

# Course Assessment – Part A: Your Plan

#493

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

CS 161 – Programming and Problem Solving – 1096385 – Andrew Burke  
– Winter 2021

Part A: Your Plan

Design algorithms and implement programs to solve simple problems.

## DIRECTIONS

1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):

Outcome #1 \*

Outcome #2 \*

Recognize the use and purpose of functions.

Outcome #3 \*

Internally document a program using a consistent and acceptable programming style, comments, and similar techniques.

Have you completed an assessment for this course prior to this term? No

If yes, are you assessing different outcomes? Yes

Comments: N/A

2. To which degree(s) or certificate(s) does your course map?

[Degree, Certificate, & Program Outcomes](#)

- COMPUTER SCIENCE
- Associate of Science Oregon Transfer – Computer Science (ASOT-CS)

## Method of Assessment

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

Outcome #1: Method to assess student understanding \*

Assignments, Midterm, and Final Project

Student submission will include:

Software Cover Sheet (written communication)

Introduction provides sufficient context for problem to be addressed by the software and includes functional requirements outline Weight: 25%

Analysis section gives basic outline of the classes, members, and member functions used to fulfill requirements, including why design decisions were made by the author Weight: 25%

Software Development (Java programming)

Program compiles successfully without errors (addresses exceptional errors) Weight: 25%

Code uses sufficient white space and enables easy readability/understandability of what's happening. Weight 25%

#### Outcome #2: Method to assess student understanding \*

Assignments, Midterm, and Final Project

Student submission will include:

Software Cover Sheet (written communication)

Analysis section gives basic outline of the classes, members, and member functions used to fulfill requirements, including why design decisions were made by the author Weight 25%

Conclusion describes expected output of the program and what the user should expect to experience. Weight 25%

Software Development (Java programming)

Program runs and handles errors gracefully if they occur (addresses logical errors) Weight 25%

Output of program is easy for a user to understand and follow; instructions and default values are provided for the user Weight 25%

#### Outcome #3: Method to assess student understanding \*

Assignments, Midterm, and Final Project

Student submission will include:

Software Cover Sheet (written communication)

All sections are included in the cover page (Introduction, Analysis, Conclusion) Weight 20%

Introduction provides sufficient context for problem to be addressed by the software and includes functional requirements outline Weight 20%

Analysis section gives basic outline of the classes, members, and member functions used to fulfill requirements, including why design decisions were made by the author Weight 20%

Conclusion describes expected output of the program and what the user should expect to experience. Weight 20%

Software Development (Java programming)

In-line documentation/commenting sufficiently describes operation of software Weight 20%

4. How will you know if you were successful in your efforts to teach this outcome?	At least 80% of students receive a 70% or better in the weighted metrics provided through their assignments, midterm, and final project submissions using the instructor's Software Assignments grading rubric.
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Outcome #1: \*

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *	At least 80% of students receive a 70% or better in the weighted metrics provided through their assignments, midterm, and final project submissions using the instructor's Software Assignments grading rubric.
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Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *	At least 80% of students receive a 70% or better in the weighted metrics provided through their assignments, midterm, and final project submissions using the instructor's Software Assignments grading rubric.
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5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1	How do you feel integrating both the software development lifecycle and programming assignments in the same course helped you in understanding the basic concepts of programming in relation to understanding objects, variables, methods, and problem solving?
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Question #2	By learning the unified modeling language, do you feel you can better
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decompose real-world problems and understand the basic building blocks for implementing the necessary software for solving that problem?

Do you require the names of students who complete the course evaluation survey?  
(Please note: names will be sent to instructors the Thursday before term ends)

NO

Reminder, when completing Part B, instructors will be asked the following questions:

Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Core Learning Outcomes (CLO):

1. CLO#1 – Communication – "Sources and Evidence" and/or "Organization and Presentation"
2. CLO#2 – Critical Thinking/Problem Solving – "Student Position" and/or "Evaluate Potential Solutions"
3. CLO#4 – Cultural Awareness – "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions")
4. CLO#5 – Community and Environmental Responsibility – "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts"
5. CLO#3 – Quantitative Literacy – "Application/Analysis" and/or "Assumptions"

By providing clear requirements in both my syllabus and the grading rubrics I use for evaluating student work, students have a better understanding of the work expected from them to achieve the core learning outcomes of the institution.

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