



**2014-2015 CSCI EETF Assessment Year End Report, June, 2015**

Program Name(s)	EETF Faculty Rep	Department Chair
Statistics BS	Lynn Eudey	Eric Suess/Mitch Watnik

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CSCI EETF.]

**A. Program Student Learning Outcomes**

Student learning outcomes for BS in Statistics are:

1. Apply basic computational skill in descriptive statistics and graphical displays; hypothesis testing and confidence intervals; modeling and error analysis
2. Communicate to others results involving descriptive statistics and graphical displays; hypothesis testing and confidence intervals; modeling and error analysis
3. Analyze data using appropriate statistical computer software and to interpret the results covering descriptive statistics and graphical displays; hypothesis testing and confidence intervals; modeling and error analysis.

**B. Program Student Learning Outcome(s) Assessed**

No SLO's were assessed for Statistics BS in 2014-2015 academic year.

**C. Summary of Assessment Process**

For the Statistics BS program STAT 4601 "Regression" was formally identified as the course to use for end-of-program assessment.

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 in the semester conversion process as we transform the programs.

**D. Summary of Assessment Results**

The faculty identified STAT 4601 "Regression as the course to use for end of program assessment. The Statistics BS program has quite a bit of flexibility in the courses that are taken to complete the degree. STAT 4601 is a senior-level course, taken by all students, that has a written component to the course work. Thus, STAT 4601 is an appropriate choice for assessing the three SLO's for the Statistics BS program.