

Formal Evaluation and Subject Matter Expert Summary Report



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

DGD113

*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: DGD113 – Intro to Photoshop
Reviewed by: Anna J. Catterson, Ph.D.
Date: April 21, 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	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. Also in the “Software and File Storage” section, spelling mistake for “Adobe CREATIVE Suite” (not Create).

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 graphic design 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. Navigate the Adobe Photoshop interface.
 - i. Use Adobe Photoshop features
 - ii. Practice saving files and using online cloud storage accounts
- b. Open and Save an image
 - i. Open files and compare the difference between a .psd and a .jpg file
 - ii. Utilize the Save for the Web feature
- c. Examine the Photoshop Window
 - i. Open and select the tools from the toolbox
 - ii. Create layers and demonstrate the process of layering
 - iii. Use presets and shortcut keys
- d. Illustrate the copyright laws and discuss ethical implications of violations of the law
 - i. Discover what stock images are and how to find royalty free images
- e. Manipulate layers and create organization
 - i. Create layers and name, color each
 - ii. Create a layer mask and demonstrate effective use of the brush panel

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. You could use the Reding Table of Contents and apply each chapter as a header – this is a great Segway.

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, “Create and Manipulate Layers” > 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
<i>Total</i>		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.

Also, please note that the syllabus indicates a due date but instead of a date, the assignment number is listed. Please put the correct due date and then label which outcome it relates to. I am providing an example at the end of this review.

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

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 shortcut guide would be helpful for Photoshop, both for the Mac and PC.

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 keyboard shortcuts for Photoshop – 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

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. There are several Photoshop help guides for students; please provide links of additional resources.

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 Photoshop, 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: DGD113
Course Name: Intro to Photoshop
Date: April 21st, 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 DGD113 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 DGD113 relate to specific job openings.
2. Current job openings list specific duties that relate to DGD113.
3. The current Advisory Board indicates DGD113 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 DGD113 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the DGD113 course has listed measurable outcomes which can be stacked and latticed. The industry sector for DGD113 has been categorized as: *541430 Graphic Design*. (See:

<https://www.census.gov/cgi-bin/sssd/naics/naicsrch?code=541430&search=2017%20NAICS%20Search>)

This industry comprises establishments primarily engaged in planning, designing, and managing the production of visual communication in order to convey specific messages or concepts, clarify complex information, or project visual identities. These services can include the design of printed materials, packaging, advertising, signage systems, and corporate identification (logos). This industry also includes commercial artists engaged exclusively in generating drawings and illustrations requiring technical accuracy or interpretative skills.

Illustrative Examples:

Commercial art studios
Independent commercial or graphic artists
Corporate identification (i.e., logo) design services
Medical art or illustration services
Graphic design consulting services

Cross-References.

- Establishments primarily engaged in creating and/or placing public display advertising material are classified in Industry [541850](#), Outdoor Advertising; and
- Independent artists primarily engaged in creating and selling visual artwork for noncommercial use and independent cartoonists are classified in Industry [711510](#), Independent Artists, Writers, and Performers.

Those completing this course would enter the Bureau of Labor Statistics occupation classification of *SOC:27-1024 Graphic Designers* (See: <https://www.bls.gov/oes/current/oes271024.htm>). Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects. The reviewer finds that this classification is correct.

The NCES CIP (Classification of Instructional Programs) is referenced as: *11.0803: Computer Graphics* (See: <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=87256>)

Definition: A program that focuses on the software, hardware, and mathematical tools used to represent, display, and manipulate topological, two-, and three-dimensional objects on a computer screen and that prepares individuals to function as computer graphics specialists. Includes instruction in graphics software and systems; digital multimedia; graphic design; graphics devices, processors, and standards; attributes and transformations; projections; surface identification and rendering; color theory and application;

and applicable geometry and algorithms. 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.

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

Position Summary:

Under the guidance of the Director of Advancement, the Design and Brand Specialist helps to coordinate all aspects of the brand, messaging platforms, and marketing material for the Association. The Design and Brand Specialist is responsible for supporting the Association by designing all marketing material to help promote the Association as a cause driven organization.

