Course Assessment– Part B: Your Results & Analysis   #182

Your Email *

Please select your course and name from the list. If your course or name are incorrect or missing, please contact Instructional Services.

CAS 170 – Beginning Excel – Eric Greene – Fall – 2016

Part B: Your Results
Directions
1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. *

Twenty students took the final exam. One failed, three students received a B the remainder received a grade of A.

Outcome #1
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Create personal and/or business spreadsheets following current professional and/or industry standards.

% of students who successfully achieved the outcome (C or above) *

95

Outcome #2 *

Use critical thinking skills to design and create spreadsheets

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% of students who successfully achieved the outcome (C or above) *

95

Outcome #3 *

Communicate in a business setting using spreadsheet vocabulary

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% of students who successfully achieved the outcome (C or above) *

95

ANALYSIS

3. What contributed to student success and/or lack of success? *

80% of the class received an A, these students were well prepared and put in sufficient time studing the material presented. It appears those students getting a C or better had a good foundation in high school math and some had business experience. It appeared to me that several students
including those who dropped out had trouble applying Excel functions because they did not have a good understanding of high school math concepts such as the meaning of and how to calculate average or percents.

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4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. *

There were too few student evaluations returned to make any meaningful assessement

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5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

yes

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6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *

I've recommended the creation of an on line one credit course covering basic concepts used in Excel such as such as what is an average, what is a total, order of operations, the difference between cut and copy all of which are below the scope of CAS 170. This course would help some students who are coming into the course woefully unprepared with respect to basic concepts. This class would be a good prospect to develop an on line class using game based learning.

Alternatively students should be screened for math skills. More emphasis should be put on preparing high school graduates to apply basic mathematical concepts such as percent, average, ordering lists, and working with abstract concepts such as those found in elementary algebra.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *	A budget adjustment for the creation and teaching of this on line course. Alternatively a more vigorous evaluation of students prior to enrolling in CAS 170
8. Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments? *	The assessment method was verified by overall class results and by instructor's opinion of the students' abilities.
(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?	There are still woefully under-prepared students enrolling in CAS 170.

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