Formal Evaluation Summary Report

CMIT100FIGS

Submitted to Maine is IT in fulfillment of the
TAACCCT grant requirements
By
Emporia State University

February 27, 2017

Course Review for: Maine is IT
Course: SMCC: CMIT100 - Introduction to Information Security and Ethics
Reviewed by: Joseph Kern
Date: 2/27/16

This review is based on the CMIT100 syllabus, course outline, and the provided lessons plans and rubrics for course assignments.

Part 1: Course Review

A. Course Review & Introduction (16 points total)		
1.1 Instructions made clear how to get started and where to find various course components.	3	**3**
1.2 Learners are introduced to the purpose and structure of the course.	3	**3**
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2	**0**
1.4 Course and or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2	**2**
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	**1**
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	**0**
1.7 Minimum technical skills expected of the learner are clearly stated.	1	**0**
1.8 The self-introduction by the instructor is appropriate and is available online.	1	**0**
1.9 Learners are asked to introduce themselves to the class.	1	**.5**
Total		**9.5**

Comments:

1.1: A wealth of instructions and links is provided for accessing course components. The reviewer is unable to tell whether these links are included in the Blackboard course shell, but if this is the case, moving Blackboard access instructions much higher in the syllabus would be helpful, to prioritize its use as an information portal/hub.

1.2: The purpose of the course is clearly and succinctly stated, then elaborated on with a course outline and somewhat informal (i.e. *personable*) explanation of the instructor's methods to encourage student engagement.

1.3: None present. Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication should be covered. *Examples include:*
- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus other differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.

- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

1.4: Course and institutional policies adequately cover absences, academic dishonesty, late work, printing, etc. The Student Code of Conduct is referred to. Proving a hyperlink is recommended to aid student navigation to this and other institutional resources, where available.

1.5: Several online accounts are required, and adequate instructions are provided to initially access these. But no specific list of minimum computer capabilities or minimum specs is provided to let students know what types of devices they need or what they would need to be able to do, in general, to complete all course requirements.

1.6: No prerequisite knowledge/skills are listed, but this review item is not necessarily applicable to this type of course.

1.7: Minimal skills for students entering the course are not listed. Again, this item may not be applicable to this course.

1.8: No introduction for the instructor or link to an online introduction is given. The instructor does provide a less formal introduction of the course as a whole, which does convey a sense of the instructor's personality and approach to the course. A slightly deeper introduction, similar to that asked of the students, is recommended.

1.9: Students are asked to email a somewhat optional introduction to the instructor, but nothing indicates that they will introduce themselves to their classmates, which is a recommended activity to start any course.

B. Learning Objectives & Competencies (15 points total)

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable	3	**3**
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	**2**
2.3 All learning objectives and competencies are stated clearly and written from the learner's perspective.	3	**3**
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	**2**
2.5 The learning objectives or competencies are suited to the level of the course.	3	**3**
Total		**13**

Comments:

2.1: Course outcomes are specific and measureable.

2.2: Daily outcomes address measurable activities. In the provided lesson plan outlines, these are written in measurable terms, with action verbs. But in the course outline that accompanies the syllabus, these are written in less precise terms, most beginning with, "Students will learn to…", rather that clearly stating what students will be doing to learn the content.

2.3 : Objectives are written from student perspectives.

2.4: When cross-referencing course-level and unit-level outcomes, it is evident that they align. To make this connection stronger and more explicit, each unit-level could reference a course outcome by number.

2.5: Objectives are appropriate for the course level.

C. Assessment & Measurement (13 points total)

3.1 The assessments measure the stated learning objectives or competencies.	3	**3**
3.2 The course grading policy is stated clearly.	3	**3**
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3	**3**
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2	**2**
3.5 The course provides learners with multiple opportunities to track their learning progress.	2	**2**
Total		**13**

Comments:
3.1: Assessments within each unit align with course outcomes, and the rubric language guiding how the assessments will be graded aligns with the outcomes.
3.2: Course grading policy is clear and succinct.
3.3: Criteria for all assignments is clearly stated and connected to the overall course grade.
3.4: There is a range of assessment types, reflecting the range of activities by which student performance will be measured.
3.5: Students engage in many activities and discussions throughout the course, in which they can gauge their learning.

