UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020:
(BUS 1253 Keyboarding II)

1. Name of individual compiling report: *Rebecca Sterling*

2. Date of submission: *August 27, 2020*

3. Is the assessment plan (*Check or highlight one*)

☐ an initial plan for the program ☐ a revision of an old plan ☒ unaltered from previous year

Course-Level Learning Outcomes-

1. What are the Course-Level Outcomes (CLOs)?

After completing this course, the student will be able to:

1. Demonstrate good work habits, acceptable typing technique, and skill in using the computer and printer.

2. Recognize, evaluate and correct errors in content and format of documents.

3. Improve keying abilities using proper key reaches and techniques.

4. Demonstrate skill in language arts, including word division, proofreading, punctuation, grammar, spelling and keyboard composing.

5. Improve skills in performing word processing basics but not limited to saving, closing, opening and printing files, editing and formatting text.

6. Format business documents including interoffice memos, e-mails/attachments, block style business letters, and envelopes.

7. Create tables, including merging cells, borders, and ruled tables.

8. Format business documents including resumes, letters of application, follow-up letters and an Integrated Employment Project.

9. Improve speed and accuracy during various performance assessments.

10. Demonstrate all hands-on activities and assessments using *Gregg College Keyboarding & Document Processing, 11e (GDP11) with Microsoft® Word 2016* software applications.

2. Which CLOs were addressed for this academic year? (2019-2020)

- Improve speed and accuracy during various performance assessments.
- Format business documents including interoffice memos, e-mails/attachments, block style business letters, and envelopes

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

- Create tables, including merging cells, borders, and ruled tables.
- Format business documents including resumes, letters of application, follow-up letters and an Integrated Employment Project.

4. Explain the assessment cycle.

Keyboarding II is only taught in the Spring semester

5. What are the assessment methods? Are they direct or indirect?

Pre-Post Testing – Direct – For Speed and Accuracy Timed Writing

At the beginning of the semester, I give a 5-minute timed writing and at the end of the semester I give the same 5-minute timed writing and then compare and contrast the results. I require 3 errors or less in the 5-minute timed writing.

Direct – Composition

The student will correctly format a rough-draft, Business letter in Block Style. Identify and apply proofreaders' marks and successfully complete a progress and proofreading check with zero errors.

6. What are the assessment goal(s)?

- Individual student improvement in both speed and accuracy through the use correct typing techniques.

(speed and accuracy) Students will demonstrate an acceptable level of keyboarding skills of 40 or more wpm minimizing errors to no more than five errors in a 5-minute timed writing.

A= 40+ wpm
B = 35-39
C = 30-34
D = 25-29
F = 24 or below

(Correct typing techniques) Objective 1: Students will demonstrate eyes on copy, correct fingering, good techniques, and appropriate posture while operating the keyboard.

a. Feet placed appropriately for balance
b. Center body to the 'H" key with elbows at sides.
c. Sit up straight
d. Curve fingers over the home row keys.
e. Keep wrists off the keyboard.
f. Keep eyes on printed copy.
g. Key by touch.

The student will recognize, evaluate and correct errors in content and format of business documents including interoffice memos, e-mails/attachments, block style business letters, envelopes; create tables, including merging cells, borders, and ruled tables; resumes, letters of application, follow-up letters and business reports.

Problems with statistics: If the class scored so low that they can only go up, or the class score so high little improvement will be indicated in the post-test scores. It is difficult to improve speed and accuracy in a class that meets for 16 weeks, 2 times a week for an hour and a half each class period. It takes time and practice to increase speed in larger increments.

7. What were the findings for this academic year? (2019-2020)

Type your response here.
As to Speed and Accuracy in Timed Writings:

Spring 2020 - On or about the first day of class, we took a 3-minute timed writing. On the last day of class, the students took the same timed writing for a pre and post assessment.

The classes (BUS 1253 Section 02S) began with 17 students. One student withdrew. Over the period of the semester the average student increased their WPM (Words Per Minute) by 10 WPM each and reduced their errors. All students improved both speed and accuracy.

As to Technique Mastery:

By the end of the class only six students remained in the range of 25-34 WPM – where they would look at the keys some of the time, which is considered Partial Technique Mastery and two students did not improve out of the Minimal Mastery Level (they depended on looking at the keys all the time). Eight students met the criteria for Technique Mastery, they keyed in the range of 35-to faster than 41 WPM and they know the keys and keys correctly by touch.

TECHNIQUE MASTERY LEVEL (Pre-class and Post-class) Record the mastery levels of students in the classroom.				
LEVEL	**MINIMAL MASTERY (L)**	**PARTIAL MASTERY (P)**	**MASTERY (M)**	**TOTAL**
Pre-class Students	3	7	6	16
Post-Class Students	2	6	8	16

Minimal Mastery (L)	The student depends on looking at the keys all the time.
Partial Mastery (P)	The student looks at the keys some of the time.
Mastery (M)	The student knows the key and keys correctly by touch.

As to Proofreading checks and formatting of Business Documents:

By the end of the class 14 students were able to edit business documents including interoffice memos, e-mails/attachments, block style business letters, envelopes; create tables, including merging cells, borders, and ruled tables;

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resumes, letters of application, follow-up letters and business reports until they were perfect – no typos and no formatting errors.

8. What is your analysis of the findings?

Improving typing skill takes time and practice. To improve your typing skill by more than 20 words a minute, will take more time than the students get in an hour and a half class that meets two times a week for 16 weeks. There are students that improve more than 10 words per minute, but this is the average. What I am teaching is the correct typing techniques and improving speed by the techniques while improving their accuracy. I ask the students to complete their timed writings with 0 errors from day 1. The students start with a timed writing of 30 wpm goal with 3 errors or less. With each lesson the speed requirement in increased by 2 wpm. Once the students have determined to meet the accuracy requirements and follow the correct typing techniques, the speed will come organically.

As to proof reading checks and formatting of documents – I would like to see a decrease in the amount of time and attempts to produce a correct document with no keystroking or formatting errors. Control of the time, would be based on the speed of the typist, however the number of attempts to correct the document to have 0 errors should be reduced to below 8 attempts.

9. What is the action plan for the next academic year? (2020-2021) Explain.

I wanted to change my SLO/CLO for Keyboarding II for Spring 2021 to the following:

1. Students will demonstrate an acceptable level of keyboarding skills of 40 or more wpm minimizing errors to no more than five errors in a 5-minute timed writing.
   A= 40+ wpm
   B = 35-39
   C = 30-34
   D = 25-29
   F = 24 or below

2. Demonstrate good work habits, acceptable typing technique, and skill in using the computer and printer.

   Objective 1: Students will demonstrate eyes on copy, correct fingering, good techniques, and appropriate posture while operating the keyboard.

   a. Feet placed appropriately for balance
   b. Center body to the 'H" key with elbows at sides.
   c. Sit up straight
   d. Curve fingers over the home row keys.
   e. Keep wrists off the keyboard.
   f. Keep eyes on printed copy.
   g. Key by touch.

3. Recognize, evaluate, and correct errors in content and format of documents.
4. Produce mailable business documents including letters, tables, reports, and memos using Microsoft Word.

NOTE: to be placed in Keyboarding II, the minimum requirement is to type 30-35 words per minute on a timed typing test (C grade range) or satisfactorily complete Keyboarding I with a C or above. Most students do not improve their typing speed more than 10 WPM in a semester class. So, unless the student is already typing at near 40 WPM – then it is unlikely that the student(s) coming into the Keyboarding II class typing less than 30 WPM can reach an A level in this class based on timed writings alone.

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