

*The domain was assessed by requiring: (a) written progress reports for engineering projects; and (b) intermediate presentations for research projects ensuring progress and effective response to eventual problems.*

If you observed changes in student performance on this measure when comparing the two years, briefly describe (in one or two sentences) the nature of these changes.

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**Appendix: Undergraduate Program Assessment Summarized Data & Evaluation****2008-2009**

<b>Domain</b>	<b>Total</b>	<b>Exceed%</b>	<b>Meet%</b>	<b>Fail%</b>
Content	90	2.2	97.8	0
Critical Thinking	42	0	100	0
Communication	42	9.5	88.1	2.4
Integrity & Values	37	8.1	91.9	0
Project Management	37	5.4	91.9	2.7

**2009-2010**

<b>Domain</b>	<b>Total</b>	<b>Exceed%</b>	<b>Meet%</b>	<b>Fail%</b>
Content	264	18.6	81.4	0
Critical Thinking	114	14	86	0
Communication	114	25.4	74.6	0
Integrity & Values	93	15.1	84.9	0
Project Management	72	0	100	0

**Appendix: Undergraduate Assessment Summary Worksheet**

**Student Learning Outcomes Undergraduate Assessment Worksheet**

**Department of Computer Science  
University of West Florida**

**(a) Course name and number:** \_\_\_\_\_ **(b) Semester:** \_\_\_\_\_

1. (a) Instructor(s): \_\_\_\_\_ (b) Number of sections: \_\_\_\_\_

2. Assessment for (check all programs that apply): \_\_\_\_\_ CIS \_\_\_\_\_ CS \_\_\_\_\_ SE

3. (a) Initial course enrollment: \_\_\_\_\_ (b) Number of students who completed course: \_\_\_\_\_

4. For each student learning outcome assessed in the course, please describe how that outcome was assessed (assessment measure), and indicate the **number and percentage** of students who exceeded, met, or failed to meet expectations. **Use the number of students who completed the course** (indicated in item 4(b) above) to calculate the percentages. For learning outcomes that were not assessed in this course offering, indicate N/A.

Learning outcomes listed in the first column are defined in the Computer Science Academic Learning Compact (ALC) available at [http://uwf.edu/cutla/ALC/Comp\\_Sci\\_ALC.pdf](http://uwf.edu/cutla/ALC/Comp_Sci_ALC.pdf).

<b>Student Learning Outcome</b>	<b>Assessment Measure</b>	<b>Exceeded Expectations</b>	<b>Met Expectations</b>	<b>Failed to Meet Expectations</b>
[Sample row]	Research paper	10/20 (50%)	6/20 (30%)	4/20 (20%)
Content-1				
Content-2				
Content-3				
Content-4				
Content-5				
Critical thinking-1				
Critical thinking-2				
Communication-1				
Communication-2				
Integrity/values-1				
Integrity/values-2				
Project management-1				
Project management-2				

5. Recommendations to improve or update student learning outcomes or assessment measures, if any:

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**Instructor(s) Signature**

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**Date**

**I-ALP. Graduate Programs - To be completed by academic units offering graduate degree programs.**

Annual Report, 2009-2010

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College: Arts and Sciences

Part I-ALP, Summary Report on Assessment, Academic Learning Plans (ALP)

Program Title<sup>a</sup>: Computer Science Degree<sup>b</sup> MS CIP Code: 11.0101

<sup>a</sup>Prepare separate summary table for each degree program.

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- Based on **direct measures** of student learning in the Academic Foundations domain(s) your department assessed, compare your students' performance this year to their performance last year. Duplicate **this section** when reporting assessments for more than one domain for a given program.

Indicate the student learning outcome assessed (check one):				
X	Content		Communication	Project Management
	Critical Thinking		Integrity/Values	Other (describe)

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X	Equivalent to last year
	Slightly better than last year
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Describe the **direct measure(s)** used to assess student learning in this domain (e.g., answers to questions included on an exam, performance on a paper or project scored with a rubric). Include information about any additional measures used to assess learning in this domain.

*Content was assessed by: (a) project artifacts;(b) the accompanying project documentation/report or theses, and/or (c) presentations given to an audience (i.e., peers, faculty, and others). Criteria were: (a) compliance with CS modeling, design and implementation principles for CS projects/thesis, and (b) awareness of state-of-the-art principles and research methods.*

If you observed changes in student performance on this measure when comparing the two years, briefly describe (in one or two sentences) the nature of these changes.

