Academic Assessment

Assessment Reports

- Accredited Graduate
- Accredited Undergraduate
- Non-Accredited Graduate
- Non-Accredited Undergraduate

Number of SLOS: 1

Non-Accredited Graduate Assessment Report Template

headerInfo

College

College of IS&T

Department/School

Computer Science Department

Program

Computer Science

Degree Level

Master's

Academic Year of Report

2022-2023

Date Range of Reported Data

August 15, 2022 - May 15, 2023

Person Preparing the Report

John Doe

I. Degree Program & Common Graduate Student Learning Outcomes (SLOs)

A.List degree program SLOs. For each, SLO, indicate the highest cognitive level and Common Graduate Program SLO it represents. To accommodate more than four SLOs, add rows as needed. The Common Graduate SLOs for master's programs (adopted 2/2017) are listed below. Students shall demonstrate at the graduate level: 1. Mastery of discipline content 2. Proficiency in analyzing, evaluating and synthesizing information 3. Effective oral and written communication 4. Knowledge of discipline's ethics and standards

programSLOTable

programSLODesc

Students will learn XYZ

Bloom's Taxonomy Cognitive Level	Common Graduate Program SLOs
◉ Knowledge	☑ 1
○ Analysis	☐ 2
○ Comprehension	☑ 3
○ Synthesis	☐ 4
○ Application	☐ Not Applicable for SLO
○ Evaluation	

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B.

SLOs reflect professional standards as dictated by an accreditation or other external body.

◉ Yes

○ No

C.

Describe how stakeholders (both internal and external) are involved in the creation and/or review of SLOs as well as how SLOs are communicated to stakeholders. A few examples of internal stakeholders (and communication methods) could include full-time/adjunct faculty and staff (departmental meetings or retreats), and/or current students (syllabi, advising documents, student organizations). Some examples of external stakeholders (and communication methods) could include prospective students (recruitment materials), alumni (advisory boards, focus groups, surveys, newsletters), employers (internship evaluation forms, focus groups, surveys, advisory boards,

When it comes to the creation and review of Student Learning Outcomes (SLOs), stakeholders play a crucial role in ensuring that these outcomes accurately reflect the needs and expectations of the educational community. This includes both internal stakeholders such as faculty, staff, and students, as well as external

II. Assessment Methods

A. Complete a table for each SLO. If an SLO is assessed by more than one measure, complete tables for each measure. Duplicate the table as needed to accommodate the number of measures. Attach copies of rubrics.

assessmentMeasure

Title of the Measure

Tests and Exams

Describe How the Measure Aligns to the SLO

This is the measure of all tests and exams

Domain

Check all that apply

- [x] Examination
- [ ] Product
- [ ] Performance

Type

- (•) Direct Measure
- ( ) Indirect Measure

Point In Program Assessment is Administered

measurePointInProgram

- (•) In final term of program
- ( ) In final year of program

measurePointLocation

Dodge Campus

Population Measured

- (•) All Students
- ( ) Sample of Students - Describe below

Frequency of Data Collection

- ( ) Once/semester
- ( ) Once/year
- (•) Other - Describe Below

Proficiency Threshold

Proficiency Threshold is ###

Program Proficiency Target

Proficiency Target is ##%

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measureComplementDirect

B. Describe any indirect measures or additional data the program uses to complement the direct measures of SLOs.

Describe indirect measures here.

III. Data Collection and Analysis

dataResultsTable

A. Results Table – Report results for each SLO. If an SLO was assessed by multiple measures, report data for each measure. Add rows as needed to accommodate the number of SLOs and measures.

SLO Number & Measure Number

SLO 1 - Measure One

Data Collection Date Range

August 15, 2022 - December 15, 2022

Number of Students Assessed

242

Percentage of Students who Met/Exceeded Threshold Proficiency

78%

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dataSLOStatusTable

B. SLO Status Table – Based on the results reported in the above table and referring to the program proficiency target, indicate the current status of program SLOs as Met, Partially Met, Not Met, or Unknown. Add rows as needed to accommodate additional SLOs.

dataSLOStatus

- (●) Met
- ( ) Partially Met
- ( ) Not Met
- ( ) Unknown

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dataResultsDescription

C. Describe how results are communicated within the program. Address each SLO. If possible, please include the date(s) that Academic Program Assessment results were/will be discussed.

A description of the data results and how they are communicated.

IV. Decisions and Actions

Briefly describe specific decisions and actions related to each SLO (e.g., SLO/goal-related changes, method/process-related changes, stakeholder engagement changes, etc.). Include who (e.g., program faculty, a faculty committee, etc.) made the decision, when the decision was made (e.g., faculty retreat, faculty meeting, etc.), what data informed the decision, and a timeline for actions taken or to be taken. Furthermore, please briefly describe how your program has demonstrated continuous improvement by considering the following questions: What are the effects of your previously stated changes from your last report? What did you do in response to your previous assessment report feedback? How have you made progress since the last assessment report?

Description

A description of the specific decisions and actions

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V. Additional Information

OPTONAL: Provide additional information that may be helpful to reviewers.

Additional info here

Submit

{"studentLearningOutcomes":{"programSLOTable":[{"programSLOCommon":["1","3"],"programSLODesc":"Students will learn XYZ","programSLOBloom":"Knowledge"}],"proStandardsQuestion":true,"stakeholders":"When it comes to the creation and review of Student Learning Outcomes (SLOs), stakeholders play a crucial role in ensuring that these outcomes accurately reflect the needs and expectations of the educational community. This includes both internal stakeholders such as faculty, staff, and students, as well as external stakeholders such as employers, accrediting bodies, and community partners."},"assessmentMethods":{"assessmentMeasure":[{"measureDomain":["Examination"],"measureTitle":"Tests and Exams","measureDescription":"This is the measure of all tests and exams","measureType":"direct","measurePoint":{"measurePointInProgram":"finalTerm","measurePointLocation":"Dodge Campus"},"measurePopulation":"allStudents","measureDataFreq":"other","measureProficiencyThreshold":"Proficiency Threshold is ###","measureProficiencyTarget":"Proficiency Target is ##%"}],"measureComplementDirect":"Describe indirect measures here."},"dataCollection":{"dataResultsTable":[{"dataResultsEntryName":"SLO 1 - Measure One","dataResultsEntryRange":"August 15, 2022 - December 15, 2022","dataResultsEntryNumStudents":242,"dataResultsEntryPercStudents":"78%"}],"dataSLOStatusTable":[{"dataSLOStatus":"met"}],"dataResultsDescription":"A description of the data results and how they are communicated."},"decisionsAndActions":[{"decisionsAndActionsSLODesc":"A description of the specific decisions and actions"}],"headerInfo":{"college":"College of IS&T","program":"Computer Science","academicYear":"2022-2023","deptSchool":"Computer Science Department","degreeLevel":"Master's","dateRange":"August 15, 2022 - May 15, 2023","preparer":"John Doe"},"additionalInformation":"Additional info here"}