

Information Systems Program

Evidence of Student Learning

Use of Evidence of Student Learning

2019-20

## Information Systems Program Learning Outcomes

- Write correct and robust software.
- Analyze the interaction between hardware and software.
- Demonstrate general knowledge of theories and practices in the core areas of business.
- Critically analyze and apply business knowledge to solve complex business situations.
- Apply critical thinking, technical and information systems knowledge to solve problems.
- Demonstrate effective business communication through both written and verbal means.
  - *Students will be able to speak about their work with precision, clarity and organization*
  - *Students will be able to write about their work with precision, clarity and organization*
  - *Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand.*
- Formulate decisions informed by ethical attitudes and values.
- Understand and create arguments supported by quantitative evidence
- Students will collaborate effectively in teams.
- Graduates will demonstrate knowledge of information systems and be prepared for careers that use information systems, and graduate study in fields related to information systems.

## Assessment Data Mathematical, Information and Computer Sciences

**Learning Outcome:** Students will be able to write correct and robust software.

**Outcome Measure:** Annual: CSC254 Signature Assignment

**Criteria for Success:** 80% of the students should have an average score of at least 2 in each of the major areas.

**Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data:

	Percentage of Class at 2 or Higher								
	2011	2012	2013	2014	2015	2016	2017	2018	2019*
Compilation	100%	100%	92%	75%	100%	94%	90%	75%	
Runtime Correctness	86%	58%	85%	100%	62%	72%	95%	60%	45%
Problem Solving	100%	100%	100%	75%	92%	83%	80%	85%	70%

\*Note that the instrument was changed in 2019.

### Conclusions Drawn from Data:

The students find the run-time correctness the most challenging. This is because this is the area of programming that is the most detailed oriented. The instrument was changed in 2019, the "compilation" test was removed because the rest of the work can not be evaluated if the program does not compile.

### Changes to be Made Based on Data:

Continue to emphasize the need to carefully de-bug computer code during development. The rubric was modified to clarify the definition of run-time correctness which has made scoring simpler (Fall 2017). We continuing to work with students the detailed work needed for accurate computer programs.

### CSC 254 Signature assignment

	Unsatisfactory (1)	Satisfactory (2)	Good (3)	Excellent (4)
<b>Runtime correctness</b>	<ul style="list-style-type: none"><li>• Less than 60% correct</li></ul>	<ul style="list-style-type: none"><li>• Between 60% – 79% correctness</li></ul>	<ul style="list-style-type: none"><li>• 80% - 89%</li></ul>	<ul style="list-style-type: none"><li>• 90% – 100%</li></ul>
<b>Problem solving</b>	<ul style="list-style-type: none"><li>• Analysis of program source code indicates that program is NOT close to working, and could NOT easily be modified to work given additional time.</li></ul>	<ul style="list-style-type: none"><li>• Analysis of program source code indicates that the student partially understands the problem solution or understands the solution but could not efficiently translate the solution to C++ code</li></ul>	<ul style="list-style-type: none"><li>• Analysis of program source code indicates that program is close to working, and could be modified to work given additional time.</li></ul>	<ul style="list-style-type: none"><li>• All tasks execute correctly indicating that the code is both correct and robust (can catch user input errors)</li></ul>

**Criterion: 80% of students will average 2 in Runtime, correctness and Problem solving.**

## Assessment Data Mathematical, Information and Computer Sciences

**Learning Outcome:** Students will analyze the interaction between hardware and software.

**Outcome Measure:**

Annual (CS and IS): CSC314 Signature Assignment

Annual (CS): ETS CS Exam Computer Organization, Architecture and Operating Systems Subscore.

**Criteria for Success:**

CSC314 Assignment: 80% of the students should have an average score of at least 7.

ETS: The department subscore will be at the 65th percentile or higher.

**Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

	Percentage of Class at 7 or Higher								
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Hardware/software interaction understanding	85%	89%	82%	92%	88%	75%	69%	100%	92%

ETS Subscore:

Here are the most recent 10 years of data:

Year	Percentile
2009-10	90
2010-11	65
2011-12	89
2012-13	*
2013-14	82
2014-15	94
2015-16	86
2016-17	61
2017-18	53
2018-19	74
2019-20	No Score

\* Sample size too small to be given indicator scores.

ETS changed the CS exam in 2011-12.

**Conclusions Drawn from Data:**

Students have been able to successfully master the material in the CSC314 assessment. The variations appear to be related to sample size.

This data from the ETS subscore is a challenge to interpret for several reasons: some years our sample size is too small for ETS to provide the subscore and in all years our sample size is sufficiently small that the standard deviation is relatively large. The last few years we have not had as much success. This could be changes in the exam, the particular problems selected or variations in the students.

**Changes to be Made Based on Data:**

Continue to require operating systems (CSC314) of all CS and IS students.

We need to evaluate the ETS test questions to determine if this remains a valid measurement tool that is aligned with our curriculum. We have noticed that there may be a correlation between this data and our curricular cycle. We teach several key classes in alternating years and it appears that students are more successful in an alternating year cycle. We need to investigate this further as part of our upcoming program review. We will be also be evaluating whether or not the ETS MFT is the best way to measure this learning objective.

