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. This semester common assessments have changed to better meet Expected Learning Outcomes. 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 has been modified each year to reflect subtle changes. 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.

A new textbook was adopted in January as the Fall semester's textbook was not up to college level standards; there was too much step-by-step "how-to tutorials" on very mediocre topics—no theory involved. The publisher was late in getting the book released; there was not much time to review. The second textbook is a reference manual; more suited to college level. I have created

case studies for each chapter as there are no ancillary assignments associated with this book. Student assignments are submitted in various Word formats (tables, 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?)

The first exam is a review of the content in the Case Studies for the first 6 chapters covered. Students are given short scenarios and must use their critical thingkin skills to determine solutions. This exam maps to Outcomes 1, 2, 5, 6.

Average Presentation scores for the year are at 80.3% (after removing the F/Walk Aways, students who never dropped or stopped attending late in the semester). This assessment maps to the first 3 Outcomes. 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, Handouts, and Bibliography areas. For the Spring semester classes, I emphasized and reviewed these areas several times.

The System Maintenance Plan Exam class average is 82.4%; this assessment maps to Outcomes 3, 4, 5, 6, & 7. Again we spent time in helping students understand that a good plan must be documented, priorities established and precautions to take.

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

Explanation to students that their text is a reference manual and that theory of operating systems, file management, data protection, etc would be covered by lectures and that they should take notes—PowerPoints have been developed for some of these lectures; at time notepad is used as a whiteboard (due to the way in which the physical layout of the room)—many are now opening Word or Notepad and key right along with the instructor. Some of these get posted on Moodle—particularly the Command Line notes as it is difficult to type the commands and take notes.

Case Studies are written so that students learn to develop their own scenarios—reflecting workplace situations and their solutions. It takes them a while, but most catch on by the middle of the semester.

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.

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