Formal Evaluation and Subject Matter Expert Summary Report

DGD101

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

April 2017

EMPORIA STATE
U N I V E R S I T Y
■ INFORMATION TECHNOLOGY

Part 1: Course Review

A. Course Review & Introduction (16 points total)		
1.1 Instructions made clear how to get started and where to find various course components.	3	**3**
1.2 Learners are introduced to the purpose and structure of the course.	3	**3**
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2	**0**
1.4 Course and or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2	**2**
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	**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		**12**

Comments:

1.1: Instructions and information provided on how to access the course supplemental information via the LMS; great job with providing this in the syllabus. A link would be an added feature.

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.

1.5: Reviewer noted that the technology requirements were mentioned. Reviewer appreciates the amount of detail for the software and file storage section; important information for students to know prior to taking a course. Is the Adobe Creative Suite available through your bookstore? If so, you may want to provide links to the bookstore and instructions where they can get a subscription.

1.6: No prerequisites

1.7: You may want to include statement about the general knowledge and skills needed to take this course; the activities look like they are open to anyone who has never taken a photography course – reviewer recommends stating that somewhere.

1.8: Difficult to ascertain because access to the Blackboard course was not provided. The instructor's contact information is not placed on the syllabus, just an empty box. An instructor biography or sample of the instructors work or portfolio would be ideal for this class. Seeing an instructors 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	0
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	0
Total		0

Comments:

2.1: The Reviewer recommends developing both objectives and outcomes. This course has -0- outcomes; learning outcomes provide a tool to measure how successful a student is in completing the course. 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.
c. Illustrate the parts of the DSLR camera.
    i. Change the spot metering setting
    ii. Create a custom white balance
    iii. Take photos in creative zone and in manual mode using RAW
    iv. Use different photo formats
    v. Explore the menu settings
d. Apply basic composition rules to photography(Week 1, Assignment X)
    i. Utilize the rules of thirds in landscape photography (Week 2, Assignment X)
    ii. Apply leading lines in macro or portrait photography
    iii. Recognize white space and negative space

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 of 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. Outcomes are needed and required for assessment purposes. You could also add at the end of each in parenthesis how they align to specific assignments. This would be a great way to matrix for assessment.

2.2: The learning objectives should be measurable; please create and develop learning outcomes that are measurable and specific to student learning AND meet the industry demands.

2.3: No, there are no learning objectives noted.

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, "Introduction" > 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, not applicable – no learning outcomes.

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	**2**
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	**0**
Total		**10**

Comments:

3.1: There wasn't much indicated in terms of assessments on the syllabus. The additional document provided included a weekly breakdown was helpful and there are some great topics of discussion! Reviewer especially enjoyed how it was project based and related to the student's interest. All assignments did a good job at ensuring students understand their camera and there was also a good variety. This breakdown was written so well that I was surprised to see there weren't any course learning outcomes (first or second level). It would be very easy to develop these from the outline that you have prepared; please create the learning outcomes from this so it will be a true statement of student learning. Reviewer also appreciates the detail this document provides relating back to grading. Nice! The reason for the -0- score is that there aren't any written learning outcomes; once those are developed you can easily tie this document back to the outcomes. Reviewer recommends starting from this and extract out the headers to use as Level 1 outcomes.

3.2: The grading policy is stated and it is clear. The colored table is a nice addition.

3.3: Grading details were found in the weekly module breakdown.

3.4: The detailed weekly breakdown is EXTREMELY organized and visually pleasing. The only addition that the reviewer recommends is to provide links on the assignments to the rubrics and additional resources that may help students acquire the knowledge. For example, a IOS/Aperture/Shutter cheat sheet or guide would be very helpful.

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	**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: Great textbook resource (Personal Note: I have this book on my shelf). Reviewer recommends including additional resources such as ISO/Aperture/Shutter cheat sheets or guides – there are several good resources online that could be referenced in the syllabus. Have you considered OER for this course? There are some very good OER resources available, in addition.

