

# **Business Technology Program Assessment Summary Report 2003-2004**

## **Program/Discipline Mission Statement**

The mission of the Business Technology Department at Arapahoe Community College is to facilitate student learning and meet the needs of the ever-changing business community by providing relevant and up-to-date curriculum. The BTE department is committed to using appropriate instructional strategies and effective use of the latest technology. The BTE department will continually assess student achievement for the purpose of ongoing improvement and life-long learning.

The purpose of the Business Technology Department is to provide coursework that teaches the skills necessary for students to become employed as entry-level support staff in the office environment. This coursework can be combined into professional series, certificate or degree program designed to keep up with the demand for highly skilled office professionals as the use of technology changes and increases.

## **Changes in the BTE Department Effective 2004-2005**

The BTE Department has been experiencing declining enrollment for several years even though several students complete both the degree and the certificate programs each year. This shows that there is value to the program, but it cannot continue to stand alone as a department. Effective Fall 2004, the BTE Department was merged into the Business Administration Department. The degree and the certificates were updated, and minor changes were made in the degree. When all the changes are complete, the Administrative Assistant degree will be eliminated, and it will become an option in the BUS degree called Office Management. At that time program assessment will be done using the rubrics that are used to assess the BUS degree programs. Therefore, this is a summary of the BTE program assessment for 2003-2004, and there will not be a separate assessment plan for the BTE programs for 2004-2005.

## **Intended Learning Outcomes for 2003-2004**

1. Students will be able to meet industry standards for Keyboarding.
  - a. In Computer Keyboarding (formerly Keyboarding I) students will be able to key for one minute at 20 words per minute with two errors or less.
  - b. In Keyboarding Applications I (formerly Keyboarding II) students will be able to key for three minutes at 40 words per minute with one error or less per minute.
  - c. In Keyboarding Applications II (formerly Advanced Keyboarding) students will be able to key for five minutes at 55 words per minute with one error or less per minute.
2. Students will demonstrate competency using Word Processing.
3. Students will be able to create documents using desktop publishing techniques.
4. Students will be able to use the ten key pad by touch.
5. Students will be able to integrate office skills on the job.
6. Students will be able to use filing rules to create an Access database.

## **Outcomes Assessed During 2003-2004**

During the 2003-2004 school year, the departments were instructed to assess each competency. BTE chose not to assess outcome number 3 because there were only four students in the BTE 167 course (Desktop Publishing) and outcome number 5 because there was only one student in the BTE 287

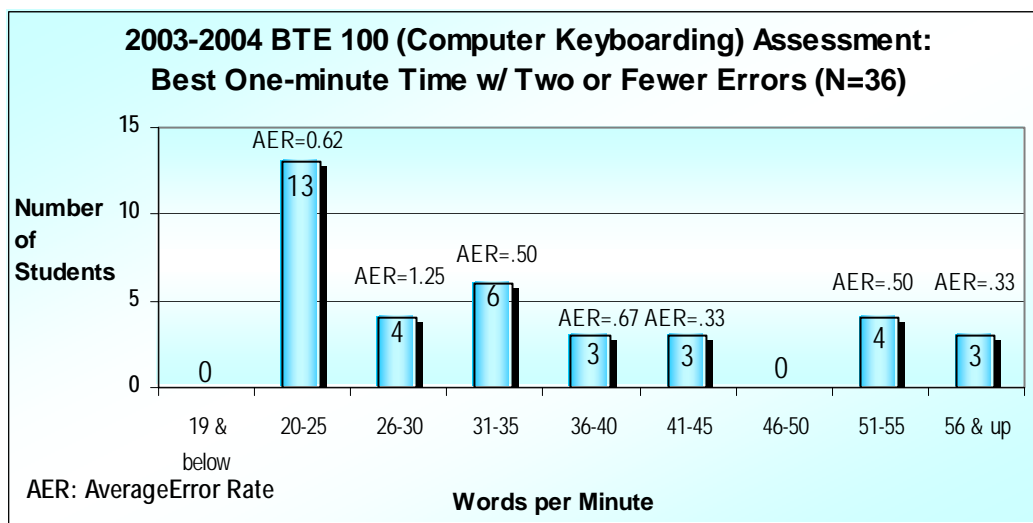
course (Co-op Education/Internship). These two courses were to contain the sample of students for these assessments. All other outcomes were assessed, and the results are outlined below.

