

## ent: Annual Report

College/School: Arts and Sciences

Date (Month/Year): August 30, 2021

Assessment Contact:

Outgoing: Jacob Sukhodolsky

Incoming: David Ferry (david.ferry@slu.edu)

In what year was the data upon which this report is based collected?

In what year was the program's assessment plan most recently reviewed/updated? 2019

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.) completed, and produced a v for the MS-CS assessment program as well. Please see those program assessment r

### 2. Assessment Methods: Artifacts of Student Learning

W outcome(s)? Please describe e artifacts were collected. Clarify if any such courses were offered a) online, her off-campus location.

N/A

### 3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

N/A

### 4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

N/A



existing coursework. There are tools such as code quality analyzers, linters, call graph analyzers, etc. that are specific to our field and could automatically produce quantitative scores relevant to the rubric.

To make scores less subjective and more comparable over time, it was suggested that we fix just one or two courses for each PLO so that each PLO would always be assessed at approximately the same place in our students' programs.

It was suggested that we could identify nonacademic measures of student success to incorporate in our assessment. These would include measures such as student job placement rates, alumni surveys to find what skills they find useful in their employment, external sources of achievement data to compare our students against, etc.

The next courses to be assessed under the current plan are offered primarily in the spring. The incoming assessment committee will spend the Fall semester considering proposed revisions and writing rubrics for the assessment of the learning outcomes applicable to MS-AI. In the Spring the committee will ensure that assessments are conducted, collect data, and analyze the data.

If no changes are being made, please explain why.

**7. Closing the Loop: Review of [Previous Assessment Findings and Changes](#)**

**A.** What is at least one change your program has implemented in recent years as a result of assessment data?

Due to unexpected medical leave, the response to the COVID pandemic, and the retirement of the assessment committee chair, assessment data has not yet been collected for the MS-AI program.

**B.** How has this change/have these changes been assessed?

N/A

**C.** What were the findings of the assessment?

N/A

**D.** How do you plan to (continue to) use this information moving forward?

N/A

**IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.**