2014 Fall Term
Outcomes Assessment Report

A learning-focused program must know what it intends the students to learn and whether that learning has actually been achieved. It is not only important to collect data, but to use the data to improve programs and student learning. Therefore, the intent of assessment is to identify strengths and weaknesses and then to implement changes in an effort to improve. These changes could impact a number of aspects of the program: curriculum, staffing, facilities, internal processes, and intended student learning outcomes. Continuous evaluation of the impact of changes made completes one cycle of the ongoing process of improvement.

Department: CTIS

Program: Computer Science

Date of Report: 10/16/2014

Members of Reporting Committee: Dr. Lori Nicholson, Dr. Molly Curnyn, Mr. James Hansen, Dr. Tim Garvin

Department/Program Curriculum Map has been completed and submitted. YES X NO

Type of Measure
Indicate whether this report documents the department’s direct or indirect measure, click the appropriate box.

Direct Measure

X Indirect Measure

Department/Program Goals and Outcomes:
Provide a current listing of your department/program’s goals and outcomes.

Goals:
1) to provide students with breadth of background in introductory computing concepts,
2) to provide opportunities for students to experience professional growth,
3) to provide student with a depth of knowledge in a field of specialization,
4) to prepare students to recognize and adapt to changes in the occupational environment,
5) to provide students with opportunities for experience relevant to careers in Computer Information Systems.

Outcomes:
1) Any area receiving negative ratings or comments from more than 10% of those completing the questionnaire or specific positive comments from more than 80% of the students will be discussed and appropriate action will be determined.
2) Using thematic mapping and strength index analysis, any issue identified in the focus group transcript that exceeds the .6 threshold will be targeted for further analysis, discussed and appropriate action will be determined.

**Assessment Activity/Measure:**
*Describe the assessment used to measure student outcomes/achievements.*

Exit Focus Groups and Exit Questionnaire

Survey of Graduating CTIS Student Characteristics

Proposed Alumni Survey (under development)

**Findings:**
*What were the findings/results of the planned activities listed above? What conclusions or discoveries were made from these results? (What learning do you want to improve? Based on …Data? Experience?)*

No item or set of items exceeded the 10% level regarding negative comments mentioned by students. CTIS faculty did consider and discuss individual negative comments made by students and derived some value from the anecdotal evidence. The need to provide greater consistency from year-to-year in co-curricular activity availability and range of opportunities also emerged as a key point of discussion. None of the items in the focus group thematic mapping exceeded the .6 threshold.

Results of the indirect measures showed continued strong results in student perception of CTIS faculty quality, faculty availability, faculty care/concern for students, the positive nature of being in a computing academic program at WSC, the efficacy of advising, and other areas related to CTIS academic programs.

**Change(s)/Action(s) to be taken:**
*Did the findings lead to program changes? If so, describe the changes made. If not, describe why changes were not needed. How have you used the data? What recommendations have been determined for improving student learning? What is really working?*

The findings showed that the CTIS Department is on the right track in many areas. It also yielded some areas for consideration during the current academic year.

The acquisition of additional equipment to address needs in some computing areas is underway. Curriculum revisions, course additions, course modifications, and similar changes suggested by the indirect assessment measures are being discussed during the current academic year and may possibly result in Academic Policies proposals and catalog changes either this year or the next.
**Budget Items**  
*List budget items linked to actions taken and implications for change.*

Postage costs may be needed for future mailings.  
Additional costs for photocopying and optical mark recognition forms continue to be needed/incurred.  
Additional analysis costs are being incurred.  
Funding for exploring automated IT skills and knowledge assessment may be needed in the near future.

**EXTRA: Assessment Success Story**  
*Provide a summary of your department’s exemplary assessment practice(s).*

The CTIS Department had successful discussions with the Mathematics faculty regarding academic program modification, prerequisite structure, and course sequencing. These discussions were driven, in part, by assessment data from indirect measures. These discussions had particularly significant impact on the Computer Science academic program in a positive way.

The CTIS Department also worked with the Geography faculty to support them in the development of their new minor. Again, CTIS involvement was driven, in part, by assessment data from indirect measures.