*The cumulative percentage of students who achieved the outcomes by meeting or exceeding expectations this year was equivalent to last year. However, there was a decrease in the percentage of students who exceeded expectations. In general, previous data collected included a very small pool of students that performed extremely well. The data collected this year included a much larger pool of students with a wider range of aptitude.*

**Use of Assessment Data for Making Decisions.** Describe the process used in your department to evaluate assessment evidence and make decisions (include dates of relevant department meetings if known). Describe the decisions made to improve student learning in your program. Describe how these decisions are related to the assessment evidence collected by your department.

*Instructors summarize data collected from the Fall and Spring, which is reported to the department. Faculty members review and evaluate the data and take appropriate actions to improve the achievement of student learning outcomes or the assessment process at the annual assessment meeting. The assessment committee summarizes the results and faculty recommendations for the departmental annual report. University, Computer Science program review, and accreditation committees evaluate these reports.*

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<input type="checkbox"/>	Cannot be compared (this is the first year for this assessment)

Describe the <b>direct measure(s)</b> used to assess student learning in this domain (e.g., answers to questions included on an exam, performance on a paper or project scored with a rubric). Include information about any additional measures used to assess learning in this domain.
<i>Communication was assessed by: (a) written project reports/theses; and (b) presentations before an audience (peers, faculty, and others). Written communication skills were assessed by considering structure, form, and use of language of report/theses and presentation slides. Oral communication skills were assessed by considering coherence of presentation, timing, posture, and audience interaction in response to questions.</i>
If you observed changes in student performance on this measure when comparing the two years, briefly describe (in one or two sentences) the nature of these changes.
<i>The cumulative percentage of students who achieved the outcomes by meeting or exceeding expectations this year increased compared to last year. However, there was a decrease in the percentage of students who exceeded expectations. In general, previous data collected included a very small pool of students that performed extremely well. The data collected this year included a much larger pool of students with a wider range of aptitude.</i>

<b>Use of Assessment Data for Making Decisions.</b> Describe the process used in your department to evaluate assessment evidence and make decisions (include dates of relevant department meetings if known). Describe the decisions made to improve student learning in your program. Describe how these decisions are related to the assessment evidence collected by your department.
<i>Instructors summarize data collected from the Fall and Spring semesters, which is reported to the department. Faculty members review and evaluate the data and take appropriate actions to improve the achievement of student learning outcomes or the assessment process at the annual assessment meeting. The assessment committee summarizes the results and faculty recommendations for the departmental annual report. University, Computer Science program review, and accreditation committees evaluate these reports.</i>

*This year's departmental annual assessment meeting was conducted May 14, 2010. Discussion and recommendations were made regarding the process and format of our assessment instruments that will be adopted for next year's assessment.*

**Use of Assessment Data for Improvement of Assessment Procedures.** Describe any changes made to assessment methods. Explain the relation between these changes and the information obtained from previous assessments.

*This year's assessment meeting provided two recommendations to our graduate assessment process. The first recommendation was for instructors to provide brief qualitative feedback in the Assessment Summary Worksheet form at the end of a semester. The feedback would help in assessing student readiness for independent research and project work. The second recommendation, based on the data and group discussions, was to: (a) modify the graduate assessment process to use the summary worksheet instead of individual rubric,; and (b) collect data from students after they have completed a project or thesis.*

**Describe the Department's Commitment to Assessment Activities in 2010-2011**

**Domain(s) to be examined from the department's multi-year assessment plan in 2010-2011**

*All domains will continue to be assessed at the graduate level.*

**Assessment question(s) to be addressed in 2010-2011**

*Are CS students achieving the graduate program outcomes in all domains by the time they complete their project or thesis?*

**I-ALP. Graduate Programs - To be completed by academic units offering graduate degree programs.**

Annual Report, 2009-2010

Department/Division: Computer Science

College: Arts and Sciences

Part I-ALP, Summary Report on Assessment, Academic Learning Plans (ALP)

Program Title<sup>a</sup>: Computer Science Degree<sup>b</sup> MS CIP Code: 11.0101

<sup>a</sup>Prepare separate summary table for each degree program.

<sup>b</sup>For example, MA, MS, M.Ed., Ed.D.