Hourly pay is \$18.00-\$20.00 DOE

Essential Functions:

1. Marketing: Assist the Advancement Department, with direction from the Marketing Director, in all brand related items (posters, flyers, business cards, apparel, website, social media, e-mails, organizing association orders for apparel, etc.). Learn the YMCA brand guidelines and help promote and protect the Y brand by following the guidelines at all times and ensure compliance for the brand across the association.
2. Event planning: Assist in event planning by helping with posters, printing, flyers, organizing orders, traveling/transporting material from branches to events, etc. Participate in day of event coordination.
3. Photography & Videography: Assist the Advancement Department in taking pictures and videos at YMCA events and visiting the branches frequently to obtain high quality shots and videos of day to day programming for use in all marketing material and help manage the digital signage content.
4. Administrative Duties: **Printing, making booklets/packets**, picking up supplies/orders from local vendors, answering e-mails, etc.
5. Meet the association standard for attendance, punctuality and dependability; keeping in confidence matters related to office or personnel; and, exercises good judgment around areas of responsibility.
6. Attend and participate in YMCA of Southern Maine Program Team meetings as needed.
7. Adheres to all Y Brand guidelines and receives prior approval for use and creation of any Y related social media from the Advancement department.
8. Is an advocate to the Y by promoting our cause.
9. Assists with the annual campaign by being a team captain, identifying prospective donors and/or volunteers, and soliciting donations.
10. Other duties as required.

Required Qualifications:

1. A post-secondary degree with 2 year's work experience in marketing, communications, and/or graphic design preferred.
 2. Effective problem solving skills, multi-tasking, project management, and strong organizational skills.
 3. Ability to effectively present information in a clear, understandable language in a group or one-on-one situation.
 4. Proficient computer skills including Microsoft Office Suite or Mac equivalent, intermediate Excel skills.
 5. **Advanced Adobe Creative Suite (InDesign, Photoshop, and Illustrator) skills.**
 6. Experience with brand management and working with printers and other vendors.
 7. Experience with **Constant Contact, video editing programs, and web design a plus.**
 8. Detailed and process -oriented, with excellent communication skills and the ability to clearly express ideas both verbally and in writing.
 9. Excellent organizational and planning skills, ability to meet deadlines, problem solve, manage relationships, be flexible and prioritize tasks, and meticulous attention to detail.
 10. Valid driver's license, reliable vehicle and the ability to travel locally.
-

Position Summary: Good Shepherd Food Bank is seeking a creative and engaging communicator to help share the work of the organization and our partners with many audiences. Reporting to the Director of Public Affairs, the Communications & Marketing Coordinator will play a key role in creating content and executing communications and marketing strategies.

A successful candidate will have excellent written and oral communications skills, knowledge of how to create engaging content for many different communication platforms, both in print and online. The Communications & Marketing Coordinator must be able to think creatively, take initiative, and execute work independently, while also working across departments to tell stories about all aspects of the Food Bank's operations.

- I. Work with Director of Public Affairs to create and execute an annual strategic communications and marketing plan to boost awareness of the Food Bank's work and the problem of hunger in Maine.
- II. Responsible for maintaining timely, updated, and engaging content on Good Shepherd Food Bank's website and social media pages.
 - a. Write, design and upload new or updated text and/or pages with supporting image elements on an ongoing basis for entire site to maintain an appealing, dynamic web presence;
 - b. Edit and upload content submitted by other departments for grammatical and factual accuracy, communicate need for changes and assist in making changes as needed;
 - c. Write and post updates to social media sites, including Facebook, Twitter, and GSFB blog;
 - d. Provide support as needed for online fundraising initiatives
- III. Assist Director of Public Affairs with production of communications and marketing tools.
 - a. Write content and gather visual assets for brochures, print and online newsletters, handouts, and other communications pieces; work with external vendors to publish;
 - b. Provide basic graphic design support for Public Affairs, Development, and other departments as needed;
 - c. Work with Development team to coordinate annual advertising buys.
- IV. Assist Director of Public Affairs with media outreach.
 - a. Draft press releases and media alerts; coordinate media events and photo opportunities;
 - b. Update PR materials including press kit and talking points as needed;
 - c. Track media coverage to monitor Food Bank's reputation and messaging.
 - d.
- V. Work with Special Events Manager to create and execute promotional plans for Food Bank special events.
- VI. Photograph Food Bank events, donations, operations, and partner agencies in coordination with Director of Public Affairs to support communications and marketing efforts.

Education:

- BA in Communications, Marketing, Public Relations, Journalism or related field

Skills & Experience:

- Basic Microsoft Office computer skills
- Graphic design/layout experience (Adobe Photoshop, Adobe InDesign, Microsoft Publisher)
- Basic website CMS (Wordpress) knowledge preferred
- Basic photography skills preferred
- Superior writing and oral communication skills

- Strong editing skills
- Excellent attention to detail
- Ability to follow through on tasks with minimal supervision
- Positive attitude and ability to work as part of a team

Physical Requirements & Work Environment: The physical demands and work environment characteristics are representative and not intended to be exhaustive. Good Shepherd Food Bank will make reasonable accommodations to enable individuals with disabilities to perform essential functions of the role. This job description is not an employment agreement or contract.

