

## Course Assessment- Part B: Your Results &amp; Analysis

COMPLETE

#573

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or [swade@cgcc.edu](mailto:swade@cgcc.edu).

CAS 121- Beginning Keyboarding- Siri Olson- Fall 2022

**\* 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 7 students who completed this course. 3 students final grade was 90% or higher, 1 student earned a grade between 80% and 89%; 3 students earned a grade of 30% or below. Of the 4 students who completed the course, 100% of students were able to key 35+ wpm in a 3' timed writing at the end of the term, although these 4 students make up 57% of the total class. The 3 students who earned a 30% or below did not complete the course assignments and are not able to be assessed. Additionally, a PASS was submitted for each one of these 3 students.

The 4 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.

**\* Outcome #1**

Outcome 1 - Key by touch alphabetic, numeric and auxiliary keys at minimum speed and accuracy levels 100% (The 3 students who earned a 30% or below did not complete 3-minute timed writing to assess, therefore these students are not included in this outcome.)

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

100

**\* Outcome #2**

Outcome 2 - Use correct and proper typing techniques applicable to building foundational keyboarding skills 100% (The 3 students who earned a 30% or below did not complete skillbuilding lesson to assess, therefore these students are not included in this outcome.)

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

100

**\* Outcome #3**

Create and format basic business documents following current professional and/or industry standards. 100% (The 3 students who earned a 30% or below did not complete document processing assignments to assess, therefore these students are not included in this outcome.)

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

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100

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

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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. The 3 students who earned a 30% or less did not communicate, nor respond to requests to meet. PASS's were submitted to Student Services. 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 major challenge students encountered with this course, this term, was the transition to Slingshot as there were several students who had textbook issues. This is a beginning course and very often one of the first college courses a student is taking. Textbooks need to be made available for all learning styles. It is the student's choice to determine whether or not an E-text or a hard copy text will be best for them and their computer set up and literacy. Unfortunately, students struggled with getting the right textbook, timeliness of getting their textbook, and how to navigate in an E-text and the online keyboarding program at the same time. My recommendation for this course is a hard copy textbook, unless a student is set up with dual monitors, as they need to work between with the textbook and online keyboarding program at the same time. Of the 3 students who earned a 30% or less, 2 of those students experienced textbook challenges into weeks 4 and 5 of the term. Additionally, one of those students expressed they needed a hard copy textbook and was not able to get one.

Additionally, students should 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.**

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One student participated in the course evaluation. The evaluation showed the syllabus and materials were clear, although there are challenges with navigating the online keyboarding program. The course evaluation shows student growth in the course outcomes, even indicating no understanding of Outcome #2, to developing, which excellent for Beginning Keyboarding. The student expressed "wishing they had the textbook earlier."

Additionally, what the survey does not convey, is that of the 4 students who earned an 80% or higher, were actively engaged in the optional orientation in Week 1 and Week 6. And I met with each of them at least twice during the term and there was regular email communication much to the term. It is apparent that open, consistent communication lends to the success of students, especially in a beginning level course.

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

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Overall, I was very pleased with the student outcomes, of those that completed the course. Textbook challenges hindered the success of other students. The course evaluation said the online environment was "Good" for being offered at a convenient time.

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

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For the course and content itself, there does not appear to be any adjustments that are necessary in regard to instruction or platform. However, students should be prepared with textbooks and materials to begin this course on day one of the term. Also, I am still navigating through options for customizing the online keyboarding program to be consistent for CAS 121, CAS 122 and CAS 123. An obstacle has been the low enrollment in these courses and courses being cancelled. Additionally, this takes more time and this would be a special project to pursue and develop these 3 courses together with in the same online keyboarding program and customized textbooks for each segment

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

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More time/special contract to focus on course improvement and development. Adjunct faculty do not have the additional time it takes to do this

**\* 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.**

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The weekly Zoom sessions have helped with communication with students. 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.

Students are provided a progress report every 2 weeks (minimally) which is a direct export from the online keyboarding program and uploaded to Moodle. It includes the entire list of assignments for the entire term, so that students can see what is missing and what is coming up in the future.

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

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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 Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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Weekly Moodle discussions 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.