Formal Evaluation and Subject Matter Expert Summary Report

FLEX IT PROGRAM

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

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Course Review for: Maine is IT
Course: FLEX IT PROGRAM
Reviewed by: Anna J. Catterson, Ph.D.
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EMPORIA STATE
U N I V E R S I T Y
■ INFORMATION TECHNOLOGY

Part 1: Course Review

A. Course Review & Introduction (16 points total)		
1.1 Instructions made clear how to get started and where to find various course components.	3	**3**
1.2 Learners are introduced to the purpose and structure of the course.	3	**3**
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2	**0**
1.4 Course and or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2	**2**
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	**2**
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	**0**
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		**10**

Comments:

1.1: The Course Format and Support section documented how to get started in the course and provided an overview of expectations from the "live" support feature via Learning Commons.

1.2: The purpose and structure for the course was clearly explained in the syllabus. Reviewer noted that eight weeks will be spent in Word, Excel and PowerPoint and an additional 4 weeks spent on MOS preparation for the MOS exams: 77-418, 77-420 and 77-422.

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.

1.4: Institutional policies were covered and links provided for more information. (Please ensure you use the same consistent font typeface throughout, reviewer noted a few differences in type and size.)

1.5: Technology requirements were specific and links provided.

1.6: Prerequisite and co-requisite course knowledge and competencies were NOT listed. Please address.

1.7: See 1.5

1.8: No instructor contact information found.

1.9: Difficult to ascertain from the syllabus review; however please remember to provide a discussion forum for students to introduce themselves and build a sense of "community" as they work through the various exercises provided by Pearson's MyITLab.

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	**2**
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	**3**
Total		**12**

Comments:

2.1: The course learning objectives are clearly expressed using action-oriented verbs that support measurable activities, expectations, and competencies. Well written. There are more outcomes/competencies described in relation to Microsoft Exam 77-418, 77-420 and 77-422 in which the reviewer suggests adding.

2.2: The syllabus describes learning objectives using measurable language and verbs. Consider mapping these course-level learning objectives to the overall program outcomes/competencies. Those would be the outcomes required for program accreditation. A matrix would work well for this class; linking the overall course outcomes to program outcomes and you could also link to the actual assessment (labs).

2.3: The course learning objectives clearly state what the learner is to accomplish by the end of the course. The Reviewer considers these to be well written. Again, please review Microsoft outcomes for the three MOS exams (Word, Excel and PowerPoint).

2.4: Each of the assessments found under course content could be linked to specific learning outcomes. For example, Create Letters & memos could be linked back to the first set of outcomes. Reviewer suggests adding this linkage for clear expectations and for assessment purposes.

2.5: This is industry standard, matches with Microsoft certification exams 77-418, 77-420 and 77-422.

C. Assessment & Measurement (13 points total)		
3.1 The assessments measure the stated learning objectives or competencies.	3	**2**
3.2 The course grading policy is stated clearly.	3	**2**
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3	**1**
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	**1**
Total		**8**

Comments:

3.1: The assessments/activities for this course are well developed and match the state learning objectives. Provide a clear link between assessments and the course outcomes. Use Microsoft certification outcomes for a clearer linkage.

3.2: The course grading policy could be improved. While the percentages are made available to students, there should be a description of those categories (MyITLab Trainings, End of Chapter Quizzes, Grader Projects, Assignments). What activities fall under each of those categories and how will students submit these assessments? Providing a clearer description would be helpful to the learner. The grading scale was made available to the student.

3.3: See note above from 3.2, clearer direction and information should be provided.

3.4: There was an excellent variety of assessment strategies for this course. MyITLab is industry standard and has quite a few real-world scenarios for students to follow.

3.5: 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. When will the instructor provide feedback to students? This should be made clear to the student.

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	**1**
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		**12**

Comments:

4.1: The instructional materials align with the course and unit objectives stated in the syllabus.

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

4.3: The instructional materials were properly cited.

4.4: The instructional materials include Office 2013; has there been any thought into moving to the 2016 or 365? Reviewer recommends moving to the newest edition of MS Office.

4.5: The instructional materials vary by unit and assignment.

4.6: Reviewer did not locate any optional materials.

E. Course Activities and Learner Interaction (11 points total)		
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3	**3**
5.2 Learning activities provide opportunities for interaction that support active learning.	3	**3**
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3	**0**
5.4 The requirements for learner interaction are clearly stated.	2	**2**
Total		**8**

Comments:

5.1: The learning activities directly support the course/unit learning objectives. Excellent variety. The MyIT

5.2: There are opportunities for interactive learning. Some activities invited audio recordings and presentation formats. The Reviewer applauds this variety.

5.3: A plan for feedback is not located in the syllabus.

5.4: Requirements for expected learner interaction is clearly specified in the supplemental resources. The Reviewer applauds this variety and attention to individualized learning.

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: The tools in the course appear to support the unit/weekly objectives. MyITLab, Post-Exams through MIL, End-of-chapter quizzes, Grader projects and assignments – all tools offered through Pearson and Microsoft.

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

6.3: The tools are provided through MIL and Pearson as well as Microsoft; copyrighted materials.

6.4: The course technologies used for this course are 2013; however, Microsoft does have exams for 2016 and 365, more current versions of software.

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	**1**
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	**0**
Total		**6**

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. Reviewer also suggests adding Microsoft support in addition to the tutoring support via Learning Commons.

7.2: The syllabus contains an excerpt from the institution website pertaining to accessibility and a link to the Accessibility Policy. The Reviewer applauds the addition of that important information.

7.3: Under course format and support it was noted that tutoring through the course navigator was referenced. Links or email addresses for additional information would be a good addition.

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 Career Services, Honors Programs, Advising, etc.

H. Accessibility and Usability (12 points total)		
8.1 Course navigation facilitates ease of use.	3	**3**
8.2 Information is provided about the accessibility of all technologies required in the course.	3	**3**
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		**12**

Comments:

8**.1:** Yes

8.2: This could be strengthened to include information specific to students with physical or learning disabilities. Has the course been checked with an Accessibility Checker? Is it compatible with JAWS and/or NVDA (screen readers)? Microsoft does offer the MOS exam in an accessible format; perhaps making a link to the accessibility statement from Microsoft would be a nice addition.

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

8.4: Yes

8.5: Yes

Part II: 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.
- Much of this course is copyrighted Microsoft