The department has decided to discontinue using the ETS MFT. We are in the process of aligning this learning outcome with a signature assignment in a class.

**Rubric Used (CSC314)**

The scoring for this assignment is purely points based.

	<b>Unsatisfactory (1)</b>	<b>Satisfactory (2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>
<b>Points gained by showing understanding of software/hardware interaction in answering question</b>	6 and below	7	8	9-10

**Rubric Used (ETS)**

Scoring done by ETS on the Major Field Test.

Critically analyze and apply business knowledge to solve complex business situations.

Waiting on data from FSB



Apply critical thinking, technical and information systems knowledge to solve problems.

Waiting on data from FSB

## Assessment Data Mathematical, Information and Computer Sciences

**Learning Outcome:** Students will be able to apply their technical knowledge and critical thinking to solve problems.

**Outcome Measure:**

Alternating Year: ISS414 Signature Assignment using data bases.

ETS Proficiency Profile: Critical Thinking/Reading Portion

**Criteria for Success:**

80% of the students should have an average score of at least 2.5 in each of the major areas.

ETS PP: 85% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

**Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

	Percentage of Class at 2.5 or Higher				
	2011-12	2013-14	2015-16	17-18	19-20
Relevant Information Chosen	100%	100%	88%	89%	88%
Query Correctness	25%	100%	48%	41%	83%

ETS Proficiency Profile	Percentage of Students Marginal or Proficient							
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ETS Proficiency Profile Level 2 Critical Thinking	80%	92%	100%	84%	92%	76%	79%	80%

\*ETS is for the full department.

**Conclusions Drawn from Data:**

ISS414 Assignment: The 2012 class was relatively small and that led to a fairly large standard deviation. 75% of the class would have passed query correctness if the benchmark had been 2.3. We once again saw some problems with query correctness in 2015-16 and in 17-18. In both cases, had the threshold for success be lowered slightly (2 vs 2.5), many more students

would have succeeded. In 2019-20 we saw an improvement in query correctness. The assignment was modified a bit to be clearer for students.

ETS: The students are generally hitting our benchmark in this area, with small sample sizes hitting or missing the benchmark can be a matter of a single person's score.

**Changes to be Made Based on Data:**

Spend more time in class emphasizing queries. This class is being revised in light of some new curricular changes. In 2015-16 the class was changed significantly. It focused on both data bases and website construction. Less time is being spend on data bases. In 2017-18 the course content was adjusted again. We need to continue to review this signature assignment in light of the changed course content. The signature was updated in 2019-20 based on the review of content.

## Rubric Used

	Unsatisfactory (1)	Satisfactory (2)	Good (3)	Excellent (4)
<b>Recognition of relevant information</b>	3 errors (an error is defined as missing a relevant database field or listing an irrelevant field)	2 errors (an error is defined as missing a relevant database field or listing an irrelevant field)	1 error (an error is defined as missing a relevant database field or listing an irrelevant field)	All relevant database fields are listed and no irrelevant fields are listed for both queries
<b>Query correctness</b>	3 mistakes in the 2 queries	2 mistakes in the 2 queries	1 mistake in the 2 queries	No mistakes in the two queries

## **Assessment Data Mathematical, Information and Computer Sciences**

**Learning Outcome:** Students will be able to speak about their work with precision, clarity and organization (Oral Communication).

**Outcome Measure:** Annual: Each student will be required to give an oral presentation on a topic in their field as a part of their participation in the Senior Seminar. The audience for this talk will include department faculty, fellow students and possibly some alumni. The students will be given the evaluation criteria in advance of their presentation and will be rated by the faculty using a rubric with a scale of 4 (outstanding) to 1 (unsatisfactory) in the following areas:

- Command of background material
- Organization
- Oral presentation skills (added as part of the new rubric in the spring of 2010)
- Use of presentation tools
- Ability to field questions from the audience

Note that the department has a mapping between its rubric and the AAC&U Oral Communication Value Rubric.

**Criteria for Success:** 80% of the students should have an average score of at least 2.5 in each of the major areas in the department rubric. This translates to 80% of the students being above a 3.5 in the AAC&U rubric.

Our translation from our data to the AAC&U is included. Our department continues to provide the students with our departmental rubric because it has been developed over many years and works effectively with our majors.

**Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data:

Oral Presentation	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Background	95%	100%	100%	92%	100%	95%	100%	100%	95%	100%
Organization	85%	100%	100%	100%	100%	100%	92%	94%	100%	100%
Oral Presentation Skills	90%	100%	100%	92%	100%	95%	100%	100%	95%	100%
Presentation Tools	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Ability to Field Questions	100%	83%	100%	100%	89%	100%	100%	100%	94%	94%

AAC&U “translation” (we have only done this for the years that PLNU has been making use of the DQP)

Oral AAC&U	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Organization	100%	100%	100%	100%	92%	94%	100%	100%
Language	100%	92%	100%	100%	100%	100%	95%	100%
Delivery	100%	92%	100%	95%	100%	100%	95%	100%
Supporting Material	100%	100%	100%	100%	100%	100%	100%	100%
Central Message	100%	100%	89%	100%	100%	100%	94%	100%

### Conclusions Drawn from Data:

In general, the students have been performing reasonably well in the area of giving oral presentations. We attribute this to the fact that we intentionally have students presenting technical material in front of others starting in their freshman year.

