**2018-2019 Annual Program Assessment Report Guide**

Please submit the report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by **September 30, 2019**. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name.**

**College: Engineering & Computer Science**

**Department: Computer Science**

**Program: B.S. in Computer Science**

**Assessment liaison: Robert McIlhenny**

1. **Please check off whichever is applicable:**

**A. \_\_\_\_\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_ X\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_ Focused exclusively on the direct assessment measurement of General Education Arts and Humanities student learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:
* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

**3. Preview of planned assessment activities for 2019-20.** Include a brief description as reflective of a continuous program of ongoing assessment.

**Overview of Annual Assessment Project(s)—Option B**

* During the 2018-19 academic year, the Computer Science Department chose to implement option B, analyzing the results from measuring SLO 3 (formerly SLO *f* under the ABET standard) and SLO 6 (formerly a combination of SLO’s *j* & *k* under the ABET standard) as part of the current assessment cycle, in preparation for the Self-study report due by July 1, 2019, and for the Request for Evaluation (RFE) visit by the Accreditation Board for Engineering and Technology (ABET) in the Fall of 2019.
* The conclusions drawn from the analysis are as follows:
	+ There should be more discussion of sample questions in COMP 222 as well as an overview of programming assignments, and less emphasis on low-level hardware implementation and low-level circuit design, and the topic of parallel architectures should be added to the course.
	+ Low assessment scores in COMP 182/L are attributed to students not being adequately prepared in the pre-requisite course COMP 110/L
	+ To combat the low assessment scores in COMP 482, more homework should be assigned on the analysis of algorithms and more help should be given to students who have trouble programming.
* The changes planned/implemented are as follows:
	+ The outdated (and out-of-print) textbook for COMP 222 was replaced starting Fall 2019 with an interactive online textbook that encompasses more modern topics, including parallel architectures, with examples more reflective of modern technological standards.
	+ To better prepare students for COMP 182/L, a new experimental year-long course COMP 196AA/L & COMP 196AB/L was offered starting from Fall 1018 as a substitute course for COMP 110/L, to attempt to better prepare students for COMP 182/L.
* The relation between this year’s analyses and past and future assessment activities are as follows:
	+ This year’s analysis is the response of the assessment activity of measuring student outcomes SO 3 and SO 6 during the 2017-2018 academic year.
	+ Relative to future assessment activities, the observations and evaluations obtained in this year will serve as items to induce topical changes in the appropriate courses. After the ABET accreditation review in October 2019, and based on the feedback received from the review, the new assessment cycle begins again during the 2020-2021 academic year to measure a subset of the student outcomes.