- Based on **direct measures** of student learning in the Academic Foundations domain(s) your department assessed, compare your students' performance this year to their performance last year. Duplicate **this section** when reporting assessments for more than one domain for a given program.

Indicate the student learning outcome assessed (check one):			
<input type="checkbox"/>	Content	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Critical Thinking	<input checked="" type="checkbox"/>	Integrity/Values
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project Management
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (describe)

<input type="checkbox"/>	Worse than last year
<input checked="" type="checkbox"/>	Equivalent to last year
<input type="checkbox"/>	Slightly better than last year
<input type="checkbox"/>	Moderately better than last year
<input type="checkbox"/>	Dramatically better than last year
<input type="checkbox"/>	Cannot be compared (this is the first year for this assessment)

Describe the <b>direct measure(s)</b> used to assess student learning in this domain (e.g., answers to questions included on an exam, performance on a paper or project scored with a rubric). Include information about any additional measures used to assess learning in this domain.
<i>Integrity/Values domain was assessed by: (a) evaluating written reports and oral presentations for accounts of ethical implications of the research project/theses; and (b) application of proper citation rules as well as rules of academic honesty and conduct.</i>
If you observed changes in student performance on this measure when comparing the two years, briefly describe (in one or two sentences) the nature of these changes.
<i>The cumulative percentage of students who achieved the outcomes by meeting or exceeding expectations this year was equivalent to last year. However, there was a decrease in the percentage of students who exceeded expectations. In general, previous data collected included a very small pool of students that performed extremely well. The data collected this year included a much larger pool of students with a wider range of aptitude.</i>

<b>Use of Assessment Data for Making Decisions.</b> Describe the process used in your department to evaluate assessment evidence and make decisions (include dates of relevant department meetings if known). Describe the decisions made to improve student learning in your program. Describe how these decisions are related to the assessment evidence collected by your department.
<i>Instructors summarize data collected from the Fall and Spring semesters, which is reported to the department. Faculty members review and evaluate the data and take appropriate actions to improve the achievement of student learning outcomes or the assessment process at the annual assessment meeting. The assessment committee summarizes the results and faculty recommendations for the departmental annual report. University, Computer Science program review, and accreditation committees evaluate these reports.</i>

*This year's departmental annual assessment meeting was conducted May 14, 2010. Discussion and recommendations were made regarding the process and format of our assessment instruments that will be adopted for next year's assessment.*

**Use of Assessment Data for Improvement of Assessment Procedures.** Describe any changes made to assessment methods. Explain the relation between these changes and the information obtained from previous assessments.

*This year's assessment meeting provided two recommendations to our graduate assessment process. The first recommendation was for instructors to provide brief qualitative feedback in the Assessment Summary Worksheet form at the end of a semester. The feedback would help in assessing student readiness for independent research and project work. The second recommendation, based on the data and group discussions, was: (a) to modify the graduate assessment process to use the summary worksheet instead of individual rubric, and (b) collect data from students after they have completed a project or thesis.*

**Describe the Department's Commitment to Assessment Activities in 2010-2011**

**Domain(s) to be examined from the department's multi-year assessment plan in 2010-2011**

*All domains will continue to be assessed at the graduate level.*

**Assessment question(s) to be addressed in 2010-2011**

*Are CS students achieving the graduate program outcomes in all domains by the time they complete their project or thesis?*

**I-ALP. Graduate Programs - To be completed by academic units offering graduate degree programs.**

Annual Report, 2009-2010

Department/Division: Computer Science

College: Arts and Sciences

Part I-ALP, Summary Report on Assessment, Academic Learning Plans (ALP)

Program Title<sup>a</sup>: Computer Science Degree<sup>b</sup> MS CIP Code: 11.0101

<sup>a</sup>Prepare separate summary table for each degree program.

<sup>b</sup>For example, MA, MS, M.Ed., Ed.D.

- Based on **direct measures** of student learning in the Academic Foundations domain(s) your department assessed, compare your students' performance this year to their performance last year. Duplicate **this section** when reporting assessments for more than one domain for a given program.