### Changes to be Made Based on Data:

Over time we have increased our standards and expanded the rubric to increase clarity for students and to push them to speak at a professional level. We have been incorporating more oral presentations into classes and saw an improvement once we began doing that (before 2010).

### Oral Presentation Rubric Update (4/12/17)

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Command of background material	<input type="checkbox"/> Clearly knows material and key facts by memory <input type="checkbox"/> Expands on PPT slides <input type="checkbox"/> Content appropriate for audience	<input type="checkbox"/> Clearly knows key facts with a few memory slips <input type="checkbox"/> Some expansion on PPT slides <input type="checkbox"/> Partial audience adaptation of content	<input type="checkbox"/> Reads some information; knows some facts from memory <input type="checkbox"/> No expansion of PPT slide content <input type="checkbox"/> Little audience adaptation of content	<input type="checkbox"/> Reads sentences from slides <input type="checkbox"/> Dependent on notes <input type="checkbox"/> Lacks audience adaptation of content
Organization	<input type="checkbox"/> Clear and concise outline <input type="checkbox"/> Relevant graphics and key text items on slides <input type="checkbox"/> Presentation is between 10-15 minutes	<input type="checkbox"/> Clear outline <input type="checkbox"/> Too much information on slides (not concise) <input type="checkbox"/> Presentation 1 minute outside of the range (10-15 minutes)	<input type="checkbox"/> Some sense of outline <input type="checkbox"/> Too much detailed information on slides <input type="checkbox"/> Presentation 2 minutes outside of the range (10-15 minutes)	<input type="checkbox"/> No clear outline <input type="checkbox"/> Slides are in paragraphed; too much detailed information on one slide <input type="checkbox"/> Presentation 3 minutes outside of the range (10-15 minutes)
Oral Presentation skills	<input type="checkbox"/> Clearly has practiced several times; smooth transitions <input type="checkbox"/> Engages audience in content multiple time and engagement is well connected to talk (questions, examples, etc) <input type="checkbox"/> Free of disfluencies (ah, umh) <input type="checkbox"/> Is clearly heard in the room and makes an uses inflection for emphasis <input type="checkbox"/> Engaged audience through eye contact <input type="checkbox"/> Engaged audience through gestures	<input type="checkbox"/> Has practiced but transitions are not smooth <input type="checkbox"/> Engages audience at least twice in content (questions, examples, etc.) <input type="checkbox"/> A few disfluencies (ah, umh, er) <input type="checkbox"/> Can be understood most of the time and uses some inflection <input type="checkbox"/> Some engagement of audience through eye contact <input type="checkbox"/> Some engagement of audience through gestures	<input type="checkbox"/> Has practiced presentation but cannot verbally make transitions between slides <input type="checkbox"/> Audience engagement at least once with content (questions, examples, etc.) <input type="checkbox"/> Many disfluencies (ah, umh, er) <input type="checkbox"/> Can sometimes be understood and uses little inflection <input type="checkbox"/> Infrequent eye contact <input type="checkbox"/> Distracting gestures or mannerisms	<input type="checkbox"/> Clearly did not practice presentation; Does not anticipate content of next slide <input type="checkbox"/> No audience involvement <input type="checkbox"/> Disfluencies (ah, umh, er) detract from presentation <input type="checkbox"/> Can not be heard and/or speaks in a monotone <input type="checkbox"/> Little audience awareness or eye contact <input type="checkbox"/> Frequent distracting gestures or mannerisms
Use of Presentation Tools	<input type="checkbox"/> PPT background is matched to content, legible font, seamless transitions <input type="checkbox"/> Graphics imbedded and matched to topic, necessary hyperlinks work	<input type="checkbox"/> Appropriate PPT slide backgrounds, transitions & font <input type="checkbox"/> Most graphics imbedded and matched to topic, most necessary hyperlinks work	<input type="checkbox"/> Distracting PPT slide backgrounds and transitions, font hard to read <input type="checkbox"/> Some inappropriate graphics or use of PPT embellishments, necessary hyperlinks don't work	<input type="checkbox"/> No attention given to PPT slide backgrounds and transitions, font illegible <input type="checkbox"/> Distracting use of embellishments, graphics not connected to topic
Ability to field questions	<input type="checkbox"/> Able to answer questions clearly and without hesitation and prepared material to answer anticipated questions	<input type="checkbox"/> Can answer all questions with some hesitation	<input type="checkbox"/> Able to answer half of the questions with hesitation	<input type="checkbox"/> Unable to answer any questions

