



Chapter 7

**Measurement of a College
Computer Literacy Course**

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INTRODUCTION

A college graduate has to be computer literate in order to gain competitive edge in today's business world since information technology, ranging from the basic word processing software to the complex data base management systems, is used constantly to prepare, present, and exchange information for management decision making. Consequently, it is the responsibility of the education institution to offer a computer literacy class or series of classes for preparing its students with proper computer knowledge in a suitable learning environment before they enter the business world. Therefore, the purpose of this paper is to discuss and present some issues of the college computer literacy classes offered by the Management Information Science Department (MIS) of College of Business Administration (CBA) at the California State University, Sacramento. These issues include the objectives of the classes, the contents of the classes, the classroom environment, and the measurement of class objectives.

COMPUTER LITERACY REQUIREMENT GOAL

The CBA's Computer Literacy Requirement has the overall goal to promote a high level of computer literacy for all students in the education processes of the College and in student's subsequent personal and professional life.

This overall goal can be further classified into four elements:

- It is the goal of the computer literacy requirement that the CBA provide equal learning and working environment for all students, regardless of their financial

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resources. To achieve this goal the CBA will provide open access to computer technology and ensure that students have the knowledge and ability to use that technology.

- It is the goal of the computer literacy requirement that students be able to independently use computer technology in their courses. For example, a student should be able to use computers to write a paper or prepare a presentation without explicit direction from an instructor.
- It is the goal of the computer literacy requirement that faculty can give computer related assignments that extend or enhance student's basic computer literacy skills without detailed instructions on computer basics. For example, a professor should be able to assign a student to access a Web site and download a file to a spreadsheet for analysis without explaining the basics of the Internet, browsers, hyperlinks, file management, or spreadsheet use.
- It is the goal of the computer literacy requirement that students be prepared for a lifetime of learning new computer technology and software.

MEASURABLE ELEMENTS OF COMPUTER LITERACY REQUIREMENT

In order to assess these overall goals and it is necessary to specify specific objectives with measurable elements. The top-level objective is to achieve these goals. Using top down structured approach, this top-level objective can be classified into three specific areas:

- **Technology:** Adequate facilities, software, and support must be available.

1. Open computing labs

- a. Up-to-date computer hardware
- b. Up-to-date software
- c. Adequate numbers of computers
- d. Adequate hours of operation
- e. Adequate supervision, support, and assistance
- f. Adequate workspace

2. Teaching and testing labs

- a. Up-to-date computer and presentation hardware
- b. Up-to-date software
- c. Adequate numbers of computers
- d. Adequate hours of operation
- e. Adequate supervision, support, and assistance
- f. Adequate workspace

3. Classrooms

- a. Up-to-date computer and presentation hardware
- b. Up-to-date software

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