

# Formal Evaluation and Subject Matter Expert Summary Report



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

## ETC212

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

*By  
Emporia State University*

EMPORIA STATE  
UNIVERSITY  
■ INFORMATION TECHNOLOGY

*February 2017*

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

**Course Review for:** Maine is IT  
**Course:** ETC212 Linux Operating Systems & Mobile Devices  
**Reviewed by:** Rob Gibson, EdD  
**Date:** February 11, 2017

**Part 1: Course Review**

<b>A. Course Review &amp; Introduction (16 points total)</b>		
1.1 Instructions made clear how to get started and where to find various course components.	3	<b>1</b>
1.2 Learners are introduced to the purpose and structure of the course.	3	<b>3</b>
1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.	2	<b>0</b>
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	<b>2</b>
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	<b>1</b>
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	<b>1</b>
1.7 Minimum technical skills expected of the learner are clearly stated.	1	<b>0</b>
1.8 The self-introduction by the instructor is appropriate and is available online.	1	<b>0</b>
1.9 Learners are asked to introduce themselves to the class.	1	<b>0</b>
<b>Total</b>		<b>8</b>
<p><b>Comments:</b></p> <p><b>1.1:</b> Some “Getting Started” components were included. The Reviewer would have liked to see a more thorough introduction to the course from the instructor – perhaps even a short video introduction, along with details regarding the Blackboard course shell (eg, where to locate content, description of the course navigation components, etc.).</p> <p><b>1.2:</b> The purpose and structure for the course was clearly explained in the syllabus.</p> <p><b>1.3:</b> 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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use good grammar and spelling, and avoid using text messaging shortcuts.</li> </ul>		

**1.4:** Course and institutional policies were covered in the syllabus: Attendance Policy and Academic Honesty Policy were both described. The Academic Honesty Policy included a link to the web site. The Reviewer applauds that inclusion. It is recommended to include a similar link to the Attendance Policy on the college web site.

**1.5:** Some of this information is provided in the compendium, but no instructions for use were located.

**1.6:** Prerequisite knowledge and competencies were stated in the syllabus: ETC110.

**1.7:** Minimum skills were not covered in course materials/syllabus. The Reviewer was not able to locate that information. It is implied through passage of ETC110, but not enumerated. The Reviewer would like to see those competencies defined.

**1.8:** In an online course it is desirable to have an instructor introduction/biography available for students to access online. A short introduction with some personal information will humanize the instructor in an online course and allow students to access the information at any time in a face-to-face course. The Reviewer only located information pertinent to the instructor's contact information.

**1.9:** The Reviewer was not able to locate anything to support that activity in the course outline/syllabus.

B. Learning Objectives & Competencies (15 points total)		
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable	3	1
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	1
2.3 All learning objectives and competencies are stated clearly and written from the learner's perspective.	3	3
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	2
2.5 The learning objectives or competencies are suited to the level of the course.	3	3
<b>Total</b>		<b>10</b>
<p><b>Comments:</b></p> <p><b>2.1:</b> The course learning objectives are expressed using verbs that are difficult to measure, For example, the word “Understand” is used several times, along with the word “Possess”. The Reviewer encourages the use of verbs that can be mapped to higher order Bloom’s Taxonomy, See: <a href="https://assessment.trinity.duke.edu/documents/learning_objectives_park.pdf">https://assessment.trinity.duke.edu/documents/learning_objectives_park.pdf</a> which provides examples. These include Recall, identify, recognize, acquire, distinguish, state, define, name, list, label, reproduce, order, etc.</p> <p><b>2.2:</b> The syllabus describes learning objectives using non-measurable language and verbs. Also, consider mapping course-level learning objectives to the overall program outcomes/competencies. Those would be the outcomes required for program accreditation.</p> <p><b>2.3:</b> The course learning objectives state what the learner is to accomplish by the end of the course, but using language that is difficult to measure. (See above.)</p> <p><b>2.4:</b> The Reviewer recommends strengthening the crosswalk between activities and objectives using more robust language to define the linkage. This can be accomplished by simply indicating the learning objective adjacent the course activity.</p> <p><b>2.5:</b> This assumed to be accurate. The course activities appear to support this requirement.</p>		