# Translation between MICS and AAC&U Rubric

MICS Category	MICS Item Position in Rubric	AAC&U Category
Clear and concise outline	4	Organization
Relevant graphics and key text items on slides	5	Organization
Presentation length is +/- 30 seconds of time limit	6	Organization
Expands on PPT slides	2	Language
Content appropriate for audience	3	Language
Engages audience	8	Language
Transitions	7	Delivery
Free of disfluencies (ah, uhm)	9	Delivery
Is clearly heard in the room and uses inflection for emphasis	10	Delivery
Engaged audience through eye contact	11	Delivery
Engaged audience through gestures	12	Delivery
PPT background is matched to content, legible font, seamless transitions	13	Delivery
Relevant graphics and key text items on slides	5	Supporting
Graphics imbedded and matched to topic, necessary hyperlinks work	14	Supporting
Clearly knows material and key facts by memory	1	Central Message
Able to answer questions clearly and without hesitation	15	Central Message



### AAC&U Value Rubric

	<b>Capstone 4</b>	<b>Milestones 3</b>	<b>Milestones 2</b>	<b>Benchmark 1</b>
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

## **Assessment Data Mathematical, Information and Computer Sciences**

**Learning Outcome:** Students will be able to write about their work with precision, clarity and organization (Written Communication).

**Outcome Measure:**

Annual: Each student will be required to write a paper on a topic in their field as a part of their participation in the Senior Seminar. The audience for this talk will include department faculty, fellow students and possibly some alumni. The students will be given the evaluation criteria in advance of their presentation and will be rated by the faculty using a rubric with a scale of 4 (outstanding) to 1 (unsatisfactory) in the following areas:

- Bibliography and other supporting documentation
- Organization
- Grammar and spelling
- Depth of information
- Clarity of writing

Note that the department has a mapping between its rubric and the AAC&U Written Communication Value Rubric.

Annual: ETS Proficiency Profile.

**Criteria for Success:** 80% of the students should have an average score of at least 2.5 in each of the major areas in the department rubric. This translates to 80% of the students being above a 3.5 in the AAC&U rubric.

ETS: 85% of our students will be marginal or proficient on the Level 2 Writing test.

Our translation from our data to the AAC&U is included. Our department continues to provide the students with our departmental rubric because it has been developed over many years and works effectively with our majors

**Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

## Longitudinal Data:

<b>Written Report</b>	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Bibliography and Support	55%	93%	100%	100%	100%	89%	100%	76%	89%	81%
Organization	65%	93%	100%	100%	100%	100%	92%	94%	100%	100%
Grammar and Spelling	60%	79%	100%	92%	89%	84%	100%	88%	94%	94%
Depth of Information	50%	93%	91%	77%	78%	89%	85%	76%	83%	94%
Clarity of Writing	70%	79%	91%	77%	78%	89%	85%	88%	94%	88%

AAC&U “translation” (we have only done this for the years that PLNU has been making use of the DQP)

<b>Written AAC&amp;U</b>	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Context and Purpose for Writing	100%	100%	100%	89%	92%	94%	100%	100%
Content Development	100%	92%	100%	89%	85%	76%	83%	94%
Genre and Disciplinary Conventions	100%	92%	100%	100%	85%	94%	100%	81%
Sources and Evidence	100%	100%	100%	89%	100%	76%	89%	88%
Control of Syntax and Mechanics	100%	100%	89%	84%	85%	88%	94%	100%

<b>Written ETS</b>	Percentage at Marginal or Proficient							
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ETS Proficiency Profile Writing Level 2	60%	85%	100%	89%	85%	76%	84%	93%

**Conclusions Drawn from Data:**

In general, the students have been performing reasonably well in writing technical reports. We still have some weaknesses in the quality of their writing and the use of their source material. The sample size for ETS in the first year was extremely small so we are not particularly concerned about the fact that the score was below the benchmark. The balance of the ETS scores are at or near benchmark (due to small sample sizes, the difference can often be a single person).

**Changes to be Made Based on Data:**

Over time we have increased our standards and expanded the rubric to increase clarity for students and to push them to write at a professional level. The current rubric has been in use for the last 10 years. We have instituted more formal faculty reviews of their draft papers and are trying to give more specific feedback, particularly about the use of references.

