2020-2021Program assessment rubric

Questions   Responses   21   Settings

21 responses

Accepting responses

Summary   Question   Individual

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Responses cannot be edited

2020-2021 Department/Program Assessment Rubric

* Required

Email *

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Was the cover sheet completed? *

○ Yes

⦿ No

Program *

Computer Science

Program Level *

⦿ Undergraduate

○ Graduate

Source of learning outcomes *

⦿ ABET outcomes

○ Internal to the NMT department/program

○ Other:

Are learning outcomes clear and possible to assess? *

Learning outcomes are what students should know and be able to do upon completing the program. Complexly worded outcomes should be avoided, as should outcomes that are extremely difficult or impossible to assess. (Unacceptable = 0; Marginal = 1; Acceptable = 3; Best Practice = 5)

	0	1	2	3	4	5	
Unacceptable	○	○	○	○	○	◉	Best Practice
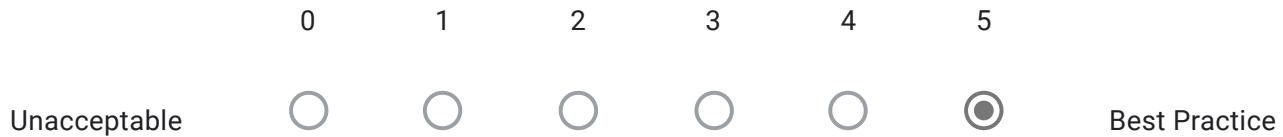
Do learning outcomes focus on knowledge and skills? *

Outcomes should focus on things students know or be able to do. (Unacceptable = 0; Marginal = 1; Acceptable = 3; Best Practice = 5)

	0	1	2	3	4	5	
Unacceptable	○	○	○	○	○	◉	Best Practice

Are outcomes mapped to the curriculum? *

Departments must map outcomes to courses where they are assessed (i.e., curricular mapping). This is now mandatory for all undergraduate programs.

- ◉ Yes
- ○ No
- ○ Unsure
- ○ Not applicable

Comments

The curricular map is a little unusual. Generally in a curriculum map, the idea is that you show where is skill is introduced, where it is reinforced, and then where students demonstrate mastery. You still have the first two items on your scale (the introductory and reinforcing), but then by switching "3" to major, you completely flip the function of the curriculum map to a system of weights... If I were an outside accreditor looking at this map, my thoughts would be that a) skills associated with outcomes are never introduced, and b) with the exception of outcome 2, students never receive any exposure to the outcomes until their junior year. Honestly, I have a hard time believing that you DON'T introduce some of these skills in the earlier class (I'm actually pretty sure that you likely do).... I can understand that you have your own system for how you are factoring these weighted averages into the scores, but you also need to keep your audience in mind and what they expect when they look at a curriculum map....

Are the assessment methods capable of assessing student performance on outcomes? *

Each learning outcome should have clearly identified methods used to gauge performance. For example, an outcome for oral presentation skills could be assessed using faculty scoring of student presentations. (Unacceptable = 0; Marginal = 1; Acceptable = 3; Best Practice = 5)

	0	1	2	3	4	5	
Unacceptable	○	○	○	⦿	○	○	Best Practice

Comments

comments at the end

Are assessment results stated clearly and interpreted? *

Data should be clearly reported and interpreted. (Unacceptable = 0; Marginal = 1; Acceptable = 3; Best Practice = 5)

	0	1	2	3	4	5	
Unacceptable	○	○	○	○	○	⦿	Best Practice

Comments

Were appropriate actions taken, or proposed? *

Based on the evaluation/interpretation of the assessment data some actions should be taken for continuous improvement of the program.

◉ Yes

◯ No

Comments

Is there follow up from previous report?

The report should describe what was done in response to the previous year's assessment. (Unacceptable = 0; Marginal = 1; Acceptable = 3; Best Practice = 5; Leave Blank if Not Applicable)

	0	1	2	3	4	5	
Unacceptable	◯	◯	◯	◉	◯	◯	Best Practice

Comments

Are dates of department meetings in which assessment was discussed included in the report? *

Departments should include this information in their reports in order to document broad faculty participation in the process.

◉ Yes

○ No

Reviewer's general comments and suggestions

My initial impression is that the assessment mechanism is more complicated than it needs to be. I don't want to knock it too much, because at the end of the day, you come out with student scores for the classes, and you very clearly identify and address issues that you see coming up in the classes. So from that perspective, it is working, and it is useful in helping the department think through improvements. As I mentioned above, the unconventional manner in which you use the curricular map is going to throw some folks, and it doesn't show us some of the items we typically use a curriculum map to see (i.e., when skills are introduced and reinforced). And the calculations would be seen by many to be a bit of a black box. You could probably come to similarly useful conclusions by simply rating student performance out outcomes 1-4 and averaging the results....

Was the report acceptable? Was there anything exemplary in the report that you would like to highlight? Is there any other information needed or revisions required of the report?

It was acceptable overall. It was exemplary in the thoroughness by which it addesses and improves curricular issues that arise

Is there anything about the review process (or the assessment process in general) that you believe needs to be modified? This is an internal comment for the Committee to consider and discus.

See above

Name of Reviewer *

Steve Simpson

Submitted 11/10/21, 9:40 AM