

Subject Matter Expert Summary Report



Maine is IT!

INFORMATION TECHNOLOGY
A CONSORTIUM OF MAINE'S SEVEN COMMUNITY COLLEGES

MIT6xx

*Submitted to Maine is IT in fulfillment of the
TAACCCT grant requirements*

*By
Emporia State University*

EMPORIA STATE
UNIVERSITY
■ INFORMATION TECHNOLOGY

October 2016



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Developed by Anna J. Catterson, Ph.D., Emporia State University.

Course Review for: Maine is IT
Course: MIT6xx
Course Name: Introduction to Game Development
Reviewed by: Anna J. Catterson, Ph.D.
Date: October 27, 2016

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	
1.2 Learners are introduced to the purpose and structure of the course.	3	
1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.	2	
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	
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	
1.7 Minimum technical skills expected of the learner are clearly stated.	1	
1.8 The self-introduction by the instructor is appropriate and is available online.	1	
1.9 Learners are asked to introduce themselves to the class.	1	
Total		N/A
Comments:		
<p>1.1: A link to the LMS site was not provided. Consider adding instructions on how to access the course in the LMS. Consider adding the link to the actual course.</p> <p>1.2: The purpose and structure for the course was explained in the syllabus.</p> <p>1.3: Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication should be covered. Examples include:</p> <ul style="list-style-type: none"> • Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just 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 were not covered in the syllabus. Consider including institutional policies and course policies such as grading metrics.

1.5: Technology requirements were not stated in the syllabus. Microsoft Visual Studio is required for this course and it should be made known to the student.

1.6: Prerequisite knowledge and competencies were covered in the Course Description, reviewer recommends including in a Pre-Requisite section.

1.7: Minimum skills were covered in course materials.

1.8: Unable to review; however the syllabus could have instructor information and contact information provided.

1.9: Unable to determine.

B. Learning Objectives & Competencies (15 points total)

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable	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	
2.3 All learning objectives and competencies are stated clearly and written from the learner's perspective.	3	
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	
2.5 The learning objectives or competencies are suited to the level of the course.	3	
Total		N/A

Comments:

2.1: MICROSOFT 98-374 CERTIFICATION EXAM has been retired as of July 2015 (<https://www.microsoft.com/en-us/learning/exam-98-374.aspx>). This certification exam no longer exists. Prior to July 2015; the course objectives could be listed as:

After completing this course, students will be able to:

- Understand game design
- Understand hardware
- Understand graphics
- Understand animation

In addition, modules and course objectives could follow Microsoft's course alignment:

Module 1: Ideating and Conceptualizing a Game
 Module 2: Identifying and Managing Game Requirements
 Module 3: Creating the Game Output Design
 Module 4: Designing Specific Game Components
 Module 5: Developing the Game User Interface (UI)
 Module 6: Developing the Game Functionality

(Take from: <https://www.microsoft.com/en-us/learning/course.aspx?cid=40374a>)

2.2 – 2.4: See above

C. Assessment & Measurement (13 points total)

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

Comments:

3.1: Exam 98-374 has been retired and no longer offered through Microsoft. No assessments to review.

3.2: The grading policy is not stated in the syllabus.

3.3: Reviewer did not find evidence of this.

3.4: Exam 98-374 has been retired and no longer offered through Microsoft. No assessment instruments to review.

3.5: Reviewer could not verify.

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	
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3	
4.3 All instructional materials used in the course are appropriately cited.	2	
4.4 The instructional materials are current.	2	
4.5 A variety of instructional materials is used in the course.	2	
4.6 The distinction between required and optional materials is clearly explained.	1	
Total		N/A

Comments:

Please note that the Microsoft Exam 98-374 offered through Microsoft Office has been retired as of July 2015. <https://www.microsoft.com/en-us/learning/exam-98-374.aspx>

All instructional materials, assessments, rubrics and all outcomes/objectives have been retired and no longer part of Microsoft certifications.

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	
5.2 Learning activities provide opportunities for interaction that support active learning.	3	
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3	
5.4 The requirements for learner interaction are clearly stated.	2	
Total		N/A

Comments:

Please note that the Microsoft Exam 98-374 offered through Microsoft Office has been retired as of July 2015. <https://www.microsoft.com/en-us/learning/exam-98-374.aspx>

All instructional materials, assessments, rubrics and all outcomes/objectives have been retired and no longer part of Microsoft certifications.