### MICS Written Presentation Rubric

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Bibliography and supporting documents	<input type="checkbox"/> Multiple references from distinct reputable sources  <input type="checkbox"/> References cited in the body of the document	<input type="checkbox"/> Most references from distinct reputable sources  <input type="checkbox"/> Some citation of references in the body of the document	<input type="checkbox"/> Some references from reputable sources  <input type="checkbox"/> Limited citation of references in the body of the document	<input type="checkbox"/> No bibliography or all references from untrusted sites on the internet  <input type="checkbox"/> No citation of references in the body of the document
Organization	<input type="checkbox"/> Conveys a central theme with all ideas connected, arrangement of ideas clearly related to topic  <input type="checkbox"/> Clear introduction, body (with sections), and conclusion includes summary and closure  <input type="checkbox"/> Includes both an abstract and table of contents	<input type="checkbox"/> Conveys a central idea or topic with some ideas connected to the topic  <input type="checkbox"/> Includes introduction, body and conclusion  <input type="checkbox"/> Includes abstract and table of contents (one partial and one complete)	<input type="checkbox"/> Attempts to focus on an idea or topic with many ideas not connected to the topic  <input type="checkbox"/> Introduction, body, conclusion detectable but not clear  <input type="checkbox"/> Includes partial abstract and partial table of contents	<input type="checkbox"/> Has little or no focus on central idea or topic  <input type="checkbox"/> Introduction, body or conclusion absent  <input type="checkbox"/> No abstract or table of contents
Grammar and spelling	<input type="checkbox"/> No use of first- person tense  <input type="checkbox"/> No grammatical or spelling errors	<input type="checkbox"/> Few uses of the first-person tense  <input type="checkbox"/> Few grammatical and spelling errors	<input type="checkbox"/> Several uses of the first- person tense  <input type="checkbox"/> Some grammatical and spelling errors	<input type="checkbox"/> Written in first-person tense  <input type="checkbox"/> Many grammatical and spelling errors
Depth of information	<input type="checkbox"/> Appropriately synthesizes information from multiple distinct sources  <input type="checkbox"/> Draws conclusions and personal insights from synthesis  <input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is excellent	<input type="checkbox"/> Synthesis of information from at least three distinct sources  <input type="checkbox"/> At least two personal insights or conclusions stated  <input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is good	<input type="checkbox"/> Synthesis of information from at least two distinct sources  <input type="checkbox"/> At least one personal insight or conclusion stated  <input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is adequate	<input type="checkbox"/> Summary reporting of information without synthesis  <input type="checkbox"/> No personal insights  <input type="checkbox"/> Does not have the minimum number of pages including penalty pages
Clarity of writing	<input type="checkbox"/> Sentences flow  <input type="checkbox"/> Smooth transitions between paragraphs  <input type="checkbox"/> Any and all terms and acronyms are defined  <input type="checkbox"/> Provides evidence to support points	<input type="checkbox"/> Good sentence structure  <input type="checkbox"/> Adequate transitions between paragraphs  <input type="checkbox"/> Most terms and acronyms are defined  <input type="checkbox"/> Lacks support for some points	<input type="checkbox"/> Occasional poor sentence structure  <input type="checkbox"/> Transitions between paragraphs unclear  <input type="checkbox"/> Some terms and acronyms are defined  <input type="checkbox"/> Provides minimal support for points	<input type="checkbox"/> Frequent poor sentence structure  <input type="checkbox"/> Lacked transitions between paragraphs  <input type="checkbox"/> Many terms and acronyms are undefined  <input type="checkbox"/> Ideas not supported

## Translation between MICS and AAC&U Rubric

MICS Category	MICS Item Position in Rubric	AAC&U Category
Conveys a central theme with all ideas connected, arrangement of ideas clearly related to topic	3	Purpose
Appropriately synthesizes information from multiple distinct sources	8	Development
Draws conclusions and personal insights from synthesis	9	Development
Has the minimum number of pages including penalty pages; subject coverage is excellent	10	Development
Provides evidence to support points	14	Development
Clear introduction, body (with sections), and conclusion includes summary and closure	4	Genre
Includes both an abstract and table of contents	5	Genre
Multiple references from distinct reputable sources	1	Source
References cited in the body of the document	2	Source
No use of first- person tense	6	Syntax
No grammatical or spelling errors	7	Syntax
Sentences flow	11	Syntax
Smooth transitions between paragraphs	12	Syntax
Any and all terms and acronyms are defined	13	Syntax

### AAC&U Written Communication Value Rubric

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

## Assessment Data Mathematical, Information and Computer Sciences

**Learning Outcome:** Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand (Information Literacy).

**Outcome Measure:** Annual: Each student will be required to write a paper on a topic in their field as a part of their participation in the Senior Seminar. The audience for this talk will include department faculty, fellow students and possibly some alumni. The students will be given the evaluation criteria in advance and their paper will be rated by the faculty using a rubric with a scale of 4 (capstone) to 1 (benchmark) in the following areas:

- References: Multiple references from distinct reputable sources
- Citation: References cited in the body of the document
- Synthesis: Appropriately synthesizes information from multiple distinct sources.

**Criteria for Success:** 80% of the students should have an average score of at least 3 in each of the major areas.

**Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data:

	Percentage of Students at 2.5 or Higher							
Information Literacy	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
References				95%	100%	71%	89%	81%
Citation				84%	92%	76%	89%	81%
Synthesis				84%	85%	82%	78%	81%
Determine the Extent of Information Needed	100%	62%	78%					
Access the Needed Information	91%	69%	100%					
Use Information Effectively to Accomplish a Specific Purpose	91%	85%	89%					
Access and Use Information Ethically and Legally	91%	77%	100%					

Note that in 2015-16 we returned to gathering information literacy data from our writing rubric. The AAC&U rubric was not working well for our purposes.



