Assessment Guide

Program or Discipline: Computer Specialist Certificate   Division: CIT/BUS

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This guide is intended as a tool to help you plan assessments of student learning for the purpose of planning improvements—to identify where students may hit bumps in the road, or where course scope or sequence may not be aligned with program learning outcomes or the core abilities. You may want to start with concerns about some part of your curriculum. The assessment process may also help you identify where students are achieving outcomes at higher rates than you expected.

Part 1: Student Learning Outcomes – Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response
A. List expected learning outcomes. (Describe knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work)	Graduates of the program will: (or Students completing discipline work will:) 1. have a broad range of skills necessary to be an effective user of information systems. 2. have core skills in the use of computers, as well as the related skill areas of mathematics and writing. 3. use appropriate library and information resources to research user support issues, concepts, and tools and support lifelong technical learning. 4. install and configure operating system software. 5. interpret the concepts of a problem-solving task. 6. manipulate variables using computer software applications. 7. collect and display data as lists, tables, and charts using computer software. 8. design web pages and post them to the internet.
B. Identify where expected outcomes are addressed in the curriculum. In which courses will students demonstrate each program/discipline outcome?	1. CIS 102, CIS 140, CIS 100, CIS 125D, CS 179 2. CIS 102, CIS 140, CIS 125D, CS 179, CS 195, ET 287, CS 133, CS 233, MATH 95, WR 121 3. CIS 102, CIS 140, CIS 100, CIS 227N, CS 179 4. ET 287, CIS 227N 5. CIS 100, CIS 102, CIS 140, CIS 125D, ET 287, CIS 227N, CS 195, CS 133JS 6. CIS 102, 125D 7. CIS 102, 125D 8. CS 195, CS 133JS, ART 288

Part 2: Assessment Methods – Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response
C. Determine at least two methods to assess each outcome at the end of the program with at least one direct assessment of learning.	For all outcomes above these two methods are used: 1. Midterm exams and/or quizzes and/or final exam 2. Computer lab assignments
D. Describe level of expected performance, including conditions of assessment and criteria for success.	Expected performance of at least 70% on exams, quizzes, and lab assignments.
E. If appropriate for key course sequences, identify assessment methods for learning outcomes.	Not applicable
F. If appropriate, identify and collect baseline information on entering students.	Not applicable
G. Establish a 3-5 year schedule for assessment, including who will interpret results. Which students will be assessed? When will the assessments take place? Which outcomes will you assess this year? (Suggestion: assess a maximum of 3 outcomes per year, except in specially accredited career technical programs)	
H. Determine how you will assess outcomes on an annual basis. Who will conduct the assessments? Who will tabulate data? Who will analyze the results? When will the work be completed?	

3. Now you have a plan to implement—go forth and assess!

Part 4: Closing the Loop – Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

Process	Program or discipline response
I. Identify the next steps, including any planned changes to curriculum or pedagogy. What do you expect to learn from these assessment efforts? Determine how and with whom you will share interpretations.	The curriculum of these courses will be updated to utilize current workplace software and associated skills: CIS 102, CIS 125D, CIS 140, CS 227N. Tools to assess students will be updated as well.