

Formal Evaluation and Subject Matter Expert Summary Report



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

ART132

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

*By
Emporia State University*

EMPORIA STATE
UNIVERSITY
■ INFORMATION TECHNOLOGY

April 2017

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

Course Review for: Maine is IT
Course: ART 132: Commercial Photography
Reviewed by: Anna J. Catterson, Ph.D.
Date: April 20, 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	1
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	2
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	10

Comments:

1.1: There wasn't any instructions to the students on how to get started in the course or how to find resources for the course. Even face-to-face courses should have a link or a reference to the supplemental information in the LMS.

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: Attendance Policy and Academic Honesty Policy were both described. The Reviewer would have liked to see a link to both policies within the syllabus.

Note: This is an on-ground course. The Attendance Policy was discussed, but no parameters as to how absenteeism would affect a student's grade was discussed other than to indicate it could impact employer references. A stronger attendance policy might help reduce potential ambiguity.

1.5: Reviewer noted that the technology requirements were not mentioned. What type of camera will these students be using? What type of memory cards? How about a tripod or other camera equipment that may be necessary? This should all be mentioned especially if a specific brand of camera (Nikon, Canon) is required.

1.6: Prerequisite knowledge and co-requisite knowledge/competencies were mentioned in the expectations – not the most ideal place to put the DGD101 recommended course. Reviewer suggests moving to a more appropriate section such as “Prerequisites”.

1.7: Yes, mentioned in the expectations section.

1.8: Difficult to ascertain because access to the Blackboard course was not provided. The instructor's contact information is indicated in the syllabus which the Reviewer found helpful. An instructor biography or sample of the instructor's work or portfolio would be ideal for this class. Seeing an instructor's work may encourage others and add value to some.

1.9: Difficult to ascertain because access to the Blackboard course was not provided. This is an activity that can occur face-to-face **or** online.

B. Learning Objectives & Competencies (15 points total)

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable	3	0
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	0
2.3 All learning objectives and competencies are stated clearly and written from the learner's perspective.	3	1
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	0
2.5 The learning objectives or competencies are suited to the level of the course.	3	1
Total		2

Comments:

2.1: The Reviewer recommends developing both objectives and outcomes. In Instructional Design this is referred to as first and second level objectives. The first-level objectives describe the desired performance or behavior. The second-level objectives describe the specific outcomes/competencies desired by the instructor as measured using clearly stated assessments, activities or other evidence. As a heuristic, there are normally 3-5 second-level objectives for each first-level objectives. For example, you could include:

At successful completion of this course, student will demonstrate:

- a. Competence in using the appropriate equipment and an understanding of photographic composition to complete predefined exercises provided by the instructor.
 - i. Take professional photos in RAW and demonstrate effective use of white balance.
 - ii. Use spot metering to achieve best focus for commercial photography.
- b. Demonstrate how to use a computer to navigate folders and to find and save files.
 - i. Utilize iPhoto and Adobe Bridge for file structures.

This is only an example, but the second-level objectives should be described in detail; this way the student knows EXACTLY what is expected of them and makes it easy for the instructor to evaluate if learning has occurred. The five objectives provided are a first-level design and they should be well-written and broad; the second-level is more descriptive. Reviewer recommends a closer look at these outcomes and objectives and

2.2: The learning objectives should be measurable; please review the outcomes and objectives again and write them to be measurable and include the information from 2.1.

2.3: The course learning objectives clearly state what the learner is to accomplish by the end of the course. More work is needed to clarify the learning outcomes.

2.4: The Reviewer noted an association between learning objectives and the course outline. The Reviewer recommends strengthening this association/crosswalk using more robust language to define the linkage between the stated objectives and individual course activities. A general overview of projects and activities was indicated, but more detailed information relative to these course tasks would strengthen the syllabus. For example, "Photographing Products" > maps to _____ course/program/division outcomes or competencies. At some colleges and universities there may be a "conceptual framework" or program-based learning outcomes that provides these guiding student learning principles. Accreditors look for these linkages. (eg, How does this course and its activities map to the larger program or college goals. The Reviewer encourages expressing these linkages so that the student can see how the unit is associated with the broader learning outcomes.)

2.5: No, the reviewer finds that the outcomes should be more relatable to the students taking this course.

