

Bergen Community College

Assessment Report

Assessment Report For: Information Technology

Assessment Cycle: 2008-2010

Department Head: Anita Verno

Liaison: Marybeth Klein

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Program(s), if applicable (AAS, Interdepartmental, etc.):

Information Technology

Mission/Goal statement of the department or program:

The Information Technology Department offers programs that prepare students for careers involving application programming, network administration, web development, medical informatics, database management, office technology and computer support. (A degree in Game Development and Visualization is under development.) Additionally, many of the programs provide a solid foundation for future study towards a four-year degree.

SEMESTER 1: Create the Assessment Plan

Learning objective being assessed:

INF-101 Learning Objective: Match a core list of information technology terms with their definitions.

Core Competencies: (check as many as apply)

☐ Communication

☐ Critical Thinking

☒ Applied knowledge

☐ Creativity and Aesthetic Appreciation

Means of Assessment:

A pre-test on technology terms will be given in all sections of INF-101 after the tenth day of instruction of the Fall 2009 semester. The same test will be given as a post-test towards the end of the Fall 2009 semester.

SEMESTER 2: Develop an Assessment Strategy

Criterion for success:

Student learning from start to finish of the semester will be measured. The goal is to see the majority of students with improved pre to post test scores and an overall 70% or better passing rate on the post-test given at the end of the semester.

Dean's Comments: Satisfactory as submitted for Semester 1 and 2. Department chairs will be completing semesters 3 and 4 in the new format.

Perter Dlugos' comments: Nice work--a solid plan here. It took me a few seconds to understand the typo in the learning objective regarding "Match."

VPAA's Comments: I recommend you develop a specific list of competencies you wish to assess. Getting input will facilitate the effectiveness of the assessment.

SEMESTER 3: Implement Assessment Plan & Strategy

Summary and analysis of data collected:

In the Fall 2009 semester, nine sections of INF-101 fully participated in the study. There were eight day sections and one evening section. The students were given an online 20 question-multiple-choice quiz within the first few weeks of the semester. The questions, which reflected various course concepts, were either created by various INF-101 faculty members or chosen by them from a test bank of questions. The questions and results were not reviewed with the students. Within the last few weeks of the semester the same test was re-administered. The pre- and posttest scores are listed in each of the tabs below along with the data analysis on a class by class basis. The section summary scores are listed above along with the overall averages in column labeled: Totals.

Sections:	A	B	C	D	E	F	G	H	I	Totals
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Percent of Students who matched or improved scores from Pre- to Posttest:

100	82	100	83	92	69	83	80	94	87
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Average score on Posttest for those students who took both tests:

75	77	74	75	65	70	77	73	86	75
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Percent of Students who earned at least a 70% on Posttest who took both tests:

70	82	60	67	46	62	83	53	88	68
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Notes:

All scores reported as percents.


Although the majority of students (87%) did match or improve their scores from Pre- to Posttest, only 68% of the students who took both tests earned a scores of 70% or better. This is somewhat mitigated by the fact that the average score on the Posttest for those students who took both tests was 75%.

(The Summary should appear here. Use attachments only to provide information to support the summary.)

SEMESTER 4: Reporting and Revising

Use of results:

The overall results of this study are satisfactory. The core terminology learned and used in class must be revisited as the students use the objects of this terminology in a practical sense during the "hands-on" sessions in class.

Dean's Comments: 

VPAA's Comments: