

Formal Evaluation and Subject Matter Expert Summary Report



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

DGD120

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

*By
Emporia State University*

EMPORIA STATE
UNIVERSITY
■ INFORMATION TECHNOLOGY

April 25, 2017

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Course Review for: Maine is IT
Course: EMCC: DGD120 - Digital Illustration
Reviewed by: Joseph Kern
Date: 4/25/17

This review is based on the course syllabus, Final Project, and "Topics" document that were shared for review.

Part 1: Course Review

A. Course Review & Introduction (16 points total)		
1.1 Instructions made clear how to get started and where to find various course components.	3	1
1.2 Learners are introduced to the purpose and structure of the course.	3	2
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	1
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	1
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	0
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		6
<p>Comments:</p> <p>1.1: The syllabus does not provide instructions on how students should get started in the course and access the Blackboard page. There is one reference to the online "DGD 120 Handout Area" when discussing class requirements. Adding a link to this page and would help students navigate there.</p> <p>1.2: The purpose of the course is stated clearly and succinctly in the syllabus. The structure is unclear. The syllabus states that a variety of presentation tools will be used, and there are references to lecture and lab times, but students may appreciate knowing what kind of an instructional sequence to expect, especially as there are different rules for personal electronics during the different class activities.</p> <p>1.3: Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication should be covered. <i>Examples include:</i></p> <ul style="list-style-type: none"> • Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus other 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.

1.4: Course and institutional policies adequately cover EMCC support resources, lab policies, attendance, makeup work, etc., but the important area of academic dishonesty was not addressed. The Maine Community College Student Code of Conduct could be listed as a reference for students, and a hyperlink to it would support student navigation.

1.5: The primary technology is Adobe Illustrator, but students will also be utilizing Dropbox and other supplemental tools. These are listed within broader class requirements, but there is no area specifically addressing technology requirements.

1.6: The only listed prerequisite skills is that students know how to backup and organize stored files. Nothing addresses prerequisite graphic design knowledge.

1.7: Minimal skills relating to graphic design are not listed.

1.8: No introduction is given in the syllabus. It is recommended that a section of the Blackboard course include an instructor bio to serve as a personal introduction to the students.

1.9: Nothing in the syllabus indicates that students are asked to introduce themselves.

B. Learning Objectives & Competencies (15 points total)

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable	3	3
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	3
2.3 All learning objectives and competencies are stated clearly and written from the learner's perspective.	3	3
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	2
2.5 The learning objectives or competencies are suited to the level of the course.	3	3
Total		14

Comments:

2.1: The course learning objectives are measurable, using action verbs that indicate what actions of students will be assessed.

2.2: While not explicitly identified as the unit-level objectives, each activity in the "Topics" document clearly states the task that students will complete, along with a list of measurable actions that students will take.

2.3 : Objectives are written from student perspectives.

2.4: It is clear that the content covered in each activity aligns course objectives, but the connection between the two could be stronger if clear alignment statements are made with each activity, with references to specific course objectives.

2.5: Objectives are appropriate for the course level, as students will work toward mastery of Illustrator as a tool for future courses.

C. Assessment & Measurement (13 points total)

3.1 The assessments measure the stated learning objectives or competencies.	3	3
3.2 The course grading policy is stated clearly.	3	3
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3	3
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2	2
3.5 The course provides learners with multiple opportunities to track their learning progress.	2	2
Total		12

Comments:

3.1: Assessments adequately measure the course objectives. Criteria are listed, which fall under the course outcomes.

3.2: Course grading policy is clear and succinct.

3.3: Criteria are provided to guide students in their work, and weighting of each criterion is given at the assignment level, along with the overall course grading weights.

3.4: Assignments and assessments are structured to align with the course content and help develop student abilities through the course, with a variety of creative challenges.

3.5: The nature of the work provides many opportunities for students to be shown their progress and gauge whether they understand content.

