Course Assessment- Part B: Your Results & Analysis   COMPLETE   #472

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

CAS 121 – Beginning Keyboarding – 1095871 – Siri Olson – Fall 2020

* Part B: Your Results DIRECTIONS **1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.**

There were 14 students who completed this course. 6 students final grade was 90% or higher, 4 students earned a grade between 80% and 89%; 2 student were at a 78%; 1 student at a 68%, and 1 student was at a 55%. 85.7% of students were able to key 35+ wpm in a 3' timed writing at the end of the term. Additionally, 57% of the students who completed the final document processing test whereby demonstrating the application of their foundational touch typing, proofreading, and ergonomic skills 100% of those students scored 89% or higher on this final. Unfortunately, 43% of students did not complete the final document processing test.

* Outcome #1

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

* % of students who successfully achieved the outcome (C or above)

85.7

* Outcome #2

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

* % of students who successfully achieved the outcome (C or above)

85.7

* Outcome #3

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

* % of students who successfully achieved the outcome (C or above)

87.5

* ANALYSIS 3. What contributed to student success and/or lack of success?

Contributions to student's success was attending the Student Orientation held in week one, to provide instruction and assistance focused on the syllabus and working in the online keyboarding program. Another contributor is holding weekly online optional instruction sessions via Zoom for students to attend. Unfortunately, not all students took advantage of this. However, if a student was not progressing, I requested them to join the next session scheduled to work with them through challenges and develop a plan for them to get caught up. Additionally, when we transitioned to implementing document processing in the last half of the term, I held another option student orientation to instruct students regarding document processing and the online keyboarding program. This also allowed for more open communication and engagement with students.

A big challenge with this course is that it appears there is a misconception this course is an easy A and "just a keyboarding class." This course does require the student to put in time keyboarding, as it is a 3-credit college course and skill building course. Additionally, students should have be technology literate to login and progress in the online keyboarding program. The students that were not successful in this course were not responsive to communication, nor were they engaged in completing their assignments, nor did they take advantage of the instructor time described above.

* 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.

Unfortunately, student evaluations were performed, due to technology issues, on my part. However, one a General Student Survey was completed, which stated "The overall quality of this class was good. We used the GDP app for this class. Ms. Olson did an excellent job from the beginning teaching us about GDP. I felt comfortable and confident using GDP. Ms. Olson offered an extra Zoom class to students, which I used a few times and found to be very helpful. Mr. Olson was always respectful. I am looking forward to being in more of her classes."

This survey does support the success of students can be, at least in part, attributed to their engagement in the Zoom sessions, whether optional or requested. Additionally, the online keyboarding program instruction appears to also be an integral part of student success, as it is an unfamiliar online program.

* 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)

Yes. I am very pleased with the overall outcome of this course.

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

At this time, there does not appear to be any adjustments that are necessary in regard to instruction or platform. However, I am working through development with the online keyboarding program publisher of a customized textbook for CGCC, due to the expense of the current kit and the fact that not all of the textbook is utilized, as the textbook is geared towards a 2-semester academic year vs 3 terms academic year.

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

More time to focus on course improvement and development.

* 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.

I implemented the weekly Zoom sessions. I also requested students to attend sessions at a certain time, rather than wait for them to get back to me to set up a meeting. In doing this, students tended to be more responsive and logged into Zoom. I also made sure the weekly Zoom sessions were at the same time every week, as well as posted the entire Zoom schedule in Moodle for all students, which made it more easily accessible.

Additionally, since the last time this course was evaluated, I have implemented downloading student progress from the online keyboarding program and providing this to students in Moodle on a regular basis. This is the same information, which is found in the online keyboarding program, but students appear to be more responsive when their progress results are in Moodle.

9. Describe how you explain information about course outcomes and their relevance to your students.

Course outcomes are included in the syllabus as well as in each of my weekly lectures in Moodle. During the class session the first week of the term and the mid-term session, I cover the course outcomes and what activities support those course outcomes. Additionally, the weekly forum discussions include topics which support the course outcomes.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to

support students in better achieving the CGCC Core Learning Outcomes: CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions" CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" CLO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

The weekly Moodle discussions have been improved and are more robust than they once were. Discussions include students to share items from their perspective and experience, as well as look at solutions or options if something is not quite working for them, such as evaluating their workstation to be ergonomically correct, critically thinking about how their keyboarding skills will be used in the work environment, and evaluating, applying their proofreading skills, and discussing a variety of different proofreading techniques.