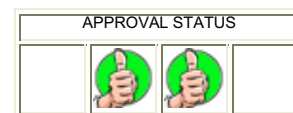


Title: Programming Competence

Version: 1



Save & Preview All

Spell Check

Save Student Learning Outcome

Outcome Category:

- Communication Skills
- Critical Thinking Skills
- Content/Discipline Knowledge & Skills

Define Student Learning Outcome:

The student will be able to

- choose one:
- | <u>ANALYSIS</u> | <u>APPLICATION</u> | <u>COMPREHENSION</u> | <u>EVALUATION</u> | <u>KNOWLEDGE</u> | <u>SYNTHESIS</u> |
|-------------------------------------|-----------------------------------|----------------------------------|--------------------------------|---------------------------------|---------------------------------|
| <input type="radio"/> analyze | <input type="radio"/> apply | <input type="radio"/> classify | <input type="radio"/> assess | <input type="radio"/> cite | <input type="radio"/> arrange |
| <input type="radio"/> appraise | <input type="radio"/> choreograph | <input type="radio"/> depict | <input type="radio"/> choose | <input type="radio"/> define | <input type="radio"/> collect |
| <input type="radio"/> calculate | <input type="radio"/> compute | <input type="radio"/> describe | <input type="radio"/> decide | <input type="radio"/> identify | <input type="radio"/> combine |
| <input type="radio"/> categorize | <input type="radio"/> construct | <input type="radio"/> discuss | <input type="radio"/> defend | <input type="radio"/> indicate | <input type="radio"/> compose |
| <input type="radio"/> compare | <input type="radio"/> demonstrate | <input type="radio"/> explain | <input type="radio"/> estimate | <input type="radio"/> label | <input type="radio"/> create |
| <input type="radio"/> contrast | <input type="radio"/> dramatize | <input type="radio"/> express | <input type="radio"/> evaluate | <input type="radio"/> list | <input type="radio"/> design |
| <input type="radio"/> criticize | <input type="radio"/> employ | <input type="radio"/> locate | <input type="radio"/> grade | <input type="radio"/> match | <input type="radio"/> formulate |
| <input type="radio"/> debate | <input type="radio"/> generate | <input type="radio"/> paraphrase | <input type="radio"/> judge | <input type="radio"/> name | <input type="radio"/> integrate |
| <input type="radio"/> determine | <input type="radio"/> illustrate | <input type="radio"/> recognize | <input type="radio"/> justify | <input type="radio"/> quote | <input type="radio"/> manage |
| <input type="radio"/> diagram | <input type="radio"/> interpret | <input type="radio"/> report | <input type="radio"/> measure | <input type="radio"/> recall | <input type="radio"/> organize |
| <input type="radio"/> differentiate | <input type="radio"/> operate | <input type="radio"/> restate | <input type="radio"/> rate | <input type="radio"/> relate | <input type="radio"/> perform |
| <input type="radio"/> distinguish | <input type="radio"/> practice | <input type="radio"/> review | <input type="radio"/> revise | <input type="radio"/> repeat | <input type="radio"/> prepare |
| <input type="radio"/> experiment | <input type="radio"/> schedule | <input type="radio"/> summarize | <input type="radio"/> score | <input type="radio"/> reproduce | <input type="radio"/> produce |
| <input type="radio"/> inspect | <input type="radio"/> sketch | <input type="radio"/> tell | <input type="radio"/> value | <input type="radio"/> select | <input type="radio"/> propose |
| <input type="radio"/> solve | <input type="radio"/> use | | | | |

computer software solutions for simple programming problems. This will be assessed upon completion of the 3-hour course COP 3330, Object-oriented Programming.

Preview

**Assessment and Evaluation Process:**

Be sure to include the standard(s) and measure(s).

This course is the first advanced programming course that CS majors take and thus represents a means of measuring this skill. The faculty instructor will collect the data from a capstone assignment. This will result in 80% of the students enrolled in COP 3330 during academic year 2006-2007 scoring 70% or better as determined by

Method(s):

choose
one or
more:

- behavioral observation
- capstone course evaluation
- class performance or presentation
- clinical evaluation
- course embedded assignment (often in tandem with exam question bank)
- course report
- department assessment
- departmental exam/comprehensive exam/preliminary exam
- faculty committee evaluation of dissertation, thesis or treatise
- faculty designed comprehensive or capstone examination and assignment
- instructor constructed exam
- internship evaluation of specific activity
- judged exhibition
- judged performance
- national or state standardized exam
- performance on licensing or other external examination
- portfolio of student work
- pre-test/post-test evaluation
- problem-solving exercise
- professional judged performance or demonstration of ability in context
- project evaluation
- public performance or presentation (juried)
- simulation
- videotaped or audio-taped performance
- written report or essay

Preview

**Results**

In Fall 2006, 46% of the students scored 70% or better on this assignment (PDF attachment). In Spring 2007 and Summer 2007 COP 3330 were both taught by the same instructor, and so the same assignment was given in both these cases (weblink). In Spring 2007, 70% of the students scored 70% or better on this assignment, and in Summer 2007 there were 73% who met the criterion. The assignment under consideration utilizes many of the programming techniques and features of the programming language that were taught to the students during the course.

**Improvements Made or Action Plan Based on Analysis of Results**

The criteria were not met, and while disappointing, we believe that the criteria should remain as programming is one of the most important if not most important professional skill that Computer Science students must master to be professionally viable. One should also note that in Spring 2007 and Summer 2007, one issue that reduced the scores was that many students did not submit an assignment at all. One suggestion is to make the capstone programming assignment in COP 3330 required to pass the course.

Potential
Budget
Impact:

Yes
 No

All budgetary requests will be considered during the Institutional Effectiveness Plan Approval Process.

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[Save Student Learning Outcome](#)

**File Bank**

Fall 2006 assignment description [prj_3.pdf]



Spring & Summer 2007 assignment description [http://www.cs.fsu.edu/~myers/cop3330/hw/...]



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