

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

All IST instructors follow the same grading, rubrics and content format. This continues to work well. All the current instructors are well trained in Myitlab and work well with following the guidelines of the course. It is imperative that all future instructors complete the Myitlab training. There were no new instructors teaching the course.

Using Myitlab, students tested their knowledge by using critical thinking projects rather than multiple choice for the applications part of the course. The software gathers data on skills that relate to student outcomes for this course. The students complete a training, project and exam for each chapter covered on Word (3 chapters), Excel (2 chapters), PowerPoint (2). In addition, hands on activities (either directed in class or assigned as homework) include an additional project on Word, Excel, PowerPoint from the textbook which are scored by the instructors using a rubric. This did not change in 2017.

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 (unlimited attempts changed to 3) until they got the grade they wanted (87.7 as compared to the 92.7% who went for 100% from the previous semester).

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. Students were given a report showing them what they got wrong. When completing the project, a second time, they did not have to redo the items they got correct. 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. The average percentage was 84.3 for all tasks. One of the reason for the lower percentage, students had to manually complete/redo the project. The majority of the students (73%) only completed the assignment one time.

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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. A change from the previous semester: students were given one attempt to complete the work and they could complete the exam at home. Average score was 86.1%

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 10 Help Desk Assistant projects that students completed. This gave the student the opportunity of applying what they read/learned to a real life scenario where they had to answer questions. They were given multiple attempts (3) to achieve the score they wanted. This is similar to questions that would appear on the IC3 certification. This was the same as the previous year.

The required assignments were updated from the previous semester. The key projects required to be completed by all instructors were OneDrive (cloud computing), File Management and Web search. Instructors added four assignments of their choice.

The concepts exams (which have always been generated from a test bank) have remained multiple choice. In addition, the exams are referenced as Research exams with access to notes, textbook, Internet, PowerPoint presentations. Students are permitted to take the first exam at home, with a time limit of 75 minutes. The second exam is taken on campus either in the classroom or in the HCC Testing Center for all online sections.

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.

We continue to see fewer students taking this course. We offer 2 online sections and six traditional (as compared to 8 sections spring 2016).

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. This has not changed.

The IST Advisory committee (comprised of area business representatives) continues to approve the content, coverage, and presentation of this course. This continues to be the best method for updating courses.

Results

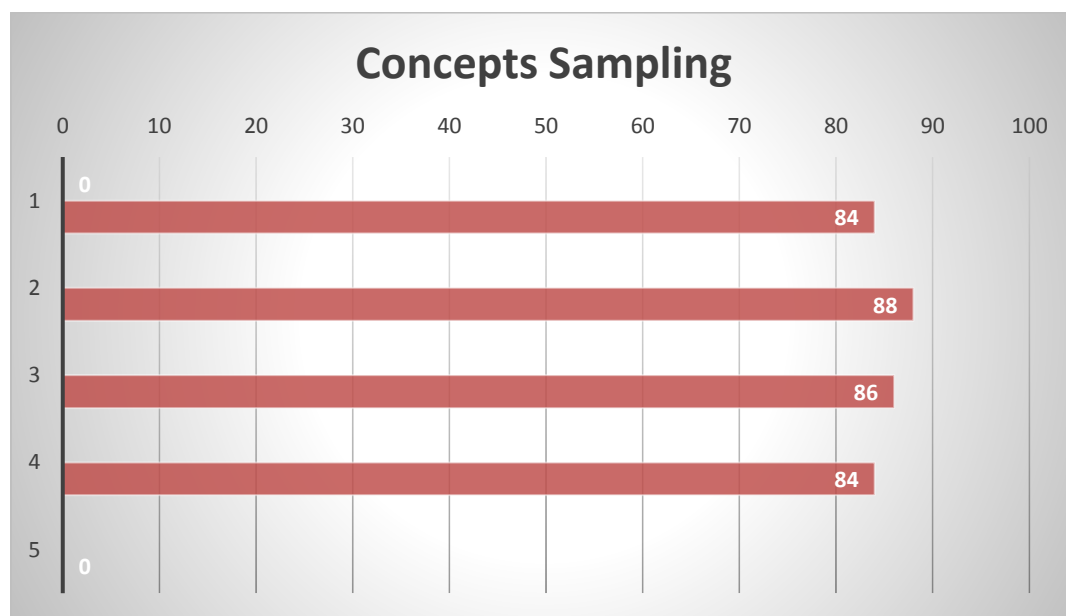
According to the data gathered via Myitlab, 127 (133 in the previous spring) students participated in the course management software. If you take into account there were a total of 51 activities that would be gathered to validate course outcomes, the average completion score was 74.3% as compared to the fall of 65.9%. Since there is no easy way to valid Fs versus walk-away Fs through data collection, an error factor of 20% was used bring the completion score up to 87.9%. While

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this seems high, students are allowed to take all but 9 activities over multiple times (for example, projects can be done 3 times) until the student masters the concept, is satisfied or just wants to move on to the next assignment. If you compare the percentage to the number of A's given for the course, it falls in line.

Concept exams average was 74.2% as compared 78.95% for fall. This can be attributed to the students not reading the textbook. We are finding out that the idea of an open book exam means they don't have to read the textbook. When it comes to the exam, they have no idea how to use the textbook to locate information.

A random sampling was used to create a worksheet to show the average. This shows that approximately 85% of the students can use the concepts presented in this course. See Excel worksheet in Data Analysis folder for details.



Follow-up

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

The number of assignments was again changed to remove two required assignments so we could add more hands on activities for the concepts portion of the course.

The majority of the students now have 2016 and Windows 10 on their computers and the course continues to be based on the newest technology concepts and software.

Very few students are using e-books 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 (tablets will not work for this course) screen makes it very difficult for students to read than complete a task. It has been observed in several classes (per comments from instructors), students using their laptops will use that device for their e-book and use the classroom's computers to complete the assignment (or reverse).

Budget Justification

(What resources are necessary to improve student learning?)

Upgrade computers.