

Measurement and Analysis of Student Learning and Performance -- Technological Competency Program Learning Goal

Measurable Goal – What is your goal?

Technological Competence

Systematically apply tools of quantitative analysis and modeling to make recommendations and business decisions. (University Goal #2 – Critical Thinking)

Students will:

- (1) Use technology resources to design, develop, and present information.
- (2) Employ technology resources to conduct research, analyze data, solve problems, synthesize information and make decisions.
- (3) Effectively locate, organize, and manage data using the appropriate computer software.

Initially assessed in BGEN 222 and master level assessed across core curriculum.

What is your measurement instrument or process? – Do not use grades. Indicate type of instrument (direct, formative, internal, comparative)

Direct, Formative, Internal

Completion of Application Exams at intervals during the course. Students applied Excel software knowledge to develop worksheets and interpret data and calculation for decision making. Student had 36-hours in a planned time to complete each application exam.

Analysis of Results – Technology Competence

Current Results – What are your current results?

A goal was set for 80% of students to achieve 70% or above. The data indicated that the majority received at least a 70% (satisfactory) or above, but did not meet the benchmark of 80% of students.

Individual course assessments completing at least one learning objective provided data that did meet the benchmark.

Analysis of Results – What did you learn from the results?

- All data was collected in online courses. It was evident throughout the course that some students did very well on all assessments and some did very poorly. This was evident with the application exams. For those doing poorly, it was not a matter of not learning the material, but a matter of time management where they ran out of time to complete the assessments.
- For the course assessments, students should have completed BGEN 222 before taking or concurrently taking the courses. This data could indicate the initial learning is reinforced and improved with continued application.

Action Taken or Improvement Made – What did you improve or what is your next step?

For online learning, it is a struggle to get all students fully engaged in completing assignments and staying timely with submissions. For the 25-26 year, the online section of the BGEN 222 course will implement an additional resource. SIMNET is the publisher resource to assist with student engagement in completing application assignments and exams, as well as providing more on-demand instructional tools.