Formal Evaluation and Subject Matter Expert Summary Report

Maine is IT!
INFORMATION TECHNOLOGY
A CONSORTIUM OF MAINE'S SEVEN COMMUNITY COLLEGES

CPT272

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

EMPORIA STATE
UNIVERSITY
INFORMATION TECHNOLOGY

May 2017

Course Review for: Maine is IT
Course: CPT272 -Microsoft Exchange IIS
Reviewed by: Anna J. Catterson, Ph.D.
Date: May 23, 2017

50% of course impacted by grant. Face-to-Face course.

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	1
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	0
Total		10

Comments:

1.1: This is a face-to-face course only; reviewer could not locate any supplemental LMS course shell. Reviewer recommends including supplemental course materials in a course shell for students to access. It would be helpful to include the lab hours whereas students may need to use the computer lab outside of class time. Any additional information that you could provide to help students get started and locate textbook resources or online resources, would be beneficial.

1.2: The course description adequately describes the course in detail.

1.3: 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 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.

It's important to include etiquette instructions and expectations for ALL types of courses, including F2F. This could include communication via email, discussion in class or even communication between peers.

1.4: Course and institutional policies were covered in the syllabus. Links to the policies or student handbook should be included.

1.5: Reviewer noted that the technology requirements were NOT mentioned. This is important information for students to know prior to taking a course.

1.6: No prerequisites mentioned; please address.

1.7: Reviewer noted that the technology requirements were NOT mentioned. This is important information for students to know prior to taking a course.

1.8: No instructor biography or link to one found in syllabus. Please include once the course is assigned.

1.9: No mention of how students will interact both formally and informally.

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	**3**
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	**3**
2.5 The learning objectives or competencies are suited to the level of the course.	3	**3**
Total		**15**

Comments:

2.1: There seven learning outcomes provided in the syllabus however there are no second-level objectives. Reviewer suggests including second-level objectives that tie directly to the topics covered. For example:

At the end of this course students should be able to:

1. Install Microsoft Server, Internet Information Server, and Exchange Server 2010.
    a. Install Windows Server and Exchange.
    b. Install and configure Exchange Server 2013.
    c. Configure….

This is just an example, but each objective should tie directly to each of the seven outcomes.

2.2: The learning objectives are measurable and consistent with employment opportunities.

2.3: Yes

2.4: Yes

2.5: Yes

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.	3	**3**
3.5 The course provides learners with multiple opportunities to track their learning progress.	2	**0**
Total		**12**

Comments:

3.1: All assessments specifically tie to learning objectives; nicely done. Due dates should be included on the syllabus in addition to CMConnect.

3.2: The grading policy is stated and it is clear. Reviewer agrees with the breakdown of categories.

3.3: Yes, very good. Reviewer suggest including grading rubrics or grade evaluation for all assessments.

3.4: Yes, all the labs reviewed offer a wide variety of learning models and methodologies. Reviewer appreciates the amount of hands-on activities. Many of the activities would make good group projects.

3.5: How will students receive feedback? While assignments are submitted electronically, how and when will students receive feedback? Reviewer suggests including this in the syllabus.

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	**0**
Total		**12**

Comments:

4.1: Yes; the textbook is a direct correlation.

4.2: Yes, great resources and relate directly the activities being learned. While the course description mentions preparation for the Microsoft Certified Systems Engineer (MSCE) Messaging Exam, there is no mention of the opportunity to take the exam or reference to it anywhere else in the syllabus. Reviewer recommends adding more information about this opportunity.

4.3: Yes

4.4: Yes

4.5: Yes, good variety.

4.6: Optional materials are not part of this course. However, there are many resources that could provide supplemental materials to students for the MSCE exam, Reviewer recommends adding links to optional study materials that may help student be successful with the completion of the certification.

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	**1**
5.4 The requirements for learner interaction are clearly stated.	2	**1**
Total		**8**

Comments:

5.1: Yes, the learning activities have specific outcomes that align with the course learning objectives.

5.2: The labs provide an opportunity to collaborate, Reviewer would like to see this area expanded upon.

5.3: When and how will students receive feedback? This is not clear.

5.4: This section is vague; please expand.

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	**1**
Total		**10**

Comments:

6.1: Yes, please explain in detail what types of technology students may be using.

6.2: Yes, please list all course tools that students will use or need to be prepared for.

6.3: Yes, lab computers available with necessary hardware.

6.4: Yes

6.5: Certain policies (eg, ADA, Codes of Conduct, etc.) are provided via extracted policy wording. However, the Reviewer was unable to locate links to privacy policies (eg, HIPAA, FERPA, etc.) Consider including that language in the course syllabus.
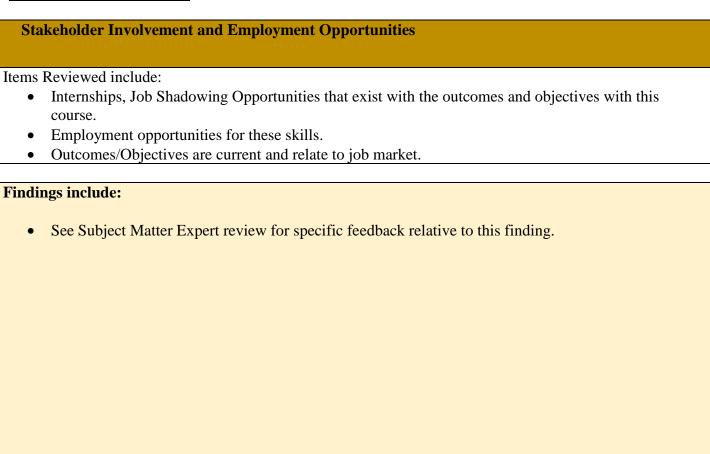
G. Learner Support (9 points total)		
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	**1**
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	**3**
7.3 Course instructions 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	**2**
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	**1**
Total		**7**

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. Links to the textbook supplements would also be helpful.

7.2: The syllabus contains an excerpt and a link to the institution website pertaining to accessibility. The Reviewer applauds this information. Reviewer suggests adding hyperlinks to student handbook and institutional policies.

7.3: Access to the institutional academic support services is critical, please include links to this information.

7.4: Please include student support services on the syllabus.

H. Accessibility and Usability (12 points total)		
8.1 Course navigation facilitates ease of use.	n/a	**n/a**
8.2 Information is provided about the accessibility of all technologies required in the course.	3	**3**
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2	**2**
8.4 The course design facilitates readability.	2	**2**
8.5 Course multimedia facilitate ease of use.	2	**2**
Total		**9**

Comments:

8.**1:** This is a face-to-face course; navigation was not reviewed and not applicable.

8.2: If there are technologies that are used, please include a link to the accessibility statements (usually found on the vendor's website).

8.3: Implied. 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. Alternative course documents may need to be converted or metatags added to imagery.

8.4: Yes

8.5: Please ensure that all instructional materials relating to videos have transcripts OR captioning.

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: • See Subject Matter Expert review for specific feedback relative to this finding.

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:

- This material is licensed under the Creative Commons Attribution 4.0 International License.
- Creative Commons graphic is included on the footer.

Course: CPT272
Course Name: Microsoft Exchange and IIS
Date: May 23, 2017

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 CPT272 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 exist for CMCC graduates from an AAS in Information Technology or those completing a certificate program. It was also found by this reviewer that the skills mastered in CPT272 relate to specific job openings within a 50-mile radius of Auburn, ME.
2. Current job openings list specific duties that relate to CPT272.
3. The current Advisory Board indicates CPT272 contributes to the labor market 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.
2. Burning Glass data was reviewed to identify themes and trends in the current job market. The Burning Glass report helped identify skills demanded by employers to curriculum outcomes and learning objectives.

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 CPT272 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the CPT272 course has listed measurable outcomes which can be stacked and latticed. The NCES CIP (Classification of Instructional Programs) is referenced as: *11.1001* (See: https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=87261). A program that prepares individuals to manage the computer operations and control the system configurations emanating from a specific site or network hub. Includes instruction in computer hardware and software and applications; local area (LAN) and wide area (WAN) networking; principles of information systems security; disk space and traffic load monitoring; data backup; resource allocation; and setup and takedown procedures.

US Census Bureau recognizes this field as 541512, Computer Systems Design Services. This U.S. industry comprises establishments primarily engaged in planning and designing computer systems that integrate computer hardware, software, and communication technologies. The hardware and software components of the system may be provided by this establishment or company as part of integrated services or may be provided by third parties or vendors. These establishments often install the system and train and support users of the system. (https://www.census.gov/cgi-bin/sssd/naics/naicsrch?code=541512&search=2017%20NAICS%20Search)

Illustrative Examples:

Computer systems integration design consulting services. Local area network (LAN) computer systems integration design services. Information management computer systems integration design services. Office automation computer systems integration design services

Table: Standard Reviewed Standards for Course Outcomes

Standard Reviewed	N/A	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.		X	
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 course.		X	
A.5 Instruction, activities, and assignments in courses are scaffolded from course to course, and throughout the program.		X	

A.1 – Yes, however Reviewer recommends adding second-level objectives as described above.

A.2 - The course prerequisites are not indicated, please address.
A.3 – Yes
A.4 - Learning objectives do align with industry standards; especially the lab projects and hands-on activities.
A.5 – Each topic is scaffolded and appears to build on one another.

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:

Course competencies are relevant to students, industry, and employers. Strong evidence was found in the Dynamic Skills Audit Summary Report. Direct ties were found 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:

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

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

B.1 –Yes; evidence found in job descriptions.
B.2 – Yes, evidence found relating to current job market, see attachments below.
B.3 – Yes. Activities and instruction defined in the course outline offer real-world application in design and modeling that are required of any person seeking employment in this field.

Job Summary

Are you a Dynamics CRM consultant looking to settle down at a company that consistently wins national and statewide employee satisfaction awards?

Tyler Technologies is seeking a Microsoft Dynamics CRM Application Architect to join our corporate IT staff. This is a great role for someone with experience designing, architecting and implementing enterprise Microsoft Dynamics CRM Online solutions. As a CRM Architect, you will translate complex business requirements into working solutions within the MSCRM platform. Your solutions will leverage out-of-the-box functionality native to MSCRM where possible and will extend the platform using custom development and interfaces between Microsoft Dynamics CRM and other systems. The successful candidate will have 5+ years of custom development, 5+ years of Dynamics CRM related work experience, and be adept at developing working and thoroughly tested solutions while managing his/her time in a collaborative team setting. The ideal candidate should be self-driven and possess the desire to continually improve Tyler Technologies' corporate applications environment.

Location

Yarmouth, Maine

Responsibilities

- Translate business requirements into well-architected solutions that best leverage the Microsoft Dynamics CRM Online platform
- Lead technical design sessions and develop detailed technical solution documentation that is aligned with current business objectives and existing applications
- Develop, test, and document working solutions, integrations, and data migration elements of a Microsoft Dynamics CRM Online platform
- Execute test plans to ensure a quality solution is delivered
- Participate in code reviews for ongoing projects to ensure that code quality is at the highest level possible and appropriate design patterns are being used
- Liaise with IT and related Business Units on future strategy of platform, capacity planning, upgrades, etc.
- Plan for and deploy service packs, hotfixes, updates and patches and maintain associated test environments
- Develop plug-ins for Dynamics CRM Online
- Work with Tyler IT teams to provide advanced support and troubleshooting of Dynamics CRM and related applications/interfaces.

Qualifications

- Bachelor's degree in Computer Science or related field, or comparable work experience
- 5+ years of software development, preferably .net technologies
- 3+ years' experience developing solutions for and administering Microsoft Dynamics CRM (preferably Online)
- 5+ years' ASP.NET (C#) development experience within the Microsoft Dynamics CRM SDK including working knowledge of the ODATA and REST endpoints
- Extensive JavaScript, HTML design, and development experience
- Experience with writing and troubleshooting Microsoft CRM plug-ins and custom workflow activities
- Working knowledge of object oriented analysis & design (OOAD), database design, and software design patterns such as MVC, N-Tier, Test Driven Development, and/or Dependency Injection.
- Previous experience in implementing technologies such as MSMQ, VB.NET, C#, ASP.NET, RESTful API's, XML, XSL, WCF or SOAP

- Proven ability to find root causes of problems and quickly determine efficient solutions to anticipate and mitigate risks
- Strong analytical skills with a keen attention to detail
- Deep technical understanding of Microsoft Dynamics CRM is a must
- Excellent communication and customer service skills

Helpful characteristics (not required, but would definitely put you to the top of the list):

- 1+ years Parature Service Desk or ADXstudio Experience
- Experience working with Web Services (SOAP & RESTful)
- SQL Server Integration Services (SSIS) and Kingswaysoft experience
- SQL and/or PowerShell scripting experience
- Familiarity with agile software delivery methodologies such as Scrum
- Exposure to Microsoft Azure
- Background in User Experience
- JQuery or other framework experience a plus

Perks

- Free soft drinks, tea, water, and Starbucks coffee
- A convenience store, on location for snacks
- A full-service café serving lunch from 11:30 a.m.-1:00 p.m.
- 3 weeks' vacation to start
- Medical, dental, and vision insurance right on your first day
- Flexible spending accounts for health care and dependent care
- 401(k) matching right on your first day
- A discounted employee stock purchase plan!