Indicate the student learning outcome assessed (check one):					
<input type="checkbox"/>	Content	<input type="checkbox"/>	Communication	<input checked="" type="checkbox"/>	Project Management
<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Integrity/Values	<input type="checkbox"/>	Other (describe)

<input type="checkbox"/>	Worse than last year
<input checked="" type="checkbox"/>	Equivalent to last year
<input type="checkbox"/>	Slightly better than last year
<input type="checkbox"/>	Moderately better than last year
<input type="checkbox"/>	Dramatically better than last year
<input type="checkbox"/>	Cannot be compared (this is the first year for this assessment)

Describe the <b>direct measure(s)</b> used to assess student learning in this domain (e.g., answers to questions included on an exam, performance on a paper or project scored with a rubric). Include information about any additional measures used to assess learning in this domain.
<i>Project Management was assessed by: (a) written progress reports; and (b) intermediate presentations over a period of two or more semesters to ensure steady progress and remediation of encountered problems.</i>
If you observed changes in student performance on this measure when comparing the two years, briefly describe (in one or two sentences) the nature of these changes.
<i>The cumulative percentage of students who achieved the outcomes by meeting or exceeding expectations this year was equivalent to last year. However, there was a decrease in the percentage of students who exceeded expectations. In general, previous data collected included a very small pool of students that performed extremely well. The data collected this year included a much larger pool of students with a wider range of aptitude.</i>

<b>Use of Assessment Data for Making Decisions.</b> Describe the process used in your department to evaluate assessment evidence and make decisions (include dates of relevant department meetings if known). Describe the decisions made to improve student learning in your program. Describe how these decisions are related to the assessment evidence collected by your department.
<i>Instructors summarize data collected from the Fall and Spring semesters, which is reported to the department. Faculty members review and evaluate the data and take appropriate actions to improve the achievement of student learning outcomes or the assessment process at the annual assessment meeting. The assessment committee summarizes the results and faculty recommendations for the departmental annual report. University, Computer Science program review, and accreditation committees evaluate these reports.</i>
<i>This year's departmental annual assessment meeting was conducted May 14, 2010. Discussion and</i>

*recommendations were made regarding the process and format of our assessment instruments that will be adopted for next year's assessment.*

**Use of Assessment Data for Improvement of Assessment Procedures.** Describe any changes made to assessment methods. Explain the relation between these changes and the information obtained from previous assessments.

*This year's assessment meeting provided two recommendations to our graduate assessment process. The first recommendation was for instructors to provide brief qualitative feedback in the Assessment Summary Worksheet form at the end of a semester. The feedback would help in assessing student readiness for independent research and project work. The second recommendation, based on the data and group discussions, was to: (a) modify the graduate assessment process to use the summary worksheet instead of individual rubric; and (b) collect data from students after they have completed a project or thesis.*

**Describe the Department's Commitment to Assessment Activities in 2010-2011**

**Domain(s) to be examined from the department's multi-year assessment plan in 2010-2011**

*All domains will continue to be assessed at the graduate level.*

**Assessment question(s) to be addressed in 2010-2011**

*Are CS students achieving the graduate program outcomes in all domains by the time they complete their project or thesis?*

## Appendix: Graduate Program Assessment Summarized Data & Evaluation

### 2008-2009

Domain	Total n	Exceed%	Meet%	Fail%
Content	19	47.4	52.6	0
Critical Thinking	10	90.0	10.0	0
Communication	39	82.1	12.8	5.1
Integrity/Values	10	90.0	10.0	0
Project Management	10	90.0	10.0	0

### 2009-2010

Domain	Total n	Exceed%	Meet%	Fail%
Content	115	18.3	81.7	0
Critical Thinking	72	27.8	72.2	0
Communication	109	33.9	62.4	3.7
Integrity/Values	39	12.8	87.2	0
Project Management	45	26.7	73.3	0

**Appendix: Graduate Assessment Summary Worksheet**

**Student Learning Outcomes Graduate Assessment Worksheet**

**Department of Computer Science  
University of West Florida**

**Instructions:** Complete and submit one copy of this form at the end of each semester, and include data for all students who successfully completed the project or thesis that semester. Please remember to include qualitative data and recommendations in addition to the quantitative data.

1. (a) Course name and number: \_\_\_\_\_ (b) Semester: \_\_\_\_\_
2. (a) Instructor(s): \_\_\_\_\_ (b) Number of sections: \_\_\_\_\_
3. Assessment for (check all specializations that apply): \_\_\_\_\_ CS \_\_\_\_\_ DB \_\_\_\_\_ SE
4. (a) Initial course enrollment: \_\_\_\_\_ (b) Number of students who completed course: \_\_\_\_\_
5. For each student learning outcome assessed in the course, please describe how that outcome was assessed (assessment measure), and indicate the **number and percentage** of students who exceeded, met, or failed to meet expectations at the end of the course. **Use the number of students who successfully completed the course** (indicated in item 4(b) above) to calculate the percentages. For learning outcomes that were not assessed in this course offering, indicate N/A.

