







































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**

	<b>Capstone 4</b>	<b>Milestones 3</b>	<b>Milestones 2</b>	<b>Benchmark 1</b>
<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 collaborate effectively in teams.

**Outcome Measure:**

Annual: CSC324 Signature Assignment – evaluation of group while working on a project

Annual: MTH352 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:**

	CSC324 Percent of students with average at least 3.0	
	Fall 2012	Fall 2014
Contributes to team meetings	86%	80%
Encourages team members	93%	84%
Contributes individually outside of team meetings	93%	88%
Attitude	100%	96%
Fosters constructive team climate	100%	92%
Responds to conflict	100%	100%

	MTH352 Percent of students with average at least 3.0	
	Spring 2013	Spring 2015
Contributes to team meetings	91%	86%
Encourages team members	91%	93%
Contributes individually outside of team meetings	82%	93%
Attitude	100%	100%
Fosters constructive team climate	91%	100%
Responds to conflict	91%	100%

**Conclusions Drawn from Data:**

The students are performing well as member of teams. Note that these classes will not be taught again until 2016-17 so this is the most recent data that we have.

**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.

<p><b>Fosters constructive team climate</b></p>	<p><input type="checkbox"/> Supports a constructive team climate by doing <b><u>all of the following</u></b>:</p> <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>	<p><input type="checkbox"/> Supports a constructive team climate by doing <b><u>any two of the following</u></b>:</p> <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>	<p><input type="checkbox"/> Supports a constructive team climate by doing <b><u>any one of the following</u></b>:</p> <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>	<p><input type="checkbox"/> Supports a constructive team climate by doing <b><u>none of the following</u></b>:</p> <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>
<p><b>Responds to conflict</b></p>	<p><input type="checkbox"/> Identifies and acknowledges conflict and acknowledges that relationships can be damaged. Seeks to restore relationships.</p>	<p><input type="checkbox"/> Identifies and acknowledges conflict and acknowledges that relationships can be damaged.</p>	<p><input type="checkbox"/> Identifies and acknowledges conflict but will not acknowledge that relationships can be damaged.</p>	<p><input type="checkbox"/> Will not acknowledge that conflict has occurred or that relationships can be damaged.</p>

## 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:

Information Literacy	Percentage of Students at 2.5 or Higher			
	2012-13	2013-14	2014-15	2015-16*
References				95%
Citation				84%
Synthesis				84%
Determine the Extent of Information Needed	100%	62%	78%	
Access the Needed Information	91%	69%	100%	
Evaluate Information and its Sources Critically (carefully explains the reasons for the choice of source) (added 2014-15)			33%	
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:**

For the first two years we applied the 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 are still having trouble articulating the reasons that they have selected a specific reference for use in their final paper. They are also not cite sources with the consistency that we would desire.

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

In 2014-15 we changed the assignment so that seniors submit a literature review in advance of submitting their final senior paper. This has helped students to consider their choice of references. The paper rubric (attached) has IL components and the students are asked to do a self-assessment with the rubric before turning in their final paper.

The first year of the literature review process was disappointing. We redesigned the process and changed the rubric. We returned to using the IL components of our writing rubric for assessment of IL in the senior seminar. This rubric has been in use for 10 years and the students better understand the expectations communicated by the rubric.

In addition, the change in general education requirements means that all students will be required to take an upper division literature course and that should help reinforce some of these skills closer to the time that our students are writing their final paper in senior seminar.

**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

## Assessment Data Mathematical, Information and Computer Sciences

**Learning Outcome:** Students will be able to gather relevant information, examine information and form a conclusion based on that information (Critical Thinking).

### 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 which will be applied to their paper and will be rated by the faculty using a rubric with a scale of 4 (capstone) to 1 (benchmark) in the following areas:

- Explanation of issues
- Evidence: Selecting and using information to investigate a point of view or conclusion
- Conclusion and related outcomes (implications and consequences)

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. This is based on the AAC&U 1-4 point scoring system.

