

Formal Evaluation and Subject Matter Expert Summary Report



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

CTT144

*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: CTT144 – Web Page Design
Reviewed by: Anna J. Catterson, Ph.D.
Date: June 26, 2017

Part 1: Course Review

A. Course Review & Introduction (16 points total)		
1.1 Instructions made clear how to get started and where to find various course components.	3	3
1.2 Learners are introduced to the purpose and structure of the course.	3	3
1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.	2	0
1.4 Course and or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2	2
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	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		10
Comments:		
<p>1.1: There are no specific instructions in the syllabus on how to locate the course, how to login, how to get technical support or where to get started. Please include this information in the syllabus. Even for F2F courses, information on how to get started or where to locate supplemental course information should be included.</p> <p>1.2: The course description adequately describes the course in detail.</p> <p>1.3: Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication should be covered. Examples include:</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 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. <p>It’s important to include etiquette instructions and expectations for ALL types of courses, including F2F. This</p>		

could include communication via email, discussion in class or even communication between peers.

1.4: Course and institutional policies were covered in the syllabus.

1.5: Reviewer noted that the technology requirements were NOT mentioned. This is important information for students to know prior to taking a course. Technology requirements should be included for all courses; especially courses where a computer is the primary tool utilized.

1.6: No prerequisites identified; however, mention of familiarity with OS Windows 7 is preferred.

1.7: Reviewer noted that the technology requirements were NOT mentioned. This is important information for students to know prior to taking a course.

1.8: No self-introduction noted, no instructor welcome or introduction noted. Reviewer suggests including an instructor portfolio so students can see the work that the professor has completed – this is a great way to build a community in the classroom.

1.9: Learners are not encouraged to introduce themselves, no discussion forums found for introductions.

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	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	0
2.5 The learning objectives or competencies are suited to the level of the course.	3	3
Total		9

Comments:

2.1: Yes; Reviewer found six learning outcomes however there were no second-level outcomes. The second-level outcomes would be descriptive to the assessments. For example, this may look like this:

1. Create a live web page within a production web server.
 - a. Introduction to HTML, CSS and SEO (Unit 1)
 - b. Basic HTML Structure and formatting (Unit 1)
2. Design and develop basic web pages using HTML and CSS
 - a. Basic HTML structure and formatting (Unit 2)
 - b. Web graphics (Unit 3)
 - c. Links and site structure
3. Use tables and graphics in webpages
 - a. Style sheet basics/CSS files
 - b. Structure through tables
4. Construct web pages so they create a fluid and contiguous website
 - a. Passing form data
 - b. Intro to ASP static vs. dynamic pages

Having first level AND Second level objectives allows you to tie in to specific assignments and get a better accuracy of assessment data. In parenthesis, you can list the actual assignment or in this case, I listed the session because I didn't have a listing of all of the assignments. The more details you can provide the better. I would also recommend a hyperlink to each session with a grading rubric of how these items will be assessed and evaluated.

2.2: Some learning objectives are measurable, others are not. For example, how can you measure outcome 6? How will you measure understanding? Objectives should be measurable and extremely detailed – what are your expectations for the students at class end? This is how you will evaluate if they really learned in this class therefore, it needs to be detailed and include a grading rubric for evaluation purposes.

2.3: Yes, all are from the learner perspective.

2.4: No, however, it can be if you provide it in parenthesis or draft a matrix that they can easily see how the learning outcomes directly relate to the assessments.

2.5: Yes

C. Assessment & Measurement (13 points total)

3.1 The assessments measure the stated learning objectives or competencies.	3	1
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.	3	2
3.5 The course provides learners with multiple opportunities to track their learning progress.	2	0
Total		9

Comments:

3.1: All assessments should tie to stated learning objectives. I have listed some examples for you above.

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

3.3: Yes, very good.

3.4: Yes, all the labs reviewed offer a wide variety of learning models and methodologies. Please include a category for interactive elements; very important for this course to have some type of peer-to-peer feedback and dialogue.

3.5: How will students receive feedback? While assignments are submitted electronically, how and when will students receive feedback? Reviewer suggests including this in the syllabus.

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: Yes; the textbook is a direct correlation. There is an abundance of online resources for HTML and CSS. Please include supplemental resources such as code.org and W3 schools – both very reputable resources for this course. The more resources you have the more successful your students will be.