Learning outcomes listed in the first column are defined in the Computer Science Academic Learning Plan (ALP) available at [http://uwf.edu/cutla/ALP/Computer\\_Sci\\_ALP.pdf](http://uwf.edu/cutla/ALP/Computer_Sci_ALP.pdf).

<b>Student Learning Outcome</b>	<b>Assessment Measure</b>	<b>Exceeded Expectations</b>	<b>Met Expectations</b>	<b>Failed to Meet Expectations</b>
[Sample row]	Research paper	10/20 (50%)	6/20 (30%)	4/20 (20%)
Content – 1				
Content – 2				
Content – 3				
Critical thinking – 1				
Critical thinking – 2				
Communication – 1				
Communication – 2				
Integrity/values – 1				
Project management –1				
Project management –2				

6. Recommendations, if any, to improve students' preparation for the project/thesis course, either prior to enrollment in or during the course:

7. Recommendations, if any, to improve or update student learning outcomes or assessment measures for the graduate program or project/thesis course:

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**Instructor(s) Signature**

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**Date**

**I-AFP. Academic Foundations / General Education - To be completed by academic units offering courses related to General Studies.**

Annual Report, 2009-2010

Department/Division: Computer Science \_\_\_\_\_

College: Arts and Sciences \_\_\_\_\_

**Part I-AFP, Summary Report on Assessment, Academic Foundations Plan**

General Studies Course<sup>a</sup>: CGS2060 Excursions in Computing \_\_\_\_\_

<sup>a</sup>Prepare separate summary table for each course assessed.

- Departments offering Academic Foundations/General Education courses are required to report on at least two student learning outcomes.
- Based on **direct measures** of student learning in the domain(s) your department assessed, compare your students' performance this year to their performance last year. Duplicate **this section** when reporting assessments for more than one domain for a given course.

Indicate the Academic Foundations learning domain assessed (check one):			
<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Integrity/Values
<input type="checkbox"/>	Communication	<input checked="" type="checkbox"/>	Project Management

Based on departmental assessments, student learning in this domain was (check one):	
<input type="checkbox"/>	Worse than last year
<input type="checkbox"/>	Equivalent to last year
<input type="checkbox"/>	Slightly better than last year
<input checked="" type="checkbox"/>	Moderately better than last year
<input type="checkbox"/>	Dramatically better than last year
<input type="checkbox"/>	Cannot be compared (this is the first year for this assessment)

Describe the <b>direct measure(s)</b> used to assess student learning in this domain (e.g., answers to questions included on an exam, performance on a paper or project scored with a rubric). Include information about any additional measures used to assess learning in this domain.
<i>The outcomes were assessed through embedded assignments in the course using a rubric. Students completed assignments according to the course requirements, and the results of their work were reported through the development and delivery of an oral presentation. The presentation is given during scheduled class time and attendance is required by all students. The course instructor evaluated students' work using the rubric, which is provided to the students prior to developing and presenting their presentations.</i>
If you observed changes in student performance on this measure when comparing the two years, briefly describe (in one or two sentences) the nature of these changes.
<i>Overall, 86% of students either met or exceeded expectations for the first Project Management outcome (PM-1: content is complete), and 83% either met or exceeded expectations for PM-2 (delivers product on time). Student performance improved this year, since the percentage of students who either met or exceeded expectations for 2008-09 were only 80% for PM-1 and 75% for PM-2.</i>
<b>Use of Assessment Data for Making Decisions.</b> Describe the process used in your department to evaluate assessment evidence and make decisions (include dates of relevant department meetings if known). Describe the decisions made to improve student learning in your program. Describe how these decisions are related to the assessment evidence collected by your department.
<i>The course instructor summarizes the data collected from the Fall and Spring semesters, which is reported to the department. The faculty review the data and take appropriate actions to improve the achievement of student learning outcomes or the assessment process at the annual assessment meeting, which was held this year on May 14. The assessment committee summarizes the results and faculty recommendations for the departmental annual report.</i>

*This summary is reviewed by university and accreditation committees as necessary, as well as part of the Computer Science program review.*

*At the annual assessment meeting, recommendations were made to faculty teaching CGS2060 to consider the incorporation and assessment of group-based projects in addition to individual projects.*

**Use of Assessment Data for Improvement of Assessment Procedures.** Describe any changes made to assessment methods. Explain the relation between these changes and the information obtained from previous assessments.

