

**Course Title: IST 204 Help Desk Technology & Services**

**Course Leader: Karen Weil-Yates**

**Expected Learning Outcomes for Course**

- *Demonstrate competence in working with a call center system and professional help desk software*
- *Assist and support others in applying appropriate technology in a business environment in a variety of methods: one-on-one consultation, formalized training, written documentation*
- *Implement effective strategies to evaluate computer products and define standards for an organization*
- *Analyze and assess user needs for computer systems, software and network products*
- *Implement good facilities management procedures, including: security, media backups, preventative maintenance, ergonomics, recycling*
- *Utilize user support information resources*

**Assessment**

(How do students demonstrate achievement of these outcomes?)

Students complete assignments from the textbook (Activities and Case Study per chapter); since the course is on-line, they create and post to a blog. This way their classmates can see and comment on their efforts. Some assessments are emailed to the instructor. There is one group project that is assigned and worked on throughout the semester. **Examples** of assessment include:

- 15 hours of job shadowing with help desk personnel and writing a report based on that experience; install and learn Help Desk software (comes with textbook) and complete Activities (outcomes #1, #2 & #6)
- Complete Case Study on Evaluating Help Desk software; Case Study on Product Comparisons (outcome #3)
- Learn and utilize project management software (outcomes #2, & #5)
- Evaluating themselves in terms of communication skills, personalities, interactions with others (outcomes #1 & 2)
- Develop troubleshooting methods to assist users (flowcharts); critical thinking skills; knowledge bases (research & critique valid Internet sites, subscribe to and use RSS feeds & aggregators) (outcomes #2 & #3)
- Plan, develop, implement and evaluate a training session (outcome #2 & #6)
- Review a situation and write step-by-step instructions to solve; create a survey to evaluate the results of a Help Desk scenario (outcome #2 & #4)
- Review and compare Acceptable Use Policies of a company with basic guidelines (outcome #3)
- Create a disaster plan for a home user (outcomes #2 & #5)

**Validation**

(What methods are used to validate your assessment?)

Other assignments are the result of the instructor’s externships, advisory committee suggestions, site visits with internships, and on-site interviews with various local technical personnel. The textbook is published by a leading technology publisher and utilizes Microsoft Office in its assignments and case studies. In addition this course has transferred as a graduation requirement for Carroll Community College. I also have many students who work in the Help Desk field and are coming back to take this specific course.

**Results**

(What does the data show?)

This is considered to be a capstone course. There are no exams; so I will be comparing a few of the major assessments:

	Training Module	Disaster Plan	Flowchart	Job Shadowing	Help Star
Student #1	64.5%	47%	88%	96%	100%
Student #2	0%	63%	92%	77%	0%
Student #3	86.5%	90%	94%	96%	100%
Student #4	-	-	-	0%	-
Average	50.3%	67%	91%	90%	50%

NOTE: Student #2 walked away/failed the course; Student #4 was an Incomplete.

The training module was a project that students were encouraged to work on from the beginning of the semester and then present on campus during the last 3 weeks of the semester to an “unknown” audience (whatever class/students were available—in order to accommodate students’ schedules; this project revision was a recommendation by the advisory committee. The Disaster plan low scores are due to students not reading the instructions and following instructions. Flowcharting scores are good showing that the webinar and resources are working. Job Shadowing scores are excellent—another assignment that the Advisory Committee “insisted” remain in the course. The Help Star assignment is a module that demos Help Desk software; it is time consuming, but students are doing well.

**Follow-up**

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

We used Adobe Connect for on-line meetings; the value of these was that they are recorded. For the situation with the Disaster Plan, I will create a on-line meeting for this assignment early in the semester. In other areas, I am pleased with using Google’s blog—it is easier to set up, manage, include classmates, track everyone’s progress than the others that I have tried.

**Budget Justification**

#### Course Outcomes Guide #4

(What resources are necessary to improve student learning?) Students receive requirement software with their texts and through the MSDNA Alliance; Adobe Connect (webinar software for on-line meetings); Camtasia (for recording vidcasts).