

**WRIGHT COLLEGE
PROGRAM/DISCIPLINE ASSESSMENT FORM**

Program/Discipline:	Business: CIS-Paralegal	Instructional Manager: Marilyn Young/Kevin Li
Assessment Coordinator:	Fred Hernandez	Department Chair: Van Feller
Semester: Fall	Year: 2008	

College Mission: Wright College is a learning-centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development.

Program/Discipline Mission: To incorporate CIS pilot benchmark program into Business and Paralegal disciplines.

A. Departmental Concerns - Complete During In-service Week

Evidence:	As evidenced by the grade, enrollment and retention figures our assessment measures are working.
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Area of Focus:	As a whole the Business department has chosen to work on ethics.
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B. Program/Discipline Assessment Plan – Complete During In-service Week

Course(s) of Interest	
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Intended Program Student Learning Outcomes List and number each outcome to be measured during this cycle.	5. Development of ethics.
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Instructors Involved List the instructor(s) leading the assessment process for each outcome listed above.	Fred Hernandez, Van Feller, Susie Bonner, Kara Verigan, Paul Coroitoru
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<p>Assessment Process</p> <p>Address the following questions:</p> <p>What approach will be used?</p> <p>Why was this process selected?</p> <p>How will student learning be measured?</p> <p>When will data collection be completed?</p> <p>Who will analyze the results?</p>	<p>What: Pre/post benchmark test</p> <p>Why: This learning outcome was chosen because students had tested weak in this area. Assessment measures were implemented to improve this area and the benchmark is to more accurately determine the change.</p> <p>How: By a pre/post benchmark test</p> <p>When: at the beginning and end of the term.</p> <p>Who: Fred Hernandez & Paul Coroitoru.</p>
<p>Criteria for Success</p> <p>For the outcomes listed above, identify the criteria used to determine success.</p>	<p>What we are hoping for initially is that 70% of the students will be able to answer the post-test questions.</p>

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C. Assessment Results and Action Plan – Complete in Spring 2009	
<p>Summary of Results and Analysis of Data Collected</p> <p>What were the results of the assessment process?</p> <p>What was learned from the results?</p>	<p>The pre/post testing was designed to assess the knowledge and skills a student would need, to be considered competent in the use of the software. In this case the software was, Microsoft Office 2007. The questions generated for this test came from this perspective more so than an academic preparation. We therefore re-tooled the quiz to be representative of those elements that were previously missing.</p> <p>The district had planned to discontinue CIS-120 because they felt that students were learning this material in high school. The pretest statistics revealed that over 90% of the students failed this basic test demonstrating the need for this course.</p> <p>Additionally, the new pre-test allowed us to sort out those students with work experience, but lacking in overall knowledge of the software beyond their work related needs. This has had the effect of helping these students realize their limitations and the need to attend and focus on the class. Often these students did poorly because they assumed they already had a firm foundation and failed to student as diligently as they could have.</p>
<p>Action Plan Based on Results and Analysis</p> <p>Based on what was learned, what steps will be taken to improve student learning?</p>	<p>We have implemented new assessments:</p> <ol style="list-style-type: none"> 1) We have gone from a mid-term/final format to quizzing at the end of each module: (Windows, Internet, Word, Excel, Access and Power Point). By quizzing on the material in one topic it has helped the student remain more focused. As opposed to splitting their attention across several modules as the old mid-term format did. 2) Since we are focusing more closely on each module and monitoring student progress more closely we are in a much better position to reinforce the material while identifying and working with at risk students. 3) Another benefit of the quiz by module method is that we use the quiz review as a formative assessment.