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

Accredited Graduate (New Design) | Non-Accredited Graduate (New Design)

Non-Accredited Graduate (New Design) (Autofilled)

Graduate Assesment Report
Non-Accredited

Reporting Details

College

University of Nebraska at Omaha

Program

Computer Science

Academic Year of Report

2023

Person Preparing the Report

Josh Smith

Department/School

IS&T

Degree Level

bahelors

Date Range of Reported Data

01/01/2023 to 04/01/2023

Student Learning Outcome Information

SLO 1

SLO Title

Students will learn python

Bloom's Taxonomy Cognitive Level

- ☑ Knowledge
- ☐ Analysis
- ☑ Comprehension
- ☐ Synthesis
- ☐ Application
- ☐ Evaluation

Common Graduate Program SLOs

- ○ 1
- ◉ 2
- ○ 3
- ○ 4
- ○ Not Applicable for SLO

Measure 1

Measure 1

Title of the Measure

Weekly Python Projects

Describe How the Measure Aligns to the SLO

Students will complete projects in python

Domain

Examination ▾

Check all that apply

Type

Direct Measure ▾

Measure Point

In Final Term of Program ▾

Point Description

N/A

Population Measured Details

All Students ▾

Describe here

N/A

Frequency of Data Collection

Once/semester ▾

Proficiency Threshold

80%

Program Proficiency Target

90%

Data Entry 1

Data Collection

Data Collection Date Range

01/01/2023 to 04/01/2023

Number of Students Assessed

65

Percentage of Students who Met/Exceeded Threshold Proficiency

85%

⊕ ⊖

⊕ ⊖

SLO Status - Indicate the current status of program SLOs as Met, Partially Met, Not Met, or Unknown.

◉ Met

○ Partially Met

○ Not Met

○ Unknown

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.).

Continue with SLO

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?

⊕ ⊖

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

Yes ⌄

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, newsletters), and/or community members/groups (advisory boards, focus groups, surveys).

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

[ ]

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.

[ ]

Additional Information

[ ]

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

[Submit]