Name of Program: Computer Science and Information Systems
Fiscal Year Assessment Plan (Fill in 1st 3 Columns) or Assessment Report (All 5 columns)

Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes	Means of Program Assessment and Criteria for Success	Summary of Data Collected	Use of Results
<u>The vision</u> The Southern Utah University (SUU) Computer Science and Information Systems Department (CSIS) will be globally renowned for its excellence in education and scholarship within all of its comprehensive programs, ultimately becoming a role model for other institutions. **<u>The mission</u>** The mission of the Computer Science and Information Systems Department (CSIS) is to enhance and maintain a learning-centered environment that enable students, faculty, and staff to achieve their goals and to empower our students to compete on a global level for careers in government, industry, secondary education, and acceptance to graduate	The standards and competencies that the student will have met and achieved at the time of graduation are expressed as the educational outcomes required for accreditation by the Accreditation Board for Engineering and Technology (ABET). Each graduate will have: a. An ability to apply knowledge of mathematics, science, and engineering; b. An ability to design and conduct experiments as well as to analyze and interpret data; c. An ability to design a system, component, or process to meet desired needs; d. An ability to function on multidisciplinary teams;	Means of Program Assessment: 1. Course Data Sheets 2. Mapping of Course Evaluations to (a-k) Criteria mentioned in Program Intended Educational Outcome section 3. Student Exit Interviews and Graduating Student Surveys 4. IAB Interview Current Students and Recent Alumni 5. Recent Alumni Survey 6. Capstone Project Performance 7. Roundtable Discussions with Undergraduate Students 8. Faculty Performance Evaluations 9. Informal Feedback and Testimonials • Course assessment: Collect and assess materials from indicated courses based on mapping table and identification of indicated courses for each program educational outcome performed by faculty and course monitors. • Course Survey: every offering of the course will be surveyed and analyzed to ensure identification of any needed improvement. • Review of Capstone Courses: performed by the instructor and other faculty and representatives from the industry.	Data collected: 1. All "Course Content Guide" are collected. 2. Mapping of CS and IS Educational Objectives to Program Outcomes (a-k). 3. Mapping of Program Outcomes to Course Objectives 4. Assessment survey for the importance and preparation of the Program Educational Objectives (CS and IS) from Industrial Advisory board members, Employers, and Alumni. 5. Assessment survey the importance and preparation of Program Outcomes (CS and IS) from Industrial Advisory Board members, graduate Students (Students Exit Survey), and Faculty. 6. Assessment survey the achievement of the course objectives from students and faculty. 7. Capstone course project assessment. 8. Folder for each and all course offering in CSIS department which had a direct mapping to the	The data collected are used to: 1. Seek ABET accreditation for both CS and IS program 2. Find and improve any and all possible weakness in the curriculum. 3. Develop departmental report. 4. Find and improve any and all possible additional need for the hardware/software to support the programs. 5. Maintain and improve the quality of the programs. 6. Align students in the program with industrial need by providing hands-on education. 7. Define a process of continues improvement by providing a schedule and timeline to continuously assess the data to identify the improvements in

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school. **<u>The Goals of the Department that support the mission</u>** • Provide excellent (undergraduate, AAS, and minor) programs in computer Science and Information Systems. • Prepare graduates for careers enabling them to compete on a global level in government, industry, secondary education, and acceptance to graduate school. • Provide excellent General Education in service to the degree programs of other departments and the university community. • Engage in research and other scholarly activities that enhance, promote, and support our degree programs, our instructional activities, and the intellectual and professional growth of our students and our faculty.	e. An ability to identify, formulate, and solve problems; f. An understanding of professional and ethical responsibility; g. An ability to communicate effectively; h. The broad education necessary to understand the impact of engineering solutions in a global and societal context; i. A recognition of the need for, and an ability to engage in life-long learning; j. A knowledge of contemporary issues; k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.	• Student Exit Survey: conducted at graduation. • Alumni Survey: conducted annually. • Employers Survey: conducted every two years. • Admission to professional or graduate school or number of job offer Criteria for Success: • Each indicated course will be assessed based on obtaining the values from 1-5 (1 for very weak and 5 very strong) from students survey, faculty teaching the course, course monitor, students exit survey, and employers on each of the educational objectives to see if the objectives associated to the courses are met. Educational outcomes are met if there is above 3.8. 90% of graduates are employed or have been accepted to graduate program within one year of graduation.	Program Outcomes including low and high samples of students performance in test, quiz, assignments, .. 9. FAAR (Faculty Annual Activity Report). 10. Student open house 11. All course syllabus	the program. Overall, the data collected will be used to strengthen the knowledge of the graduates in computing field.

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• Provide an environment that promotes collegiality, collaboration, and the joy of learning. Recruit and retain high quality students in our programs.				