**Conclusions Drawn from Data:**

The students are meeting our expectations. For the first two years we applied the AAC&U rubric to the student's final senior paper to measure their use of information. The quality of the use of information was uneven and we had not made our expectations clear. The students much more clearly understand the expectations regarding information literacy that are embedded in our writing rubric. This is still one of the areas with which the students have the most challenges.

**Changes to be Made Based on Data:**

We have tried a variety of approaches, using the AAC&U IL rubric and expanding on that rubric. After looking at the AAC&U results in parallel with the departmental writing rubric, it was clear that the difference in results were insignificant. It is a great deal less work for the department and clearer for the students to simply use the departmental writing rubrics IL components to assess students' IL. We continue to work with students in giving them clear feedback about the need to do a better job with references in technical papers.

**Rubric**

Next Page

Bibliography and supporting documents	<input type="checkbox"/> Multiple references from distinct reputable sources <input type="checkbox"/> References cited in the body of the document	<input type="checkbox"/> Most references from distinct reputable sources <input type="checkbox"/> Some citation of references in the body of the document	<input type="checkbox"/> Some references from reputable sources <input type="checkbox"/> Limited citation of references in the body of the document	<input type="checkbox"/> No bibliography or all references from untrusted sites on the internet <input type="checkbox"/> No citation of references in the body of the document
Organization	<input type="checkbox"/> Conveys a central theme with all ideas connected, arrangement of ideas clearly related to topic <input type="checkbox"/> Clear introduction, body (with sections), and conclusion includes summary and closure <input type="checkbox"/> Includes both an abstract and table of contents	<input type="checkbox"/> Conveys a central idea or topic with some ideas connected to the topic <input type="checkbox"/> Includes introduction, body and conclusion <input type="checkbox"/> Includes abstract and table of contents (one partial and one complete)	<input type="checkbox"/> Attempts to focus on an idea or topic with many ideas not connected to the topic <input type="checkbox"/> Introduction, body, conclusion detectable but not clear <input type="checkbox"/> Includes partial abstract and partial table of contents	<input type="checkbox"/> Has little or no focus on central idea or topic <input type="checkbox"/> Introduction, body or conclusion absent <input type="checkbox"/> No abstract or table of contents
Grammar and spelling	<input type="checkbox"/> No use of first- person tense <input type="checkbox"/> No grammatical or spelling errors	<input type="checkbox"/> Few uses of the first-person tense <input type="checkbox"/> Few grammatical and spelling errors	<input type="checkbox"/> Several uses of the first- person tense <input type="checkbox"/> Some grammatical and spelling errors	<input type="checkbox"/> Written in first-person tense <input type="checkbox"/> Many grammatical and spelling errors
Depth of information	<input type="checkbox"/> Appropriately synthesizes information from multiple distinct sources <input type="checkbox"/> Draws conclusions and personal insights from synthesis <input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is excellent	<input type="checkbox"/> Synthesis of information from at least three distinct sources <input type="checkbox"/> At least two personal insights or conclusions stated <input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is good	<input type="checkbox"/> Synthesis of information from at least two distinct sources <input type="checkbox"/> At least one personal insight or conclusion stated <input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is adequate	<input type="checkbox"/> Summary reporting of information without synthesis <input type="checkbox"/> No personal insights <input type="checkbox"/> Does not have the minimum number of pages including penalty pages
Clarity of writing	<input type="checkbox"/> Sentences flow <input type="checkbox"/> Smooth transitions between paragraphs <input type="checkbox"/> Any and all terms and acronyms are defined <input type="checkbox"/> Provides evidence to support points	<input type="checkbox"/> Good sentence structure <input type="checkbox"/> Adequate transitions between paragraphs <input type="checkbox"/> Most terms and acronyms are defined <input type="checkbox"/> Lacks support for some points	<input type="checkbox"/> Occasional poor sentence structure <input type="checkbox"/> Transitions between paragraphs unclear <input type="checkbox"/> Some terms and acronyms are defined <input type="checkbox"/> Provides minimal support for points	<input type="checkbox"/> Frequent poor sentence structure <input type="checkbox"/> Lacked transitions between paragraphs <input type="checkbox"/> Many terms and acronyms are undefined <input type="checkbox"/> Ideas not supported

Formulate decisions informed by ethical attitudes and values.

Waiting in data from FSB

## Assessment Data Mathematical, Information and Computer Sciences

**Learning Outcome:** Students will be able to understand and create arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of formats (Quantitative Reasoning).

**Outcome Measure:** Annual: Each student will participate in the ETS Proficiency Profile exam.

**Criteria for Success:** 90% of the students will be Marginal or Proficient at Level 2. Note that we dropped the criteria of success so that it is possible for the department to pass even if a single student misses the criteria.

**Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

ETS Proficiency Profile	Percentage of Students Marginal or Proficient							
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ETS Proficiency Profile Level 2 Mathematics	100%	100%	100%	100%	92%	82%	95%	93%

**Conclusions Drawn from Data:**

Students are in general meeting our criteria. The variation often comes down to a single student because of small sample sizes.

**Changes to be Made Based on Data:**

None at this time. We will continue to monitor the results.