4.2: Yes, great resources and relate directly the activities being learned.

4.3: Yes

4.4: Yes, recommend OER in addition.

4.5: Good variety, excellent job applying different activities with different learning styles, very individualized.

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	N/A
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		3

Comments:

5.1: Yes, however – there are no learning outcomes written. Please use the suggestions from above and write clear, measurable objectives (Level 1 and Level 2).

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: 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	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: Yes, good job explaining what equipment is needed.

6.2: Yes

6.3: Yes – however, it wasn't clear if equipment was provided by the college or they have to provide their own camera.

6.4: Yes

6.5: Certain policies (eg, ADA, Codes of Conduct, etc.) are provided via extracted policy wording. However, the Reviewer was unable to locate links to privacy policies (eg, HIPAA, FERPA, etc.) Consider including that language in the course syllabus.
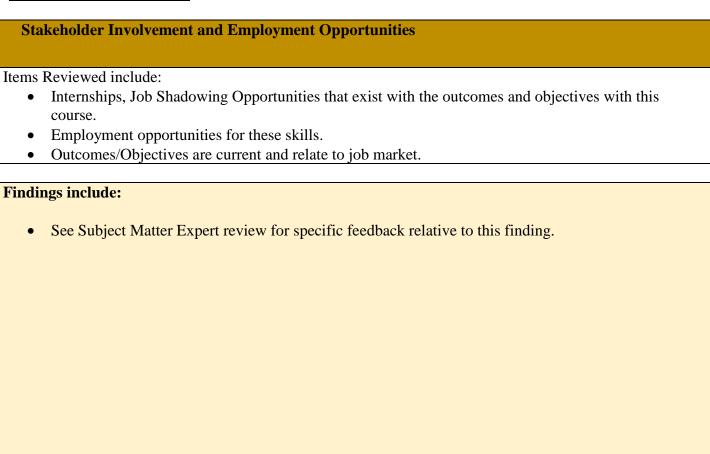
G. Learner Support (9 points total)		
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	**0**
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	**3**
7.3 Course instructions 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.

Course: DGD101
Course Name: Intro to Digital 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 DGD101 several processes and data collections tools were noted and identified. This reviewer took in account the Dynamic Skills Audit conducted in 2014-2015. Both qualitative and quantitative data was identified in the report that provides the key elements:

1. Career opportunities do exist for EMCC 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 DGD101 relate to specific job openings.
2. Current job openings list specific duties that relate to DGD101.
3. The current Advisory Board indicates DGD101 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 DGD101 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the DGD101 course has listed measurable outcomes which can be stacked and latticed. The industry sector for DGD101 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.

A.2 - The course prerequisites are indicated.
A.3 – There are no course outcomes written.
A.4 - Learning objectives are not aligned to industry standards, review the job descriptions provided in the SME report.
A.5 – 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 1st year college students should possess.		X	
B.2 Core course competencies are relevant to **industry and employer**s.		X	
B.3 Instruction, activities, and assignment in individual courses are relevant and engaging to **students**.		X	

B.1 – No; please review the current job descriptions and the skills required – many of the requirements of the career opportunities tie directly to this course. The use of Adobe Creative Suite for example was mentioned in several job opportunities and is required for this course.

B.2 - 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

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 –The strongest part of this course is by far the weekly breakdown index, nicely done. There are some very specific projects that meet industry standards. Please consider providing a rubric for all of the graded projects and the final project.

D. Assessment & Measurement

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

Table: Measurement of effective learning

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

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 found NO course outcomes or learning objectives. These should be developed to form both first-level and second-level outcomes. with direct relation to industry standard or specific skills that students would be learning. Clear, measurable outcomes with direct ties to learning should be adopted.

