Course Title: CSC/IST102 Introduction to Information Technology

Course Leader: Trudy Gift

Expected Learning Outcomes for Course
- Compare, contrast and select appropriate technology to enhance personal and professional tasks
- Critically evaluate data through technology resources
- Process and communicate information through technology resources

Assessment
(How do students demonstrate achievement of these outcomes?)
All IST instructors follow the same grading, rubrics and content format.

Starting in the Fall 2014, a course management software was incorporated to this course. The rationale behind this was the large number of hand graded assignments. Instructors wanted to continue testing students on their knowledge by using critical thinking projects rather than multiple choice. The content of the course did not change.

Applications:
Training modules: Each chapter covered in Word, Excel, PowerPoint, Access had a corresponding training module which would walk students through how to accomplish a task. If they encountered a problem, there were three methods they could use to find the answer: 1) their textbook with the corresponding chapter; 2) using the video that corresponded with just that specific task; or 3) step by step interactive, show-me where the student had to watch then do. They were given 5 attempts per instruction and could do the training until they go the grade they wanted (98% went for 100%).

Grader Projects:
Students were required to complete a project either creating a new file or updating an existing one. This gave the student an unlimited number of times they could adjust the file prior to submitting. Once the file was submitted, the student had the opportunity to make correction and resubmit the file a total of 3 times. This allows the student to: 1) select the grade they want to receive; 2) an opportunity to figure how to complete the task; 3) repetition will allow them to remember for the future.

Exams:
There is one exam for each application. Specific skills were tested and could be tracked as to how the student completed the skills, how long they worked on it, level of success, number of times they redid the exam (maximum of 3 attempts).

Concepts:
More hands-on projects were assigned to this section of the course. Instead of just reading about how to purchase a computer, there were 5 Help Desk Assistant projects that students completed. They were given a scenario and based on their readings, they determined the correct steps to take.

There were five key projects were required to be completed by all instructors. This included a report from HowStuffWorks.com, effective Internet research by with a Computer Security Report, OneDrive (cloud computing), OneNote, Wikis. In addition each instructor could pick up to an additional 9 assignments (9% of the grade; each instructor determined how best to administer). Social media (LinkedIn, Weebly--blogging) was removed because students had a site, the site (which was live) was changing too often, or students voiced concern over a 'required' web presence.

The exams (which have always been generated from a test bank) have remained multiple choice. However, the test bank has been edited extensively to remove questions not covered, redundant questions, or awkward working. In addition, the exams are referenced as Research exams. Students are permitted to take the exams at home, with a time limit of 75 minutes, with access to notes, textbook, Internet, PowerPoint presentations. If students have not used the textbook prior to the exam, it is not much help since multiple chapters are being covered. When the student accesses the Internet for questions, they are presented with information overload. Instructors felt it was more important that students be able to research the answer rather than memorize.

The capstone project was removed due the amount of information being covered.

We see fewer students taking this course since it is no longer a General Education requirements (31 sections to 10 sections for the Fall 2014).

Validation
(What methods are used to validate your assessment?)
The textbook we are using is approved courseware by Certiport for the IC3 (Internet and Computing Core certification) national certification exam for computer literacy. All exams questions can be mapped to a question or section on the IC3 exam.

The IST Advisory committee (comprised of area business representatives) continues to approve the content, coverage, and presentation of this course.

Results
This was the first semester using the software. There were two instructors who choose not to follow the standardize format so the data has been compromised. However, by using the new software, there is so much data to analyze.

We can see that frequency with which a student takes a project/exam over (average 2 times). We can see the over average of all the exams (applications and concepts-59.6% of 197 students). This low percentage factors in all 0% which would include 'walk-away' students. Faculty was not informed to remove walk-away students from their final grade book or students who dropped their course. Therefore, the results are not truly valid.

The frequency of the training modules shows an overall average of 79.9% of 204 students. Again, since instructors did not remove dropped/walk-aways, this is not a true representation. The average is closer to 90%; however, the actual report does not reflect that.

The usage of the learning aids (show me, videos, textbook) shows students referencing these aids 89.7% of the time with an accuracy of 90% (including drops and walk-aways). The adjust score would be closer to 97%.

The integrity violation report shows that 6 students had multiple violations but none where report to the system administrator.

Follow-up
(How have you used the data to improve student learning?)
There has been no decision on moving to Windows 8. The Advisory committee recommended waiting for Windows 10 release before making any major changes.

We should upgrade the computers to touch screen technology. This is going to be hard to convince the Administration since they are cutting back on IT equipment. If the numbers can just this change, it will be presented to Unit Planning (Fall 2015). At the Fall 2014 meeting, the President indicated he wanted students to purchase their own computers and use free/MOCCA textbooks. This is not possible for a technology course which required update software and textbooks. There are no 'free' textbook for Office 2013/Office 365. You can find textbooks for older versions.

Very few students are using e-books. This trend is continuing in our classes. The problem is a student needs to see the instructions in the book, make a change to the software. Trying to divide a laptop or tablet screen makes it very difficult for students to read. It has been observed in several classes (per comments from instructors), students using a laptop/tablet will use that device for their e-book and use the classroom's computers to complete the assignment.

By the second semester, we will improve on the usage of the software (the two instructors that did not use the software are not teaching in the Spring 2015 semester). Instructors will be better informed as to what they need to do at the end of the semester. It is imperative that all instructors follow the guidelines for the course.

Budget Justification
(What resources are necessary to improve student learning?)
New technology will be needed so it can be demonstrated in the classroom. Touchscreen monitors would enable students to utilize the full potential of Windows 8. Data will be gathered at the end of the Spring 2015 semester and included at that time.

e-books are available and included in the textbook order. However, most students are not purchasing them at this time. There continues to be a small increase in renting textbooks online. One problem is the management software we are using is linked to textbook. The software becomes very expensive if purchased separately.