**2017-2018 CSCI EETF Assessment Year End Report, Sept 2018**

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| **Program Name(s)** | **EETF Faculty Rep** | **Department Chair** |
| **Biostatistics MS** | **Ayona Chatterjee** | **Joshua Kerr** |

[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**

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| Student learning outcomes for MS in Biostatistics are:1. Apply biostatistical methods to data, including (a) descriptive statistics, probability and graphical displays, (b) distributions, hypothesis testing and confidence intervals, and (c) uncertainty, likelihood, modeling and error analysis;2. Derive basic theory and communicate to others results involving biostatistical data analysis3. Formulate problem solutions, produce appropriate computer code and to interpret results. |

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

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| For MS in Biostatistics we assessed SLO’s 1, 2, and 3 |

**C. Summary of Assessment Process**

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| 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 #2 for Biostatistics MS. 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 Biostatistics MS SLO #2, BSTA 6653 “Clinical Trials in the Pharmaceutical and Biomedical Industries” is used for assessment.  |

**D. Summary of Assessment Results**

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| 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. For Fall 2017 and Spring 2018 the pass rate for Biostatistics was 100% (n = 1 and n = 10 respectively).We used a rubric (established in previous years) 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 Biostatistics MS program for 2017-2018 are shown in Tables 1 and 2 below.Table 1: Frequencies of Rubric Score for Biostatistics MS 2017-2018 (Total n = 11) SLO 1 SLO 2\* SLO3RubricScore 0 0 0 0 1 0 0 0 2 3 0 0 3 1 0 0 4 3 7 2 5 4 3 9 Total 11 11 11\*SLO2 was from a course rubric and not all in the course took the Comprehensive Examination.Table 2: Summary Statistics of Rubric Scores for Biostatistics MS 2017-2018Statistic SLO 1 SLO 2 SLO3Minimum 2 4 4Maximum 5 5 5Mean 3.7 3.7 4.8Stand. Deviation 1.3 0.5 0.4The 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.  |