ETS: 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 Students at 2.5 or Higher			
<b>Critical Thinking Rubric</b>	2012-13	2013-14	2014-15	2015-16
Explanation of issues	100%	77%	100%	89%
Evidence	100%	77%	89%	84%
Conclusions and related outcomes (implications and consequences)	100%	85%	89%	89%
	Percentage of Students Marginal or Proficient			
<b>ETS Proficiency Profile</b>	2012-13	2013-14	2014-15	2015-16
ETS Exam	80%	92%	100%	89%

**Conclusions Drawn from Data:**

The AAC&U rubrics are written in a language that is rooted in the humanities. We have had to work with students to translate/clarify the meaning of some aspects of the rubric, assignment and our expectations. They are generally meeting our expectations. We however still have work to do.

Our students have been meeting the benchmark on the ETS exam. The variability has to do with the small sample size.

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

We are providing the students with the critical thinking rubric as part of the instructions for the assignment and starting in 2014-15 we began having them self-assess their work with the rubric before submission. We expect to need to further modify the rubric to use language that is better understood by our students.

**Rubric:**

**MICS Critical Thinking Rubric (2/6/13)**  
Adapted from the AAC&U Value Rubric

	<b>Capstone – 4</b>	<b>Milestone -3</b>	<b>Milestone - 2</b>	<b>Benchmark -1</b>
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

## 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:** 95% of the students will be Marginal or Proficient at Level 2.

**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 2.5 or Higher	
MICS Rubric	2014-15	2015-16
Students will be able to formulate a mathematical model from a verbal description of a problem.	44%	94%
Students will be able to solve non-routine problems using logic and quantitative techniques.	100%	94%
Students will be able to construct solutions to problems using computational techniques.	89%	82%

	Percentage at Marginal or Proficient			
ETS Proficiency Profile	2012-13	2013-14	2014-15	2015-16
ETS Percentage - Level 2	100%	100%	100%	100%

**Conclusions Drawn from Data:**

When scoring the activity problems in 2014-15, we realized that some of the students had misinterpreted the question related to “formulate a mathematical model from a verbal description.” This made the problem difficult to score. The assignment was revised in 2015-16. The university is using the ETS test to measure core competencies and that data is presented here as well. The students have done well in meeting benchmarks with both measures.

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

Revise the QL class activity. This was done and the students were more successful in 2015-16. Because of the nature of the disciplines in our department, our curriculum focuses a great deal on quantitative skills. We have found that a single rubric can not be created in a way that allows for the breadth of quantitative thinking and skills that we see in our senior projects and creating a class activity has seemed artificial. So we will be using the ETS exam as a measure of the core competency going forward.

**Rubrics**

Activity Rubric (attached)

ETS Proficiency Profile (no rubric involved)

**Quantitative Reasoning Rubric (this is the same rubric we use for general education)**

	Unsatisfactory	Low Satisfactory	Satisfactory	High Satisfactory	Outstanding
Students will be able to formulate a mathematical model from a verbal description of a problem (#1 up to filling in formula).	Completely incorrect	Missed more than one key step or concept	Missed one key step or concept	Made a minor error	Completely correct
Students will be able to solve non-routine problems using logic and quantitative techniques (#2).	Completely incorrect	Missed more than one key step or concept	Missed one key step or concept	Made a minor error	Completely correct
Students will be able to construct solutions to problems using computational techniques (#1 computation of payment).	Completely incorrect	Missed more than one key step or concept	Missed one key step or concept	Made a minor error	Completely correct

Translation between AAC&U Value Rubric and MICS Quantitative Literacy Rubric

Note that the main reason that our department has chosen to not use the AAC&U rubric is that the underlying assumption of the rubric is that students are working with statistical information and are writing text about that statistical information. There is a great deal more to quantitative literacy than statistics and writing about data.

