UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: CIS 2644
Academic Year: 2022-2023

Due to Chair/Program Director and Faculty Assessment Chair by September 1

1. Name of course: CIS 2644 Introduction to Computer Science II

2. Name of individual(s) compiling report: Mike McMillan

3. Date of submission: October 2, 2023

4. Academic year: 2022-2023

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

1. Understand how and when to use pointers for memory management. (PLO 1)
2. Perform object oriented programming to develop solutions to problems demonstrating usage of control structures, modularity, I/O. and other standard language constructs. (PLO 2)
3. Demonstrate adeptness of object oriented programming in developing solutions to problems demonstrating usage of data abstraction, encapsulation, and inheritance. (PLO 2)
4. Demonstrate ability to implement one or more patterns involving realization of an abstract interface and utilization of polymorphism in the solution of problems which can take advantage of dynamic dispatching. (PLO 2)
5. Learn syntax, features of, and how to utilize the Standard Template Library. Learn other features of the C++ language including templates, exceptions, forms of casting, conversions, covering all features of the language. Learn features of the language which can be problematic with execution time or space and some techniques to resolve them. Learn features of the language which are non-deterministic, should not be utilized in hard real-time systems, and techniques for replacing those features. (PLO 2)

2. Which CLOs were addressed for the academic year?

2 and 5

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

Return to Top of Document

1, 3, and 4

4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: https://uaptc.edu/college-academics/resources/student-learning-outcomes PLO list will vary depending on your Program.)

See the list of CLOs as they have a corresponding PLO attached to them.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported? *Note: If more than one assessment method was used, you may insert an additional row.*	Students in CIS 2644 (the course following CIS 2514) completed a common comprehensive exam testing their knowledge of the programming principles taught in CIS 2514.	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.		***No***
How do you define success for an individual student on the CLO assessment assignment or measure?	80% on the questions linked to the CLO	

Return to Top of Document

How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	80% of students in the course achieve success on the CLO assessment assignment or measure	
How many students completed the assessment, and how many were successful?	***Fall*** 15 students assessed. 13 students successful. 87% success rate	***Spring*** 12 students assessed. 11 students successful. 92% success rate
Academic Year Total (add the numbers from Fall and Spring)	27 students assessed. 24 students successful. 89% success rate	
Was the benchmark/goal for this academic year met?	***Yes***	
Were standardized rubrics, tests, or checklists used?	***Yes*** ***Tests***	

5. What is your analysis of the findings?

Students did well when assessed on CLO 2 but did much more poorly on CLO 5. I believe this is because a lot more emphasis is placed on CLO 2 in the course. We spend more time working problems involving CLO 2 than we do on problems involving CLO 5.

6. What is the action plan for the upcoming academic year? Explain.

No changes need to be made on how I present the material covered in CLO 2 as students do well on this material when tested. I plan to rework how I present the material on the Standard Template Library (CLO 5) so that students gain a better understanding of how the STL is used and how to use it to solve computational problems. Improving my coverage of this material is important because the STL is a library all professional C++ programmers use often when creating programs in C++.

Return to Top of Document