

AY19 Program Learning Outcome (PLO) Assessment: CIVIC ENGAGEMENT

Computer Science

Assessment Type: Academic Program

Year/Term: AY19

Level: CS 410

Learning Outcome: Program Learning Outcomes (PLOs)

Assessment Method/Tool: Program Civic Engagement Rubric

Measurement Scale: 3-1

Sample Size: 10

	Proficient (# of students)		Competent (# of students)		Developing (# of students)	
Contributes to team meetings by employing Computer Science principles.	5	50%	4	40%	1	10%
Facilitates the contribution of team members.	5	50%	4	40%	1	10%
Fosters a constructive team climate.	5	50%	4	40%	1	10%
Employs Computer Science principles to suggest sound approaches to problem solving for others.	5	50%	5	50%	0	0%
Means		50%		42%		8%
% scoring 2 or 3						92%
Benchmark:	100%	Institutional benchmark median percentage of students meeting “Proficient” or “Adequate” levels				
% Achieving Benchmark:	92%	Median percentage of students meeting “Adequate” or “Proficient” levels				

Closing the Loop Statement

1) Summarize the Results

Our students scored well in this assessment with 92.5 percent meeting the “Proficient” or “Adequate” levels. The assessment for this criteria involved the students writing a paper on the Sorbanes-Oxley Act of 2002, which is a federal that established financial regulations for public companies. Part of the act affected how organizations protect sensitive data, which has broad implications on information security. Students had to evaluate this document and decide how this document is relevant to information security.

2) Account for Results

A) Strengths:

The assignment required the students to directly deal with a public policy document (the Sorbanes-Oxley Act). The design of the assignment made it so that if they completed the assignment, then they demonstrated that they can adequately apply their knowledge of computer science to public policy.

B) Challenges:

We had one student out of the 10 not complete the paper, which dropped our score to 92.5.

Action Plan

While this assignment dealt with public policy and processes, it didn't require students to actively do any “Civic Engagement” from a hands on perspective. The assignment analyzed public policy, but didn't require any active participation in the process of how policy is created. To improve Civic Engagement as a program, we need to find assignments that require our students to actively engage in public policy discussions.

AY20 Civic Engagement Improvement Plan Recommendation (Office of the Vice Provost for Academic Quality)

CS's approach to the Program's Civic Engagement outcome is stalwart and sound. However the criteria are more relevant to Teamwork than Civic Engagement. The missing piece is working “collaboratively with end users.”

The AY20 ENGL/WR's Civic Engagement Improvement Plan: The program should follow through on the suggestion above to include a specific application for CS Teamwork principles to public policy. The criteria should be adjusted to include that outcome.