

St. Petersburg College
Educational Outcomes Assessment:
General Education Outcomes Assessment
Action Plan Follow-Up and Evaluation Report

Current Date: December 09, 2006

Program/Option: Technology/Information Literacy: Implement appropriate forms of existing and evolving technology for personal, educational, and professional purposes;

Assessment Report Prepared By: Connie Szuch

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Date of Original Assessment Activity: 2004-2005

I. Status of each Action Plan items identified in original assessment activity:

	ACTION PLAN ITEMS	Original Date to Accomplish	Current Status	Explanation of Current Status
A	Enable Greater Student Success			
A1	Identify needs and address ways to improve overall student success			
	MLO #1 - Identify needs and address ways to improve overall student success;	08/2006	Completed	Student needs in face-to-face classes were addressed by instructors through in-person communication during the class meetings, as well as timely e-mail communications outside of class. Instructors utilized interactive activities between the instructor and student to keep the communication channels open to identifying needs and improving student success. Additional step-by-step instructions and supplemental resources were developed/identified by instructors for all areas of the course. Using Angel, a number of study materials, sites to practice tests, and links were identified to improve overall student success. For online classes, an open discussion forum called "Students General Discussion Area" was created that allowed student to interact with fellow online class mates without the intervention of the instructor. This facilitated interaction and learning following Bloom's taxonomy of student-to-student learning. In addition, a folder called "Online Resource Bank" was created where supplemental interactive tutorials and glossary websites were compiled. This offered students a different view of the key concepts, as well as served as backup when the main website link was broken or moved.
A2	Other			
	MLO #1 - Maintain high levels of student success;	12/2005	Completed	Instructors report that students who complete their assignments perform successfully in this course. Some instructors attribute higher levels of student success on curriculum topics where both hard copy materials and online access to the same information is available to students; i.e., netiquette and copyright. (completed Summer 2006)
	MLO #1 - Align all course and exemption testing instruments;	08/2006	Completed	All test instruments were aligned by design of objective questions and application skills testing for both the computer literacy and information literacy sections of the curriculum.
	MLO #1 - Offer the course on new schedules;	05/2006	Completed	The course was offered with a variety of scheduling formats on the campuses including: traditional Weekend Computer Institute schedule of two consecutive Saturdays; two afternoons a week; one evening a week; and two evenings a week. The implementation of more class meetings provides the opportunity for the student to review, study, and apply the curriculum materials and skills introduced in this course.
B	Enhance Curriculum & Faculty Development			

B2	Implement professional development for full time and adjunct instructors			
	MLO #1 - Implement professional development for full-time and adjunct instructors to remain knowledgeable with innovative hardware and software;	05/2006	Completed	Instructors have had the opportunity to attend workshops and conferences to keep current on the information and technologies associated with the curriculum for this course; i.e., ITEC state conferences and Course Technology national conference. They also had the opportunity to take certification tests to demonstrate their knowledge of content and skills in various computer applications.
B4	Revise course content			
	MLO #1 - 1. Develop more measurable objectives for the course and direct learning toward them. 2. Review CTS 1101's effectiveness as an assessment of the General Education Goal	05/2006	Completed	1. Develop more measurable objectives for the course and direct learning toward them. <ul style="list-style-type: none"> • More measurable instruments were developed and implemented. • More emphasis was placed on identifying research strategies to be applied to academic scenarios. • Provided additional web resources. 2. Review CTS 1101's effectiveness as an assessment of the General Education Goals; Instructors and librarians met to discuss the effectiveness of the course content and assessment tools being used in the classroom and for the competency test toward the general education goals for the college.
C	Improve Teaching and Learning Throughout the College			
C2	Communicate & collaborate with other areas of the college (eg. Counseling, library, etc.)			
	MLO #1 - Communicate with counselors/advisors the importance of students attaining the skills and competencies of Computer and Information Literacy as early in their matriculation as possible;	05/2006	Completed	This has been addressed by the program directors to various representatives in the student services areas on the campuses.
D	Improve Assessment Methodology			
D3	Review, revise Assessment Specifications Plan			
	MLO #1 - Revise Assessment Specifications to include information about new assessment tools;	05/2006	Not Completed	The specifications plan did not originally identify the 3 applications tests developed for assessment in addition to the 50 question objective test. Connie Szuch and Nancy Russell
D4	Improve method of data collection & analysis			
	MLO #1 - Data will be collected from a greater student population of students in CTS 1101 classes especially online classes;	12/2005	Completed	Data was collected in all sections of CTS 1101, including online sections.
D5	Revise assessment instruments			
	MLO #1 - Revise assessment instrument to include application problems;	12/2005	Completed	Hands-on application tests were developed and used for assessment in addition to the objective test instrument.
	MLO #1 - Align the Challenge Test with the Final Exam in the course;	08/2006	Completed	By developing similar applications components for the course test instrument as those on the challenge test, the tests are now similarly aligned. There was no decision made to use the same tests for both assessments (Completed Spring 2006).
D6	Improve communications and instructions for faculty			