<b>C. Assessment &amp; Measurement (13 points total)</b>		
3.1 The assessments measure the stated learning objectives or competencies.	3	<b>3</b>
3.2 The course grading policy is stated clearly.	3	<b>3</b>
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3	<b>3</b>
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2	<b>0</b>
3.5 The course provides learners with multiple opportunities to track their learning progress.	2	<b>1</b>
<i><b>Total</b></i>		<b>10</b>
<p><b>Comments:</b></p> <p><b>3.1:</b> Difficult to ascertain from the syllabus alone. There are several quizzes, projects, and assignments embedded throughout the course that appear to measure the stated learning objectives, but the Reviewer did not see an example.</p> <p><b>3.2:</b> The grading policy/rubric is stated in the syllabus.</p> <p><b>3.3:</b> The criteria are descriptive and aligned with the grading policy.</p> <p><b>3.4:</b> The assignments were not described in the syllabus. The Reviewer would have like to see more detail regarding the assignments and projects, and how they map to the course objectives.</p> <p><b>3.5:</b> 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.</p>		

**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
<b>Total</b>		<b>13</b>

**Comments:**

**4.1:** The instructional materials aligns with the course and unit objectives stated in the syllabus. There is a text and a technology kit available.

**4.2:** The purpose of the instructional materials in the course is explained and aligns with each unit assignment.

**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.

**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
<b>Total</b>		<b>6</b>

**Comments:**

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

**5.2:** There are opportunities for active learning activities. This appears to be an applied course with considerable hands-on learning.

**5.3:** A plan for feedback is not specified.

**5.4:** Requirements for expected learner interaction is not clearly specified and detailed.

**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
<b>Total</b>		<b>9</b>

**Comments:**

**6.1:** The tools in the course appear to support the unit/weekly objectives.

**6.2:** The tools promote engagement and active learning. The assignments promote active student engagement by requiring interaction with the technology to build content for assignments.

**6.3:** The tools will mostly be provided by the college per the compendium documentation.

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

**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	2
7.3 Course instructions articulate or link to an explanation of how the institution's <b>academic</b> 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 <b>student</b> support services and resources can help learners succeed in the course and how learners can obtain them.	1	0
<b>Total</b>	<b>2</b>	

#### Comments:

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

**7.2:** The syllabus contains an excerpt from the institution website pertaining to accessibility. Consider providing a link to the site or instructions for students to access the services. Currently, a link placeholder is provided, but it not a valid URL.

**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, etc.

## 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	2
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
<b>Total</b>		<b>11</b>

### Comments:

**8.1:** Unable to access the Blackboard course, so this is implied based on other [similar] courses.

**8.2:** This should be enhanced and described to accommodate a variety of learners. The Reviewer recommends employing Universal Design for Learning standards.

**8.3:** Consider multiple delivery systems for course materials. The Americans with Disabilities Act requires institutions to make accommodations for student who identify as having a disability. Work closely with your institution's office for disability services to identify resources to assist in making your course ADA compliant. The Reviewer assumes this has been considered. Microsoft software includes an Accessibility Checker. Certain learning Management Systems also include accessibility checkers.

**8.4:** Consider processing this course through an ADA checker. Webaim is one such option.  
<http://wave.webaim.org>

**8.5:** There are videos required for this course. Ensure they are easy accessed and include either 1) captioning or 2) a transcript.

