Course Title: IST 108

Course Leader: Karen Weil-Yates

Expected Learning Outcomes for Course

- ***Implement a functional Windows 7 workstation operating environment***
- ***Practice good file management and disk organization***
- ***Perform basic Windows 7 diagnostics using tools and utilities.***
- ***Prevent data loss and facilitate security through use of backups, firewalls, antivirus protection***
- ***Demonstrate a working knowledge of the Command line and the Registry***
- ***Improve performance, add features and increase security***
- ***Implement basic troubleshooting skills with the use of system utilities***

Assessment
(How do students demonstrate achievement of these outcomes?)

Throughout the semester students submit solutions to Case Studies on various topics. Students take 2 exams, one at 5 weeks, and the other at 8 weeks. One exam is a hands-on demonstration of knowledge of common troubleshooting solutions supporting the power-user; the other is also hands-on, involves planning and preparation for diagnosing, evaluating, and performing system maintenance on a system "in the field". In addition, each student gives a 15 minute presentation on a Windows or Technology related topic (to be approved by the instructor). Students interview an professional who uses the Windows operating system and present how that company or organization uses or implements that concept or utility (for example: what is the backup strategy of that company or how does that organization implement security). The student must also complete Internet research on how others in this industry are using this utility or feature. What are the ramifications to companies that do not (how much time or money is lost)? They then must create a PowerPoint presentation with a minimum of 3 sources. Students record their Bibliography on the last screen of the slideshow. In addition, they must create a handout (other than the printout of their slides); this handout must be additional information that is not covered specifically in their presentation and can be in a variety of formats: flyer, brochure, FAQ sheet.

Validation
(What methods are used to validate your assessment?)

This course was last evaluated at the Fall Advisory Meeting on October 27, 2006. Two objectives were modified and one was added. The four Reviewers were: Martin Nikirk (WCTHS Teacher),, Joanne Ballengee (City of Hagerstown Housing Authority, Matthew Martz (Swift Systems, Inc), Joe Wagner (Techs to Go).

This course is also taught by an adjunct, Jim Miller, who has worked in the computer field for over 25 years and owns his own business, After 5 Productions. Jim first suggested that this presentation project be added to the course many years ago under the premise that everyone in the IT filed will have to create and present information to potential clients, to colleagues or to employers. Jim has external evaluators review the presentations (I have done this in previous years and since I find I teach during the day—my evaluators frequently had to use personal or

vacation time. So I stopped doing to). Jim reports the comments from local business professional regarding the presentations. Over the years we make adjustments to the requirements and the grading rubrics, based on the feedback from the guest evaluators and our observations. Adding the handout was a direct request from an evaluator of mine from the DoD (Ft Dietrick); another adjustment made this year (2010) to the rubric/requirements was to add how industry in general are using a Windows feature or utility and how are they affected (eg., protected data or lost data?). We also have a presentation planning and preparation schedule that helps students to plan, create and modify their presentations long before the day of their presentation.

The textbook that we use is the most extensive and the best. Last Fall (2010) we used another text by the same publisher since our author did not have plans to publish a Windows 7 text. There was so much that was not covered in the substitute text, we had to supplement within the lecture. Fortunately our author published his version of the Windows 7 text and we are back on track. The textbook uses Case Studies presenting real-life computer problems. Student assignments are submitted in various Word formats. I learned (validated) from an intern's workplace supervisor that "my students" knew how to document well (selecting the proper document type and formatting properly). Thus students submit step-by-step instructions with screenshots) for making system corrections or adjustments (like they would for an end-user) or they submit RFP letters for backup plans based on a company's needs.

Results

(What does the data show?)

For the presentation the average for Fall 2010 was 73% for 18 students, three of whom "walked away" from the course (did not drop the course); if those three are removed from the calculations, then the average increases to 87.5%. The average for Exam 1 was 75.5%; Exam 2 was 62,7% (again there were 3 that did not submit this exam); if those 3 were removed from the calculations then: 82.5%. The course average was 72.7%; if the 3 are excluded: 81.6%

There is a suggestion to take the first six chapters and incorporate them into an Operating Systems course (that would include Linux and Mac, also). The Operating Systems course would transfer better than the current Windows Operating Systems course. If this were to occur, more time could be spent on Command-Line, batch and script files, advanced utilities

Follow-up

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

Current instruction includes Internet research, talking to professionals in the business community, incorporating Microsoft applications into assignments as reporting tools, collaborative effects on certain assignments (very productive; very few non-participants).

Budget Justification

(What resources are necessary to improve student learning?) The Advisory Committee recommended that we update to Windows 7 for the Fall 2010 semester.