



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

Program Name(s)	EETF Faculty Rep	Department Chair
Statistics MS	Lynn Eudey	Lynn Eudey (Interim)

[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 MS in Statistics are:

1. Apply statistical methodologies, including a) descriptive statistics and graphical displays, b) probability models for uncertainty, stochastic processes, and distribution theory, c) hypothesis testing and confidence intervals, d) ANOVA and regression models (including linear, and multiple linear) and analysis of residuals from models and trends.
2. Derive and understand basic theory underlying these methodologies
3. Formulate and model practical problems for solutions using these methodologies
4. Produce relevant computer output using standard statistical software and interpret the results appropriately
5. Communicate statistical concepts and analytical results clearly and appropriately to others; and
6. Understand theory, concepts, and terminology at a level that supports lifelong learning of related methodologies.

B. Program Student Learning Outcome(s) Assessed

For MS in Statistics we assessed SLO's 1, 2, 3, 4, 5, and 6.

C. Summary of Assessment Process

We have long used the culminating experience of the Comprehensive Examination along with feedback from alumni and community industry leaders in assessing our programs. Student learning outcomes and institutional learning outcomes were previously identified and mapped to specific courses for all three programs (in Spring 2014, refer to program curriculum maps).

This year we implemented quantitative assessment of the results of our Comprehensive

Examination by mapping all but one of the SLO's for each of the MS programs to specific 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 the grading scheme of the course). For the Statistics MS SLO #5, STAT 6509 "Theory and Application of Regression" 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

Our comprehensive examination is our primary method of assessing both master's degree programs. 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, combined over the past few years, the average pass rate for Statistics MS is 79% (SD = 16%) and for Biostatistics MS is 75% (SD = 24%). For Spring 2017 the pass rate for Statistics MS was 79% (n = 53).

Last year we initiated the use of a rubric to assess the individual ILO's as described above. Rubrics used were on a 5-point scale with 5 denoting exemplary demonstration of the SLO involved and 1 denoting no or very poor demonstration of the SLO involved. The results for Statistics MS program for 2015-2016 are shown in Tables 1, 2, and 3 below.

Table 1: Frequencies of Rubric-Scores for Statistics MS 2016-2017

	SLO 1	SLO 2	SLO3	SLO 4	SLO6
Rubric Score 0	1	0	16	1	3
1	0	2	5	0	5
2	2	6	2	2	13
3	4	10	4	4	15
4	17	18	9	17	5
5	29	17	17	29	12
Total	53	53	53	53	53

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.