Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

- 1. Dr. Sujing Wang became the director for the Computer Science Graduate Program. This appointment ensures effective management and strategic development of the graduate program.
- 2. The department hired a new assistant professor, Dr. Snan Kockara, specializing in machine learning and artificial intelligence. This addition brings expertise and fresh perspectives to the department and enables the improvement of courses in these cutting-edge areas. The courses are COSC 4370: Machine Learning and COSC 4375: Artificial Intelligence.
- 3. The Computer Science Graduate Program has experienced a remarkable increase in enrollment, with a growth of 128.34% In Fall 2022, the headcount rose from 187 to 427 students. The enrollment is a testament to the program's quality in meeting the demands of students seeking advanced education in the field of computer science.
- 4. Interdepartmental Collaboration: The program has initiated collaborations with other departments to enhance the program offerings and provide students with a broader range of courses. By leveraging the expertise of faculty members from different disciplines, the program aims to provide interdisciplinary perspectives and innovative courses that address the intersection of computer science with other fields, fostering a well-rounded and comprehensive educational experience.
- 5. New teaching materials have been developed for selected courses, for example, COSC 5100 and COSC 5369, to enhance the learning experience and ensure up-to-date content.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	

	multidisciplinary teams.			Exit Survey > 4 points; Student evaluations > 3.75 points;	Survey=4.440 points Student Evaluation=4.441	principles. The data were used to improve foundation CS courses and the integration of cross-disciplinary knowledge in CS courses.
Social Impact, Ethics, and Life- long Learning	Students will have an excellent awareness of the social and technical context of their professional responsibility, ethics, and the need to engage in life-long learning.	Thesis or Final Graduate Project	Faculty Assessment, Student Exit Survey, Exit Interview, Alumni Survey, and Student Evaluations/ Department of Computer Science	Faculty Assessment > 4 points; Alumni Survey > 4 points; Exit Interview > 3.75 points; Exit Survey > 4 points; Student evaluations > 3.75 points;	Faculty Assessment=4.544 Exit Survey=4.437 points Exit Interview=4.403 points Alumni Survey=4.394 points Student Evaluation=4.471	The faculty met, discussed, and concluded that the data indicated most students were aware that social impact and ethics were important for their careers and were willing to engage in lifelong learning. The data were used to improve the target teaching goals, incorporating social impact and ethics into the curriculum and fostering a culture of continuous learning.
Critical Thinking, Communications, and Leadership	Students will have the critical thinking, communication, teamwork, and leadership skills necessary to function productively and professionally.	Thesis or Final Graduate Project	Faculty Assessment, Student Exit Survey, Exit Interview, Alumni Survey, and Student Evaluations/ Department of Computer Science	Faculty Assessment > 4 points; Alumni Survey > 4 points; Exit Interview > 3.75 points; Exit Survey > 4 points; Student evaluations > 3.75 points;	Faculty Assessment=4.638 Exit Survey=4.434 points Exit Interview=4.412 points Alumni Survey=4.406 points Student Evaluation=4.456	Met Expectation The faculty met, discussed, and concluded that the data confirmed that most students were equipped with critical thinking, communication, and teamwork abilities, which would help them to develop leadership. The data were used to improve learning activities, such as developing group projects that req 0.447 0.769 RG[o)-5(

	make informed decisions, take on leadership roles, and think independently.
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Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT

Actions/Goals Based on Data Results
*Copy last cycle's actions/goals and report on