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; each instructor builds their own exams relating to system maintenance and advanced utilities. The common assessments are 10 ten-point quizzes (for a total of 100 points) and a 15 minute presentation on a Windows or Windows-related topic (to be approved by the instructor). Students interview a 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) utilize this feature? 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?)

The presentation is still a very valid assessment (using the same rationale from previous years— this project was co-designed with an adjunct with 25+ years business experience). A rubric was developed and is used by both instructors. It is posted on the Moodle site and is available for students to review from the first day of class. Class time is devoted to reviewing the project expectations, tips for presentations, examples of "good and bad" presentations.

The textbook used is the most extensive and the best: the textbook uses Case Studies presenting real-life computer problems. Student assignments are submitted in various Word formats (letters, step-by-step instructions, etc). I get validation through discussions with internship supervisors and advisory team members supporting the documentation skills and team work learned in this class.

Results
(What does the data show?)

Student	Presentation	Quiz Total
#1	100	83
#2	90	36
#3	93	95
#4	93	66
#5	87	53
#6	87	91
#7	0	21
#8	90	88
#9	93	69
#10	0	43
#11	90	62
#12	90	81
#13	0	0
#14	95	51
#15	92	60
#16	95	78
#17	93	85
#18	100	83
#19	0	33
Average	73	62

Student	Presentation	Quiz Total
#1		85
#2		72
#3		68
#4		61
#5		92
#6		61
#7		76
#8		77
#9		71
#10		73
#11		72
#12		65
#13		80
#14		85
#15		42
#16		0
#17		87
Average		69

Average Presentation scores are at _____%; if you remove the five students that did not do a presentation (and did not pass the course) the Average increases to _____% which is above average (B range). Students typically neglect one of three areas: creating a handout, bibliography (incorrect format) and data or talking points on the downside to businesses that fail to use or follow good practices or information about the company or interviewee.

Quiz scores show that except for two students (who did not pass/complete the course) everyone is _____% and above with the average at _____% and increases to _____% if those two students are removed from the class average. Students take these quizzes outside class time—meaning they can use their books—there is no proctoring. The quizzes are timed; quiz order and answer order is scrambled.

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).

I have placed annotated examples of past presentations for students to review; we have class discussion of expectations; there are examples of proper documentation for bibliographies along with the Presentation rubric posted on Moodle. I plan to add examples of handouts so that student may have a better idea of what is expected.

In reviewing the outcomes, I feel that my colleague and I need to include the exam that assesses the computer maintenance plan in the common assessment area.

Budget Justification
(What resources are necessary to improve student learning?) External drives for backups; MSDNAA software (operating systems); Microsoft Office; removable hard drives