Program-Level Assessment: Annual Report

Program Name (no acronyms): Computer Science.   Department: Computer Science

Degree or Certificate Level: MS   College/School: School of Science and Engineering

Date (Month/Year): September 2023   Assessment Contact: Erin Chambers

In what year was the data upon which this report is based collected? AY 2022-2023

In what year was the program's assessment plan most recently reviewed/updated? 2018

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? No

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

1. **Student Learning Outcomes**
   Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)
   This year, assessment was targeted at the following outcome:

   PLO 5-

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** (please do not just refer to the assessment plan).

The rubric used to assess the final paper is in Appendix A of this document. The first 3 criteria are particularly relevant for determining their ethical and legal assessment, but overall student performance is shared below since picking topics and sources is also relevant to their ability to make informed decisions regarding ethically controversial issues.

The multiple-choice exam (introduced in Spring 23 is designed to incentivize bare knowledge of the central issues in socially responsible technology design and implementation. Both historical and recent examples of problematic issues in technology are discussed in the book and integrated into the multiple-choice question bank. The book also introduces legal and professional issues that are germane to artificial intelligence in the professional world.

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)?

	Final Paper (F22&S23)			
Fail	Failure/Novice	9	5.88%	**Data covers all students in AI-MS, CS-MS, and SE-MS programs.**
D/C Range	Apprentice	63	41.18%	
B	Proficient	46	30.07%	
A	Excellent	35	22.88%	
	TOTAL	153	100.00%	
	Midterm Multiple Choice (S23)			**Data covers all students in MS-AI, MS-CS, and MS-SE programs**
D or Below	Failure/Novice	22	32%	
C	Apprentice	20	29%	
B	Proficient	25	36%	
A	Excellent	2	3%	

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

A significant number of students fail to achieve proficiency for the lowest levels of Bloom's Taxonomy in the newly introduced multiple-choice test. While the data indicates acceptable scores for the final paper. Many