Executive Summary

This report was generated by collecting these artifacts from a solicitation that Will Jones sent to the CSIS faculty via email. It is likely incomplete. The assessment of the results is the opinion of the chair, and is calibrated against my level of expectation of the type of ‘hungry’ faculty I would like to see in our department.

1. "The CSIS faculty will participate in student-focused panels and talks related to areas such as graduate school and current search.”

Artifact(s) Summary:

- 1 faculty research presentation
- 1 presentation by external guests (from Savannah River National Laboratory)

Assessment of results:

As a department, I believe we fell short of our objective in this category. We did not encourage departmental talks sufficiently. I believe this is important to our mission. Furthermore, we need to broaden this category to include talks of non-CCU invited speakers. Finally, we did not perform a graduate school panel during the period under consideration. This needs to be corrected.

2. "CSIS will support student employment in academic-related positions where CS and IS skills are developed and nurtured”

Artifacts Summary:

- 2 grant-funded student research internships
- 1 departmental-funded research assistantship
- 2 non-CCU professional internships
- 7+ academic-related student workers in department
- multiple non-paid mentorships

Assessment of results:

We did a good job in this area. Of course, we need to push harder outside of CCU and not rely on using our entire lab fee budget employing student internally.

3. "CSIS faculty will support and encourage undergraduate research by mentoring students in performing undergraduate research”

Artifacts Summary:

- 1 peer-reviewed student poster
- 2 co-authored (student + faculty) peer-reviewed conference papers
- 2 grant-funded student research internships
- 1 departmental-funded research assistantship
- 1 additional mentored student in robotics
- 1 Coastal Today interview (student + faculty)
- 1 external presentation (students + faculty)
- multiple on-going (but not yet published) projects
Assessment of results:

We’re doing well in this area, in fact, above expectations. Let’s keep up the good work.

4. "Faculty will explore areas of teaching effectiveness by reviewing and accessing techniques used and by introducing innovative ideas into the classroom to support student learning"

Artifacts Summary:

3 peer-reviewed articles in conference proceedings
2 peer-reviewed abstracts in conference proceedings
1 workshop presentation
1 GS Tech Expo poster on QEP
1 QEP-day table featuring departmental ‘toys’
2 external invited talks

Assessment of results:

We’re performing above my expectations in this area as well. Let’s keep up the good work.

5. "The CSIS faculty will continue to recognize the importance of scholarly activities to promote active research in faculty fields of study or interest"

Artifacts Summary:

8 peer-reviewed conference papers (3 co-authored with students)
1 peer-reviewed journal submission still under review
$78,696 in awarded external funding

Assessment of results:

In is a hard one to gauge what our expectations should be. We currently have 8 tenure/tenure-track faculty:

Stamey, Linder, Murph, French, Larkins, Rickard, Jones, Cox

Of which, roughly 7 are ‘active’. As such, 8 conference papers is just over 1 per active faculty member. I’d like for our department to shoot for 1 paper submission per faculty per year. Since we are bottom-heavy with mostly junior faculty, we need to make sure that our research does not slip. Therefore, I’d say that we’re meeting our objectives, but that we need to work hard to even be able to maintain this level of productivity.

Also, with respect to external funding, this appears to be relatively new for our department. I think we’re doing good, and need to keep the level of excitement surrounding external funding ‘up’. Larkins is very motivated in this area, and we need others to follow suit. This would also complement their P&T portfolios. Even a rejected submission of a grant would count as progress in my eyes on this.

6. “CSIS will submit official documentation for a minor in Web Development”

Artifacts

The minor and associated courses were proposed and approved all the way up the chain.

Analysis of Results

The minor and associated courses were proposed and approved all the way up the chain.
Use of Results

This goal was a one-time goal, and now that the minor has been approved, we’ll probably start working on designing and implementing the computational science minor, a cross disciplinary minor in the COS. We will first interface with Tom Hoffman, who is a champion for this minor. This will likely take more than one year to develop.

