



College of Science (CSCI)

2015-2016 CSCI EETF Assessment Year End Report, June, 2017

course problems on the MS exam. The comprehensive examination has a common (to both programs) 4-hour closed book examination and, four days later, program-specific 4-hour open book examinations. Questions on the examinations are identified with the required graduate courses. Rubrics were established for the outcomes and implemented.

The SLO that was not evaluated by the Comprehensive Examination involve communication skills is SLO #5. It was decided that this SLO is better addressed by term projects that involve communication (either a written project or presentation that is worth considerable weight in

was be used for assessment. This year the course was formally selected and the rubric developed and implemented. It should be noted that the assessment of MS SLO #5 is at the end of the first year of the program, while the other assessments are at the end of the program

All implementations of academic assessment took place after the last faculty meeting of the academic year, hence faculty review and any changes to the curriculum will be done in the future. We anticipate that any changes we decide upon will be implemented within the semester system.

D. Summary of Assessment Results

The tests are written to test knowledge from the required core courses for each program. Typically our pass rate is 75% or higher. As of Spring 2016, combine

Table 2: Summary Statistics of Rubric Scores for Statistics MS 2016-2017

Statistic	SLO 1	SLO 2	SLO3	SLO 4	SLO6
Minimum	1	0	0	1	0
Maximum	5	5	5	5	5
Mean	4.32	3.79	2.68	4.32	2.94
Standard Deviation	1.00	1.13	2.14	1.00	1.47

Table 3: Frequencies of Rubric-Scores for Statistics MS 2016-2017 SLO5

Rubric Score	
0	0
1	0
2	3
3	12
4	16
5	11
Total	42

The Statistics and Biostatistics Department evaluates the results of the comprehensive examination twice per year. This information, along with student feedback, alumni feedback, and information about current industry demands for specific statistical skills has led to our recent modernizing of our curriculum.

This year we incorporated the information learned from the assessment of the individual rubrics from the tools used last year in our transformation of both programs for semester conversion.