D. Instructional Materials (13 points total)

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3	**3**
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3	**3**
4.3 All instructional materials used in the course are appropriately cited.	2	**2**
4.4 The instructional materials are current.	2	**2**
4.5 A variety of instructional materials is used in the course.	2	**2**
4.6 The distinction between required and optional materials is clearly explained.	1	**1**
Total		**13**

Comments:
4.1: Materials address multiple aspects of each content topic.
4.2: The lesson plans outline how each instructional material will be used by students. The plans indicate that most materials will be assigned to students in some way or will be presented as an optional resource.
4.3: The required course textbook is cited properly. Materials accompanying each unit consist mostly of online materials available through hyperlinks, which his appropriate.
4.4: Materials are current. A sampling of hyperlinks found none broken.
4.5: Yes, in addition to the textbook, online videos, articles, and interactive resources are used.
4.6: The lesson plans indicate how materials will be assigned, so students will be shown which are required.

E. Course Activities and Learner Interaction (11 points total)		
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3	**3**
5.2 Learning activities provide opportunities for interaction that support active learning.	3	**3**
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3	**0**
5.4 The requirements for learner interaction are clearly stated.	2	**2**
Total		**8**

Comments:
5.1: The activities directly address their intended outcomes, usually by researching them or performing them outright.
5.2: Students frequently engage in class discussions about topics and are asked to engage directly with resources.
5.3: No plan is provided for classroom response time or assignment feedback.
5.4: Student participation requirements are stated.

F. Course Technology (10 points total)

6.1 The tools used in the course support the learning objectives and competencies.	3	**3**
6.2 Course tools promote learner engagement and active learning.	3	**3**
6.3 Technologies required in the course are readily obtainable.	2	**2**
6.4 The course technologies are current.	1	**1**
6.5 Links are provided to privacy policies for all external tools required in the course.	1	**0**
	Total	**9**

Comments:
6.1: The tools in the course, mostly study tools, support the course outcomes.
6.2: Tools promote engagement and active learning
6.3: The online tools listed and obtainable, and instructions are provided to help students access them
6.4: Course technologies are current.
6.5: No links are provided in the syllabus. Students are likely to see these policies when signing up for a course, but since they are likely to skip reading these on the initial sign-up, links to them may be helpful.

G. Learner Support (9 points total)

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	**0**
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	**3**
7.3 Course instructions articulate or link to an explanation of how the institution's **academic** support services and resources can help learners succeed in the course and how learners can obtain them.	2	**0**
7.4 Course instructions articulate or link to an explanation of how the institution's **student** support services and resources can help learners succeed in the course and how learners can obtain them.	1	**0**
Total		**3**

Comments:
7.1: No technical support information is provided in the syllabus. It is recommended that multiple channels of tech support communication be listed in the syllabus to ensure that no student is put behind due to technical difficulties.
7.2: Steps are listed for students needing disability accommodations, along with contact information for the Disability Services office. It is recommended that a hyperlink to the office be included as well.
7.3: Ironically for this course, no academic resources are listed. Accessing these resources is a component of the course's content, so students will eventually be given this information, but including this contact information and links to the appropriate offices from the syllabus is recommended.
7.4: Other than contact information to report and address discrimination, no student support services or resources are listed. If there are services to support student life resources, such as counseling or student wellness, these should be listed along with links or contact information.

H. Accessibility and Usability (12 points total)

8.1 Course navigation facilitates ease of use.	3	**2**
8.2 Information is provided about the accessibility of all technologies required in the course.	3	**0**
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2	**0**
8.4 The course design facilitates readability.	2	**0**
8.5 Course multimedia facilitate ease of use.	2	**0**
Total		**2**

Comments:

8.1: This item is unable to be fully reviewed, as access to the course Blackboard page was not provided. However, the inclusion of numerous hyperlinks in the lesson plans and in-depth instructors to guide students to the online resources would indicate that student navigation is an area of high consideration for this instructor.

8.2: Information regarding alternate methods of accessibility is not included. If alternate accessibility options exist, these should be listed.

8.3: No alternate methods for access course materials are listed. In addition to varying the modality of content through text, audio, and video instruction, the Americans with Disabilities Act requires institutions to make accommodations for student who identify as having a disability. Work closely with your institution's office for disability services to identify resources to assist in making your course ADA compliant. For videos, a transcript or videos that are captioned are required as an effective means of communication.

8.4: Unable to review this item without access to the Blackboard course. Pay special attention to fonts, text color, and background color. Most learning management systems have a default appearance that is ADA compliant. Also, be aware that screen reader software will not recognize bold or italicized fonts. Check with your office of disability services before changing the appearance of your course.

8.5: Unable to review this item. When possible, embedding multimedia within the course LMS ensures ease of access and limits student issues that may arise when leaving the LMS to access outside resources.

Part III: Creative Commons

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<tr><td>Items Reviewed include:

All course materials presented in Creative Commons?
Creative Common license (including graphic) is represented on course materials.

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Findings include:

The last page of the provided materials (syllabus, lesson plans) indicates that all course materials are shared with a Creative Commons Attribution 4.0 license.

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