Position is sedentary in nature, with extended periods of sitting. Position requires extensive use of display terminal or computer. Position requires reading, comprehension and communication ability. The position requires use of hands to finger, handle, or feel; reach with hands and arms; and talk and hear. Vision abilities required by this position include close vision, distance vision, and ability to adjust focus. Position requires occasional out of state travel and frequent in state travel.

GSFB administrative offices are located on the second floor of a warehouse building. The noise level in the work environment is usually low to moderate. The position may have to manage a number of projects at one time, and may be interrupted frequently to meet the needs and requests of donors, clients, and vendors. Environment may be busy and incumbent will need excellent organizational and time and stress management skills to complete the required tasks. GSFB provides a tobacco-free work environment.

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 SHOULD contribute to the learning outcomes; however there are none written or provided in the syllabus.

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 the graded projects and the final project. There is an example provided at the end of this review.

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.

Final Grading Rubric

	Beginning	Developing	Accomplished	Score
Layers and Layer Masks	5 points Layers are not converted and selections are not properly set. Colors have not been assigned and masks are out of proportion.	10 points Several layers present, but some are not distinguished.	15 points Layers are well equipped and utilized in the self portrait. Layer sets have correct colors and have been applied respectively.	
Color and Color Palettes	2 points Colors have not been incorporated or transformed with the image. The color picker and the swatch palette have not been utilized. OR There is no gradient or color sampling. Filters, Opacity, and Blending modes have not been utilized.	6 points Colors have been applied in a reasonable way. More color enhancements are needed to better impact the self portrait. The RGB, L*a*b, HSB and CMYK models could have been utilized better. Design could use more filters, and a more complex opacity with balance.	10 points Colors have been applied and utilized in the best possible way. Gradients and files have been anchored to shapes and backgrounds correctly. Filters, opacity and blending has been utilized.	
Type	2 points There is no type in the self portrait, or the type is not spaced correctly. There are no drop shadows, anti-aliasing, bevel and emboss, or special effects made to the text. No paths have been created.	6 points Text anchors, baseline shifts, drop shadows and special effects have been applied. The text doesn't seem to correlate with the self portrait OR there is no text on a path.	10 points Text has been well utilized and fits the self portrait well. Special effects have been properly applied.	
Painting Tools	2 points There are no patches, special brush effects, smudge or airbrush effects portrayed.	6 points Airbrush effects have been utilized but other aspects are not present including: patching and blurring options.	10 points All painting tools have been well utilized and correlate to the self portrait.	
Filter Effects	8 points Filters have not been applied OR Filters are used excessively resulting in distortion in the graphic elements.	16 points Filters have been utilized well, but could use some tweaking. No use of lighting effects with a rendering filter.	20 points Filters are well used, project displays adequate amounts of light rendering and conditions.	

Enhancement	2 points Graphic displays no alpha channels and there are still imperfections in an image.	6 points Image has multiple-image layouts and the magic wand was used to sample sizes. Alpha channels have been applied and utilized, however scanned images still have imperfections.	10 points Project has clear, precise images that have been enhanced by using the erase tool, clone stamp tool, wand tool, eyedropper tool and snapshot tools.	
Clipping Masks, Paths and Shapes	2 points Project has no rasterizing of text and shape layers, pen and shape tools have not been utilized. Shapes have not been embellished, paths have not been converted.	6 points Shapes are utilized, however, no paths or clipping mask has been utilized.	10 points Clipping Mask, rasterized shapes and path conversion have all been utilized and reflect the project well.	
Image Surgery (Final State)	0 points Surgery has not been conducted, many elements of project still need cropped and layers are off balance.	3 points Surgery has been performed, but imperfections still present.	5 points Final project looks professional, creative and has a large variety of special features and filters.	
Creativity and Design Aspects	0 points No creativity, all work is not original work.	5 points Some work is original, however, not creative. Project still missing elements of design.	10 points Very creative project with lots of energy and thought put into the project.	
Total Score				/100

Comments:

Instructor:

Office:

Phone:

E-Mail:

Facebook:

COURSE DESCRIPTION:

The course is designed to introduce the essential tools and techniques necessary to help students develop a proficiency in creating and manipulating digital images utilizing Adobe PhotoShop CS.

COURSE OUTCOMES AND COMPETENCIES:

Chapter 1

1. The student will be able to setup a workspace, open or create, print and save files.

Upon completion of this chapter, the student will be able to

- Create, save, print, close and open an image file.
- Utilize the Browser to locate an image file.
- Use the Layers and History palettes.
- Arrange the workspace.
- Access an image using a scanner or digital camera.

Chapter 2

2. The student will be able to work with layers.

Upon completion of this chapter, the student will be able to

- Identify and convert layers.
- Add and delete layers.
- Add a selection from one image to another.