**Rubrics**

ETS Proficiency Profile (no rubric involved)

## Assessment Data Mathematical, Information and Computer Sciences

**Learning Outcome:** Students will collaborate effectively in teams.

**Outcome Measure:**

Annual: CSC324 Signature Assignment – evaluation of group while working on a project (before 2015-16) and ISS3042 Project Management – evaluation of group while working on a project (2016-17 and beyond)

Annual: MTH3052 Signature Assignment – evaluation of group while working on a project

**Criteria for Success:** 80% of the students should have an average score of at least 2.5 in each of the major areas.

**Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

	Percent of students with average at least 2.5			
	Fall 2012 CSC324	Fall 2014 CSC324	Fall 2016 ISS342*	Fall 2018 ISS342
Contributes to team meetings	86%	80%	90%	100%
Encourages team members	93%	84%	N/A	100%
Contributes individually outside of team meetings	93%	88%	86%	100%
Attitude	100%	96%	N/A	100%
Fosters constructive team climate	100%	92%	N/A	100%
Responds to conflict	100%	100%	90%	100%

\*Note that the full group work rubric will be used in future years.

	MTH3052 Percent of students with average at least 2.5			
	Spring 2013	Spring 2015	Spring 2017	Spring 2019
Contributes to team meetings	91%	86%	100%	100%
Encourages team members	91%	93%	100%	100%
Contributes individually outside of team meetings	82%	93%	100%	100%
Attitude	100%	100%	100%	100%
Fosters constructive team climate	91%	100%	100%	100%
Responds to conflict	91%	100%	100%	100%

**Conclusions Drawn from Data:**

The students are performing well as member of teams.

**Changes to be Made Based on Data:**

Continue to make use of group activities throughout the curriculum.

## MICS Teamwork Rubric

### Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet unsatisfactory (cell one) level performance.*

**The purpose of this is to evaluate individual team members. Although no team member will ever see your evaluation of them, please take it seriously.**

### Directions:

- **Do not put your own name anywhere on this form, the evaluations are to be anonymous.**
- **Please write the name of the person you are evaluating here .....**\_\_\_\_\_
- **Please fill out one copy of this form for every person who was on your team, including one for yourself.**
- **For each row, place a checkmark in the box that best describes your teammate's performance.**

	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
<b>Contributes to team meetings</b>	<input type="checkbox"/> Helps the team move forward by articulating the merits of alternative ideas or proposals.	<input type="checkbox"/> Offers new suggestions to advance the work of the group.	<input type="checkbox"/> Shares ideas but does not advance the work of the group.	<input type="checkbox"/> Sits quietly in team meetings and does not contribute
<b>Encourages members of the team</b>	<input type="checkbox"/> Actively seeks to find opportunities to encourage all members of the team.	<input type="checkbox"/> Offers encouragement to all members of the team	<input type="checkbox"/> Offers words of encouragement to friends	<input type="checkbox"/> Does not offer word of encouragement to anyone
<b>Individual contributions outside of team meetings</b>	<input type="checkbox"/> Completes all assigned tasks by deadline; work accomplished is thorough. Proactively helps other team members complete their assigned tasks.	<input type="checkbox"/> Completes all assigned tasks by deadline; work accomplished is thorough.	<input type="checkbox"/> Completes all assigned tasks by deadline.	<input type="checkbox"/> Does not complete all assigned tasks by deadline.
<b>Attitude</b>	<input type="checkbox"/> Demonstrates (comments, facial expressions, etc.) a negative attitude <b>rarely</b> and helps others to become more positive.	<input type="checkbox"/> Demonstrates (comments, facial expressions, etc.) a negative attitude <b>rarely</b> .	<input type="checkbox"/> Demonstrates (comments, facial expressions, etc.) a negative attitude <b>less</b> often than a positive attitude.	<input type="checkbox"/> Demonstrates (comments, facial expressions, etc.) a negative attitude <b>more</b> often than a positive attitude.

<b>Fosters constructive team climate</b>	<input type="checkbox"/> Supports a constructive team climate by doing <b><u>all of the following</u></b> : <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> </ul>	<input type="checkbox"/> Supports a constructive team climate by doing <b><u>any two of the following</u></b> : <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> </ul>	<input type="checkbox"/> Supports a constructive team climate by doing <b><u>any one of the following</u></b> : <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> </ul>	<input type="checkbox"/> Supports a constructive team climate by doing <b><u>none of the following</u></b> : <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> </ul>
<b>Responds to conflict</b>	<input type="checkbox"/> Identifies and acknowledges conflict and acknowledges that relationships can be damaged. Seeks to restore relationships.	<input type="checkbox"/> Identifies and acknowledges conflict and acknowledges that relationships can be damaged.	<input type="checkbox"/> Identifies and acknowledges conflict but will not acknowledge that relationships can be damaged.	<input type="checkbox"/> Will not acknowledge that conflict has occurred or that relationships can be damaged.



## **Assessment Data Mathematical, Information and Computer Sciences**

**Learning Outcome:** Information Systems graduates will be adequately prepared for entry into graduate school or jobs in the computing profession.

