

Formal Evaluation and Subject Matter Expert Summary Report



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

CMIT105

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

*By
Emporia State University*

EMPORIA STATE
UNIVERSITY
■ INFORMATION TECHNOLOGY

May, 2017

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

Course Review for: Maine is IT
Course: CMIT105: Network Fundamentals
Reviewed by: Anna J. Catterson, Ph.D.
Date: May 25, 2017

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	2
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	0
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	1
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		9
Comments:		
<p>1.1: Reviewer could not locate an external link to a course supplement via the LMS. If a course shell is used for this course to provide supplemental course information; please provide the link of how students can access. The course description and syllabus offer a very detailed explanation of what types of course activities will be required.</p> <p>1.2: The purpose and structure for the course was clearly explained in the syllabus. Reviewer appreciates the added table that outlines each course objective that will be instructed. This could become an interactive table with hyperlinks to grading rubrics and external references, if so desired.</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. 		

Even for face-to-face classes, it is idea to have etiquette expectations. Having these in place will inform students how to communicate effectively with peers and the instructor. This could be used for email communication.

1.4: Some institutional policies were covered in the syllabus: Pay-for-print, Add/Drop, Withdrawal and Plagiarism statements. Please include links to the student handbook and institutional policies for students to access. Please include other policies and procedures including the ADA policy, which is required.

1.5: Technology requirements were not stated in the syllabus. The Reviewer recommends adding a section in the syllabus for these requirements (or state 'None').

1.6: Prerequisite knowledge and competencies were stated in the syllabus.

1.7: No technical skills are listed for students.

1.8: A placeholder for an instructor introduction should be provided or links to an instructor CV.

1.9: For a face-to-face course, please ensure students can meet both formally and informally. Providing opportunities for engagement will build a community.

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: The course learning objectives are clearly expressed using action-oriented verbs that support measurable activities, expectations, and competencies. Matching the program outcomes to the course is a great effort and clearly articulates to proper assessment. The three learning outcomes have both first and second-level objectives. Great work at ensuring the outcomes and objectives are measurable AND are mapped to industry certification.

2.2: The syllabus describes learning objectives using measurable language and verbs. Very nice job on the outcomes and objectives for this course.

2.3: The course learning objectives clearly state what the learner is to accomplish by the end of the course. The Reviewer considers these to be well written.

2.4: The assignments and project directions are mapped to specific course outcomes. Direct relationships were matrixed to the course AND program outcomes. Very nice job.

2.5: The course activities appear to support this requirement.

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	1
<i>Total</i>		12

Comments:

3.1: Yes, outstanding job.

3.2: The grading policy/rubric is stated in the syllabus.

3.3: Yes, grading rubrics on the project/assignment descriptions would be beneficial, especially for the NET+ Study Cram Sheet.

3.4: Assessments appear to align with the Comp TIA Network+ exam. While they are all descriptive, how students will be evaluated for each is uncertain. Total points possible for each project and how they will be evaluated is equally important; the use of grading rubrics would be extremely beneficial.

3.5: Reviewer couldn't locate any evidence of tracking learning progress. (e.g., Circle back activities, mastery learning pathways, etc.) However, course activities appear to build on one another - providing scaffolding. In addition, how will students receive feedback on assessments?

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: The instructional materials aligns with the course and unit objectives stated in the syllabus. The course focuses on CompTIA's Network+ N10-66 certification exam and the resources provided for that are current and fit the course outcomes and objectives.

4.2: The purpose of the instructional materials in the course is not fully explained in each unit assignment. The Reviewer recommends enhancing this language to include alignment with the certification.

4.3: The instructional materials were properly cited.

4.4: The instructional materials are current.

4.5: The instructional materials by unit and assignment.

4.6: Optional materials are not part of this course. Perhaps links to the study guides for the certification exam would be helpful.

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	0
Total		6

Comments:

5.1: The learning activities directly support the course/unit learning objectives.