F. Course Technology (10 points total)

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

Comments:

Please note that the Microsoft Exam 98-374 offered through Microsoft Office has been retired as of July 2015. <https://www.microsoft.com/en-us/learning/exam-98-374.aspx>

All instructional materials, assessments, rubrics and all outcomes/objectives have been retired and no longer part of Microsoft certifications.

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	2
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		2

Comments:

7.1: Providing students access to technology support is very important. Don't assume that students know how to obtain support from the institution. Provide instructions/links for students to access the technology help services available to them.

7.2: The syllabus contains an excerpt from the institution website pertaining to accessibility. Consider providing a link to the site or instructions for students to access the services.

7.3: Access to the institutional academic support services is critical. Consider providing instructions/links to tutoring and other academic support services.

7.4: As with academic support, student wellness and support is also critical. Consider providing instructions/links to the institutional student support services.

H. Accessibility and Usability (12 points total)

8.1 Course navigation facilitates ease of use.	3	0
8.2 Information is provided about the accessibility of all technologies required in the course.	3	1
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		1

Comments:

8.1: Make sure navigation is easy and intuitive (minimum clicks to reach destination).

8.2: If students must download/install technology other than the LMS, make sure clear instructions are provided.

8.3: Text files, audio files, video files. Consider multiple delivery systems for course materials. 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.

8.4: 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: If possible, embed the media player in the page to assure ease of access. Reduce the instances of outside links to multimedia.

Part II: Employment Data

Stakeholder Involvement and Employment Opportunities

Items Reviewed include:

- Internships, Job Shadowing Opportunities that exist with the outcomes and objectives with this course.
- Employment opportunities for these skills.
- Outcomes/Objectives are current and relate to job market.

Findings include:

Internships, Job Shadowing Opportunities are offered through Maine is IT and found on their website at: <https://www.mccs.me.edu/our-programs/maine-is-it/>. The website highlights current opportunities through newsletters and e-publications. Candidates can also learn more about courses, programs, and scholarship opportunities through Mains is IT website. Central Maine Community College has a very specific process which is detailed in the Internship Manual. Information is provided to students on the purpose of an internship, credit vs. non-credit opportunities, how to select an internship, roles and responsibilities and how to manage time accordingly. The Internship manual also provides a student assignment that outlines various soft skills industry and employers are demanding. These include ethics, confidentiality, professionalism, conduct, communication, critical thinking skills and safety/risk management. These soft skills were also addressed in Advisory Board meetings and the direct link from those meetings to the course and then to the internship was noted by this reviewer. One special notation on the internship process was a final evaluation at the conclusion of the internship.

After review; there is an internship process and opportunities provided by NMCC.

Employment Opportunities

Review researched job labor market data and external job websites and found no websites specifically requiring the Microsoft 98-374 certification exam. The outcomes found in the certification exam (retired July 2015) were also not found in any labor/market data or job search.

Part III: Creative Commons

Items Reviewed include:

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

Findings include:

Reviewer noted that all academic supporting materials listed the Attribution BY licensing; this was evident and consistent throughout. No other notations.

Part IV: Subject Matter Expert (SME) Findings & Review

Course: MIT6xx
Course Name: Gaming Development Fundamentals
Reviewed by: Anan J. Catterson, Ph.D.
Date: October 28th, 2016

Background

Funded by a \$13 million grant from the U.S. Department of Labor, *Maine is IT!* is building new educational and career pathways in information technology at all seven of Maine's community colleges. The programs funded by the grant are designed to support Maine workers eligible for the Trade Adjustment Assistance (TAA) program, un/underemployed adults, and workforce needs in Maine's growing IT sector. They have been built to serve individuals with a range of experience, from those interested in gaining basic IT skills to IT professionals looking to advance their careers through new industry certifications.

Overall Remarks and Reviewer Summary

In reviewing MIT6xx, several processes and data collections tools were noted and identified. This reviewer took in account the Dynamic Skills Audit conducted in 2014-2015. Both qualitative and quantitative data was identified in the report that provides the key elements:

1. Career opportunities do not exist at the time this report was created. Reviewer searched on four websites and used the Dynamic Skills Audit; no correlation to the retired Microsoft 98-374 certification exam and current job data.