*The assessment rubric and summary worksheet developed for assessing academic foundations SLOs in this course worked well. No changes to the rubric or worksheet were recommended. One recommendation for improving the assessment process is to request that faculty teaching CGS2060 summarize the data for all sections taught during a single semester on the same worksheet, using both number and percentage of students.*

**Describe the Department's Commitment to Assessment Activities in 2010-2011**

**Domain(s) to be examined from the department's multi-year assessment plan in 2010-2011**

*Project Management  
Communication*

**Assessment question(s) to be addressed in 2010-2011**

*Project Management outcomes to be addressed:*

*PM-1: Content is complete*

*PM-2: Delivers product on time*

*Communication outcomes to be addressed:*

*Speaking-1: Organization and logic of presentation*

*Speaking-2: Clarity of presentation*

**I-AFP. Academic Foundations / General Education - To be completed by academic units offering courses related to General Studies.**

Annual Report, 2009-2010

Department/Division: Computer Science \_\_\_\_\_

College: Arts and Sciences \_\_\_\_\_

**Part I-AFP, Summary Report on Assessment, Academic Foundations Plan**

General Studies Course<sup>a</sup>: CGS2060 Excursions in Computing \_\_\_\_\_

<sup>a</sup>Prepare separate summary table for each course assessed.

- Departments offering Academic Foundations/General Education courses are required to report on at least two student learning outcomes.
- Based on **direct measures** of student learning in the domain(s) your department assessed, compare your students' performance this year to their performance last year. Duplicate **this section** when reporting assessments for more than one domain for a given course.

Indicate the Academic Foundations learning domain assessed (check one):			
	Critical Thinking		Integrity/Values
X	Communication		Project Management

Based on departmental assessments, student learning in this domain was (check one):	
	Worse than last year
X	Equivalent to last year
	Slightly better than last year
	Moderately better than last year
	Dramatically better than last year
	Cannot be compared (this is the first year for this assessment)

Describe the **direct measure(s)** used to assess student learning in this domain (e.g., answers to questions included on an exam, performance on a paper or project scored with a rubric). Include information about any additional measures used to assess learning in this domain.

*The outcomes were assessed through embedded assignments in the course using a rubric. Students completed assignments according to the course requirements, and the results of their work were reported through the development and delivery of an oral presentation. The presentation is given during scheduled class time and attendance is required by all students. The course instructor evaluated students' work using the rubric, which is provided to the students prior to developing and presenting their presentations.*

If you observed changes in student performance on this measure when comparing the two years, briefly describe (in one or two sentences) the nature of these changes.

*Overall, 83% of students either met or exceeded expectations for the first Communication outcome (CO-1: organization and logic), and 82% either met or exceeded expectations for CO-2 (clarity of presentation). Student performance this year was equivalent to last year, since the percentage of students who either met or exceeded expectations for 2008-09 were also 83% for CO-1 and 82% for CO-2.*

**Use of Assessment Data for Making Decisions.** Describe the process used in your department to evaluate assessment evidence and make decisions (include dates of relevant department meetings if known). Describe the decisions made to improve student learning in your program. Describe how these decisions are related to the assessment evidence collected by your department.

*The course instructor summarizes the data collected from the Fall and Spring semesters, which is reported to the department. The faculty review the data and take appropriate actions to improve the achievement of student learning outcomes or the assessment process at the annual assessment meeting, which was held this year on May 14. The assessment committee summarizes the results and faculty recommendations for the departmental annual report.*

*This summary is reviewed by university and accreditation committees as necessary, as well as part of the Computer Science program review.*

*The assessment results indicated that student performance related to the communication outcomes was equivalent to last year. Based on these results, faculty teaching CGS2060 are recommended to better align the course assignments with the communication learning outcomes, and provide additional instruction and feedback to students to improve their attainment of these learning outcomes.*

**Use of Assessment Data for Improvement of Assessment Procedures.** Describe any changes made to assessment methods. Explain the relation between these changes and the information obtained from previous assessments.

