Course Title: IST 108

Course Leader: Karen Weil-Yates

Expected Learning Outcomes for Course

- ***Implement a functional Windows workstation operating environment***
- ***Practice good file management and disk organization both in local systems and on the cloud***
- ***Perform basic diagnostics using tools and utilities to improve performance, increase security***
- ***Protect data and facilitate user and system security through the use of available operating system tools***
- ***Demonstrate a working knowledge of the Command line and the Registry***
- ***Use critical thinking and demonstrate the ability to perform basic system troubleshooting skills***
- ***Develop a sound, efficient system maintenance plan***

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. This semester common assessment have changed to better meet Expected Learning Outcomes: quizzes were dropped and replaced with a Batch file assignment to meet the working knowledge of the command line. The other two common assessments are a 15-minute presentation on a Windows or Windows-related topic (to be approved by the instructor) and a system maintenance Exam. For the presentation, students must determine a scope (target audience) and complete Internet research on how others in this industry are using this utility or 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. For the System Maintenance Exam, student must locate a willing participant to interview and then develop a computer maintenance program and execute that program.

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?)

Average Presentation scores are at 75.6%; there was a big discrepancy between the 2 sections: day class, 70.4% and evening class, 82.4—a full letter grade. Overall the quality of the handouts has improved; students still need to develop/understand the concept of scope. Students are scored in the following 5 areas (they have access to the rubric from the first day of class): Introductions and Structure (design and formatting), Content, Delivery, Handouts, Bibliography. The most points lost are in the Structure, and Bibliography areas.

The System Maintenance Plan Exam class average is 63%; this is an 8% increase from the fall semester. I find that most students cannot/do not follow directions rather than not understand the components and utilities of the operating system.

The Batch file assignment had an average of 51% (11 of 25 students did not submit). Most students struggles with this assignment; however, of those that did complete the assignment, there was a 91% average.

Follow-up

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

The quizzes were removed as a common assessment; they did not support critical thinking, only knowledge-base.

I have placed annotated examples of past presentations for students to review; we have class discussion of expectations; I will add a "This, Not This" PowerPoint of correct Bibliographies to the Moodle course for next year. The Presentation rubric is posted on Moodle.

The Maintenance exam is a good indication of critical thinking skills (what should be included and with what priority and precautions) and of customer service skills. One class was much stronger (average was >25% higher); this class had much higher reading compression skills than the other class.

The Batch file assignment submissions need to increase; plans for the Fall 2016 semester include more worksheets throughout the semester, and perhaps an inactive/online exercise.

Budget Justification

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