

# Formal Evaluation and Subject Matter Expert Summary Report



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

## WCCC\_CTT130

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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

*July 2017*

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

**Course Review for:** Maine is IT  
**Course:** WCCC CTT130 Intro to Computer Programming  
**Reviewed by:** Mark Summey  
**Date:** 6/27/17

**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>1</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>1</b>
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	<b>1</b>
1.7 Minimum technical skills expected of the learner are clearly stated.	1	<b>1</b>
1.8 The self-introduction by the instructor is appropriate and is available online.	1	<b>1</b>
1.9 Learners are asked to introduce themselves to the class.	1	<b>1</b>
<b>Total</b>		<b>11</b>
<b>Comments:</b>		
<p><b>1.1:</b> A link is not provided to the LMS.</p> <p><b>1.2:</b> The purpose of the course is clearly stated in the syllabus.</p> <p><b>1.3:</b> Since the class does not include an online component, etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are offered as suggestions. <i>Examples include:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use good grammar and spelling, and avoid using text messaging shortcuts.</li> </ul> <p><b>1.4</b> The syllabus covers course activities, grading policies, and attendance. Consider addressing</p>		

academic dishonesty policy.

**1.5:** Hands-on equipment needed is addressed. Since the online component of the course is not mentioned, consider adding minimum requirements so students can access online content without difficulty.

**1.6:** No prerequisites are required.

**1.7:** Minimal skills for students entering the course are listed.

**1.8:** An instructor introduction is provided in the syllabus. This rater was unable to access the online course site.

**1.9:** Nothing in the syllabus indicates explicitly that students are asked to introduce themselves. It is assumed this will happen during the introduction phase of the course. Consider setting up online discussions so that students can interact with each other online, outside the classroom.

## 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	2
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
	<i>Total</i>	<b>11</b>

### Comments:

**2.1:** Learning objectives, competencies, and outcomes are listed in the syllabus.

**2.2:** A general statement that outcomes will be connected to assignments each week is not included. Consider listing specific outcomes to each listed activity in the syllabus.

**2.3:** The course learning objectives/competencies are listed in the syllabus. Consider adding the specific assignment objectives.

**2.4:** The specific assignment objectives are not listed.

**2.5:** The objectives are suited to the level of the course.

### 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	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	2
<i>Total</i>		<b>11</b>

**Comments:**

**3.1:** The specific assignments/assessments are not listed in detail. The syllabus lists weekly assignments and a mid-term and a final exam will be used for assessment.

**3.2:** The course grading policy is stated in the syllabus.

**3.3:** Specific criteria for assessments are not provided.

**3.4:** The assessments are sequenced and align with the course content.

**3.5:** Weekly assignments and two exams provide opportunities to track progress.

### 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	2
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3	1
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	0
<b>Total</b>		<b>9</b>

**Comments:**

**4.1:** It is assumed the materials align with the description of the course. No specific examples were given.

**4.2:** Examples of the learning materials (other than text information) were not provided.

**4.3:** It is assumed the assignments/assessments are related to the text. Consider adding citations to point students to particular areas of the text/course content.

**4.4:** The text is current (2012).

**4.5:** A variety of materials is provided.

**4.6:** No mention is made of optional, or extra credit, assignments or activities.

**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>3</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>
<i>Total</i>		<b>6</b>

**Comments:**

**5.1:** Learning activities were listed in the syllabus.

**5.2:** The syllabus states that participation is required.

**5.3:** No plan is provided for classroom response time or assignment feedback. Consider adding something to the effect: “I will try to return assignment feedback within 5 days.” “I will answer email messages within 48 hours.” Policies like these, for example, will cut down on student anxiety over feedback and relieve extraneous inquiries from students.

