

# Formal Evaluation and Subject Matter Expert Summary Report



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

## DGD131

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

*By  
Emporia State University*

EMPORIA STATE  
UNIVERSITY  
■ INFORMATION TECHNOLOGY

*April 2017*

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

**Course Review for:** Maine is IT  
**Course:** DGD131 – Page Layout  
**Reviewed by:** Anna J. Catterson, Ph.D.  
**Date:** April 24, 2017

**Part 1: Course Review**

<b>A. Course Review &amp; Introduction (16 points total)</b>		
1.1 Instructions made clear how to get started and where to find various course components.	3	<b>3</b>
1.2 Learners are introduced to the purpose and structure of the course.	3	<b>3</b>
1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.	2	<b>0</b>
1.4 Course and or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2	<b>2</b>
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	<b>0</b>
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	<b>0</b>
1.7 Minimum technical skills expected of the learner are clearly stated.	1	<b>0</b>
1.8 The self-introduction by the instructor is appropriate and is available online.	1	<b>0</b>
1.9 Learners are asked to introduce themselves to the class.	1	<b>0</b>
<b>Total</b>		<b>8</b>

**Comments:**

**1.1:** In the class requirements and expectations section; mention that handouts would be posted to MYEMCC>DBD131 however a link would be an added feature. Explain what MYEMCC is and that this is the LMS for the course. What other resources can students find here? How will the course components be supplemented?

**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. Also multiple sections of course policies indicate to contact [contact info]; but there isn't any information – it's just the words [contact info]. Should be updated for each section to reflect the correct party to contact AND their phone number, office location AND email address.

**1.5:** Reviewer noted that the technology requirements were NOT mentioned. This is 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 graphic design or page layout 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 instructor's work or portfolio would be ideal for this class. Seeing an instructor's work may encourage others and add value to some.

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

## B. Learning Objectives & Competencies (15 points total)

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable	3	1
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	1
2.3 All learning objectives and competencies are stated clearly and written from the learner's perspective.	3	3
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	1
2.5 The learning objectives or competencies are suited to the level of the course.	3	2
<b>Total</b>		<b>8</b>

### Comments:

**2.1:** The Reviewer recommends developing both objectives and outcomes. This course has -7- 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. Second-level objectives should be described in detail; this way the student knows EXACTLY what is expected of them and makes it easy for the instructor to evaluate if learning has occurred. The five objectives provided are a first-level design and they should be well-written and broad; the second-level is more descriptive. 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:** Yes, however, second-level outcomes are suggested.

**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, “Demonstrate an understanding of In Design Tools” > 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:** Yes

### 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
<b>Total</b>		<b>10</b>

#### 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.

**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 InDesign, 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
<b>Total</b>		<b>13</b>

**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 InDesign – 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. The Reding textbooks are terrific, a National standard. I have reviewed many courses who use this textbook; good choice.

**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	<b>N/A</b>
5.2 Learning activities provide opportunities for interaction that support active learning.	3	<b>3</b>
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3	<b>0</b>
5.4 The requirements for learner interaction are clearly stated.	2	<b>0</b>
<b>Total</b>		<b>3</b>

**Comments:**

**5.1:** Yes, please consider making them more measurable.

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

### 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 <b>academic</b> support services and resources can help learners succeed in the course and how learners can obtain them.	2	0
7.4 Course instructions articulate or link to an explanation of how the institution's <b>student</b> support services and resources can help learners succeed in the course and how learners can obtain them.	1	0
<b>Total</b>		<b>3</b>

### Comments:

**7.1:** Providing students access to technology support is very important. Don't assume that students know how to obtain support from the institution. Provide instructions/links for students to access the technology help services available to them. There are several InDesign 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
<b>Total</b>		<b>N/A</b>

### 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 InDesign, 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:** DGD131  
**Course Name:** Page Layout and Design  
**Date:** April 24, 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 DGD131 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 DGD131 relate to specific job openings.
2. Current job openings list specific duties that relate to DGD131.
3. The current Advisory Board indicates DGD131 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 DGD131 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the DGD131 course has listed measurable outcomes which can be stacked and latticed. The industry sector for DGD131 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 1<sup>st</sup> 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 do align with industry standards; especially the final project. Please include rubrics for your final project and other assignments.

A.5 – Each topic is scaffolded and appears to build on one another.

## B. Relevancy

Items Reviewed include:

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

### Findings include:

Course competencies are relevant to students, industry, and employers. Strong evidence was found in the Dynamic Skills Audit Summary Report. Direct ties were found through interviews with stakeholders and in Advisory Board minutes.

The table that follows is a clear matrix of how the course outcomes are relevant to students, industry, and employers:

**Table: Matrix of evidence-based skills mapped to students, industry, and employers**

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
B.1 Course competencies represent industry's expectation of the overarching knowledge, skills, and abilities that 1 <sup>st</sup> year college students should possess.		X	
B.2 Core course competencies are relevant to <b>industry and employers.</b>		X	
B.3 Instruction, activities, and assignment in individual courses are relevant and engaging to <b>students.</b>		X	

B.1 –Yes; evidence found in job descriptions.

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)

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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.
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**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.

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## 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.

### 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 second-level 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.