7. “CSIS will develop and offer curricula that is up-to-date and reflects the evolution of the field”

Artifacts

One new minor was proposed.
14 new courses were proposed.
7 CS official curriculum committee meetings (6 in F11, 1 in SP12)
5 IS official curriculum committee meetings (x in F11, 5-x in SP12)

Analysis of Results

We’ve created a new minor and associated classes, and have been working towards creating courses for the new IT program that will hopefully go live in Fall 2013, subject to CHE approval of the long form (short form already approved).

Use of Results

Begin focusing on next set of goals: (1) finish IT degree creation, (2) begin work on computational science minor. Review current catalogs, and make updates to help match reality.

8. “CSIS will prepare for and support activities towards an initial ABET accreditation for the IS degree program and to maintain ABET accreditation for CS.”

Artifacts

Numerous assessment committee meetings.
Completed FCARs.

Analysis of Results

We’re making progress in improving our data gathering process and also with interfacing with the COS assessment team. Some FCARs were not done properly, and were not turned in on time.

Use of Results

Faculty that habitually do not complete their FCARs and do them properly will need to be shepherded through a remediation process whereby their contribution in this area can rise to an acceptable level.

We are also updating this goal to more accurately reflect our goals in the AY2012 assessment plan.

9. “CSIS will strive to maintain class sizes that promote a sound educational environment by setting student class caps to 20 students per laboratory class, 25 students per class for core communication courses, 25 students per course for lecture-based classes, and 30 students per course for service courses.

Artifacts
5-year historical data from institutional research

**Analysis of Results**

Using the AY2011 data from the 5-year historical data set provided from institutional research, I found that of the 168 sections of courses offered by CSIS during that time period, the following were the only eight violations to the capacity rule:

- CSCI 110*01 (31/30)
- CSCI 110*D3 (31/30)
- CSCI 130*D1 (26/25)
- CSCI 130*SD6 (27/25)
- CSCI 170*D1 (33/25)
- BINF 101*01 (28/25)
- BINF 101*02 (26/25)
- CSCI 130*FD5 (39/25)

I feel as though we mostly met our objectives here, with the possible exception of the CSCI 130*FD5, which had 39 students. I’m concerned about this course being a distance course. I’m also concerned about the number of students in this course, had it been in class. Also major changes are afoot for BINF, so this will need to be discussed as well.

**Use of Results**

We need to adjust our expectation for CSCI 170, since it is a 1-hour course, and is typically taught on-line. Also, we will make an effort to not teach CSCI 130 online, nor to overbook it by such and extent.

10. **“CSIS will provide service courses to support the core curriculum as well as other degree programs in the University:**

**Artifacts**

CSIS offers CSCI 101 and 130, which both satisfy a core curriculum communication goal: 1B. CSIS offers CSCI 534, which is now a required course in the Graduate Certificate in Fraud Examination offered by the Wall School of Business. CSIS offers CSCI 140/140L, which are required courses, starting AY2012, for math majors. CSIS offers a Web Development minor that can easily be obtained by non-computer-oriented majors.

**Analysis of Results**

We’ve increased our relevance the university.

**Use of Results**

Looking towards AY2012, I believe that we need to focus on sustainable growth, and need to first determine how to refine and sustain our previous growth before we start with a new round of class/program creation. As such, this goal will be removed from next year’s plan.

11. **“CSIS will work with other departments to develop courses that can support cross-departmental needs**

**Artifacts**

CSIS now offers a Graduate Certificate in Computing.

See previous goal for more data related to the same thing.

**Analysis of Results**

We’ve increased our relevance the university.

**Use of Results**
Looking towards AY2012, I believe that we need to focus on sustainable growth, and need to first determine how to refine and sustain our previous growth before we start with a new round of class/program creation. As such, this goal will be removed from next year’s plan.

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**Full Report**

1. "The CSIS faculty will participate in student-focused panels and talks related to areas such as graduate school and current search."

*Artifact(s) Summary:*

1 faculty talk.

