

# Course Student Learning Outcome (CSLO) Assessment Form

Semester: Fall 2012 Course: Learning Skills 70

Sections Assessed: 1209

Faculty Assessing the Course: James Kolthoff

CSLO	Method of Assessment	Proficiency	Learning	Improvement
<b>Identify at least 3 CSLOs from the COOR to assess.</b>	Review the assessment section of the COOR, <b>identify and describe the assessment activity (exam, project, essay, etc.)</b> that would best assess the students' proficiency of the CSLO. <b>Explicitly state which part of the assessment activity assesses that particular CSLO.</b>	<b>Develop and list the criteria</b> for proficiency for both <b>"High Proficiency"</b> (A level work) and <b>"Meets Proficiency"</b> (C level work) <b>that specifically relates to the assessment instrument for the CSLO being assessed.</b>  You may want to review the COOR as a starting point.	Answer the following question for each CSLO assessed:  <b>How many students were at each proficiency level?</b>  <b>What did we learn from the assessment?</b>	Where appropriate identify strategies to try that may improve student learning. Answer the following question:  <b>What do we plan next to improve student learning?</b>
CSLO _1_: Use basic word processing skills	<p>Assessment Activity: Lab Activities, Quiz, Homework, Midterm and Final exams on which students will utilize and correctly implement skills learned. Lab Activities: In the lab students work with the word processor to learn and review basic word processing skills such as: creating a new document; open, close and save a document; and using spell check and grammar check. .</p> <p>Quiz: Students are given a quiz that asks them how to create a new document, write the document, edit the document using spell and grammar check and save the document.</p> <p>Homework: In the homework assignments students review word processing skills learned in the lab.</p> <p>Midterm and Final: On the midterm and final students are asked to perform specific word processing skills.</p>	<p>High Proficiency: Examinations and quizzes: Students correctly answer questions about advanced word processing skills, such as using templates, change file formats, using tables and styles.</p> <p>Labs and Homework: Students will practice implementing advanced word processing skills, such as using templates, change file formats, using tables and styles.</p> <p>Meets Proficiency: Examinations and quizzes: Students correctly answer basic word processing questions such as creating new document, knowing when to use save versus save as, open and close documents on different storage devices, knowing the difference between spell and grammar check and demonstrating how to use spell check</p> <p>Labs and Homework: Students will be able to implement proficiency level skills such as creating new document, knowing when to use save versus save as, open and close documents on different storage devices, knowing the difference between spell and</p>	<p># High Proficiency__2__ Two students earned 90% or better on the majority of the examinations, quizzes, lab and homework assignments. They correctly implemented advanced word processing skills consistently. They were able to demonstrate use of advanced word processing skills like inserting tables, using styles and how to save files to other formats like .RTF or older word versions. One student felt they did not understand the material well, but consistently was able to demonstrate high level skills in labs, homework, quizzes and tests. The other student had previous word processing skills and was able to build on them.</p> <p># Meets Proficiency__12__ 12 of the students who met proficiency were able to consistently apply basic word processing skills in lab and homework assignments. The</p>	From student interaction and surveying students on the final exam, they indicated that they would like the exercise handouts to be rewritten to contain more details. I have rewritten 60% of the exercise.

	<p>Rationale: These assessments allow students to identify, learn, practice and use basic word processing skills.</p>	<p>grammar check and demonstrate how to use spell check</p> <p>.</p>	<p>skills included saving files to different locations, finding and using basic word processing tools effectively for example using font tools and spell check. On exams and quizzes, 9 of these students scored in the 80% to 89% range. 3 students scored in the 70% to 79% range on test and quizzes.</p> <p># Below Proficiency__2__ Both of these students had sporadic class attendance. One student had very minimal previous word processing experience, but was motivated and participating well in class. They did not complete all assignments and were not able to demonstrate knowledge of basic word processing skills on lab assignments, homework, quizzes or tests. Their lack of regular attendance made it difficult to keep up with the class pace. The other student had very sporadic attendance. Although they had word processing skills, they did not complete assignments and did not score well on quizzes and tests.</p>	
<p>CSLO 2 __: Apply appropriate personal settings and options to customize assistive software</p>	<p>Assessment Activity: Lab Activities: In the lab students work with the software to determine their personal settings that work best for them. Each lab activity builds on the previous one so that students build skills with developing personal settings for multiple software programs.</p> <p>Quiz: Students are given a quiz</p>	<p>High Proficiency: Students will be able to successfully set their personal settings for scan and read software, such as setting background colors and be able to use advanced features of speech recognition software such as load there voice files, use the capitalization functions and will be able to complete 85% of final lab assignment without use of the computer keyboard. scoring 90% or above on quizzes and tests;</p>	<p># High Proficiency__7__ Seven students Demonstrated high proficiency at setting their personal setting when using the adaptive software. 6 students received 90% or high on two assistive software exams. The exams cover several different software, including Kurzweil 3000, Natural Reader, and Dragon Naturally Speaking 1 student received a grade in the</p>	<p>From student interaction and surveying students on the final exam, they indicated that they would like the exercise handouts to be rewritten to contain more details. I have rewritten 40% of the Kurzweil 3000 and 40% of the Dragon Naturally Speaking exercises.</p>