	MLO #1 - Improve communications and instructions for faculty regarding the assessment;	12/2005	Completed	Detailed e-mail communications and complete test packages were sent to all instructors of CTS 1101 by the college-wide program director with feedback requested identifying any questions or concerns. Campus program offices were notified of all issues affecting classes and instructors at their campuses. College-wide meetings were held with the CTS 1101 faculty.
D8	Make technology related improvements			
	MLO #1 - Move to the use of SCANTRONS that can be easily analyzed and coordinate reporting efforts from online classes;	05/2006	Completed	Scantron forms were used for assessment of the objective test in all face-to-face classes. Angel learning management system was used in online classes.
D9	Other			
	MLO #1 - Analyze and compare results from different class schedules;	05/2006	Not Completed	<i>Test data has not been analyzed by sections to compare the results of classes offered in various scheduling formats. Connie Szuch and Nancy Russell</i>

II. Plan for completing each action plan item that is not currently complete (include timeline):

	ACTION PLAN ITEMS	Current Status	Plan for Completion	Intended Completion Date
D	Improve Assessment Methodology			
D3	Review, revise Assessment Specifications Plan			
	MLO #1 - Revise Assessment Specifications to include information about new assessment tools;	Not Completed	<i>The assessment specification plan will be revised to include not only the multiple choice exam, but also the 3 hands-on applications tests developed by instructors and used for assessment since fall 2005. Changes will be made in the assessment method, weights desired, scoring method, who will score the assessment, and assessment conditions to reflect the assessment process implemented to bring the course test in alignment with the test-out assessment tool.</i>	12/2006
D9	Other			
	MLO #1 - Analyze and compare results from different class schedules;	Not Completed	<i>Test data will be reviewed to identify scoring patterns among the sections of the course offered in the various scheduling formats to determine if time of day, length of class meetings, and number of class meetings has in impact on student performance as measured by the test results.</i>	12/2006

III. Evaluate the impact of the implementation of action plan items on program quality

In our attempt to be thorough in assessing whether students can “implement appropriate forms of existing and evolving technology for personal, education, and professional purposes” as measured by tests in the CTS 1101 Basic Computer and Information Literacy course, we learned that the collective test instruments were too lengthy, test administration took too much class time, and the test scoring process was too tedious for instructors to do effectively.

The original assessment test was an objective test only. The addition of three applications/skills components provided alignment of the test format with the “test out” competency test administered to students as an alternative to the CTS 1101 course. However, the additional test components require the allotment of 2 hours of test time to allow ample time for completion of all components.

For a one-credit hour course with 16 contact hours, planning for 2 hours at the end of the course for testing requires the large number of course objectives to be covered at a faster pace in the remaining 14 hours of the course. This emphasis on testing is not considered by the instructors to be the best use of class time for needed for learning. Therefore, an appropriate action plan for improvement is to streamline the test tool, the administration process, and test scoring. In addition, more emphasis should be placed on broadening the base for assessment identified in this report including the Entering and Graduating Student Surveys, Enrolled Student Survey, and Employers’ Survey. Other possible action plan items for consideration include collecting data from the other courses identified by SPC as meeting the general education requirement for computer competency.

This action plan follow-up report has been prepared with documented input from the course instructors. In addition, the areas

needing improvement and possible action plans to achieve improvement were discussed at a college-wide Business Technologies department meeting held on the college's Professional Development Day, October 10, 2006. At that meeting committees were formed to review the test instruments and develop a plan for use of the Angel learning management system to enhance the delivery and assessment of the course by all instructors. Librarians involved with the information literacy part of the course will be participants on these committees, also.

Approvals

Educational Outcomes Coordinator(s): Carol Weideman, Jesse Coraggio, Magaly Tymms - November 27, 2006

Director of IRE: Carol Weideman - December 5, 2006

VP Educational and Student Services: Stan Vittetoe - December 9, 2006