

Course Title: IST 103: Presentation Software – 1 credit

Course Leader: Karen Weil-Yates

Expected Learning Outcomes for Course

- *Plan, research, develop and present effective presentations using PowerPoint*

Assessment

(How do students demonstrate achievement of these outcomes?)

Students submit Case Studies for grading. In addition, they research, prepare and present one Case Study to the class. A Presentation Tips guideline is shared/available for students and copies of the presentation evaluation are available to the students before the presentation date—so that they may be prepared. They are scored on both the slide show and their presentation of the slide show. Students participate in two forums about presentation design and analysis; and take three quizzes.

Validation

(What methods are used to validate your assessment?)

The textbook is an approved Microsoft Office Specialist (MOS) published by an industry leader in the information technology field. The Advisory Committee evaluates the course as needed. After discussion with our campus disabilities coordinator, one Case Study was modified to show students how to caption audio portions of presentations for the hearing impaired.

Results

(What does the data show?)

	Case Study Average	Forum & Quiz Average	Final Presentation
Student #1	87.3%	100.0%	100.0%
Student #2	82.7%	100.0%	97.1%
Student #3	90.0%	98.2%	97.1%
Student #4	0.0%	39.1%	0.0%
Student #5	72.3%	90.9%	81.4%
Student #6	0.0%	21.8%	0.0%
Student #7	74.0%	67.3%	67.1%
Class Average	58.0%	73.9%	63.3%

Course Outcomes Guide #4

If you exclude the two students who did not complete the course, the averages change to:

Class Average	81.3%	91.3%	88.6%
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Case Studies are modified from the publisher's originals; student are given additional instructions regarding guidelines for good presentations and formatting "rules". The case study changes include changes regarding those rules and guidelines with the premise that students are too "programmed" to follow the directions without taking a critical look at an end product. It took several case studies before students took a closer look and found the errors (misspelled/misused words; inconsistency in formatting; incorrect fonts). Two of the students never seemed to catch on, even though rubrics clearly stated the missed changes/corrections.

The final presentations were generally above average; students were to pick a topic that they were passionate about. Two of the presentations were quite lengthy (for the first time—I will have to put a time/slide # restriction for the next semester). Again two students did not address all of the enhancements and elements requested for the final; one of them has a reading comprehension problem (even with extensive assistance at the Learning Center) and the other seemed to "fly" through assignments without double-checking.

Follow-up

(How have you used the data to improve student learning?) We are adopting a new textbook in the fall that includes a comprehensive course cartridge. I am going to continue to use the additional rules and guidelines—they make the students take a more critical look at their efforts. I will also add a few podcasts to the site, probably to correspond with the forum discussions.

Budget Justification

(What resources are necessary to improve student learning?) Podcast software; we are using Camtasia and Adobe Connect