

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
Student #1	65	0	0
Student #2	99	91	83
Student #3	94	0	0
Student #4	95	100	92
Student #5	93	92	93
Student #6	0	0	0
Student #7	74	74	81
Student #8	96	93	0
Student #9	56	95	94
Student #10	48	0	0
Student #11	92	87	97
Student #12	89	96	96
Student #13	93	89	78
Student #14	94	95	97
Average	78	65	58

When you remove the two students who did not complete any of the exams, the averages change to the chart listed below. The averages for this class were higher than those for the fall for the two exams. If you remove the four students that did not take the third exam, then the class average increases to 90% for that exam.

Student	Exam 1	Exam 2	Exam 3
Student #1	65	0	0
Student #2	99	91	83
Student #3	94	0	0
Student #4	95	100	92
Student #5	93	92	93
Student #7	74	74	81
Student #8	96	93	0
Student #9	56	95	94
Student #10	48	0	0
Student #11	92	87	97
Student #12	89	96	96
Student #13	93	89	78
Student #14	94	95	97
Average	84	70	62

Follow-up

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

Course Outcomes Guide #4

The averages for this class were good for the 3 assessments. They are a good assessment of students' skills. As far as the on-line course, I plan to add short lecture casts on various topics.

Budget Justification

(What resources are necessary to improve student learning?) Camtasia –this course is taught on-line and it would help to be able to demo techniques and composition.