	<p>that asks them how to change/adjust settings and to identify their personal settings.  <b>Homework:</b> In the homework assignments students need to figure out which personal setting for each software program works best for them first and then they complete a homework assignment related to the course.</p> <p><b>Midterm and Final:</b> On the midterm and final students are asked how they make adjustments to the software and identify the best personal settings for them.</p> <p><b>Rationale:</b> These assessments allow students to work with assistive software to identify the personal settings that work best for them.</p>	<p><b>Meets Proficiency:</b>  Students will be able to successfully set their basic personal settings for scan and read software, such as setting the reading speed and voice selection and use basic features of speech recognition software commands such as starting word processor with voice commands, using basic commands like “scratch that”, and when and how to turn on and off the microphone use. In addition, they would successful demonstrate how to correct common scanning and speech recognition errors. Scoring 70% to 89.9% on quizzes; completing homework with some errors; midterm and a final that scores 70% to 79.9%.</p>	<p>80%-89% range on the scan and read software exam and over 90% on the speech recognition exam, which is general consider the more complex exam. All 7 students correctly identified and set personal settings on each of the software and demonstrated a high skill level when using Kurzweil 3000. All were able to set background colors, extract highlights and notes, and set the verbosity level for using the writing features. 6 of the students showed the ability to scan material and convert it to MP3 files without help.</p> <p># Meets Proficiency__6__</p> <p>Of the six students that meet proficiency, most students were able to utilize all the software at a basic level. The students were able to find and adjust the basic settings in Kurzweil 3000, natural reader and Dragon natural speaking. There were able to set reading voices, speed and use the dictionary and spell check features in Kurzweil 3000. They were able to recognize and correct common scanning errors such as those caused by the scanning material not being positioned correctly and what highlighting of text might appear when scanned. When using Dragon Naturally Speaking, they were able to recognize when to use “scratch that” versus “correct that” and how to correctly use the microphone.</p>	
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<p>CSLO _3_: Successfully complete reading and writing assignments combining assistive software and a word processor.</p>	<p>Assessment Activity: Lab Activities: Once students have identified their personal setting for the software they combine this with a word processor to complete reading and writing assignments that have been assigned in the class.</p> <p>Quiz: Students are given a quiz that asks them how to combine both a word process and the computer software to complete a reading and writing assignments. Students are also given scenarios and they need to identify what the student should do.</p> <p>Homework: In the homework assignments once students figure out which personal setting for each software program works best for them first they complete a homework assignment related to the course using a word processor.</p> <p>Term Paper: In the term paper students combine the skills learned from word processing and assistive software to create an effective study plan for themselves</p> <p>Midterm and Final: On the midterm and final students are asked students are given scenarios and they need to identify what the student should do.</p> <p>Rationale: These assessments allow students to combine both assistive software and word processing skills to complete reading and writing assignments.</p>	<p>High Proficiency:</p> <p>Lab Activities: students will successfully identified their and use personal advance setting for the scan and read and the speech recognition software in conjunction with a word processor to complete reading and writing assignments that have been assigned in the class.</p> <p>Quiz: Students will score in the 90% on quizzes and tests that asks them how to combine both a word process and the computer software to complete a reading and writing assignments. Students are also given scenarios and they need to fix common issues related to adaptive software.</p> <p>Homework: In the homework assignments once students figure out which personal setting for each software program works best for them first they complete a homework assignment related to the course using a word processor.</p> <p>Term Paper: In the term paper students combine the skills learned from word processing and assistive software to create an effective study plan for themselves</p> <p>Midterm and Final: On the midterm and final students are asked students are given scenarios and they need to identify what the student should do.</p> <p>Rationale: These assessments allow students to combine both assistive software and word processing skills to complete reading and writing assignments.</p> <p>Meets Proficiency: Students apply feedback and refine strategies from practice exams to module exams at least 70% of the time.</p>	<p># High Proficiency___9___ 9 students earned high proficiency in all categories of the final project which is applying word processing, scan/read and speech recognition skills on one project. This gives the students a chance to experience how all the software can be combined in their other class assignments. 9 students were able to use Kurzweil 3000 to scan and read and article. They used Dragon Naturally Speaking to dictate their summaries of the article and MS Word to format their dictated responses.</p> <p># Meets Proficiency__2___ 2 students were able to complete 2 phases of the assignment, but they needed help with the last phase.</p> <p># Below Proficiency___5___ 5 did not finish the assignment. 2 of the student did well on the quizzes and homework earning above 70%. 1 student did not return to class. Two students had sporadic attendance and didn't accept the recommendation to drop the class.</p>	
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		Students earn at least 70% on module exams  Students will earn at least 70% on the comprehensive final exam  Students will earn at least 70% on the five homework assignments		
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Planning meeting date and people who attended: I met with Virginia Richards during flex.

Learning and Improvement meeting date and people who attended: James Kolthoff