



UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: BUS 1253 Keyboarding

II_____

Academic Year: __2021-2022__



1. Name of course: BUS 1253 Keyboarding II
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3. Date of submission: August 26, 2022
4. Academic year: 2021-2022

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 2019 software applications.
11. Utilize the Internet to obtain the latest information and as a tool for continued learning.

2. Which CLOs were addressed for the academic year?

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

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

CLO 1: Student will draft and format in the approved manner a grammatically correct business letter with 75% minimum accuracy.

CLO 2: Student will draft and format in the approved manner a grammatically correct email with 75% minimum accuracy.

4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: <https://uaptc.edu/college-academics/resources/student-learning-outcomes>
PLO list will vary depending on your Program.)

Institutional Learning Outcome

2. Appropriately apply a variety of technology tools within one's discipline. (Technology Literacy)

This may include the ability to:

- Acquire information,
- Solve real-world problems,
- Communicate, and/or
- Perform tasks and processes.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

Assessment Methods- How did you assess student learning (define direct assessment methods used)	Pre-test and Post-test – Direct At the beginning of the semester, I give a 3-minute
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<p>in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p>timed writing (22C – 28 wpm/3'/5e) and at the end of the semester I give the same 3-minute timed writing and then compare and contrast the results. I require 3 errors of less on the 3-minute timed writing.</p> <p>Final Exam – Direct - Consisting of a timed writing; Business Letter in Block Style with proofreaders' marks; Academic Report and a Ruled Table</p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p>Yes</p>	<p>No</p>
<p>How do you define success for an individual student on the CLO assessment assignment or measure?</p>	<p>Individual student improvement in both speed and accuracy through the use of correct typing techniques.</p>	
<p>How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?</p>	<p><i>70% of Students will demonstrate an acceptable level of keyboarding skills of 40 or more WPM; minimizing errors to no more than three errors in a 3-minute timed writing.</i></p> <p><i>70% of Students 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.</i></p>	
<p>How many students completed the assessment, and how many were successful?</p>	<p>Fall</p> <p><i>18 students assessed</i></p> <p><i>13 successful</i></p> <p><i>(72% success rate)</i></p>	<p>Spring</p> <p><i>10 students assessed</i></p> <p><i>7 successful</i></p> <p><i>(70% success rate)</i></p>
<p>Academic Year Total (add the numbers from Fall and Spring)</p>	<p><i>28 students assessed</i></p> <p><i>20 successful</i></p>	

	(71.4% success rate)	
Was the benchmark/goal for this academic year met?	Yes	No
Were standardized rubrics, tests, or checklists used?	Yes	No

5. What is your analysis of the findings?

For CLO 6 & CLO 9 - Improving typing skill takes time and practice. To improve typing skills by more than 20 words a minute, will take more time than the students have in an hour and a half class that meets two times a week for 16 weeks. There are students that will 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 28 wpm goal with 3 errors or less. With each lesson the speed requirement is increased by 2 wpm. Once the students have determined to meet the accuracy requirements and follow with 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.

6. What is the action plan for the upcoming academic year? Explain.

Continue current plan and add the following CLO's:

CLO 1: Student will draft and format in the approved manner a grammatically correct business letter with 75% minimum accuracy.

CLO 2: Student will draft and format in the approved manner a grammatically correct email with 75% minimum accuracy.