4.2: Course is sequenced in accordance with the textbook; Reviewer recommends using the companion website through the publisher for this course; especially since the course is arranged by the chapters.

4.3: Yes

4.4: Yes, however there are additional resources that are more current online and Reviewer recommends a resource to hexadecimal charts as well or Adobe Color Picker online.

4.5: Yes, good variety.

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	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	1
5.4 The requirements for learner interaction are clearly stated.	2	1
Total		8

Comments:

5.1: Yes, the learning activities have specific outcomes that align with the course learning objectives.

5.2: The labs provide an opportunity to collaborate, Reviewer would like to see this area expanded upon.

5.3: When and how will students receive feedback? This is not clear.

5.4: This section is vague; please expand.

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	1
Total		10

Comments:

6.1: Yes, please explain in detail what types of technology students may be using.

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	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	1
Total		7

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. Links to the textbook supplements would also be helpful.

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, good work adding this information.

7.4: Please include student support services on the syllabus.

H. Accessibility and Usability (12 points total)

8.1 Course navigation facilitates ease of use.	n/a	n/a
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		9

Comments:

8.1: There were no units created in this course only handouts and it appeared this course was used as file storage.

8.2: If there are technologies that are used, please include a link to the accessibility statements (usually found on the vendors website).

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. Alternative course documents may need to be converted or metatags added to imagery.

8.4: Yes

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: CTT144
Course Name: Web Page Design
Date: June 26, 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 CTT144 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 WCCC 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 CTT144 relate to specific job openings within a 50-mile radius WCCC campus.
2. Current job openings list specific duties that relate to CTT144.
3. The current Advisory Board indicates CTT144 contributes to the labor market data. In this field, particularly, there is a large demand for web developers and administrators. This field has grown over 20% in the past year according to wage and labor data (Bureau of Statistics).

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 CTT144 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the CTT144 course has listed measurable outcomes which can be stacked and latticed. The NCES CIP (Classification of Instructional Programs) is referenced as: *11.0801* Web Page, Digital/Multimedia and Information Resources Design (See: <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=87254>). A program that prepares individuals to apply HTML, XML, Javascript, graphics applications, and other authoring tools to the design, editing, and publishing (launching) of documents, images, graphics, sound, and multimedia products on the World Wide Web. Includes instruction in Internet theory, web page standards and policies, elements of web page design, user interfaces, vector tools, special effects, interactive and multimedia components, search engines, navigation, morphing, e-commerce tools, and emerging web technologies.

US Census Bureau recognizes this field as 15-1134, Web Developers. Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance, and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio, and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content. Excludes "Multimedia Artists and Animators" (27-1014).

(<https://www.bls.gov/soc/2010/soc151134.htm>)

Illustrative Examples:

Illustrative examples: *Web Designer, Internet Developer, Intranet Developer*

Broad Occupation: 15-1130 [Software Developers and Programmers](#)

Minor Group: 15-1100 [Computer Occupations](#)

Major Group: 15-0000 [Computer and Mathematical Occupations](#)

Job Summary:

Web Developer:

