

# Course Assessment– Part B: Your Results & Analysis

#59

Your Email \*

Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.

CAS 121 Beginning Keyboarding – Olson

## Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. \*

18 students were assessed with the following results: 9 earned a C or above, and 9 earned a D or below. This indicates a 50% success rate. The students who earned a C or above completed the timed writings and timed business documents. In this group, the timed writing grades consisted of 2 C's, 2 B's, and 5 A's, which is based on the timed grading scale located in the course syllabus. Of the 9 students who earned a D or below, 2 students successfully completed the timed writing at a B level and 1 student at a C level, the remaining 6 students did not complete the timed writings requirement in the course. Of the 9 students who earned a D or below, failed to complete the timed business document tests and assignments. This is a skill building course which requires regular practice and completed work. It is evident that students who are actively engaged in their work and complete assignments timely will be successful in this course.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Key by touch alphabetic, numeric and auxiliary keys at minimum speed and accuracy levels

### Outcome #1 \*

% of students who successfully achieved the outcome: \*

67

### Outcome #2 \*

Use correct and proper typing techniques applicable to building foundational keyboarding skills

% of students who successfully achieved the outcome: \*

67

### Outcome #3 \*

Create and format basic business documents following current professional and/or industry standards.

% of students who successfully achieved the outcome: \*

50

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. \*

I hold an optional orientation for students the first week of the term due to the software program used and the challenges that come with understanding a keyboarding class & grading. 100% of those students who attended the Orientation were successful in this course and earned a C or higher. I also provide face to face support for my students, the students who took advantage of this opportunity were also successful in this course, except for 1 student.

This is an online class and uses an online keyboarding program, if a student take this course with minimal computer literacy they will be challenged, as any online course requires computer literacy. Also, as this is a skill building course, there is hands on work required and although it is communicated during the course, students are not completing the required work.

In addition, the survey results did not provide enough data to consider, as only 2 students participated out of 18 who earned grades. However, one student did comment on questions #1 "They were confusing a bit but figured them out after a little while but needs to be just a little more clear as some people only have basic computer knowledge." Which is correct, the information can be confusing at first, which is one reason why I have an orientation at the beginning of the term.

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

None at this time. This was also the first term of implementing an updated CCOG.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? \*

N/A

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

I do feel the assessment methods are accurate indicators of student learning. Assessment methods are made up largely of timed writings and this is a keyboarding class.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

The last time course was assessed, by me, was Fall 2013. The differences were the implementation of updated CCOG's. And the other implementation is that I chose to quite accepting late work. This term all work had specific due dates, if it was turned in late students were able to earn a maximum of 60% of credit on the graded assignment.

Created <b>29 Dec 2015</b> 7:11:59 PM	
PUBLIC	