## Procedures to Assess Learning Outcomes

1. Measure keyboarding skill of all students in Computer Keyboarding (BTE 100) on one-minute timed writings using Keyboarding Pro Multimedia software and text passages from their textbooks.
2. Measure keyboarding skill of all students in Keyboarding Applications I (BTE 102) on three-minute timed writings using Keyboarding Pro Multimedia software and text passages from their textbooks.
3. Measure keyboarding skill of all students in Keyboarding Applications II (BTE 103) on five-minute timed writings using Keyboarding Pro Multimedia software and timed writings selected by the instructor.
4. Assess students' mastery of basic word processing skills using a rubric that measures basics of word processing, formatting, using special features, saving documents, creating envelopes and printing documents.
5. Eliminate the assessment of desktop publishing techniques because there were only four students taking the class that demonstrated these skills.
6. Measure 10-key skills using one-minute timings on numbers keyed using 10-Key mastery software.
7. Eliminate the assessment of integrating office skills on the job because only one student took BTE 287 (Co-op Education/Internship), the class that demonstrated these skills.

## Results for Computer Keyboarding (BTE 100)

Thirty-six students completed BTE 100 (Computer Keyboarding). All the students who completed the course attained the required keyboarding speed of 20 words per minute in a one-minute timed writing with two errors or less, which is the acceptable criteria for Computer Keyboarding. Keyboarding speeds ranged from 21 to 68 words per minute as shown by the chart below.

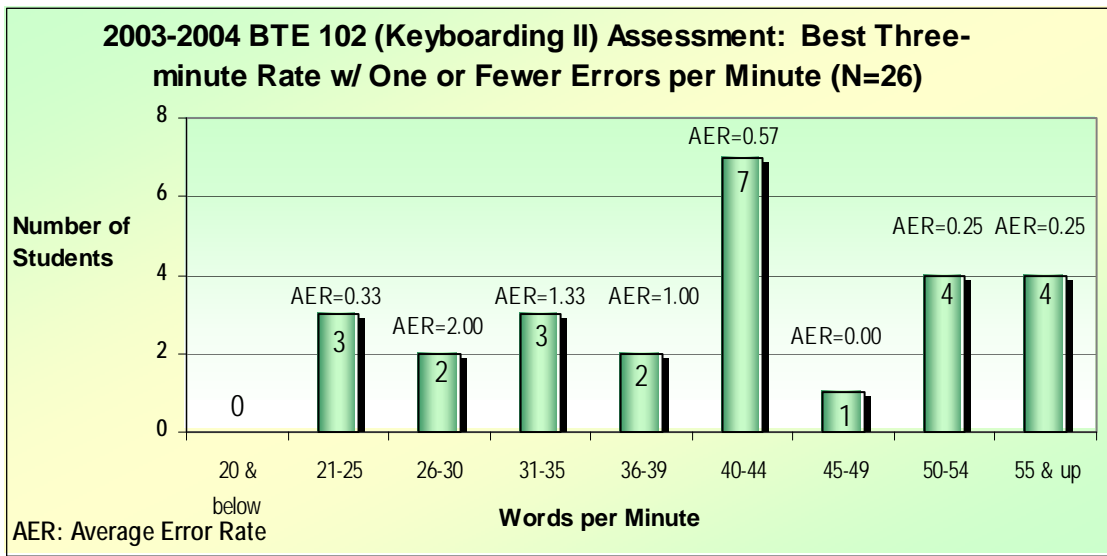


## Conclusions and Recommendations for Computer Keyboarding (BTE 100)

The Keyboarding Pro Multimedia software program continues to produce keyboarding skills that meet the criteria for the course. We will continue to use the software, but will change to the updated version of the software for the 2004-2005 school year.

### Results for Keyboarding Applications I (BTE 102)

Twenty-six students completed BTE 102 (Keyboarding Applications I) Of those 26 students, 16 attained the required keyboarding speed of 40 words per minute with three errors or less in a three-minute timed writing. Keyboarding speeds ranged from 22-65 words per minute as shown by the chart below.

