

# COMPASS:

## Computer Science Program Assessment

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# Motivation

- Quality of Graduates
  - Program/Institutional Goals/Objectives
  - Employer/Alumni expectations
- Continuous Improvement (change)
  - Curriculum Modifications
  - Resource Allocations
- Program Reviews
  - National (i.e. ABET, etc.)
  - Regional (i.e. SACS, NCA, etc.)
  - State Reviews
  - Internal/Local Reviews
- Etc.

# Process

1. Collect input
2. Preliminary review & analysis of input
  - Generate preliminary findings
  - Generate topics of discussion for the focus groups
3. Focus groups meetings
4. Create an action plan of recommendations
5. Implement action plan
6. Goto 1

# Input

- Internal:
  - Mission/Vision
  - Undergraduate Survey
  - Graduate Survey
  - Capstone Survey
  - Exit Interview
  - Course Portfolios
  - Student Focus Groups
  - Various Committees
  - Etc.
- External:
  - Employer Survey
  - Alumni Survey
  - Industry Advisory Board
  - CAC/ABET
  - CC2001
  - SACS
  - Etc.

# Review

- Faculty led (i.e. curriculum committees, etc.)
- Fact finding
- Summarize major issues
- Generate topics of discussions for focus groups
- Generate a preliminary list of actionable items

# Focus Groups

- Two groups (grad & undergrad)
- Led by an outside moderator
- Findings are shared with students
- Input of students is solicited
- Moderator reports findings

# Recommendations/Actions

- Faculty review reports (i.e. preliminary findings, focus groups, etc.)
- Faculty make recommendations for actions
  - Actions related to the outcomes
  - Actions related to the processes
- Department implements recommendations
- Back to step one...

# Note on Curriculum

- Closely follows CC2001 ([link](#))
- Topics & Learning Objectives in Courses
- Bloom's Level of Learning Taxonomy
- Assignments/Activities include Learning Objectives
- Samples Assignments/Activities for all Learning Objectives
- Course Portfolios ([link Moodle](#))
- Rotate Assessment of Courses

# Words to the Wise

- Faculty led, students focused, & program driven
- Process must be meaningful & useful
- Fix what you can, the rest can wait
- Too much data is not always a good thing
- We all have biases (i.e. Faculty, Students, Industry Advisory Boards, etc.)
- Must separate program assessment from Faculty evaluation
- Keep your eyes on the prize...

# References

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