Certain computer skills are basic knowledge and paramount to success in later courses. Simply accepting partial learning of basic computer skills proved to be detrimental for preparing students to achieve program expectations. A change in instructor expectations and subsequent application of deeper learning techniques dramatically increased student learning of these basic skills. Student skills were first self-evaluated and then later tested for accuracy. Results showed a major discrepancy between metacognition of skills and actual skills. A deeper learning project assigned to students resulted in considerable student questioning of the concepts and greater understanding of the material. The course grading system was ultimately revamped to support and align with program outcomes.