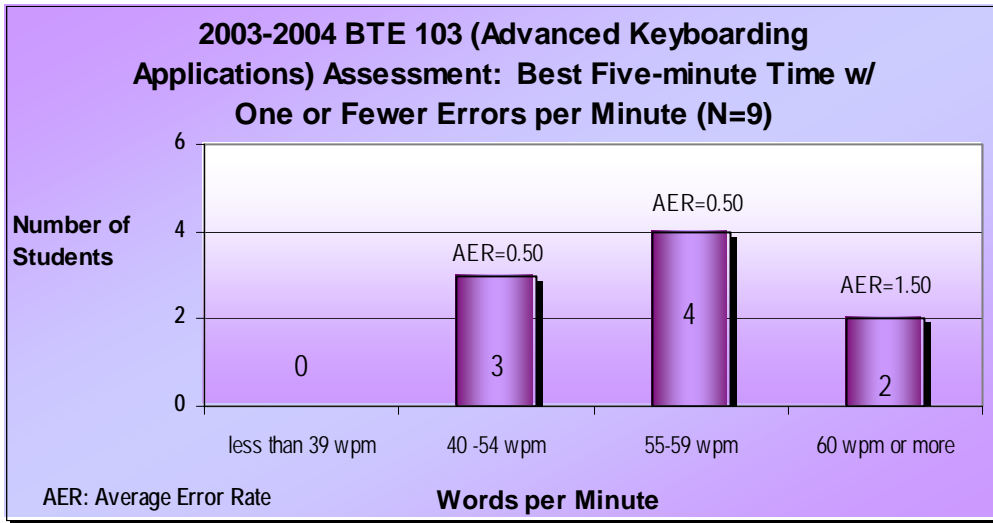


### Conclusions and Recommendations for Keyboarding II (BTE 102)

During 2003-2004, the number of timed writings required each week was increased, and the percentage of students reaching the minimum timed writing speed increased slightly from the previous year. The students who enter the course with keyboarding speeds between 20-25 words per minute are advised to take BTE 111 (Keyboarding Speedbuilding) before taking BTE 102. Perhaps changing the prerequisite for the course to a higher keyboarding speed would force the students to build their skill by taking the speedbuilding course and make them more successful in BTE 102.

### Results for Keyboarding Applications II (BTE 103), formerly BTE 200

Nine students completed Keyboarding Applications II (BTE 103). Six of the nine students reached the required speed of 55 words per minute. During 2003-2004, the number of timed writings required each week was increased in this course also, and the percentage of students reaching the minimum timed writing speed increased from the previous year. Keyboarding speed ranged from 40-68 words per minute as shown in the chart on the next page.

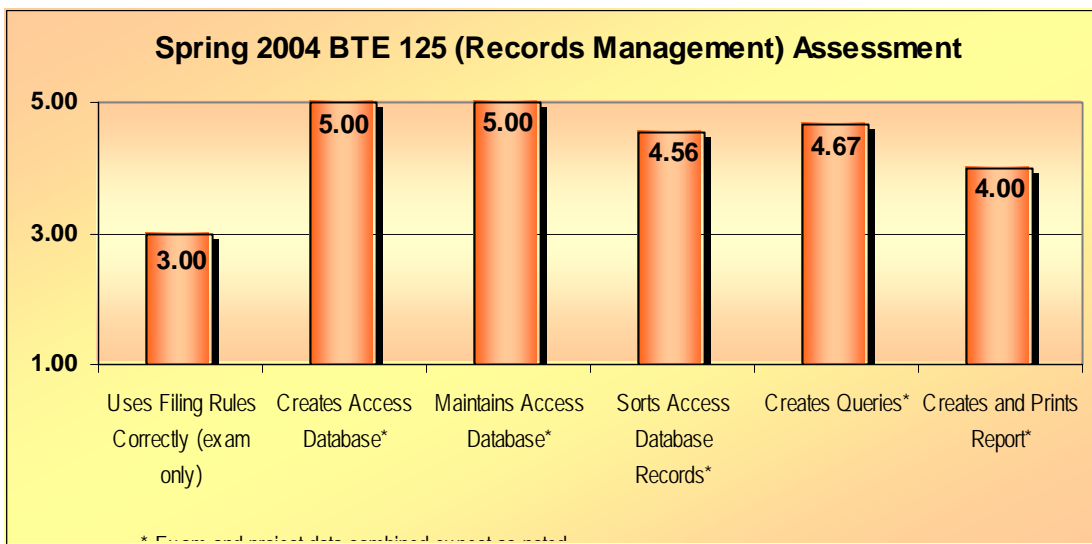


### Conclusions and recommendations for Keyboarding Applications II (BTE 103)

The BTE Department has always felt that students should reach the industry standards of 55 words per minute by the time they complete the series of keyboarding courses in the BTE program if they are to be prepared for jobs in today's office environment. Interestingly, the BTE/BUS Advisory Committee felt that the keyboarding speed of 40 words per minute is adequate for today's office and voted to delete BTE 103 from the curriculum in the certificates and the degree in 2005-2006.