D. Instructional Materials (13 points total)		
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3	3
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3	3
4.3 All instructional materials used in the course are appropriately cited.	2	2
4.4 The instructional materials are current.	2	2
4.5 A variety of instructional materials is used in the course.	2	2
4.6 The distinction between required and optional materials is clearly explained.	1	1
Total		13
Comments: 4.1: The assignment materials provided indicate that students will work through chapters of the required textbook, making it an integral part of the course, with specific connections to unit-level outcomes. 4.2: Purpose and use for activities are explained clearly. 4.3: Materials listed are properly cited in the syllabus. 4.4: The textbook's publishing date is 2015, making it up-to-date for Illustrator CC. 4.5: The syllabus indicates that a variety of instructional formats will be used to meet the needs of a variety of students. 4.6: No materials are specified as being optional. It can be inferred that the only required item is the textbook, as other materials will include class handouts or online postings.		

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	1
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	1
Total		5
Comments: 5.1: Activities engage students in activities described in the objectives, so they are designed to promote achievement. 5.2: Students are explicitly expected to participate in class, but the participation outlined in the syllabus does not include interactions with peers or 2-way interactions with the instructor, other than the request that students ask questions if they need clarification. Including peer interaction activities would allow students to learn from each other's work. 5.3: No plan is provided for classroom response time or assignment feedback. 5.4: No requirements are listed for learner interaction, other than guidelines for being non-disruptive.		

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	1
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		8

Comments:

6.1: Illustrator and online file storage support the learning objectives and the instructor's ability to access student work.

6.2: Tools and the creative assessment activities promote engagement.

6.3: It is assumed that students will be using Illustrator in a class lab. Information on how students can access or purchase Illustrator on their own devices would be helpful.

6.4: Course technologies are current.

6.5: No links are provided in the syllabus. A review of the agreement for each application required in the course will insure that student data required for the use of the software is secure. Linking to the agreements will allow students to easily access the policies.

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	2
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	1
Total		6

Comments:

7.1: No technical support information is provided in the syllabus. It is recommended that multiple channels of tech support communication be listed in the syllabus to ensure that no student is put behind due to technical difficulties.

7.2: Specific steps are listed for students needing disability accommodations. Contact information for the Coordinator of Disability Services is provided. There is also a link, which takes students to the main EMCC website, rather than to the Disability Services site, which would be much more helpful.

7.3: Academic resources for tutoring, advising, or other student services are listed, along with their locations on campus. Website links would also be helpful here.

7.4: Student support services are listed, along with their location. A website link would be helpful.

H. Accessibility and Usability (12 points total)

8.1 Course navigation facilitates ease of use.	3	0
8.2 Information is provided about the accessibility of all technologies required in the course.	3	0
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2	2
8.4 The course design facilitates readability.	2	2
8.5 Course multimedia facilitate ease of use.	2	2
Total		6

Comments:

8.1: This item is unable to be reviewed, as no Blackboard course has been shared.

8.2: Information regarding the accessibility of technology used is not included. This would include instructions on how to obtain and install any programs used, as well as instructions to access captions for videos, or other accessible content.

8.3: The syllabus indicates that a variety of learning materials will be used, and there is a statement regarding the availability of accommodations if necessary. The instructor should be aware that the Americans with Disabilities Act requires any videos to have captions or an accompanying transcript to meet the needs of students with hearing disabilities. Work closely with your institution's office for disability services to identify resources to assist in making your course ADA compliant.

8.4: All course materials follow readability guidelines. Fonts, text color, and background color of the course falls within ADA compliance recommendations. Be aware that screen reader software will not recognize bold or italicized fonts. Check with your office of disability services before significantly changing the appearance of your course.

8.5: The variety of multimedia used is not described in the syllabus. Videos, specifically, are not mentioned, and the Blackboard course is not available for review. When possible, embedding multimedia to play within the course, rather than including it as a downloadable file or clickable link to a new location ensures ease of access and limits student issues that may arise when leaving the LMS to access outside resources, such as linking students to YouTube videos.

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.

- See Subject Matter Expert review for specific feedback.

Part III: Creative Commons

Items Reviewed include:	
<ul style="list-style-type: none">• All course materials presented in Creative Commons?• Creative Common license (including graphic) is represented on course materials.	
Findings include:	
The syllabus and all course materials are shared with a Creative Commons 4.0 Attribution license, including corresponding CC graphic.	

