

Instructional Review

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Section C

Part A

1. Identify three course outcomes you will assess this academic year.

- Identify network fundamentals and the benefits and risks of network computing.
- Identify different types of electronic communications/collaboration and how they work.
- Identify how to use an electronic mail application.

All of these outcomes are part of the class CIS 125 Introduction to the Internet.

2. Why are these course outcomes being reviewed?

These outcomes are a subset of the 2009 IC³ standard Module 3 (Living Online). IC³ is an industry standard developed by Microsoft and CompTIA for basic computer literacy. They are also a major part of CIS 125 and I want to see if they are being accurately measured. Other outcomes will be reviewed in subsequent analyses.

3. To which program outcomes, if any, do these course outcomes link?

All of the above course outcomes are linked to the AAS Business Management outcome #3. “Have a working knowledge of computers and software packages necessary for basic business communication and analysis.”

4. What is the basis for the claim in #6?

Business communication today and in the future includes the ability to successfully navigate social networking and other electronic communication tools. These would include: e-mail, blogs, twitter, newsgroups, on-line conferencing, web boards, and a variety of others. How they are used and their appropriate use is covered by the objectives listed.

5. What methods will be used to assess each of these outcomes?

Multiple assessment methods will be used. Primarily “work sample” activities and tests. That is students perform activities that will be done in the same manner within a work environment. For example students will be required to set up blogs, wiki’s, chat software and other on-line social networking accounts. They then will utilize these accounts to communicate with the instructor and other students.

Case studies will also be used. Hypothetical business situations are presented that contain communication and problem solving challenges related to the outcomes above.

Students will also be assessed through more traditional examination formats. (Essays, multiple choices, short answer, etc.) These exams test concepts and terminology that is impractical to assess with the other methods.

6. What criteria will be used to determine successful achievement for each outcome?

- **Work sample criteria:** The criteria in these assessments are basically working completion. That is will the students be able to successfully set up and utilize the activity. This is a Pass/Fail assessment. My goal is to have 95% of students successfully complete the work samples.
- **Case Studies:** Assessment will be based on how well the student are able to addresses the problem utilizing concepts learned in class, as well as any external relevant information that relates to the case. Also how clearly the student is able to state their arguments, both in writing and verbally. I hope to achieve a 90% success rate with a minimum acceptable score would of 70%.
- **Traditional Examinations:** These answers are usually either right or wrong and graded either by scan-tron or the instructor. Again with these assessments I hope for a 90% success rate with a minimum acceptable score of 70%.

Part B

7. Was this assessment served as an accurate indicator of student learning?

Given the vocational nature of these outcomes and their close relationship to work applications these assessments are a direct indicator of valid student learning. The assessments were constructed and selected based on homework, class activities, lectures and course outcomes. Students who are actively engaged in the above activities are able to pass all the assessments at the minimally acceptable level or higher.

8. Based on the data you gathered, analyze students' level of achievement of the course outcomes according to established criteria.

Primary: minimum overall score, rating, response if at acceptable level.

Secondary: more detailed minimum sub-scale or item score below which faculty need to improve review to ascertain cause and make improvements.

Naturally achievement levels have varied, although there was no appreciable difference in success levels between outcomes. Individual students consistently performed similarly within all 3 objectives. Average grades have been in the 70% to 85% range. With the higher percentages being related to the less challenging assignments. (I.e. following along as I demonstrate.)

The following is a breakdown of student achievement.

Except for students who did not submit assignments at all or withdrew from class altogether, all students were able to achieve acceptable scores on both the Work Sample and Case study evaluation portions. This was achieved on the first (Primary) pass. This met my success rate criteria.

The more traditional exams had a less successful target rate. Approximately 30% of the class failed to meet the minimum criteria. (70%) Examining the results it was clear that vocabulary was the most consistent student problem. This is the (Secondary) area where more work is needed.

9. Based on this analysis what curricular, pedagogical, and/or budgetary changes are needed?

Overall the class has a pretty successful structure. Given the hands-on/project based learning nature of the class, there is little to no difference between the tools the students learn to use in the class and those they will use in the workplace. There is a direct connection between class activities and the work activities they are being trained for.

Potential Concerns and Solutions:

Some students are not prepared for college level work in general nor have an adequate computer background. Examining and enforcing class prerequisites could help alleviate this problem.

As noted in part #8, traditional exams presented the most problems. Additional exercises on vocabulary training (and discussions on its importance) will be needed. It is not unusual for new users to know how to do something on the computer, but not know what it is called or its relation to other concepts. This limits their ability to progress in the field. Since they have a limited understanding of the entire field the importance of vocabulary isn't readily apparent to the average student. Examples of its importance may help motivate students to put more effort in this area.

Another thought is it may be possible to reduce traditional exams (multiple choice, etc.) all together, by requiring more industry problem based case work and analysis in its place. This would eliminate the least "work like" tool in the assessment mix. This presents some unique challenges with vocabulary and certain concepts and it may not be practical to eliminate these exams altogether.

Changes in course objectives may also be desirable. Making them a bit more challenging by adding the "ability to utilize" the tools and concepts to the current ability to "identify". This is more closely aligned with the current class requirements, but not how the objectives are currently stated.

10. What budget implications arise from these recommendations (staffing, training, equipment, etc.)?

No budget implications are indicated by these results.