### Results for Records Management (BTE 125)

Nine students completed BTE 125. Their skills in records management were scored using a rubric that rated them on using filing rules correctly, creating an Access database, maintaining the database, sorting records, creating queries, and creating and printing reports. The scores were very good in all categories except using filing rules. The scores are shown on the chart below.

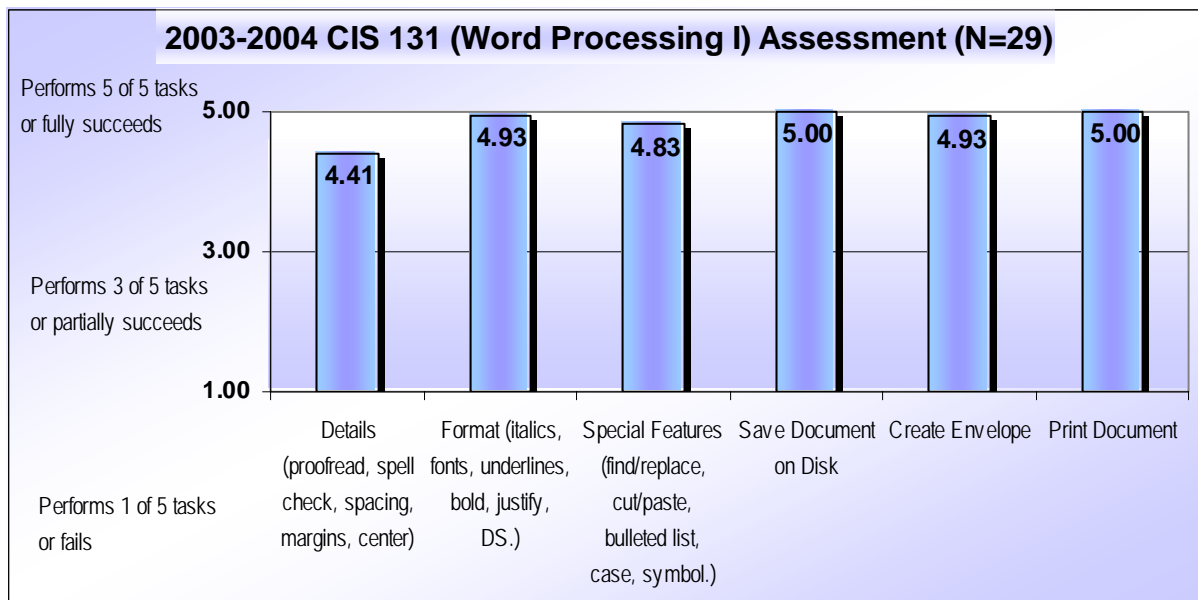


## Conclusions and Recommendations for Records Management (BTE 125)

The students scored well in all categories except using filing rules. That section of the course used an online module for instruction on filing rules. The database section of the course was taught in face-to-face classroom sessions. The results indicate that the filing rules should be taught in face-to-face classroom sessions using a records management textbook rather than using the online module.

## Results from Word Processing I (CIS 131)

Twenty-nine students completed Word Processing I. Their word processing skills were scored using a rubric that rated them on word processing details, formatting, special features, saving documents, creating envelopes and printing documents. The students scored high in all categories except using details such as proofreading, spell check, spacing, setting margins, and centering. The scores are shown on the chart below.



## Conclusions and Recommendations for Word Processing I (CIS 131)

Even though Word Processing I is a CIS course, it has always been taught by the BTE Department. That, too, will change in 2004-2005 when BTE becomes a part of the BUS Department. The chart shows that the students did well on all the competencies of the course but scored lower in the proofreading, spell checking, skills, etc. BTE recommends that the students be given more exercises in proofreading to increase this skill.

The BTE Faculty Advisor will report these results to the Assessment Committee, the Division Dean, and the BTE/BUS Advisory Committee.