The interview process will consist of a phone conversation with a Tyler recruiter, possibly followed by a phone conversation with the application manager. If invited on-premise for an interview, you will be able to see our fabulous facility and meet other members of the applications staff.

Burgess Computer is seeking an experienced Network Engineer to join our growing business. Responsibilities include remote and on-site support for highly technical and escalated issues.

Excellent communication skills and customer services skills are of critical importance. Network Engineer candidates must have experience with all versions of Microsoft Windows Server, Small Business Server, Exchange Server, VMware ESXi, Cisco, Routing, VPN's, and desktop operating systems. Salary will be commensurate with experience. Candidates must have reliable transportation and a clean driving record. Burgess offers a superb work environment with great co-workers, excellent pay and benefits for the right person. Network+ and MCP/MCSA/MCSE certifications preferred.

At Burgess, you'll be part of a small, flexible team that puts clients needs first. We encourage new ideas, and focus on identifying new technologies that will better serve our customers. Burgess Computer is an equal opportunity employer, and does not discriminate based on race, gender, color, ancestry, religious creed, national origin, or age.

Benefits
Burgess Computer offers a generous benefits package including company matching Simple IRA, medical, dental, vision, life, short term disability and long term disability insurance.

Posted On: 05/24/17

Telecommute: No

Categories: Information Technology

Job Type: Regular

Job Status: Full Time

Pay Type: Annual Salary

Tyler Technologies is a software company in Yarmouth, Maine with an immediate need for a Forms Developer to join our software conversion staff. This position works with new and upgrading software clients to design financial forms to integrate their data with Tyler's financial, HR, payroll, and/or billing software. This position manages 40 - 60 design projects simultaneously.

Location

Yarmouth, Maine

Responsibilities

- Design forms such as invoices, paystubs, invoices, and utility bills for new and migrating software clients.
- Make day-to-day decisions on form design for clients to ensure a successful implementation.
- Provide support to Tyler employees with forms questions during the software implementation process.
- Work with new and existing customers to create test, and proof software designs, as well as support existing customers with design modification requests.
- Load and configure form-related software and install forms at client sites.
- Complete, test, and deliver custom programming when required.
- Participate in and support design team projects; generate and develop ideas for the forms design team process improvement.
- Facilitate the billing process by managing projects and submitting completed work within the timeline provided.

Qualifications

- Bachelor's degree in business, computer science, or related field, or equivalent work experience.
- Working knowledge of Microsoft Windows OS.
- Proficiency in programming languages such as JavaScript, and familiarity with other scripting languages.
- Experience with XML data files and XSL Stylesheets extremely desirable.
- Previous software troubleshooting experience helpful.
- Previous knowledge of forms-related design software helpful, such as Doc Origin or Adobe Central Output Server Output Designer a plus.
- Ability to prioritize and complete multiple projects in a fast-paced, technical environment.
- Excellent interpersonal and communication skills.
- Ability to work independently and in a team environment.

To Apply

Job Code: 45-16-378

Posted On: 05/07/17

Telecommute: No

Categories: Information Technology, Internet, Ecommerce

Job Type: Regular

Job Status: Part Time

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 achieve stated course objectives and learning outcomes. Copyrighted material could not be reviewed.

Table: Instructional materials and their direct link to course outcomes

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

C.1 – C.4 –The types of assessments provided were varied and allowed for collaboration, especially the lab projects. Please consider applying a grading rubric to each of the assessments; this will help students understand the expectations of the assessments.

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

Table: Measurement of effective learning

Standard Reviewed	N/A	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	

D. 1 – Yes, clear and reviewer agrees with category breakdowns.
D.2 – Yes
D. 3 – Yes; would like to see additional rubrics.
D.4 – Yes, Reviewer applauds the variety.