

Course Title: Fundamentals of Word Processing – 3 credits

Course Leader: Karen Weil-Yates

Expected Learning Outcomes for Course

- *Edit, modify, and format existing documents*
- *Analyze a workplace scenario and generate the appropriate document using Word tools & utilities*
- *Will be prepared to take the Microsoft Specialist Word Exam*

Assessment

(How do students demonstrate achievement of these outcomes?)

For each chapter students are assigned several projects; each becomes progressively more outcome-based—meaning there are general instructions and not step-by-step instructions. Course emphasis is also on the type of document and its elements (what is a memo and how is it laid out? What does a well-designed flyer look like and what should I do for the reader?). Three exams are given (each on approximately 4 chapters) where the student uses critical thinking skills.

Validation

(What methods are used to validate your assessment?)

The text book maps to the Microsoft Word Expert exam and is published by an industry leader in the information technology field. The more challenging assessments are literally named Outcome-Based! Rubrics are published in the text—allowing the student to see the major concepts that will be assessed. The final exam has been designed and revised by an adjunct and me and in use for several years.

Advisory Committee members approved the assessments and exams for the course.

Course Outcomes Guide #4

Results

(What does the data show?)

Student	Exam 1	Exam 2	Exam 3
#1	90%	0%	0%
#2	19%	90%	72%
#3	84%	0%	0%
#4	89%	78%	97%
#5	51%	76%	90%
#6	0%	55%	63%
#7	0%	10%	0%
#8	29%	72%	92%
#9	0%	0%	0%
#10	50%	90%	100%
#11	49%	80%	74%
#12	89%	90%	64%
#13	57%	91%	98%
#14	84%	97%	97%
Average	49%	59%	61%

The averages for this class were quite low; however, five students failed the course—with 4 not even attempting the third exam. If you remove those 4 scores, the averages change to:

Student	Exam 1	Exam 2	Exam 3
#2	19%	90%	72%
#4	89%	78%	97%
#5	51%	76%	90%
#6	0%	55%	63%
#8	29%	72%	92%
#10	50%	90%	100%
#11	49%	80%	74%
#12	89%	90%	64%
#13	57%	91%	98%
#14	84%	97%	97%
Average	52%	82%	85%

The first exam is the one that students must come to campus to take in the Testing Center. Many obviously were not prepared—they use their book. All but one improved in their second exam—meaning that they knew what to expect. The third exam is the biggest challenge; it tests critical thinking skills, skill mastery, following directions, selecting the correct document type.

Follow-up

(How have you used the data to improve student learning?)

Course Outcomes Guide #4

Students seem to struggle with the design elements of the various types of documents—especially in an on-line course. I have placed lists of these elements for each type of documents (many were making up their own “rules” of document design—not realizing that there were established business practices regarding document design). I have created/added screenshots of memo and flyer design; send students emails reviewing points/areas that the class as a whole seems to be missing before they take their exams; and include resource sites on Moodle.

A hybrid class has been scheduled again for the Spring semester. I will interested to see if there are major changes.

Budget Justification

(What resources are necessary to improve student learning?) Webinar software/Camtasia –this course is taught on-line and it would help to be able to demo techniques and composition. Chats are not enough!