Chapter 3

3. The student will be able to utilize several techniques for selecting a part of an image.

Upon completion of this chapter, the student will be able to

- Identify the selection tools.
- Make a selection using shapes and/or color.
- Modify a selection.
- Save and load a selection.

Chapter 4

4. The student will be able to incorporate color techniques when modifying an image.

Upon completion of this chapter, the student will be able to

- Identify the uses of RGB, CMYK, grayscale, and bitmap modes of color
- Use the Color Picker and the Swatches palette; be able to match a color.
- Set and change foreground and background colors.
- Add color to grayscale image.
- Use filter & blending modes.

Chapter 5

5. The student will be able to create and modify text to enhance an image.

Upon completion of this chapter, the student will be able to

- Place text in an image.
- Modify text (color, baseline, anti-aliasing).
- Work with text styles and special effects.

Chapter 6

6. The student will be able to create a brush and use painting tools.

Upon completion of this chapter, the student will be able to

- Use painting tools and patch an image.
- Create and modify a brush.
- Use a brush library.

Chapter 7

7. The student will utilize special layer functions.

Upon completion of this chapter, the student will be able to

- Use a layer mask with a selection.
- Work with layer masks/layer content.
- Use an adjustment layer.
- Create a clipping mask.

Chapter 8

8. The student will create special effects with filters.

Upon completion of this chapter, the student will be able to

- Explore the filters available in PhotoShop.
- Create effects with filters.
- Utilize distort and noise filters to alter images.
- Alter lighting with a render filter.

Chapter 9

9. The student will enhance specific selections

Upon completion of this chapter, the student will be able to

- Create an alpha channel
- Isolate an object
- Erase areas in an image to enhance appearance
- Use the clone stamp tool to make repairs
- Use the magic wand tool to make repairs
- Create snapshots

Chapter 10

10. The student will adjust colors.

Upon completion of this chapter, the student will be able to

- Correct and adjust color
- Enhance colors by altering saturation
- Modify color channels using levels
- Create color samplers with the info panel

Chapter 11

11. The student will use clipping masks, paths, and shapes

Upon completion of this chapter, the student will be able to

- Use clipping masks, paths and shapes
- Use a clipping group as a mask
- Use pen tools to create and modify a path
- Work with shapes
- Convert paths and selections

Chapter 12

12. The student will transform type

Upon completion of this chapter, the student will be able to

- Transform type
- Modify type using a bounding box
- Create warped type with a unique shape
- Screen back type with imagery
- Create a faded type effect

Chapter 13

13. The student will liquify an image

Upon completion of this chapter, the student will be able to

- Use the liquify tools to distort an image
- Freeze and thaw areas
- Use the mesh feature as you distort an image

Chapter 14-15

14. The student will perform image surgery, annotate and automate an image

Upon completion of this chapter, the student will be able to

- Delete unnecessary imagery
- Correct colors in an image
- Tweak an image
- Create actions
- Modify actions
- Use default action and create a droplet

Chapter 16

15. The student will create images for the web

Upon completion of this chapter, the student will be able to

- Create images for the web
- Learn about web feature
- Optimize images for web use
- Create a button for a web page
- Create slices in an image
- Create and play basic animation
- Add tweening and frame delay

MEASUREMENT OF COURSE OBJECTIVES:

Student will complete independent projects in this course for each chapter and keep a personal portfolio of their work. The student will also demonstrate their final project at the Production Media Event in December.

PREREQUISITES:

TEXT:

Reding, Elizabeth Eisner, Adobe PhotoShop CS4-Design Professional, Thomson Course Technology

INSTRUCTIONAL METHODS:

Demonstration and lecture will help introduce the hands-on computer operations. Most of the class time will be devoted to hands-on computer operations.

METHOD OF EVALUATION:

Assignments will be given a point value; grades will be recorded as having achieved an amount of the total points possible. Grades are determined by adding a student's scores and dividing by the total points possible. Final grades will be figured on a standard scale: 90-100%=A; 80- 89%=B; 70- 79%=C; 60- 69%=D; and 59% or below=F. There will be 4 quizzes throughout the semester and several small projects.

A capstone project is the main method of evaluation for this course. The project is a self-portrait that the student will work on each day in class. **200 points are possible for the capstone project.**

ACADEMIC INTEGRITY:

Cheating, plagiarism, or copying will not be tolerated and may result in failure or expulsion from the class.

ATTENDANCE:

The college expects regular class attendance to achieve the desired educational outcomes. Irregular class attendance normally leads to unacceptable work in class and may jeopardize a student's academic standing. **If five or more classes are missed without consent from the instructor, the instructor reserves the right to withdraw the student from the course.**

DISABILITY STATEMENT: