

OUTCOMES BASED LEARNING MATRIX

Course: CTIM109 – Advanced Excel

Department: Computer Technology and Information Management

Course Description:

This course is a continuation of Intermediate Excel for Windows. Topics covered include advanced functions, creating and running macros, using templates, linking workshee embedding objec charts and graphs, Pivot tables, Goal Seek, and forecasting and modeling scenarios.

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
At the end of this course, the student will be able to work effectively with the following Excel spreadsheet features: 1. Record and edit macros	1. a. Create a new macro (CCT, IG) b. Run an existing macro (CCT, IG) c. Check macro security (CCT, IG) d. Assign a macro to a button (CCT, IG) e. Edit a macro in the Visual Basic Editor (VBE) (CCT, IG) f. Record a macro with relative references (CCT, IG)	1. Quiz/test on terminology and content (CCT, IG, WC) 2. Demonstrate to instructor (CCT) 3. Hands on application assignments completed in class, online, and out of class (CCT, IG, WC, QL) 4. Hands-on application tests completed in class or online (CCT, IG, QL, WC)

<p>2. Create and display scenarios</p>	<p>2. a. Create and display scenarios (CCT, QL, IG) b. Enable the Solver Add-in and use Solver to find a solution (CCT, QL, IG)</p>	<ul style="list-style-type: none"> • Referenced above
<p>3. Use PivotTables and Pivot Charts</p>	<p>3. a. In a PivotTable and PivotChart, edit value field settings, insert a calculated field, display slicers, and work with format options (CCT, QL, IG)</p>	<ul style="list-style-type: none"> • Referenced above
<p>4. Customize Excel</p>	<p>4. a. Customize Excel general, formula, proofing, save, add-in, and trust center options (CCT, IG) b. Customize the ribbon and quick access tool bars and reset them (CCT, IG) c. Customize Office Account options (CCT, IG) d. Use SkyDrive to save, create, edit and share files (CCT, IG)</p>	<ul style="list-style-type: none"> • Referenced above

*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

**Indicate the Core Competencies that apply to the outcomes activities and assessment tools: critical and creative thinking (CCT); oral communications (OC); quantitative literacy (QL); information literacy (IL); written communication (WC); civic engagement (CE); integrative learning (IG); global learning (GL).