*Assessment of results:*

As a department, I believe we fell short of our objective in this category. We did not encourage departmental talks sufficiently. I believe this is important to our mission. Furthermore, we need to broaden this category to include talks of non-CCU invited speakers. Finally, we did not perform a graduate school panel during the period under consideration. This needs to be corrected.

*Details:*


2. "CSIS will support student employment in academic-related positions where CS and IS skills are developed and nurtured"

*Artifact(s) Summary:*

2 grant-funded student research internships
1 departmental-funded research assistantship
2 non-CCU professional internships
7+ academic-related student workers in department
multiple non-paid mentorships

*Assessment of results:*

We did a good job in this area. Of course, we need to push harder outside of CCU and not rely on using our entire lab fee budget employing student internally.

*Details:*

Ben Whetstone: CSCI 210 TA + summer internship at Clemson
Brian Atkinson: CSCI 210 TA. + summer internship at Clemson
Ruben Villao: RA for Dr. Rickard.
Ruben is currently a Web Applications Programmer for Coastal’s ITS department.
Rob Brown: CSCI 130 TA  
Will Latham: CSCI 130 TA  
Tommy Noel: CSCI 140, 150 TA  
Joe Russell: CSCI 140, 150 TA  
Mike Smith: CSCI 150 TA  

Joe Russell, Chase Sigmon and Dylan Houston - summer-long internships (arranged by John Stamey)  

Kevin Engleman and Roman Elliott: student workers mentored by John Stamey, Paid by Paul Gayes  

Cory Shaw: student worker mentored by John Stamey, paid by BCMWS.  

Marissa O'Connor: Web Developer, Fall 2011-Spring 2012 (with Var Limpasuvan, funded from grant)  
Tyler Spahr: Systems Administrator/Research Assistant, Fall 2011 (with Var Limpasuvan, funded through the B&C Center)  
Douglas Turner: Research Assistant, entire period (with Var Limpasuvan, initially funded from my startup allocation for student workers, now funded through the B&C Center)  

3. "CSIS faculty will support and encourage undergraduate research by mentoring students in performing undergraduate research"  

Artifacts Summary:  
1 peer-reviewed student poster  
2 co-authored (student + faculty) peer-reviewed conference papers  
2 grant-funded student research internships  
1 departmental-funded research assistantship  
1 additional mentored student in robotics  
1 Coastal Today interview (student + faculty)  
1 external presentation (students + faculty)  
multiple on-going (but not yet published) projects  

Assessment of results:  

We’re doing well in this area, in fact, above expectations. Let’s keep up the good work.  

Details:  

Jacob Downey’s Honors Thesis: Stamey is Advisor  

Tyler Spahr: HPC infrastructure/enterprise systems, Fall 2011, no publications  
Douglas Turner: Distributed systems management - HTC/MTC systems, entire period, no publications (yet)  

Jeannie French:  
Bledi Agolli and Tate Reynolds, “e-Assess: An online assessment coordination tool class project”, ABET Symposium, April 2012.  

H. Erin Rickard:  
Mentored Ruben Villao, resulted in student poster presentation:  


William M. Jones:
Brain Atkinson and Ben Whetstone were grant-funded to work 40-hours / week on research with Dr. Jones at CCU and Dr. Walt Ligon at Clemson University. They spent all summer (2012) at CU working on this. No submission yet.

D. Brian Larkins:
Mentored Ben Whetstone on working with UAV Quadcopters. No submissions.


4. "Faculty will explore areas of teaching effectiveness by reviewing and accessing techniques used and by introducing innovative ideas into the classroom to support student learning"

Artifacts Summary:

3 peer-reviewed articles in conference proceedings
2 peer-reviewed abstracts in conference proceedings
1 workshop presentation
1 GS Tech Expo poster on QEP
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Assessment of results:

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Details:


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Artifacts Summary:

8 peer-reviewed conference papers (3 co-authored with students)
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$78,696 in awarded external funding

Assessment of results:

In is a hard one to gauge what our expectations should be. We currently have 8 tenure/tenure-track faculty: Stamey, Linder, Murphy, French, Larkins, Rickard, Jones, Cox

Of which, roughly 7 are ‘active’. As such, 8 conference papers is just over 1 per active faculty member. I’d like for our department to shoot for 1 paper submission per faculty per year. Since we are bottom-heavy with mostly junior faculty, we need to make sure that our research does not slip. Therefore, I’d say that we’re meeting our objectives, but that we need to work hard to even be able to maintain this level of productivity.

