DUTCHESS COMMUNITY COLLEGE

Technological Competency
Institution-Level Student Learning Outcome

SYNOPSIS OF FALL 2015 ASSESSMENT

Students will demonstrate the ability to use technology and software applications to produce an output or perform analyses appropriate to their academic program/discipline.

Fall 2015 Technological Competency assessment involved: 57 course sections, 836 students, and 31 faculty

Methodology of Assessing Institution-level Student Learning Outcomes (ISLOs)

Program chairs, each responsible for guiding the continuing success of an academic degree program at the college, detailed required coursework within their program where students are introduced to and develop mastery of each ISLO.

Faculty from disciplines and programs across DCC reviewed ISLO requirements and discussed ways that the ISLO is introduced, reinforced, and mastered by students at various levels.

Faculty developed a shared rubric and guidelines for assessing student competency within specified required courses with rating levels: Beginning, Developing, Meeting, and Exceeding.

Participating faculty applied the rubric to student work in fall 2015. A designated faculty member served as ISLO leader to collect, organize, and analyze d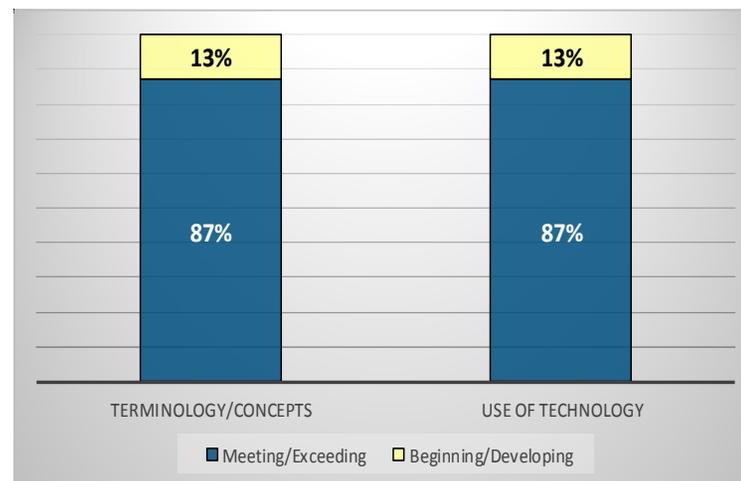ata from faculty using the rubric. Participating faculty reviewed the results and analysis, and collaborated on final recommendations.

Findings and Conclusions

The Technological Competency rubric identified two standards to assess for technological competency: terminology/concepts and use of technology. The graphic below indicates the percentage of students either meeting or exceeding the standard compared to the percentage of students who either did not meet the standard or at beginning stages of development.

Bar chart. TERMINOLOGY/CONCEPTS: Meeting/Exceeding 87%, Beginning/Developing 13%. USE OF TECHNOLOGY: Meeting/Exceeding 87%, Beginning/Developing 13%. Legend: ■ Meeting/Exceeding □ Beginning/Developing

Overall, students assessed performed well. Most faculty indicated that the assessment of student work was done on final evaluations so the expectation that students could perform at or above the standard set was high and faculty found that most students could demonstrate their learning. However, technological competency is discipline-specific. The main question raised from this assessment is what does "technological competency" mean across the institution? Is there a fundamental "digital literacy" that all our graduates should have?

Recommendations Based on Assessment of All Six Institution-level Student Learning Outcomes

• Limit class size to increase student success in achieving and excelling in the institution-level student learning outcomes.

• Provide support and time for faculty to meet across programs/disciplines so that strategies can be developed and implemented that support student success in achieving and excelling in the institution-level student learning outcomes.

• During next assessment cycle, consider (1) norming sessions and/or holistic scoring, (2) capturing information about students who do not persist to semester's end, and (3) analysis that allows comparisons between achievement early and late in college career at DCC.

Recommendations Specific to Technological Competency ISLO

• Conduct an inquiry within the college community as to whether there is a core group of technologies that all students should master at the two–year level or whether technological competency can and should be defined solely by discipline specific technologies.

• Gather data to determine what affect access to technology may have on achievement in this ISLO.

• Survey the current status of computer technology upgrades in academic spaces across campus.

• Apply results to a plan for meaningful assessment of this ISLO in its next assessment cycle.