

Bluegrass Community and Technical College
2010-2011 Technical Programs - Assessing Student Learning Outcomes: A Snapshot

Office Systems Technology

2010-11 Student Learning Outcomes

Activity	Date accomplished	Brief Description
1. Identification of Student Learning Outcome - Identify the outcome that you plan to measure.	8/24/2010	Graduates will be able to use current and emerging wood processing technologies to produce organizational documents and presentation materials. (Based on 2009-2010 outcome results).
2. Planning of Assessment - Determine appropriate assessment methodology and criteria for success - benchmarks.	8/24/2010	Project that includes a final document produced in Word, Excel, Access, and PPT. A rubric will be used to evaluation, punctuation, format, spacing, etc. Ninety percent of the students will score a 3 or higher on the project evaluation rubric.
3. Assessment - Perform assessment	November, 2010	Students completed a project that included all of the Microsoft Office software. The instructors used a rubric to evaluate. 1 - Poor 2- Passing 3 Average 4 Excellent. 1. Items to be evaluated: Punctuation, Grammar, accuracy, and format.
4. Review of Results - Gather and summarize data collected. Analyze and document results.	December, 2010	The instructors indicated that considering all students in the OST 240 classes, there was at least a 90% average for their project. Students still needed to work on accuracy and format.
5. Use of Results for Improvement - "Close the Loop"/use the results to make improvements.	December 2010/ January 2011	Instructors felt that the students still need work on the format of documents and accuracy. Formats such as word documents and accuracy with formulas in spreadsheets. We will continue to ask students for combination projects that will increase their skills in Word, Access, Excel and PowerPoint. More attention to formatting and accuracy of their work. in 2011-2012 we will focus on improvements in formatting word documents and spreadsheet formulas.
Activity	Date accomplished	Brief Description
1. Identification of Student Learning Outcome - Identify the outcome that you plan to measure.	8/24/2010	Graduates will be able to use spreadsheet software effectively.

2. Planning of Assessment - Determine appropriate assessment methodology and criteria for success - benchmarks.	8/24/2010	Students will be evaluated on the use of formulas in spreadsheets using an established rubric. Ninety percent of the students will be able to score at least 40 out of 50 points on the specific components within the rubric related to spreadsheet formulas.
3. Assessment - Perform assessment	October, 2010	Students need to be aware of formulas on the Excel spreadsheets. Instructors created outside of their textbook different projects for the formulas required. Rubik: students were measured from 1 - 4 (one being poor and 4 as excellent). Items evaluated: formulas in correct format; creating of formulas to solve problems; spreadsheet understanding of problem
4. Review of Results - Gather and summarize data collected. Analyze and document results.	November, 2010	The instructors indicated that all students involved in classes working with spreadsheets did an average job of creating the correct formulas for problems. We did have at least a 90% average.
5. Use of Results for Improvement - "Close the Loop"/use the results to make improvements.	December, 2010	The spreadsheets were acceptable. The more involved a formula can be is still a problem for the students. The thought process of how the "math" is involved and putting the components in the correct order for the computer to complete the answer is still a problem for the students. Spreadsheets in more classes. Using a time to complete the easy formula and then build on that to the complicated formulas. In 2011-2012 emphasis will be placed on problem solving through the use of formulas to solve the problems.
Activity	Date accomplished	Brief Description
1. Identification of Student Learning Outcome - Identify the outcome that you plan to measure.	8/24/2010	Students will be able to apply critical thinking skills to make effective decisions and solve business problems creatively.
2. Planning of Assessment - Determine appropriate assessment methodology and criteria for success - benchmarks.	8/24/2010	Using two case studies (25 points each), 90% of the students will be able to score 20 or higher on the case study evaluation instruments.
3. Assessment - Perform assessment	November, 2010	Students: Apply critical thinking skills and problem solving In classes such as Office Management and Office Procedures, students were given case studies to review and comment on. We were evaluating them on how they approached the problem, how they arrived at solving the problem, and how well they composed their responses.
4. Review of Results - Gather and summarize data collected. Analyze and document results.	December, 2010	Instructors indicated that 90% of their students did a great job on the critical thinking and problem solving. There still needs to be checks on grammar and punctuation.

5. Use of Results for Improvement - "Close the Loop"/use the results to make improvements.	December 2010/ January 2011	Critical thinking and problem solving seems to be somewhat easy for our students. Expressing their ideas may be a problem along with the grammar and punctuation. Critical Thinking and problem solving is a day to day learning situation. More of our classes need the critical thinking involved in them. There is a need for grammar and punctuation reviews for them to compose their answers. Emphasis in 2011-2012 will be on additional grammar and punctuation reviews.
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