Discipline	Course Number	Title
Business Office Systems	101B	BOS 101B 08/23/2019-Intermediate Keyboarding
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Joyce Jenkins
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Touch type alphabetic, numeric, punctuation, and symbol keys for two minutes at a minimum rate of 33 words per minute with no more than two errors.

- Assessment Plan

    o Assessment Tool: Student performance test

    o Assessment Date: Fall 2021

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Scored using the Gregg College Keyboarding and Document Processing (GDP) website

- o Standard of success to be used for this assessment: 70% of students will type 33.00 wpm or higher upon completion of the course.

- o Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018	2019	2019

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
25	17

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

During the Fall 2018, Winter 2019, and Spring/Summer 2019 semesters, there were a total of 25 students enrolled in the BOS 101 - Level B course. A total of eight students were not assessed, due to withdrawing or failure to complete the required lessons and/or exams.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students enrolled in all online and face-to-face sections during the Fall 2018, Winter 2019, and Spring/Summer 2019 semesters were included within the assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Although seven exams were provided to the students, the average of the top three exams completed on the Gregg College Keyboarding and Document Processing (GDP) website were used to calculate the typing wpm.

Students were required to complete three keyboarding exam timings, for two minutes each, with two mistakes allowed. For exams not within the 2-error limit, 2 wpm (words per minute) were subtracted for each error over the maximum number of errors allowed.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this
outcome and tool.

Met Standard of Success: <u>No</u>
52.94% of students achieved a typing score of 33.00 wpm or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength
   in student achievement of this learning outcome.

Only 52.94% of all students assessed met the minimum typing speed, as noted in Student Outcome 1.

8. Based on your analysis of student performance, discuss the areas in which student
   achievement of this learning outcome could be improved. If student met standard of
   success, you may wish to identify your plans for continuous improvement.

Instructor will complete an analysis outside of the assessment process to determine how much students are improving as a result of using the Gregg College Keyboarding and Document Processing (GDP) software. The results will be used to identify other ways student success can be improved.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above,
   please discuss how effective the changes were in improving student learning.

2.

3. Describe your overall impression of how this course is meeting the needs of
   students. Did the assessment process bring to light anything about student
   achievement of learning outcomes that surprised you?

I believe the course is meeting the needs of students, especially for students who complete the keyboarding courses in the proper order. However, I would like to track how many students completed the Level A course, prior to enrolling in Level B. Students who bypass Level A and have low pre-test exams scores in Level B will be referred back to Level A.

4. Describe when and how this information, including the action plan, was or will be
   shared with Departmental Faculty.

Once approved, the assessment results, including the action plan, will be shared with all BOS 101 keyboarding instructors.

5.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Midterm Exams	Instead of taking the average of seven exams during the last few weeks of the semester, the course will be updated to include midterm exams. This will allow students early on to complete three exams to calculate a midterm grade. Based upon the results, students can either proceed in the Level B course or request a level change back into Level A, which will enable the student to work on touch-typing proficiency and speed.	Having a midterm grade will assess the student's placement in the appropriate course level, therefore, allowing the option to switch to a lower or higher level.	2019

6. Is there anything that you would like to mention that was not already captured?

   7.

III. Attached Files

BOS 101B data

Faculty/Preparer:	Joyce Jenkins	**Date:**	09/17/2019
Department Chair:	Douglas Waters	**Date:**	09/18/2019
Dean:	Eva Samulski	**Date:**	09/19/2019
Assessment Committee Chair:	Shawn Deron	**Date:**	12/03/2019