*The assessment rubric and summary worksheet developed for assessing academic foundations SLOs in this course worked well. No changes to the rubric or worksheet were recommended. One recommendation for improving the assessment process is to request that faculty teaching CGS2060 summarize the data for all sections taught during a single semester on the same worksheet, using both number and percentage of students.*

### **Describe the Department's Commitment to Assessment Activities in 2010-2011**

#### **Domain(s) to be examined from the department's multi-year assessment plan in 2010-2011**

*Project Management  
Communication*

#### **Assessment question(s) to be addressed in 2010-2011**

*Project Management outcomes to be addressed:*

*PM-1: Content is complete*

*PM-2: Delivers product on time*

*Communication outcomes to be addressed:*

*Speaking-1: Organization and logic of presentation*

*Speaking-2: Clarity of presentation*

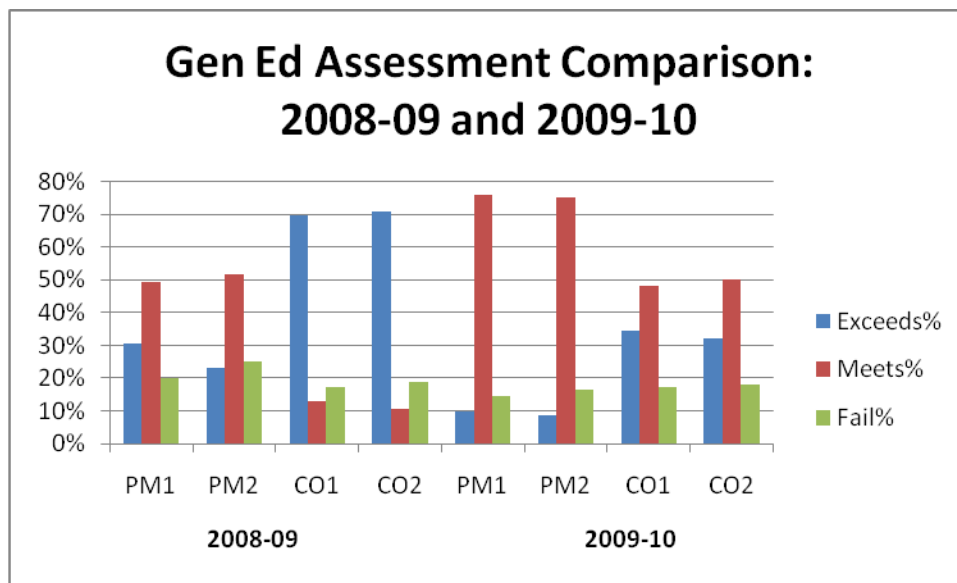
*A comparison of the 2008-09 and 2009-10 academic foundations assessments results and the academic foundations assessment worksheet are included on the following two pages.*

**Appendix: Academic Foundations Assessment Summarized Data & Evaluation**

**Comparison of 2008-09 and 2009-10 Academic Foundations Assessment Results**

	2008-09			
SLO	Exceeds%	Meets%	Fail%	Total
PM1	31%	49%	20%	100%
PM2	23%	52%	25%	100%
CO1	70%	13%	17%	100%
CO2	71%	11%	18%	100%

	2009-10			
SLO	Exceeds%	Meets%	Fail%	Total
PM1	10%	76%	14%	100%
PM2	8%	75%	17%	100%
CO1	34%	49%	17%	100%
CO2	32%	50%	18%	100%



**Appendix: Academic Foundations Assessment Summary Worksheet**

**Student Learning Outcomes Assessment Worksheet – Academic Foundations**

**Department of Computer Science  
University of West Florida**

Course name and number: \_\_\_\_\_ Semester: \_\_\_\_\_

Instructor: \_\_\_\_\_ Coordinator: \_\_\_\_\_  
(for multiple-section courses)

Number of sections of the course: \_\_\_\_\_

Initial course enrollment: \_\_\_\_\_ Final course enrollment: \_\_\_\_\_

For each student learning outcome, describe how that outcome was assessed (assessment measure), and indicate number and percentage of students who exceeded, met, or failed to meet expectations. Use the number of students who completed the course to calculate the percentages.

<b>Student Learning Outcome</b>	<b>Assessment of Outcome</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
PM-1: Content is complete				
PM-2: Delivers product on time				
Speaking-1: Organization and logic of message				
Speaking-2: Clarity of message				

Recommendations to improve or update student learning outcomes or assessment measures, if any:

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date