C. Assessment & Measurement (13 points total)

3.1 The assessments measure the stated learning objectives or competencies.	3	1
3.2 The course grading policy is stated clearly.	3	1
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3	0
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2	1
3.5 The course provides learners with multiple opportunities to track their learning progress.	2	0
Total		3

Comments:

3.1: There wasn't much indicated in terms of assessments on the syllabus. There is mention of the 10 total assignments, however, not any specific information related to that. The Final Project document did not include a rubric, please include rubrics for students – works exceptionally well in photography. Reviewer is adding a photography example at the end of this review as an example. The assignments tend to ask for more narrative responses and less project-based. This course would be a great course to setup as a competency based approach methodology. Assignment 1 is narrative, only and Assignment 2 offers an opportunity to demonstrate students' own work (which is good). Please be sure to include a rubric for ALL projects and assignments.

3.2: The grading policy is stated. Reviewer is confused by the grading policy; should be more clear. How does a grade reflect a photo? More descriptive criteria should be included – this is confusing. To be more clear, the language could read:

“Each of the 10 photography assignments will be assessed and points awarded. The average of the photography assignments is worth 60% of the total grade. The final project is 30% of your final grade and participation in the course is worth the balance, 10%.”

The reviewer finds that relating a grade to a photo is not an appropriate evaluation metric. Instead, using a rubric that focuses on technical ability and providing it on a point system would be a more appropriate measure.

3.3: The Reviewer found NO descriptive criteria associated with the grading policy. The information provided is not a good measure of effectiveness, no rubrics or anything of substance. It's difficult to grade photography, in general, the reviewer understands. However, the way you have this worded “...including the ability to challenge your viewers (intellectually and/or emotionally)...” leaves it wide open. This is NOT a good metric of evaluation. It is impossible to clearly know what emotional or intellectual response you will get from person to person. Instead, the evaluation could entail a rubric with clear grading policies such as “The photo uses rules of thirds and has various leading lines which may or may not prompt an intellectual or emotional response from viewers.” – the grading then is aligned to the specific skills that the assignments relate to. Include the technical jargon that are you instructing about.

3.4: There was a high-level description of assessments. The Reviewer would have preferred a more detailed breakdown of the assignments relative to each week/module/unit with course objective alignment clearly indicated. In other words, express the crosswalk between the assignments and the learning outcomes through rubrics or a matrix.

3.5: The 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. How will students receive feedback? What is the timeframe for the instructor to submit feedback? This should be included in the syllabus as well.

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	0
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3	0
4.3 All instructional materials used in the course are appropriately cited.	2	0
4.4 The instructional materials are current.	2	0
4.5 A variety of instructional materials is used in the course.	2	0
4.6 The distinction between required and optional materials is clearly explained.	1	0
Total		0

Comments:

4.1: There were very little instructional materials to review; no textbook. Reviewer recommends including additional resources such as ISO/Aperature/Shutter cheat sheets or guides – there are several good resources online that could be referenced in the syllabus.

4.2: No instructional materials were mentioned.

4.3: No

4.4: None to review

4.5: None

4.6: Optional materials are not part of this course.

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	2
5.2 Learning activities provide opportunities for interaction that support active learning.	3	0
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		2

Comments:

5.1: Very few learning activities to review for this course; reviewer noted the four assignments provided and the final project. They do relate to the stated learning objectives.

5.2: How will learning occur between peer-to-peer? This class could offer a variety of group projects which would be a unique way for students to explore camera settings. No mention of peer-to-peer interaction.

5.3: A plan for feedback is specified in the syllabus under *Communication*. However, a policy/expectation regarding communication and feedback was not found. This might include expectations as to instructor feedback on weekends and evenings, etc.

5.4: None.

F. Course Technology (10 points total)

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

Comments:

6.1: No tools mentioned in this course; however, needed. What camera, what brand, what memory cards and card readers, any photography software? These things should be included in the syllabus – even if the college is providing the equipment. If the college is providing the equipment, what is the responsibility of the student?

6.2: No

6.3: N/A – no tools

6.4: Unknown

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	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: 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. Even face-to-face students need instruction on how to use technology – what software is being used to edit photos and save files? Are instructions provided or links provided in the syllabus? Ensure students have all the tools needed.

7.2: The syllabus contains an excerpt and a link to the institution website pertaining to accessibility. The Reviewer applauds this information.

7.3: Access to the institutional academic support services is critical. Consider providing instructions/links to tutoring, writing center, library, 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 health and wellness, child care, counseling, international, and other services provided by the college.

H. Accessibility and Usability (12 points total)

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

Comments:

8.1: Implied or N/A -

8.2: This could be strengthened to include information specific to students with physical or learning disabilities. There are specific tools for students with hearing and vision impairments related to photography, such as a SWELL machine.

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. The Reviewer assumes this has been considered.

8.4: Implied. Or N/A

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.

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

Course: ART132
Course Name: Commercial Photography
Date: April 20th, 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 ART132 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 Somerset 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 ART132 relate to specific job openings.
2. Current job openings list specific duties that relate to ART132.
3. The current Advisory Board indicates ART132 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 ART132 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the ART132 course has listed measurable outcomes which can be stacked and latticed. The industry sector for ART132 has been categorized as: *541922 Commercial Photography*. (See: <https://naics-codes.findthedata.com/l/1607/Commercial-Photography>)

Those completing this course would enter the Bureau of Labor Statistics occupation classification of *SOC:27-4020 or 27-4021 Photographers* (See: <https://www.bls.gov/soc/2010/soc274020.htm>). The reviewer finds that this classification is correct. Photograph people, landscapes, merchandise, or other subjects, using digital or film cameras and equipment. May develop negatives or use computer software to produce finished images and prints. Includes scientific photographers, aerial photographers, and photojournalists. Illustrative examples: *Wedding Photographer, Medical Photographer, Marine Photographer, Commercial and Industrial Photography*

The NCES CIP (Classification of Instructional Programs) is referenced as: *50.0406: Commercial Photography*. (See: <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88700>)

Definition: A program in the applied visual arts that prepares individuals to use artistic techniques to effectively communicate ideas and information to business and consumer audiences, and recording events and people, via digital, film, still and video photography. Includes instruction in specialized camera and equipment operation and maintenance, applications to commercial and industrial needs, and photography business operations.

This course was designed for 1st year community college level students or equivalent. This Reviewer found that it was highly recommended to take the first digital photography class and recommends making it a prerequisite.

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 – The course outcomes and learning objectives need to be better written to include first and second level outcomes. Information was shared in the course review on how to write a clear, measurable outcome. Reviewer strongly recommends adding rubrics to the assignments and aligning them to the second-level outcomes. Also, consider a different grading structure; specifically, for this type of class. - The course prerequisites are indicated.

A.2 - Course objectives are not measurable and should be more clear.

A.3 - Learning objectives are not aligned to industry standards, review the job descriptions provided in the SME report.

A.4 – Each topic is scaffolded and appears to build on one another.

****Reviewer Note:** It would also be recommended to include the program mission or goals in the course syllabus for clear assessment measuring. A deeper assessment could possibly be conducted that would match the course learning outcomes to specific program outcomes (or certificate). This would illustrate a direct impact on student learning.

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 – No; please review the current job descriptions and the skills required – many of the requirements do not align with the outcomes in this course. Reviewer suggests developing clear, measurable outcomes that directly relate to industry demands.

B.2 - No. Core competencies could be improved to ensure more relevancy 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. A portfolio with rubric would serve as a good final project for this course. A requirement by many employers.

Job Summary (ITEMS HIGHLIGHTED IN YELLOW ARE AREAS TO ADD TO OUTCOMES)

Johnny's Selected Seeds is a local, privately held, employee-owned seed producer and merchant headquartered in Winslow, Maine, USA. The company was established in 1973 by our Founder and Chairman, Rob Johnston, Jr. Johnny's mission is helping families, friends, and communities to feed one another by providing superior seeds, tools, information and service.

Johnny's is currently seeking to hire a **Photography Assistant - Seasonal**. As an employee-owner with Johnny's, you could be part of a select team focused on capturing photographs of our product lines for our website and print catalog. Our work is done primarily at our research farm in Albion Maine, and surrounding fields. This opportunity presents a hands-on experience supporting both the staff photographer and freelance photographers, with a mix of **outdoor field and indoor tabletop shots**.

The **Photography Assistant** will work moving light camera equipment, products and props to satellite fields. A valid driver's license and your own vehicle are required. You will also receive exposure to how photos are processed for our catalog and website. This is a seasonal position, June 2017 through September 2017.

Job Requirements

- Prepare vegetable, herb, flower and fruit products for shots. This includes light harvesting, weeding around the shot, cleaning and storing for the best product repetition.
- Prepare props and sets for in-field, location, and studio shots.
- **Be able to work in a process-oriented, deadline-driven environment.**
- **Be highly organized and able to communicate effectively with all farm personal, research managers and across functional areas.**
- Willingness to get hands dirty: to clean, move, stack, dust, wash, etc., as appropriate, or as requested.
- Assist in other projects and perform other duties when needed

Education and Experience Required

The best candidate will have a strong passion for photography, be flexible with changing daily assignments, open to learning new things and have a good sense of humor.

- High school graduate
- General Photography exposure.
- Familiarity with Microsoft Office suite
- Photoshop experience helpful, but not essential
- A valid driver's license and your own vehicle
- Strong organizational skills
- Ability to communicate with a diverse group of people
- Ability to multitask and capable of working independently and in a team
- Flexibility to manage change and problem solve
- Able to understand verbal and written instructions

Essential Physical Requirements

- Be able to perform the functions required of the job, standing, bending, lifting, cleaning, walking on uneven terrain and in all kinds of weather

- Freely access all areas and locations of the business
 - Sit and work at a computer workstation for long periods of time
 - Work varied hours/days as business dictates
 - Capable of frequent bending and lifting (up to 50 lbs)
-

SUMMARY AND SCOPE OF POSITION

Bates College seeks a creative and talented recent college graduate interested in developing skills in photography and videography for a unique assignment as a photography and video associate for the Bates Communications Office. A fellowship position is equivalent to an internship in an educational setting. The position reports to the Director of Photography and Videography.

The Photo/Video Fellow collaborates with a team of storytellers, designers, and digital communicators in the Bates Communications Office, dedicated to telling the Bates story, **maintaining brand consistency**, promoting the college to prospective students, and inspiring support from alumni, parents, and friends.

This is a 12-month, temporary assignment with the possibility of an extension to 24 months.

ESSENTIAL JOB FUNCTIONS

The photography and video fellow will produce still photographs **and video** for various media channels using **creativity, initiative, judgment, and technical skill; and conceive and capture images** of college life for various purposes and constituencies of the college.

Additional job functions include digital asset management and multimedia editing of various assets. Other related projects, such as using social media and the **creation of picture-word stories**, may be assigned by office team members.

QUALIFICATIONS

A bachelor's degree and a valid driver's license are required. Experience in shooting still photographs and video and experience with Photoshop and Adobe Premiere or other professional video editing software is required. The ideal candidate will possess excellent writing skills and the ability to work both independently and as part of a team. The flexibility to work a schedule of events that includes nights and weekends is essential.

APPLICATION INSTRUCTIONS

Please submit a cover letter, resume and contact information for three professional references. Please include in your letter of interest a link to an online portfolio. This position requires successful completion of a pre-employment background screening. Application materials will be reviewed as they are received and until the position is filled.

The Photography team at Johnny's Selected Seeds is responsible for capturing photographs of our vegetables, flowers, herbs, fruits and growing tools for our website and print catalog. Our work is done primarily at our research farm in Albion Maine, and surrounding fields.

The **Freelance Photographer** will support the Staff Photographer and shooting and editing throughout the growing season to capture outdoor product shots in our trial fields, as well as lightly-styled **indoor tabletop shots** and some **seamless product silos**. Photographs will appear in the Johnny's Selected Seeds popular annual catalog, on our website (Johnnyseeds.com), in sales collateral materials, social media, etc.

This position requires the moving of light camera equipment, products and props to satellite fields. Indoor photography is done in a small studio space at the farm office in Albion, ME. **Camera equipment and a MAC laptop** is available for use on site. **Personal liability insurance** is a mandatory for any freelance contractor working at Johnny's.

The schedule for our photography begins in mid/late June and ends in late September, and weekly schedules may vary slightly depending on the weather conditions for growing and outdoor photography. We are seeking a freelance commitment for two days a week throughout the season, with the specific schedule to be mutually agreed upon. Outdoor shooting often begins in the early morning (7:30 – 8:00 am) so flexibility with start times is a must. A valid U.S. driver's license and vehicle is required to move between farm locations.

Key Duties and Responsibilities

- Organize and edit work in the **Adobe Creative Suit, with Bridge, Photoshop and Adobe Camera Raw.**
 - Work with personal camera equipment or **Nikon DSLR's.**
-

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 **five** 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 – C.4 – Reviewer was surprised to see no instructional resources; no textbook or links (both internal and external). Understanding key concepts such as ISO, Aperture, Shutter, WB, Spot Metering and using RAW can be a challenge – even for professional photographers who have been in the business for some time. Reviewer highly recommends providing additional instructional resources to the students for this course. There are many guides and helpful checklists that can help students understand that if they modify one setting than it will affect another. This may be given in the course, but it wasn't provided to the reviewer – if there are instructional resources provided to students in the course, please include them on the syllabus. Also, please consider the use of OER resources instead of a textbook. There are a plethora of great resources one could select from.

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 five learning outcomes and found that the outcomes were first-level only with no direct relation to industry standard or specific skills that students would be learning. Clear, measurable outcomes with direct ties to learning should be adopted.

Table: Measurement of effective learning

Reviewer recommends taking a close look at the grading methodology for this course. The reviewer finds that a grade of an "A" does not truly reflect a photo, however, a matrix or rubric with point values would be a better fit for students. Specific criteria should be the focus with industry standards.