Student Learning Outcomes are categorized based on attainment of:

1) Content/Discipline-Specific Knowledge/Skills
2) Communication Skills – Collaboration and Oral & Written Communications
3) Critical Thinking Skills

A number of direct and indirect assessment approaches will be employed to assess attainment of the outcomes.

The outcome corresponding to Content/Discipline-Specific Knowledge/Skills is assessed directly in CIS4253 (Legal and Ethical Issues in Computing). The activities in the different rubrics of assessment employed in this course require students to write papers and essay-type answers to test questions.

The outcome corresponding to Collaboration Skills is assessed directly in CIS4253 (Legal and Ethical Issues in Computing) and CIS4327/CIS4328 Senior Project I/II. This assessment is carried out primarily in team project situations. Each team member (student) provides a rating of other team members on several questions on the evaluation instruments provided by the Comprehensive Assessment of Team Member...
Effectiveness (CATME) tool (www.catme.org).

The outcome corresponding to Oral Communication Skills is assessed directly in several courses which require oral presentations. Students who wish to use an oral presentation in any of these courses will have the instructor complete and “Oral Communications Form” indicating the fulfillment and the instructor’s assessment of the presentation(s).

The outcome corresponding to Written Communication Skills is assessed directly in CIS4253 (Legal and Ethical Issues in Computing) in which students write 2000-word term paper.

The outcome corresponding to Critical Thinking Skills is assessed directly through performance measures related to the completion of business system requirements and analysis documents, system design documents, and a functioning business application system.

Indirect measures of assessment in all three categories include employer or alumni surveys; student perception surveys; graduate school placement rates, etc. These surveys record responses of “Strongly Disagree”, “Disagree”, “Neutral”, “Agree”, or “Strongly Agree” to several questions related to the student outcomes. A certain percentage of responses of “Agree” or “Strongly Agree” is used as the threshold for the level of attainment of the associated outcome.