

2017-2018 Assessment Cycle COS_Informatics Program BS

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

Our mission is to serve our students, the citizens of Louisiana, the nation, and the world, through innovative and stimulating educational experiences and compelling research initiatives that create knowledge, deepen our basic understanding of the world around us, further economic development, and enhance quality of life. In support of our mission, The College of Sciences seeks to:

Develop broad-thinking students into mature, ethical professionals, scientists, and researchers with the necessary creativity, critical thinking, and problem solving skills required to make significant contributions to industry, government, and the academic sector.

Recruit and support top-notch teaching and research faculty engaged in scientific endeavors that are recognized nationally for their relevance and impact.

Enrich scientific research and education through on-campus collaborations, multidisciplinary programs, large-scale multi-institution initiatives, as well as partnerships with government and industry.

Foster scientific literacy within the University, the citizens of Louisiana, and the nation by providing stimulating courses for our students and by partnering with educators at the K-12 and community college level.

Provide leadership in the translation and application of research into practical solutions that will benefit our local community, the state of Louisiana, our natural environment, industries of the Gulf Coast region, and society as a whole.

The Ray P. Authement College of Sciences will emerge as a preeminent college of sciences in the Southeast and Gulf Coast region of the United States. The College will be recognized nationally for its innovative education, scholarly research activities addressing our nation's grand challenges, and for its diverse student body with exemplary academic achievements, leadership abilities, and global perspectives.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

The Mission and Purpose of the Informatics Program is to educate undergraduate students in the use of the scientific method for the application of computing and information technologies, as well as the design, maintenance, and adaptation

of information systems that solve problems, with an understanding of human needs and context.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	<p>Goal 1. Students' Professional and Graduate Studies Preparation Prepare students to function professionally in the field of informatics and/or graduate studies in informatics or other related fields. A.2. Ability to Design and Implement IT Infrastructures The student shall demonstrate the ability to analyze, design, implement, and test computing and information technology hardware and software infrastructures, of varying complexity and configuration with respect to a variety of criteria relevant to the task.(Imported)</p>								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes									
Assessment Measures	<table border="1"> <thead> <tr> <th data-bbox="380 1094 570 1163">Assessment Measure</th> <th data-bbox="574 1094 737 1163">Criterion</th> <th data-bbox="742 1094 1507 1163">Attachments</th> </tr> </thead> <tbody> <tr> <td data-bbox="380 1163 570 1507">Direct - Writing Exam</td> <td data-bbox="574 1163 737 1507">At least 75% of the students shall earn an overall score of 75% average or higher on evaluations</td> <td data-bbox="742 1163 1507 1507">INFX_490_Assessment__Goal_1__RUBRIC__Fall_2017.docx 380Assessment__Goal_1_Spring_18.docx</td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Writing Exam	At least 75% of the students shall earn an overall score of 75% average or higher on evaluations	INFX_490_Assessment__Goal_1__RUBRIC__Fall_2017.docx 380Assessment__Goal_1_Spring_18.docx
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Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?

4) What is the plan for using data to improve student learning and/or operations?

5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

1) What strategies exist to assess the outcomes?

Objective assessment of outcomes is accomplished by way of an assessor (faculty member) in Informatics who applies the assessment rubric(s) to students' submitted work. Targets are either met or not met. Either way, faculty colleagues discuss outcomes and seek to identify opportunities for continuous improvement of courses and the Informatics program.

2) What does the program/department expect to achieve with the goals and objectives identified above?

The overarching idea is to monitor and assess (objectively) students' learning and mastery of Informatics domain knowledge. The goals and objectives identified above state what Informatics students should expect from their studies. Moreover, these goals and objectives accommodate standardization, uniformity, and consistence among the various faculty members and their courses, in order to increase the likelihood of student success and learning.

3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?

In short, improvements reflect a healthy "tweaking" of course content delivery and student learning. We learn from previous in order to improve continuously the quality of student learning in the Informatics program.

4) What is the plan for using data to improve student learning and/or operations?

Data are tangibles, which we (faculty) can turn to, in order to explore and implement new ways by which to accommodate student learning.

5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

LiveText provides means by which to generate assessment reports, which can then be disseminated within the Program/Department (and, where appropriate, the College/VP-area).

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Goal 1. Students' Professional and Graduate Studies Preparation Prepare students to function professionally in the field of informatics and/or graduate studies in informatics or other related fields. A.2. Ability to Design and Implement IT Infrastructures The student shall demonstrate the ability to analyze, design, implement, and test computing and information technology hardware and software infrastructures, of varying complexity and configuration with respect to a variety of criteria relevant to the task.(Imported)

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	Assessment Measure	Criterion			
	Direct - Writing Exam	At least 75% of the students shall earn an overall score of 75% average or higher on evaluations.			
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Writing Exam	Has the criterion At least 75% of the students shall earn an overall score of 75% average or higher on evaluations. been met yet? Met	Fall 2017: A total of 22 students' INFX 490 submissions were assessed by a faculty member (different from the INFX 490 faculty member). At least 68% of students earned an overall score of 75% average or higher on the evaluation. This result did not meet the criterion of: "At least 75% of the students	INFX_490_FA17_Assessment__Student_Reponses.docx 380SP18assessment.docx INFX_380_Assessment_Results_Worksheet__Goal_1__Spring_2018.xlsx INFX_490_Assessment_Results_Worksheet__Goal_1__Fall_2017.xlsx	- Assessment Process: Continuous monitoring: The assessment results from Fall 2017 indicate that the assessment criterion was not met. The improved assessment results in Spring 2018 are due likely to a more objective measure from INFX 380. Summary : We shall once again assess Goal 1 in Fall 2018, as part of continuous

			<p>shall earn an overall score of 75% average or higher on evaluations." It was decided that Goal 1 would again be assessed in Spring 2018, results of which are below. Spring 2018: A total of 16 INFX 380 students' submissions were assessed by a faculty member (different from the INFX 380 faculty member) . At least 75% of students earned an overall score of 75% average or higher on the evaluation. This</p>		<p>s monitoring.</p>
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		<p>result met the criterion of: "At least 75% of the students shall earn an overall score of 75% average or higher on evaluations."</p>		
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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email

Presented formally at staff / department / committee meetings

Discussed informally (selected)

Other (explain in text box below)

2) How frequently were assessment results shared?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle)

Once per cycle (selected)

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head
Dean / Asst. or Assoc. Dean
Departmental assessment committee
Other faculty / staff (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Over the past three assessment cycles, it appears that the overall impact of "closing the loop" has been positive. Specifically, in the second assessment cycle we revised from "at least 75% of students earn 70% or better" to "at least 75% of students earn 75% or better." In the first-half of the second cycle, the assessment objective was not met; however, in the second-half of the second cycle, it was met.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

Based upon the past three assessment cycles, improvements in student learning and program quality continue. Our "raising the bar" with each successive assessment cycle suggests that program quality is improving.

Attachments (optional)

Upload any documents which support the program / department assessment process.