5.2: There are opportunities for interactive learning. This is a course with significant opportunity for students to gain knowledge through hands-on activities. Lesson 6 is a good example of a project that could be tied to a group project, if so desired. This would create opportunities for interactivity amongst the learning community.

5.3: A plan for feedback is not specified in the syllabus. When will students receive feedback from the instructor and how will they receive it? How quickly after will feedback be given (24-hours, etc.)?

5.4: Requirements for expected learner interaction are not clearly specified.

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 appear to support course objectives.

6.2: The tools in the course appear to support active learning, however no direct projects were found that tie to group projects or interactive projects.

6.3: All materials provided and readily obtainable.

6.4: The course technologies are current and up-to-date for the required work.

6.5: The Reviewer was unable to locate information or links to privacy policies (eg, FERPA, etc.) Consider including that language in the course syllabus and link to the institution privacy web site. Include the privacy policy for the CompTIA's Network+ exam.

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	0
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		0

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: Reviewer found no information relating to the Disability Services the college offers. These are required and should be placed into every syllabus. Please include links and information of how to contact the Disability Service office – extremely important. Links to the student handbook should be considered as well.

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. These might include tutoring services, the Writing Center, Technical Support, etc.

Please add accessibility details in the course syllabus. Assignment sheets (Lessons) should have transcripts for all videos that were provided. Many of the videos provided did not have closed captioned options. Please ensure that alternative formats are provided. This section was weak with the number of policies and links to student support services that can be beneficial for students.

H. Accessibility and Usability (12 points total)

8.1 Course navigation facilitates ease of use.	3	3
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	2
8.5 Course multimedia facilitate ease of use.	2	0
<i>Total</i>		5

Comments:

8.1: Face-to-face course, however, the syllabus was very well constructed and the course outline prepares student for what will be learned.

8.2: Reviewer could not locate any information about how the technologies used are offered for students with disabilities. Please address.

8.3: Yes

8.4: Yes

8.5: No, course media does not facilitate ease of use for ALL types of learners. Ensure content, such as videos, are easy accessed and include either 1) captioning and/or 2) a transcript.

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.

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

Course: CMIT105
Course Name: Network Fundamentals
Date: May 25, 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 CMIT105 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 in York County for 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 CMIT105 relate to specific job openings.
2. Current job openings list specific duties that relate to CMIT105.
3. The current Advisory Board indicates CMIT105 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 CMIT105 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the CMIT105 course has listed measurable outcomes which can be stacked and latticed. The industry sector for CMIT105 has been categorized as: *541512 Computer Systems Design Services*. (See: https://www.census.gov/svsd/www/services/sas/sas_summary/54summary.htm#sectordescription)

Those completing this course would enter the Bureau of Labor Statistics occupation classification of *S SOC:15-1152 Computer Network Support Specialists*. (See: <https://www.bls.gov/oes/current/oes151152.htm>). The reviewer finds that this classification is basically correct. The job outlook for this classification is considered “faster than average”: <https://www.bls.gov/ooh/computer-and-information-technology/computer-network-architects.htm>

The NCES CIP (Classification of Instructional Programs) is referenced as: *11.09: Computer Systems Networking and Telecommunications* (See: <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=87258>)

This is also an accurate classification.

This course was designed for 1st year community college level students or equivalent. The course objectives have been aligned to the course outline; the reviewer finds a direct correlation to the Dynamic Skills Audit and Burning Glass baseline skills as listed in the labor market data. Sample jobs as of 5/25/17 are as provided on the next page.

JOBS SUMMARY:

Maine Community Bancorp

Growing. Stronger. Together

Biddeford Savings & Mechanics Savings

Job Description

Position Summary:

This position is located at our Biddeford Savings Bank division of Maine Community Bancorp, 254 Main Street, Biddeford, Me

This position's primary responsibility is responsible for providing system and network related solutions for the organization's information technology assets. Assist with the WAN and LAN administration, installation and support, troubleshoot problems, and use their experience in the IT and networking fields to develop new strategies to optimize network operations.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Provide second level support to the Systems Administrator and Help Desk personnel for resolving complex problems.
2. Install, maintain, upgrade, and troubleshoot routers, gateways, firewalls, SANS, and other networking infrastructure for local area and wide area networks (LAN/WAN), including Internet connectivity.
3. Use Active Directory GPO's to streamline network maintenance and security.
4. Support and troubleshoot SharePoint composite applications that include lists, libraries, workflows, and limited custom add-ins.
5. Create, maintain, and follow documentation and best practices for the financial regulatory world.
6. Work on multiple projects concurrently in support of internal staff.
7. Participate in audits and exams to ensure compliance with regulations.
8. Work closely with the Information Security Officer (ISO) to develop and execute on security initiatives and risk management.
9. Participate in a team approach to monitoring, upgrading, and troubleshooting the network to provide a great experience for our staff and customers.

DESIRED QUALIFICATIONS:

- A minimum of 5+ years of network engineering experience
- Experience administrating and troubleshooting Microsoft SharePoint
- 10+ years of experience supporting Microsoft Active Directory server infrastructure preferred
- Experience in supporting technology in the banking industry
- Bachelor's degree in computer science, information technology, or equivalent work experience
- CCNA and/or additional Cisco Certifications
- Experience with Cisco IP phone systems
- Ability to analyze business needs and architect a technology solution that may include writing Microsoft SharePoint workflows
- Additional industry certifications in VMWare, or Microsoft technologies
- Experience with the FISERV Premier core banking system
- Experience with Microsoft SCOM
- Experience with the Splunk SIEM
- Excellent verbal and written skills
- Excellent interpersonal and communication skills.
- Good organizational skills.

NON-ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Sales Support - Enhance and build upon the customer relationship created by the Sales Staff by providing a superior level of customer service that promotes the service culture of the bank. Take individual responsibility to support Sales Staff in order to understand and service the needs of the customer
2. Perform other duties as assigned.

GENERAL EXPECTATIONS:

1. Be committed to the Bank's Vision: *To be the "bank of choice" that deepens relationships with our customers, employees, and communities.*
 2. Demonstrated ability to work as part of a team.
 3. Be punctual for scheduled work and use time appropriately.
 4. Perform duties in a conscientious, cooperative manner.
 5. Perform required amount of work in a timely fashion with a minimum of errors.
 6. Be neat and maintain a professional appearance.
 7. Possess a valid Driver's license.
 8. Comply with all Bank policies and procedures, including BSA policies.
 9. Maintain confidentiality and protect the Bank by keeping information concerning Bank operations and customer information confidential.
 10. Able to consistently treat others with respect; keeps commitments; inspires the trust of others; works ethically and with integrity; upholds organizational values; accepts responsibility for own actions.
 11. Strong commitment to achieving personal and team growth and success through an understanding and commitment to the Bank's sales culture goals.
-

Description

Unique Inside Technical Sales & Support Position

MicroDAQ.com, Ltd. is a privately held company located in central NH. We sell Data loggers and associated products through our website to customers all over the world. We're an enthusiastic bunch and we have fun working hard to ensure our customers receive top notch products, support, and service. MicroDAQ.com, Ltd. is a great place to work, we appreciate our employees and offer some very attractive and unique benefits including free lunch on Fridays as well as monthly bonuses.

We are looking for someone who has the desire to play an active role in our continued growth and success. You are personable and enjoy interacting with a wide variety of people and personality types. You are enthusiastic about sharing your ideas as well as driven to implement ours. Think dynamic not static. We'll give you the ball and you'll be expected to run with it. We aren't interested in speaking with bench-warmers. This isn't a typical sales job so we aren't looking for the typical sales person. No quotes and sales pitches here. While technical in nature this is not an IT position. It's entry level but with growth opportunity for the right individual.

As a Technical Sales and Support Representative you will respond to customer inquiries over the phone, via email, as well as online chat. Responsibilities include assisting customers with product selection, processing orders, creating quotes, providing technical support, and identifying and reaching out to new prospects. The successful candidate should possess:

- A sharp technical mindset and the ability to think on their feet.
- Understanding of computers, wireless connectivity, and networks.

- Strong attention to detail.
- The ability to grasp and quickly understand new technology.
- Excellent verbal and written communication skills.
- Personable and outgoing.
- A strong knowledge of the Windows operating system.
- The ability to manage a varying workload and call volume.

Prior data logger knowledge or experience is not required as we will train the right individual. Applicants with a technical background that includes computer networking and troubleshooting, knowledge or basic understanding of electrical circuits, and/or wireless technology will receive stronger consideration.

This position is 9:00am to 5:00pm Monday through Friday and it is based in our Contoocook, NH facility. No traveling is required..

This position offers a comprehensive benefit package including, accrued PTO (paid time off), medical / dental and life insurance, short term disability, 401K, and profit sharing.

If you think you have what we are looking for, please send your resume and salary requirements via email to: resume@microdaq.com or fax to: 603-746-2570 to the attention of Human Resources. NO phone calls.

MicroDAQ.com Ltd. is an Equal Opportunity Employer and committed to workforce diversity. Local applicants encouraged to apply. We are a Smoke-free workplace. Drug-free work environment All resumes are held in confidence. No recruiters or agencies without a previously signed contract. Only candidates whose profiles closely match requirements will be contacted during this search. Principals only. Relocation costs not covered by employer. Must be eligible to work in this country.

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 – CMIT105 articulates specific learning outcomes. **

A.2 - The course prerequisites are indicated.

A.3 - Course objectives are measurable and well described.

A.4 - Learning objectives are aligned to industry standards.

A.5 – Activities are scaffolded and appear to build on one another.

****Reviewer Note:** Outstanding effort on the development of the course outcomes and objectives. Program outcomes were also mentioned and Reviewer applauds this; nicely done. First and second-level objectives written for the course were also well written.

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 1 st year college students should possess.		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 engaging to students.		X	

B.1 - Yes. The specific course objectives clearly represent industry expectations and also are current and relevant. This course is aligned to the CompTIA's Network+ certification exam N10-006..

B.2 - Yes. Core competencies are relevant to industry and employers and evidence of this was verified using the Burning Glass labor market data relative to STEM occupations (<http://burning-glass.com/research/stem/>) and the Dynamic Skills Audit Summary. This Reviewer took the interview summaries from Advisory Board members, current job openings and descriptions and matched them directly to all ten of the listed course objectives.

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.

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. A formal course review was conducted that address more specifically course content and instructional design processes. However, in this SME report, specific findings in this section relate specifically to the overall instructional materials which contribute to the ten specific course outcomes.

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 - Yes. The course materials contribute to the achievement of the stated learning objectives.

C.2 - Yes. The purpose of the instructional materials was clearly explained. Materials map to the CompTIA Network Certificate

C.3 - Yes. A variety of projects were identified. The reviewer recommends small group projects to satisfy particular learning outcomes.

C.4 - Yes. The rigor matches 1st year college entry students. Reviewer also noted the rigor would be acceptable for all students from all demographics.

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

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	

Findings include:

Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process. The Reviewer compared and contrasted the six learning outcomes listed for CMIT105 to affect best practices in assessing student learning. Those items have been identified and listed in the table below.

Table: Measurement of effective learning

D.1 - Yes. Grading is broken into several components and provides opportunity for a variety of course activities, including lab projects. The Reviewer applauds this variety and balance in grading. Please include how students will be evaluated and when feedback will be received.

D.2 - Yes. This is somewhat implied. The assessments appear to align with stated course-level objectives. This can be strengthened through describing this alignment with grading rubrics.

D.3 – Grading rubrics or at least placing the total points possible on the individual lesson plans is recommended.

D.4 - This Reviewer found sequenced and varied grading strategies however a lack of learner engagement.

