Arapahoe Community College


Learning Outcome
Information Management: Students will use appropriate and current technologies to collect, retrieve, organize, and process information

Measure 1 Type:
Direct

Pre-Post tests

Measure 1 Description:
Students will use appropriate and current technologies to collect, retrieve, organize, and process information from various sources and produce original work in various ways.

Measure 1 Sample Size:
100

Measure 1 Benchmark

1) Describe the benchmark for this measure.
70% of the students completing the course will accomplish a grade of C or better.

2) What is the rationale for choosing this benchmark?
This outcome was measured by the final grades at the end of the semester. Students completing the course will have the ability to create, modify, use, and print word processing documents, spreadsheets, databases and presentations. The assessment will begin the spring 2010 semester and be done each spring semester until it is no longer needed. 100 students were accessed.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Measure 1 Results:
93.48% of students passed the course with C or better.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
Goal Met

2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?
NA

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
This is representative of three years of change. There are many factors that play into the final course grade including instructor turn over/changes, grading policy, and external grants. Department will watch this outcome to see if trend continues.

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority
Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome
Organize and manipulate file names, locations, and backups

Measure 1 Type:
Direct
Pre-Post tests

Measure 1 Description:
Discipline: Students will be able to organize, and manipulate file names, locations, and backups.

Measure 1 Sample Size:
100

Measure 1 Benchmark

1) Describe the benchmark for this measure.
Students taking the pre-post tests will show at least 5% improved ability to organize and manipulate file names, locations and backups.

2) What is the rationale for choosing this benchmark?
This outcome was measured through pre tests at the beginning of the semester and post tests at the end of the semester. The Pre/Post test questions 10, 15, 18, and 25 were used to assess this outcome.
Q10. What program helps the computer perform essential tasks such as displaying information on the computer screen, file management and printing?
Q15. When using the File tab and Print, you can select ______________.
Q. 18. Creating a subdirectory requires you to ______________.
Q. 25 To copy files to a hard disk or flash drive ____________.
The frequency of the pre and post tests will be each spring semester. This frequency will help to establish a baseline and then will continue to be supportive of the program or will indicate a need for improvement through less frequent samples. 100 students were accessed.
Measure 2 Type:
Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:
There was a 13.75% improvement in this category, exceeding the 5% benchmark.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
Goal Met

2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

NA

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

2. In next department meeting review results and discuss instructor hiring and training. Instructors should come from CIS backgrounds with CIS experience. In previous years CIS 118 Instructors have completed specific professional development training targeted to this curriculum. Recommend that all CIS 118 instructors repeat that training.

Further Action:

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority
Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome
Quantitative Reasoning: Students will develop the skills necessary to understand and apply mathematical concepts and reasoning and to analyze and interpret various types of data.

Measure 1 Type:
Direct

Pre-Post tests

Measure 1 Description:
Students will develop the skills necessary to understand and apply mathematical concepts and reasoning and to analyze and interpret various types of data.

Measure 1 Sample Size:
100

Measure 1 Benchmark

1) Describe the benchmark for this measure.
Students taking the pre-post tests will show 5% improved ability to understand and apply mathematical concepts and reasoning.

2) What is the rationale for choosing this benchmark?
This outcome was measured through pre tests at the beginning of the semester and post tests at the end of the semester. The Pre/Post test questions 3, 6, 9, 12, 16, 19 and 28 were used to assess this outcome.
Q3. In Excel, the intersection of a column and a row is called a ________
Q6. In Access, the primary key refers to ________________.
Q9. All Excel formulas begin with ____.
Q12. A ______ is a question you ask about data stored in a database.
Q16. In Access, data in the datasheet view is displayed in a ____________.
Q19. The Microsoft application that is used for maintaining databases is _________.
Q28. A cell is filled with #### marks. This indicates _______________________
The frequency of the pre and post tests will be each spring semester. This frequency will help to establish
a baseline and then will continue to be supportive of the program or will indicate a need for improvement through less frequent samples. The assessment will begin the spring 2010 semester and be done each spring semester until it is no longer needed. 100 students will be accessed.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Surpassed benchmark

Measure 1 Results:

There was a 39% improvement in this category, far exceeding 5% benchmark.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

Goal Met

2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?
NA

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
Students working in teams to solve real world business case problems gives them the opportunity to repeatedly practice using Microsoft Office tools to solve those problems. Continue to support CIS 118 Instructors and Students with Problem Based Learning exercises to practice quantitative reasoning skills.

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority
Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome
Students will be able to create, modify, use, and print word processing documents, spreadsheets, databases and presentations

Measure 1 Type:
Direct

Pre-Post tests

Measure 1 Description:
Discipline: Students will be able to create, modify, use, and print word processing documents, spreadsheets, databases and presentations.

Measure 1 Sample Size:
100

Measure 1 Benchmark

1) Describe the benchmark for this measure.
Students taking the pre/post tests will show at least 5% improved ability to create, modify, use, and print word processing documents, spreadsheets, databases and presentations.

2) What is the rationale for choosing this benchmark?
This outcome was measured through pre tests at the beginning of the semester and post tests at the end of the semester. The frequency of the pre and post tests will be each spring semester. This frequency will help to establish a baseline and then will continue to be supportive of the program or will indicate a need for improvement through less frequent samples. The assessment will begin the spring 2010 semester and be done each spring semester until it is no longer needed. 100 students were accessed.

Measure 2 Type:
Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Surpassed benchmark

Measure 1 Results:

There was a 23.21% improvement in this category, far exceeding 5% benchmark.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

Goal Met

2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

NA

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

2. The strengthening of the coursework in Spring 2009 to expose students to both traditional and Problem Based Learning styles is encouraging and should be supported. The variance challenges all learning styles and strengthens knowledge. Continue to implement class PBL group projects.

Further Action:

Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority
Describe any additional resources needed (Leave blank if no additional resources are needed.)