DIGITAL PHOTOGRAPHY GRADING RUBRIC

	Beginning	Developing	Accomplished	Score
Portfolio Layout & Design	10 points Portfolio is not organized, pictures are not printed in the best quality and there are some categories missing. There is NO labeling of the photos.	35 points Portfolio appears neat, however, there are some categories that are not complete. ISO/Aperture and shooting mode are labeled on some but not all.	50 points Portfolio is neat, organized and all categories are in place. All labeling found.	
Library Photoshoot	2 points Library photoshoot is not present, or there is only one or two images for the library shoot.	20 points Library shots are present, however there is not labeling of the pictures and no other information that tells ISO or Aperture.	30 points All library shots are present and correctly identified.	
Landscape Photography	2 points No pictures taken of the Piqua field trip and there isn't any organization to the pictures for landscape photography.	20 points Pictures are found for landscape photography however, pictures are not organized and not labeled correctly.	50 points All landscape photography has been properly labeled and student has demonstrated efficient work.	
Texture and Macro Photography	0 points There are no textures, no macro photography found.	25 points Pictures are found, however, there are not ten images and images are not labeled correctly OR all Macro elements are not included such as Action and Fruit.	50 points All texture and macro photography is found and correctly labeled.	
Alphabet Photography	0 points No alphabet photography found in portfolio.	50 points Alphabet photography found, however, not completed. Name not completed.	100 points All alphabet photography completed, neat effect to portfolio.	
Object (Still) Photography	0 points Student was not present to complete the object photography unit. No pictures of object photography found.	10 points Object photography found, however, pictures were not good quality and pictures were not correctly labeled and organized.	20 points Object photography is unique, uniform and appears like the student took additional efforts to fulfill this requirement.	
Portrait Photography	5 points Very little work completed in the people unit. Less than 10 images found in the People Photography unit.	100 points People photography work found, however, pictures have bad light and shadows. Little editing has been done to the portraits.	200 points Student has exceeded all requirements of the people photography unit – all pictures correctly organized and labeled. There are 300 portraits in the portfolio.	

	0 points	15 points	25 points	
Flashlight Photography	No flashlight photography found, no creative exposures noted.	Student has limited flashlight photography or has some exposure controls.	Many examples of long exposures and flashlight photography has been exhibited.	

	5 points	25 points	50 points	
Black & White Photography	No work has been done towards the iMovie. Black and White photography has not been modified from it's original color formation.	Some work has been done on photography, however little work has been done on the iMovie. No images are found in the portfolio, or missing images are found	All 30 images were taken in color RGB and transferred to Black and White using the Saturation technique. iMovie is complete and adds a dynamic effect.	

	5 points	15 points	25 points	
Sports Photography (MOTION)	No motion photograph found OR motion photography does not exhibit classroom instruction.	Motion photograph found, however, image is blurry, or there is not enough lighting to increase image to it's best fit. Images may not have been taken with a high enough ISO.	Student has all motion photograph elements and all are creative shots and are organized and correctly labeled.	

	10 points	75 points	150 points	
Photographer's Choice	No other work found in portfolio except for classroom activities.	Some outside of classroom time work found, however, work is not labeled or organized.	There are at least 150 professional pictures taken that were taken outside of classroom time. All photos are labeled correctly and have been organized.	

	5 points	75 points	150 points	
Matting/Contest Form	No matted 8 x 10 of Black and White OR Portraits. There should be 5 matted photo's for display – student has none.	Matted work somewhat complete, but sloppy and not polished. Only one contests was entered.	At least 5 matted photo's have been submitted and displayed. More than one contest was entered.	

	0 points	50 points	100 points	
Overall Improvement	The students has not made any improvements from the first photoshoot to the last photoshoot.	Student has made improvements, however, quality of work is still in need of improvement. Student demonstrated some work ethic in achieving the portfolio and was on time each class period. Fewer than 5 absences in the course.	There is a clear difference between the first photoshoot and the last photoshoot. Student has made continuous improvements through the entire course.	

TOTAL POINTS: **/1000**

NOTES: