Course Outcomes Spring 2018

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. Two new instructors have been training to teach the course. One is currently teaching (Spring). The other is backup if we need someone for Fall 2018.

Using Myitlab, students tested their knowledge by using critical thinking projects rather than multiple choice for the application 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 2018.

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% was the average as compared to the 87.7 % 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 time spent on any one skills set for the training was 4 minutes. The average percentage was 87.5 as compared to last year 87.7% for all tasks.

Exams:

Prepared by: Trudy Gift 1 5/2018
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 Credo (web research tools). Two of the fall semester instructors did not complete this assignment. One in the Spring. This instruction will not be returning to teach this course. 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. Currently in the spring semester there were 7 sections (2 online, 5 face to face).

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, 57 (the 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 86.8% as compared to the fall of 73.4%. There appeared (with no accurate validation) there were 13 walk-away or earned Fs.
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While 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 82.5% as compared 74.2% for fall (after removed earned or walk-away Fs or68%). 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.

![Concepts Sampling](image)

**Follow-up**
(How have you used the data to improve student learning?)
Currently the course is going to remain the same. Next year (2019-2020), we will look into revamping the course completely since the next version of Office will be released. We might look into changing the content of the course complete after reviewing other area colleges for their entry level computer course.

Since the college office the cloud version to students to use on their computers at home, access to the software is not a problem.

Continuing, 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.