The Dynamic Skills Audit outlined the following process, which this reviewer took into consideration when compiling this the formal SME report:

1. Local industry needs were assessed through the program Advisory Board. Minutes from those Advisory Board meetings were reviewed and suggestions from the partnerships were adopted into this summary. Reviewer found no discussion from Advisory Board on this particular class or industry.
2. Burning Glass data was reviewed to identify themes and trends in the current job market. The Burning Glass report did not review the Game Development Fundamentals class or the job market for Game Development. Reviewer did not find any relevant information in the Burning Glass report for this particular review.

A formal SME was conducted with the above reports and compiled in the next section of this report.

A. Program and Course Overview and Objectives

Items Reviewed include:

- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

The MIT6xx Gaming Development Fundamentals course references the Microsoft Exam 98-274 which was approved for publishing by Microsoft in 2011. In July 2015, Microsoft retired this specific exam. All course outcomes and objectives have also been retired and the reviewer could not map the outcomes.

The CIPP Code 50.0411 does correspond to this specific course and can be defined as:

Title: Game and Interactive Media Design.

Definition: A program that focuses on the design, development, and programming of interactive media entertainment, including computer and video games, virtual environments, Internet applications, and other interactive media. Includes instruction in theory of games, turn-based games, real-time games, visual and interactive design, story development, animation, simulation, and programming. See also: [11.0804 Modeling, Virtual Environments and Simulation](#).

Table: Standard Reviewed Standards for Course Outcomes

Standard Reviewed	Accomplished	Satisfactory	Not Satisfactory
A.1 The learning outcomes are clearly stated and mapped to specific objectives and/or assignments.			X
A.2 Prerequisites and/or any required competencies are clearly stated.			C
A.3 Learning objectives for each course describe outcomes that are measurable.			X
A.4 Learning objectives are appropriately designed for the level of each of the courses.			X
A.5 Instruction, activities, and assignments in courses are scaffolded from course to course, and throughout the program.			X

B. Relevancy

Items Reviewed include:

- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

Reviewing the course competencies, it is clear that the Microsoft Certification exam is no longer offered, therefore the relevancy of the course cannot be determined using the data available. No direct evidence was found in the Dynamic Skills Audit Summary Report with connects with the Gaming job market in the state of Maine. Review of the minutes from Advisory Board determined no direct ties through interviews with stakeholders and in Advisory Board minutes.

The table that follows is a clear matrix of how the course outcomes are relevant to students, industry, and employers:

Standard Reviewed	Accomplished	Satisfactory	Not Satisfactory
B.1 Course competencies represent industry's expectation of the overarching knowledge, skills, and abilities that 1 st year college students			X
B.2 Core course competencies are relevant to industry and employers .			X
B.3 Instruction, activities, and assignment in individual courses are relevant and			X

Table: Matrix of evidence-based skills mapped to students, industry, and employers

C. Resources & Materials

Items Reviewed include:

- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

Instructional materials being delivered could not be reviewed; copyrighted material. Also, certification exam that the course prepares students for has been expired.

Table: Instructional materials and their direct link to course outcomes

Standard Reviewed	Accomplished	Satisfactory	Not Satisfactory
C.1 The instructional materials contribute to the achievement of the stated course learning objectives.			N/A
C.2 The purpose of the instructional materials is clearly explained.			N/A
C.3 The instructional materials present a variety of perspectives and approaches on the course content.			N/A
C.4 The instructional materials are appropriately designed for the level of the course.			N/A

D. Assessment & Measurement

Items Reviewed include:

- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

The major assessment for this course lists the Microsoft Certification Exam; however that exam has been retired and no other exam has replaced it.

Table: Measurement of effective learning

Standard Reviewed	Accomplished	Satisfactory	Not Satisfactory
D.1 The course evaluation/criteria/course grading policy is stated clearly on each syllabus.			X
D.2 Course-level assessments (those that can be delivered) measure the stated learning objectives and are consistent with course activities and resources.			X
D.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.			X
D.4 The assessment instruments (that can be delivered) are sequenced, varied, and appropriate to the content being assessed.			X