MICS Category	AAC&U Category
	<b>Interpretation</b> <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>
Students will be able to formulate a mathematical model from a verbal description of a problem	<b>Representation</b> <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>
Students will be able to construct solutions to problems using computational techniques	<b>Calculation</b>
	<b>Application / Analysis</b> <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>
	<b>Assumptions</b> <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>
	<b>Communication</b> <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>
Students will be able to solve non-routine problems using logic and quantitative techniques	

## AAC&U Value Rubric

	<b>Capstone 4</b>	<b>Milestones 3</b>	<b>Milestones 2</b>	<b>Benchmark 1</b>
<b>Interpretation</b> <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>
<b>Representation</b> <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
<b>Calculation</b>	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
<b>Application / Analysis</b> <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
<b>Assumptions</b> <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
<b>Communication</b> <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

## Assessment Data Mathematical, Information and Computer Sciences

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

**Outcome Measure:** Annual – 1) Require students to take the ETS Major Field Test in Computer Science as the mid-term exam for the capstone course, Computer Science 481, Senior Seminar in Computer Science.

Every 5 Years – 2) Alumni will be surveyed every five years. They will be asked at least the following questions:

- 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?
- 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:** 1) 50% of our students achieve above the 25<sup>th</sup> percentile on the exam.  
2) An average response of 2 for each question.

**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.

Year	Overall Benchmark
2005-06	Y
2006-07	Y
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

\* Sample size too small to be given indicator scores.  
ETS changed the CS exam in 2011-12.

### Alumni Data:

In the spring of 2010, the department surveyed alumni who had graduated in the last 15 years. The response rate on the survey was 31.7% with the majority (80.9%) of the respondents having graduated in the last decade. A detailed summary analysis of the data can be found in Appendix: 2010 Alumni Survey Results Summary of our department's Program Review. Below are the components of the survey relevant to our assessment plan.

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

	Well or higher	OK	Poorly
Work in the field (if went into the field)	85.2%	14.8%	0.0%
Graduate school	76.5%	5.9%	17.6%
Teaching	80.0%	20.0%	0.0%

## **Conclusions Drawn from Data:**

### ETS Results:

We continue to evaluate if the ETS exam in computer science is the best measure or 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.

### Alumni Survey:

Overall, our alumni believe that they were well prepared. Further investigation indicates that the students (3) who said that they were "poorly" prepared for graduate school are all mathematics majors who are employed as teachers and appear to be getting education-related masters

degrees while working full-time. The hypothesis is that the "lack of preparation" may be in education coursework and not mathematics. We will be conducting another survey in 2016-17 as part of program review preparation.

**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 compute 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 or 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:

In 2005 our department instituted three changes that seem to have had an impact on developing critical skills in our graduates:

- Increasing the expectations for written and oral presentations in senior seminar (this is in addition to the writing and oral presentations that are threaded throughout our curriculum)
- Requiring all seniors in our department to take the senior seminar class
- Requiring an “integrative experience” (internship, year-long service learning project or year-long honor research project) of all of our majors.

This has a direct impact on five skills listed in the table below. The question on the survey is listed above the table.

**Please tell us if your departmental course work enhanced your abilities in the listed areas:**

		Very much enhanced	Much enhanced	Enhanced	Not enhanced and N/A
Think analytically and logically	2000-2004	53.8%	26.9%	15.4%	3.8%
	2005-2009	64.0%	36.0%	0.0%	0.0%
Write effectively in the discipline	2000-2004	11.5%	23.1%	42.3%	23.1%
	2005-2009	16.0%	36.0%	36.0%	12.0%
Effective oral communication	2000-2004	3.8%	23.1%	46.2%	26.9%
	2005-2009	12.0%	12.0%	60.0%	16.0%
Solve problems using technology	2000-2004	19.2%	46.2%	26.9%	7.7%
	2005-2009	32.0%	56.0%	8.0%	4.0%
Integrate knowledge from different sources	2000-2004	15.4%	34.6%	38.5%	11.5%
	2005-2009	8.0%	52.0%	32.0%	8.0%

Data from the Alumni Survey says that our graduates believe that their coursework in our department has also enhanced:

- Their ability to write effectively (88% for those who graduated in 2005-09, 77% for those who graduated in 2000-04)

- Their ability to communicate orally in the discipline (84% for those who graduated in 2005-09, 73% for those who graduated in 2000-04)
- Their ability to solve problems using technology (96% for those who graduated in 2005-09, 92% for those who graduated in 2000-04)

**Rubric:**

ETS:

The ETS provides the data.

Alumni Survey:

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