Also, with respect to external funding, this appears to be relatively new for our department. I think we’re doing good, and need to keep the level of excitement surrounding external funding ‘up’. Larkins is very motivated in this area, and we need others to follow suit. This would also complement their P&T portfolios. Even a rejected submission of a grant would count as progress in my eyes on this.

Details:


Grants: ($70,698 in external funding during the period under consideration)

(awarded) – “NVIDIA CUDA Teaching Center Program”, NVIDIA Corporation, William M. Jones (PI), D. Brian Larkins (CO-I), H. Erin Rickard (CO-I), 05/01/2012, CCU #34-1806, $5,045.50, equipment donation, (external grant).

(not awarded) --“Establishment of a Center for Computational Science to Enhance Re-search and Education”, NSF/SC EPSCoR/IDEA Track II Pre-proposal, Michael Roberts (PI), D. Brian Larkins (CO-I), Varavut Limpasuvan (CO-I), William M. Jones (CO-I), 11/18/2011, submitted and accepted at state-level, but NSF withdrew all Track II money, $187,040.34, (external grant).


(awarded) -- “NVIDIA: Enabling GPGPU Scientific Computing at Coastal Carolina University”, D. Brian Larkins (PI), 4/1/2012, $4,600.00 (external grant).

(not awarded) -- “Silicon Mechanics Mini Cluster Grant”, D. Brian Larkins (PI), 02/20/2012, $75,000 (external grant)

(awarded) -- "Changes in the Upper Atmospheric Ozone." Varavut Limpasuvan (PI), Michael A. Murphy (CO-I). South Carolina Space Grant Consortium (NASA). $7,998. (external grant)

6. “CSIS will submit official documentation for a minor in Web Development”

Artifacts
The minor and associated courses were proposed and approved all the way up the chain.

Analysis of Results
The minor and associated courses were proposed and approved all the way up the chain.

**Use of Results**

This goal was a one-time goal, and now that the minor has been approved, we’ll probably start working on designing and implementing the computational science minor, a cross disciplinary minor in the COS. We will first interface with Tom Hoffman, who is a champion for this minor. This will likely take more than one year to develop.

7. **“CSIS will develop and offer curricula that is up-to-date and reflects the evolution of the field”**

**Artifacts**

One new minor was proposed.
14 new courses were proposed.
7 CS official curriculum committee meetings (6 in F11, 1 in SP12)
5 IS official curriculum committee meetings (x in F11, 5-x in SP12)

**Analysis of Results**

We’ve created a new minor and associated classes, and have been working towards creating courses for the new IT program that will hopefully go live in Fall 2013, subject to CHE approval of the long form (short form already approved).

**Use of Results**

Begin focusing on next set of goals: (1) finish IT degree creation, (2) begin work on computational science minor. Review current catalogs, and make updates to help match reality.

**Details**

CS curriculum committee had seven meetings (six in F11 and one in S12). In this we addressed:

1. Strengthened coverage of topics and concepts fundamental to the major (req’d both 380 and 390).
2. Restructured the framework for upper-level classes to offer students more choice and flexibility to specialize (choose three 4XX).
3. Reviewed the ACM/IEEE guidelines (used 2001, 2013 not available officially) to outline and update material in 140/150.
4. Offered a course in image processing (new to Coastal).