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

Course: EMCC: DGD120
Course Name: Digital Illustration
Reviewed by: Joseph Kern
Date: April 25, 2017

Background

Funded by a \$13 million grant from the U.S. Department of Labor, *Maine is IT!* is building new educational and career pathways in information technology at all seven of Maine's community colleges. The programs funded by the grant are designed to support Maine workers eligible for the Trade Adjustment Assistance (TAA) program, un/underemployed adults, and workforce needs in Maine's growing IT sector. They have been built to serve individuals with a range of experience, from those interested in gaining basic IT skills to IT professionals looking to advance their careers through new industry certifications.

Overall Remarks and Reviewer Summary

In reviewing DGD120 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 within 15 miles of EMCC for graduates from an AAS in Digital Graphic Design.
2. Current job openings list specific duties that relate the Digital Illustration course, DGD120.
3. The current Advisory Board indicates that DGD120 contributes to the labor market data.

There are current job openings available within 15 miles of EMCC that would utilize the knowledge gained in DGD120 (as of 4/25/17). A Creative Services Producer position is open at WLBZ, the NBC affiliate in Bangor, ME. The job requires skills in Adobe Illustrator, which is the focus of DGD120, along with a Bachelor's degree or an Associates degree and related experience in field.

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 DGD120 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the DGD120 course has listed measurable outcomes which can be stacked with other coursework. The industry sector for DGD120 has been categorized as: *541460 Graphic Design Services*. (See: https://www.census.gov/svsd/www/services/sas/sas_summary/54summary.htm#sectordescription) The reviewer finds that this classification is correct.

Those completing this course would enter the Bureau of Labor Statistics occupation classification of *SOC: 27-0000 Arts, Design, Entertainment, Sports, and Media Occupations*. (See: <https://www.bls.gov/soc/2010/soc270000.htm>)

The NCES CIP (Classification of Instructional Programs) is referenced as: *50: Visual and Performing Arts*. (See: <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88689>)

This is also an accurate classification.

This course was designed for 1st-year community college students or equivalent.

Listed course objectives include competencies dealing with the functions of:

1. Demonstrate an understanding of the capabilities of Adobe Illustrator.
2. Demonstrate an understanding of Illustrator tools and when/how to use them.
3. Demonstrate an understanding of organizing Illustrator files (layers, colors, etc.).
4. Demonstrate critical visual thinking.
5. Demonstrate an understanding of professional practice for graphic arts.
6. Demonstrate organizational skills in file management and back up

The content of these course objectives aligns with the topics listed in the course syllabus and course materials. This alignment also correlates to items found within the Dynamic Skills Audit and Burning Glass baseline skills as listed in the labor market data.

Specific review standards are listed in the table referenced below:

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 - DGD120 articulates specific learning outcomes for the course. For many of these, the link between the outcome and activity is self-explanatory, but most are not explicitly tied to specific assignments or course activities.

A.2 – No prerequisites courses are listed, and previous skills and knowledge specifically relating to graphic design are not listed.

A.3 - Course objectives are measurable.

A.4 - Learning objectives are appropriate for a 1st-year course.

A.5 – Activities appear to be scaffolded through the course, building in complexity throughout the course, ending in a comprehensive student project. The course's objectives fill an industry need within the program.

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 2 nd 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 - Course objectives align with industry expectations at the appropriate skill level, as they are based on a current industry certification program.

B.2 - Core competencies are relevant to industry and employers, as verified using the Burning Glass labor market data (<http://burning-glass.com/research/coding-skills/>) and the Dynamic Skills Audit Summary. Student learning objectives align with the competencies expected of new hires in the IT security field and those listed by the Advisory Board.

B.3 – The activities provided engage students in simulations of realistic scenarios.

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:

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 – The course's textbook and the assigned activities are used as guides throughout the course, and class materials will be available for students to utilize.

C.2 – The purpose of the required textbook is clear.

C.3 – Students work through a variety of graphic design challenges that emphasize creativity, inviting students to use unique perspectives.

C.4 – Materials are based on the textbook, which is up-to-date for the required software.

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

Findings include:

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	

D.1 – The grading policy is clearly stated.

D.2 – Assessments align with objectives, activities, and available resources.

D.3 – Specific details are provided to explain how assessments are graded. Participation guidelines are provided, and participation is a part of the calculated grade.

D.4 – The progression of assignments creates an appropriate sequence that builds skills throughout the course. Variety comes from the different topics, as well as the opportunity for students to create individualized projects.