**Part II: Employment Data**

Stakeholder Involvement and Employment Opportunities	
Items Reviewed include:	<ul style="list-style-type: none"><li>• Internships, Job Shadowing Opportunities that exist with the outcomes and objectives with this course.</li><li>• Employment opportunities for these skills.</li><li>• Outcomes/Objectives are current and relate to job market.</li></ul>
Findings include:	<ul style="list-style-type: none"><li>• See Subject Matter Expert review for specific feedback relative to this finding.</li></ul>

### **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:** ETC 212  
**Course Name:** Linux Operating Systems and Mobile Devices  
**Date:** February 11, 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 ETC 212 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 CIS 235 relate to specific job openings.
2. Current job openings list specific duties that relate to ETC 212.
3. The current Advisory Board indicates ETC 212 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 ETC 212 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the ETC 212 course has listed measurable outcomes which can be stacked and latticed. The industry sector for ETC 212 has been categorized as: *541512 Computer Systems Design Services*. (See: [https://www.census.gov/svsd/www/services/sas/sas\\_summary/54summary.htm#sectordescription](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 *SOC:15-1133 Software Developers, Systems Software*. (See: <https://www.bls.gov/soc/2010/soc151133.htm>). The reviewer finds that this classification is correct. The job outlook for this classification is considered very strong: <https://www.bls.gov/oes/current/oes151133.htm> .

The NCES CIP (Classification of Instructional Programs) is referenced as: *15.1204: Computer Software Technology/Technician*. (See: <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=87329> ) This is also an accurate classification.

This course was designed for 1<sup>st</sup> year community college level students or equivalent. This reviewer found that there was one prerequisite for the course: ETC110

Course objectives include:

1. Understand the requirements for installing a Linux operating system onto a computer
2. Possess the skills for installing and maintaining a Linux operating system
3. Use the appropriate software tools for configuring services in a Linux environment
4. Understand and apply theory related to the common tasks associated with Linux
5. Understand and apply knowledge of Linux computers and securing them
6. Understand and apply knowledge for configuring Linux and Android

These 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. However, as indicated under the course review, the language in these objectives should be strengthened to align with Bloom's Taxonomy. Specifically, *Knowledge* acquisition.

**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 - ETC 212 articulates specific learning outcomes. \*\*

A.2 - The course prerequisites are indicated.

A.3 - Course objectives are not well defined. Wording such as “understand” is not measurable..

A.4 - Learning objectives may be aligned to industry standards, but need to be reworded in accordance with aforementioned concerns.

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

**\*\*Reviewer Note:** In addition to modifying the wording for the objectives, 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 <sup>st</sup> year college students should possess.			X
B.2 Core course competencies are relevant to <b>industry and employers.</b>			X
B.3 Instruction, activities, and assignment in individual courses are relevant and engaging to <b>students.</b>		X	

B.1 - No. The specific course objectives do not necessarily represent industry expectations. Again, objectives need to be rewritten and strengthened, and draw from industry competencies.

B.2 - No. Core competencies are not necessarily relevant to industry and employers. Evidence of this was verified using the Burning Glass labor market data relative to mobile development occupations (<http://burning-glass.com/mobile-app-developers-the-model-of-the-modern-job-market/>) 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 six of the listed course objectives. Burning Glass recommends expertise in programming languages like Java and C++. But employers are also requesting skills in SQL, user interface design, marketing, ecommerce, and graphic design packages like Adobe Creative Suite

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 objectives.		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 the course content.		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, although the alignment can and should be strengthened.

C.2 - No. The purpose of the instructional materials was not clearly explained.

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 1<sup>st</sup> year college entry students.

## 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 ETC 212 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 presentations. The Reviewer applauds this variety in grading.

D.2 - Yes. This is somewhat implied. The assessments (exams and quizzes) appear to align with stated course-level objectives. This can be strengthened through describing this alignment.

D.3 - This Reviewer did not find any specific or descriptive criteria that was provided for the evaluation of student work. As mentioned previously, this could be solved with a simple outline listing each assignment, the due date, total points possible, and a grading rubric. In order to encourage students, especially in this particular field, it would be best practice to list assignments and due dates early so students are prepared for their learning.

D.4 - This Reviewer found sequenced and varied grading strategies, including presentations, assignments, and a final project. This Reviewer encourages this variety.