**Overview of Curriculum Changes in AY11-12**

- Form A: Rename CSCI 120
- Form A: Add CSCI 101 into core curriculum
- Form A: Change prereq on CSCI 495
- Form B: Changes to IS Major
- Form B: Changes to IS Foundation
- Form C: New Course: CSCI 427 Systems Integration
- Form C: New Course: CSCI 414 Intro to Web Engineering
- Form C: New Course: CSCI 418 Financial Technology
- Form C: New Course: CSCI 225 Intro to Rel. DB Design
- Form C: New Course: CSCI 434 Digital Forensics
- Form C: New Course: CSCI 135 Intro to Programming
- Form C: New Course: CSCI 255 Topics in Web Dev.
- Form C: New Course: CSCI 375 Intro to Multimedia Apps
- Form C: New Course: CSCI 475 Decision Support Systems
- Form C: New Course: CSCI 444 Human Computer Interaction
- Form D: Web Application Development Minor
- Form E: Changes to CSCI 140/140L prereqs
- Form E: Changes to CSCI 490 prereqs

Faculty Senate Archive
- Form B: Changes to IS Major
- Form B: Changes to CS Major
- Form C: New Course: CSCI 211 Computer Infrastructure
- Form C: New Course: CSCI 416 Linux System Administration
- Form C: New Course: CSCI 131L Algorithmic Thinking
- Form D: New Undergraduate Program - B.S. in IT

8. “CSIS will prepare for and support activities towards an initial ABET accreditation for the IS degree program and to maintain ABET accreditation for CS.”

Artifacts
Numerous assessment committee meetings.
Completed FCARs.

Analysis of Results
We’re making progress in improving our data gathering process and also with interfacing with the COS assessment team. Some FCARs were not done properly, and were not turned in on time.

Use of Results
Faculty that habitually do not complete their FCARs and do them properly will need to be shepherded through a remediation process whereby their contribution in this area can rise to an acceptable level.

We are also updating this goal to more accurately reflect our goals in the AY2012 assessment plan.

Details
None.

9. “CSIS will strive to maintain class sizes that promote a sound educational environment by setting student class caps to 20 students per laboratory class, 25 students per class for core communication courses, 25 students per course for lecture-based classes, and 30 students per course for service courses.”

Artifacts
5-year historical data from institutional research

Analysis of Results
Using the AY2011 data from the 5-year historical data set provided from institutional research, I found that of the 168 sections of courses offered by CSIS during that time period, the following were the only eight violations to the capacity rule:
I feel as though we mostly met our objectives here, with the possible exception of the CSCI 130*FD5, which had 39 students. I’m concerned about this course being a distance course. I’m also concerned about the number of students in this course, had it been in class. Also major changes are afoot for BINF, so this will need to be discussed as well.

**Use of Results**

We need to adjust our expectation for CSCI 170, since it is a 1-hour course, and is typically taught on-line. Also, we will make an effort to not teach CSCI 130 online, nor to overbook it by such and extent.

**Details**

Data not provided here for the sake of brevity. Institutional data available upon request.

**10. “CSIS will provide service courses to support the core curriculum as well as other degree programs in the University:**

**Artifacts**

CSIS offers CSCI 101 and 130, which both satisfy a core curriculum communication goal: 1B. CSIS offers CSCI 534, which is now a required course in the Graduate Certificate in Fraud Examination offered by the Wall School of Business. CSCI offers CSCI 140/140L, which are required courses, starting AY2012, for math majors. CSIS offers a Web Development minor that can easily be obtained by non-computer-oriented majors.

**Analysis of Results**

We’ve increased our relevance the university.

**Use of Results**

Looking towards AY2012, I believe that we need to focus on sustainable growth, and need to first determine how to refine and sustain our previous growth before we start with a new round of class/program creation. As such, this goal will be removed from next year’s plan.

**Details**

Please see 2012-2013 Undergraduate Catalog.

**11. “CSIS will work with other departments to develop courses that can support cross-departmental needs**

**Artifacts**

CSIS now offers a Graduate Certificate in Computing See previous goal for more data related to the same thing.

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**Details**

Please see 2012-2013 Undergraduate Catalog as well as the Graduate Catalog.