**5.4:** Requirements are not listed in the syllabus.

## F. Course Technology (10 points total)

6.1 The tools used in the course support the learning objectives and competencies.	3	<b>3</b>
6.2 Course tools promote learner engagement and active learning.	3	<b>3</b>
6.3 Technologies required in the course are readily obtainable.	2	<b>2</b>
6.4 The course technologies are current.	1	<b>1</b>
6.5 Links are provided to privacy policies for all external tools required in the course.	1	<b>1</b>
<b>Total</b>		<b>10</b>

### Comments:

**6.1:** The tools/equipment used support the activities.

**6.2:** Students are required to work in groups.

**6.3:** The technology required for this course is readily available (listed in the syllabus).

**6.4:** The technology is current, up-to-date.

**6.5:** Links are not provided in the syllabus. It is assumed the various applications provide privacy policies. Consider researching each app for 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	<b>3</b>
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	<b>3</b>
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	<b>0</b>
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	<b>0</b>
<b>Total</b>		<b>6</b>

**Comments:**

**7.1:** Not specifically addressed in the syllabus. Since the class is in a lab setting, it is assumed tech support is available. 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:** A general ADA compliance statement is made, along with a statement directing any student with special needs to contact the correct WCCC office, with the contact information provided. No listing of broader policies is included. Consider adding a link to WCCC Disability Services..

**7.3:** The Student Success Center is not listed in the syllabus.

**7.4:** Access to support services are not listed.

## 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	0
8.4 The course design facilitates readability.	2	0
8.5 Course multimedia facilitate ease of use.	2	0
<b>Total</b>		<b>0</b>

**Comments:**

**\*\*The following are suggestions for an online component to this course**

**8.1:** No link to the online site was provided. This rater is unable to comment on the actual content. The following are suggestions for best practice in course design.

**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.

**8.3:** In addition to varying the modality of content through text, audio, and video instruction, 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. For videos, a transcript or videos that are captioned are required as an effective means of communication.

**8.4:** Pay special attention to fonts, text color, and background color. Most learning management systems have a default appearance that is ADA compliant. Also, be aware that screen reader software will not recognize bold or italicized fonts. Check with your office of disability services before changing the appearance of your course.

**8.5:** When possible, embedding multimedia within the course LMS ensures ease of access and limits student issues that may arise when leaving the LMS to access outside resources.

## 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:

- All course materials presented in Creative Commons?
- Creative Common license (including graphic) is represented on course materials.

#### **Findings include:**

The syllabus indicates that all course materials other than the syllabus are subject to a copyright held by Microsoft, and thus, may not be shared in Creative Commons. The syllabus includes Creative Commons license information and the corresponding CC graphic.

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

**Course:** WCCC: CTT130  
**Course Name:** Intro to Computer Programming  
**Reviewed by:** Mark Summey  
**Date:** 6/27/17

### 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 CTT130 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 50 miles of WCCC for 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 CTT130 relate to specific job openings.
2. Current job openings list specific duties that relate the Intro to Computer Programming course, CTT130.

There are several current job openings available for computer programmers, within an overall (as of 6/15/17) within a 50-mile radius of WCCC. A Computer Programmer is currently being sought with a software development company.

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 CTT130 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the CTT130 course has listed measurable outcomes which can be stacked and latticed with other coursework. The industry sector for CTT130 has been categorized as: *541511 Computer Programming Services*. (See: [https://www.census.gov/svsd/www/services/sas/sas\\_summary/54summary.htm#sectordescription](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:15-1131 Computer Programmers*. (See: <https://www.bls.gov/soc/2010/soc151131.htm>)

The NCES CIP (Classification of Instructional Programs) is referenced as: *11: Computer and Information Sciences and Support Services*. (See: <http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cip=11>) This is also an accurate classification.

This course was designed for 1<sup>st</sup>-year community college students or equivalent. No prerequisites are required.

Listed course objectives include:

1. Learn how to analyze a problem specification and then plan and create an appropriate computer solution
2. Code the solutions using the Visual Basic 2012 language, and then desk-check the code before it is executed
3. Understand how to how to select appropriate test data
4. Write Visual Basic statements such as If...Then...Else, Select Case, Do...Loop, and For...Next
5. Create and manipulate variables, constants, strings, sequential access files, structures, classes, and arrays
6. Connect an application to a Microsoft Access database, and then use Language Integrated Query (LINQ) to query the database
7. Create simple Web applications

The content of these course objectives aligns with the topics listed in the course syllabus, the required textbook. 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	

**\*\*Reviewer Note:** While the course outcomes are clearly stated and contain very specific measurable measures, 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

**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	



## 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

**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		X	
C.4 The instructional materials are appropriately designed for the level of the course.		X	

## 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	