### **Outcome Measure:**

Annual: Require students to take the ETS Major Field Test in Computer Science as the mid-term exam for the capstone course, Information Systems 481, Senior Seminar in Information Systems. Note that we are in the process of changing this to the Peregrin Test and in 2017-18 piloted a collection of questions.

Annual: Internship supervisor evaluations

Every 5 Years: Alumni will be surveyed every five years. They will be asked at least the following questions:

1. If you have a job in Computer Science: On a scale of 1 to 5, 1 being outstanding and 5 being poor, how well do you think that the undergraduate Computer Science curriculum at PLNU prepared you for your work in the field?
2. If you are going to graduate school or went to graduate school: On a scale of 1 to 5, 1 being outstanding and 5 being poor, how well do you think that the undergraduate Computer Science curriculum at PLNU prepared you for graduate school?

### **Criteria for Success:**

ETS MFT: 50% of our students achieve above the 25<sup>th</sup> percentile on the exam.

Peregrine Test: 70% of students will score a 70% or higher on the exam (when there are national norms, this will be adjusted).

Internship Supervisor Evaluation: 80% of the students will score an average score of 4 or more in the following areas:

- Ability to learn
- Ability to problem solve
- Quality of work
- Initiative
- Responsibility
- Ability to work with others
- Relations with others
- Ability to use computing to solve problems

Alumni Survey: 75% of the respondents say they were well prepared or higher.

### **Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

## Longitudinal Data:

### ETS Major Field Test:

Most recent 10 years of data.

	Overall Benchmark
Year	
2007-08	N
2008-09	Y
2009-10	N
2010-11	Y
2011-12	N
2012-13	N
2013-14	Y
2014-15	N/A
2015-16	N
2016-17	Y

\* Sample size too small to be given indicator scores.

ETS changed the CS exam in 2011-12.

### Peregrine Exam:

	2017-18	2018-19	2019-20
Percentage of students scoring 70% or higher	100%	N/A	N/A

Note that there were no Information Systems majors in Senior Seminar in 2018-19.

COVID-19 made it extremely difficult to hold our second pilot in the senior seminar (it would have been March 2020)

### Internship Supervisor Evaluation:

	2016-17	2017-18	2018-19	2019-20
Percentage of students with an average of 4 or more	100%	N/A*	100%	N/A**

\* Supervisors for small sample of students (2) didn't return reports

\*\* COVID-19 year, it was a challenge to get supervisors to respond to the survey.

### Alumni Data:

In the spring of 2017, the department surveyed alumni who had graduated in the last 15 years. The survey is data used to inform the department's program review. Below are the components of the survey relevant to our assessment plan for information systems.

#### **How well did the undergraduate curriculum prepare you for:**

	Well or higher	OK	Poorly
Work in the field (if went into the field)	61.5%	23.1%	15.4%
Graduate school	100%	0%	0%

## **Conclusions Drawn from Data:**

### ETS Results:

We continue to evaluate if the ETS exam in computer science is the best measure of ability for computer information systems/information systems students. We are considering moving to the Peregrine exam in Business for these students since our newly adopted IS curriculum has a larger business component and Peregrine will work with us to design IS questions.

### Peregrine Results:

The students met the benchmark in 2018, the year that we tested the first round of questions that were designed. There were no information systems students in senior seminar in 2019 so we have not revalidated the questions. Because of COVID-19 it was not possible to run the second pilot test of the questions in March/April 2020. We hope to do that in Spring 2021.

### Internship Supervisor Survey:

We have just begun using this survey, but the preliminary results indicate that the supervisors believe that our student interns are well prepared. We have had some challenges getting supervisors to respond to the survey, we need to look at the instrument and see if we can simplify it.

### Alumni Survey:

The program met the benchmark for those who went to graduate schools but missed the benchmark for those who went into industry. The majority of these students earned their degree before the Information Systems curriculum was significantly changed to include a more cohesive set of business coursework. It is expected that those changes will be reflected in an improvement in the next round of survey data.

## **Changes to be Made Based on Data:**

### ETS Results:

We have made curricular changes in the last few years to update our department coursework to align with new standards from the Association of Computing Machinery as well as to respond to assessment data. As part of this process we did a complete overhaul in the curriculum in this area. Starting in 2015-16 we will be launching a newer IS curriculum in partnership with the School of Business. This will increase the amount of business course work completed by these majors. We will need to evaluate if the CS MFT test is reasonable to use for our IS majors, or if the MFT in business is more suitable, or if we should use a different measure. See our APC proposals for the specific descriptions of curricular changes made.

### Survey:

We expect to see changes in alumni survey results due to the significant changes made in the Information Systems curriculum. We need to modify this survey so that it is quicker and easier for internship supervisors to give us feedback.

## **Rubric:**

ETS: The ETS provides the data.

Peregrine: We are currently developing questions for Peregrine so scoring the exam by hand.

Internship Supervisor Evaluation:

This is a survey instrument so there is no rubric.

Alumni Survey:

This is not rubric scored, but the data is tabulated.