

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.

Same format as used in Fall 2014: five key projects were required to be completed by all instructors. This included social media (LinkedIn, Weebly--replaced Squarespace since the site no longer matched the textbook, blogging), computer security, effective Internet research, SkyDrive (now OneDrive -- cloud computing), Wikis. In addition each instructor could pick up to an additional 15 assignments (15% of the grade each instructor determined how best to administer).

The exams (which have always been generated from a testbank) have remained multiple choice. However, the testbank has been edited extensively to remove questions not covered, redundant questions, or awkward working. Students are permitted to use their textbooks, Internet, notes, and PowerPoints that correspond with the textbook. They have 75 minutes to complete 50 questions.

Students are required to complete one of two Capstone projects developed by IST faculties involving all the expected learning outcomes for the course. The project is then graded on a rubric, (developed by the IST faculty). This semester the Excel spreadsheet was updated to record the achievement of the outcomes as tested on the Capstone project. Each instructor completes a worksheet for each student that submits a project. At the end of the each fall and spring 2014 semester, the results were tallied on a master workbook to determine the percentage of students meeting (or exceeding) the above listed outcomes.

Instructors are asked to submit their Excel spreadsheet containing all the data scored so that it can be compiled into one master file. The combination spreadsheet shows the result for all the sections with pertinent data being extracted regarding meeting the specific outcome (percentage based on the total number of students completing the course. These files are located in the TCS database.

Course Outcomes Spring 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 Capstone projects has been reviewed by the IST Advisory committee (comprised of area business representatives) and approved (Spring 2014).

Results

During the spring semester, there continued to be an increase in the number of students using Windows 8 and Office 365 (since they can no longer purchase Office 2010 or Windows 7). This increased the level of frustration since faculty does not have access to Windows 8. We are using Windows 2013. There is no campus direction for updating at this time.

There were 136 students who attempted the new format for the Capstone project (either Jobs--81 or Computer--55). This does not include the number of students who choose not to submit a project. There were a total of 110 that successfully achieved the outcomes as described. An average of 80% was achieved for students submitting the Computer Capstone with 79% of the students passing the Jobs Capstone.

- Compare, contrast and select appropriate technology to enhance personal and professional tasks in both the Jobs or Computer Purchase
 - Total Number attempting either project = 135
 - Total Number passing this outcome = 107
 - % of Students Passing Section/Outcome (excluding 0 Capstone scores) = 78%
 - Average of all Scores = 81%
- Critically evaluate data through technology resources
 - Total Number attempting either project = 132
 - Total Number passing this outcome = 121
 - % of Students Passing Section/Outcome (excluding 0 Capstone scores) = 92%
 - Average of all Scores = 96%
- Process and communicate information through technology resources
 - Total Number attempting either project = 131
 - Total Number passing this outcome = 122
 - % of Students Passing Section/Outcome (excluding 0 Capstone scores) = 92 %
 - Average of all Scores = 92%

The actual data is located in attached worksheet.

Follow-up

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

We are seeing a change in the size of classes at HCC. In order to be more efficient, IST102 courses will be taught in classrooms that have a maximum of 40 computers. This would make the current make-up of the course impossible to keep up on the grading (5 required projects, up to 15 individual assignments as determined by the instructor, a capstone). It was decided by the full-time faculty (with input from the adjunct teaching the course) learning management software (specifically MyITLab that is currently be used by about 50% of the campus) would be used.

Course Outcomes Spring 2014

A pilot course (taught by adjunct D. Courter) was created with access codes to the website being donated by Pearson Publishing and was scheduled to be taught starting 5/12/2014.

Major changes in the course proposed: removal of the Capstone project, removal of the five required assignments (OneDrive, Security paper, How Stuff Works report, wiki site, blog/LinkedIn creating). The individual instructor can use a specific number of points to assign projects/grades at their discretion, there are training modules that students can use to learn Word, Access, PowerPoint, and Excel at their own speed. Projects and exams in those area will be scored by a rubric by the computer.

The concepts portion of the course remains unchanged. However there are training modules to explain more advanced topics (networking, security, computer maintenance, etc.)

The exams and projects are required (and standardized).

Budget Justification

(What resources are necessary to improve student learning?)

No new resources are requested at this time. Students will be purchasing the software when they purchase the textbook.