



## Revise Curriculum: ABET/CAC

### IV. Curriculum

- Consistent with program objectives
- Combines technical requirements with general education
- Up-to-date coverage of basic and advanced topics in CS

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## Revise Curriculum: CC20001

- CS body of knowledge
- CS undergraduate core
- Learning objectives

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## Revise Curriculum: Bloom's Taxonomy

1. **Knowledge**
2. **Comprehension**
3. **Application**
4. **Analysis**
5. **Synthesis**
6. **Evaluation**

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## Revise Curriculum: Integrated whole

### CC1991:

- Cohesiveness of computing
- Recurring concepts
- Theory, abstraction, and design

### CC2001:

- Body of knowledge, not artifacts

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## Revise curriculum: current status

- Integrated data structures/discrete math
- SE 1 & 2 sequence after CS 2
- Merged organization & architecture, added AI, more net-centric
- Senior project → Capstone
- Adding CS 0

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## Assessment process: the infinite loop

```
while (true) {  
  • Revise curriculum  
  • Assign detailed course objectives  
  • Capture assignments / objectives:  
    course portfolio  
  • Review  
}
```

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## Assign detailed course objectives

SE7: Software evolution (2 hour(s) in this course) <a href="#">(top)</a>		Required
SE7.1	Identify the principal issues associated with software evolution and explain their impact on the software life cycle.	2
SE7.2	Discuss the challenges of maintaining legacy systems and the need for reverse engineering.	2
SE7.3	Outline the process of regression testing and its role in release management.	2
SE7.4	Estimate the impact of a change request to an existing product of medium size.	4
SE7.5	Develop a plan for re-engineering a medium-sized product in response to a change request.	6
SE7.6	Discuss the advantages and disadvantages of software reuse.	2
SE7.7	Exploit opportunities for software reuse in a given context.	3

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## Capture assignments / objectives

- **Moodle** course management system
  - [www.moodle.org](http://www.moodle.org)
- **COMPASS** database & web UI
  - PHP
  - MySQL

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## Review

- Instructor reflection
- Faculty committee appraisal
- Student feedback
- External assessment

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## Assessment of COMPASS, 1

- Pedagogical shift:  
What did I teach? → What did they learn?
- Day-to-day influence
- Faculty involvement

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## Assessment of COMPASS, 2

- Pain in the neck?
  - Yes, but...
- Not student evaluation
- **NOT** faculty evaluation!

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## Assessment of COMPASS, 3

- More student input
- More for curriculum committee to do
- More awareness of, focus on, assessment

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## Contact info

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The End

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