We have a great client, an online leader in European travel who is headquartered here in Portland, ME, seeking to add an experienced Manager of Web Development to join their talented web services development team. This position entails leading their team of Web Developers in the design, development, enhancement, deployment, documentation, maintenance and monitoring of both consumer facing e-commerce and internal web-based applications. This includes legacy applications as well as architecting the next evolution of our e-commerce websites. Responsibilities: • Effectively manage a team of 10 developers, driving them to successfully deliver solutions that meet the business requirements within specified timeframes • Ownership of the Planning, Development, Testing and Implementation of all web development projects • Providing estimates and initial assessment for proposed development tasks • Managing resource availability and scheduling • Providing coaching, mentoring and support to the direct report staff in both technical and non-technical issues • Establishing programming standards and program documentation requirements • Maintaining knowledge of emerging technological trends and utilizes this knowledge to educate both the development team and the business on opportunities to build better web solutions that support and drive the business • Organizing activities to achieve desired levels of productivity, cost, & quality standards established for the department • Ensuring that all team members have the tools and training required to perform effectively. • Creating a collaborative team environment • Interfacing with other teams within IT and other departments Qualifications: • A Bachelor's degree in Computer Science or equivalent experience • Minimum of 5-7 years of experience in corporate web development (or agency) environment • Prefer 2-3 years of experience managing a development team • Familiarity with a broad range of technologies including Web Services, HTML, XML, JSON, SQL, COLD FUSION/Lucee , JavaScript, AngularJS, AJAX, CSS • Strong leadership, collaboration, communication and team engagement skills • Self-motivated, independent and proactive • Strong analytical, problem solving, and conceptual skills Pro Search, Inc. was established in Portland, Maine in 1994 to provide companies with a full range of search, staffing and contracting services, specializing in the functional areas of information technology, accounting and finance, sales and marketing, customer service, human resource and office support utilizing a consultative approach. Pro Search, Inc. strives to develop true partnerships with client companies and candidates to fully understand and satisfy their employment needs. Pro Search, Inc. is an Equal Opportunity/Affirmative Action Employer. As such, it is our policy to follow a concept of non-discrimination in the hiring and promotion of employees without regard to their race, religion, sex, age, color, national origin or veteran or handicapped status. We regret that due to high volume we are only able to correspond with candidates whose qualifications most closely match the position requirements. Applicant not meeting our client's specifications will be considered for future opportunities

Entry-Level Web Developer

At Woodard & Curran, there's nothing we love more than a tough engineering challenge. We handle a wide range of water and environmental issues-solving complex problems with creativity and tenacity. That's how we make a difference to our clients, people, and planet. Our company was founded on a simple concept: provide a safe and enjoyable place to work with opportunity, integrity, and commitment, and we will attract talented people. Those people are at the heart of our firm, solving some of the most pressing water and environmental challenges for our clients. Responsibilities: The ideal candidate will have strong problem solving and programming skills and possess the confidence in those abilities. The candidate should have an interest in environmental data management and must be willing and able to perform development support for new and existing development projects. The ideal candidate will be comfortable working closely with, and taking direction from other members of the team as well as our internal clients. • Develop, implement, document, and train on custom applications for our internal business practices. • Work closely with other team members to build, implement, enhance and support existing custom applications. • Ability to work independently to achieve goals. • Actively identify and share best practices and process improvements. • Comfortable managing several working projects at the same time; good time management. •

Interest in designing and maintaining applications developed for environmental/engineering projects. • Work closely with our clients to build solid, user-friendly, sustainable applications. Qualifications: • Bachelor's degree in computer related field. • Strong written and oral communication skills. • 0-3 years of experience working with software development. • 0-3 years of experience working with enterprise database. • 0-3 years of experience programming structured languages. • Familiarity with HTML, JavaScript, CSS, ASP.Net, VB.Net, ADO.Net, and TSQL. Preferred Experience: • SQL Server and Visual Studio. • Integration/Migration experience. • IIS administration. • Strong documentation skills. • Training experience. • Development experience with custom applications. Woodard & Curran is an Affirmative Action/Equal Opportunity Employer. Woodard & Curran is a Drug Free Work Place. Individuals with Disabilities and Protected Veterans are encouraged to apply. PLEASE USE A WEB BROWSER OTHER THAN INTERNET EXPLORER IF YOU ENCOUNTER ISSUES (CHROME, FIREFOX, SAFARI) Woodard & Curran is acting as an Employment Agency in relation to this vacancy

Web Developer:

We have a 1yr contract role for our direct client in South Portland, Maine. Job Description Software Development Engineer - Web Description Software Development Engineer: Plans, designs, develops and tests software systems or applications for software enhancements and new projects. Essential Duties and Responsibilities: • Responsible for providing technical leadership to moderate and large cross functional development efforts. • Collaborates with internal stakeholders to identify business opportunities and solve business problems. • Responsible for providing high level assessments of development efforts. • Responsible for designing, developing, and testing solutions for projects of moderate to significant complexity. • Responsible for building and executing against a detailed development schedule. • Responsible for monitoring the efforts of more junior developer and contracted staff. • Responsible for producing project related artifacts governed by corporate SDLC and ensuring development efforts conform to standards. • Collaborates with team to identify improvements and upgrades that will reduce cost, improve stability, and increase performance. • Responsible for engaging with production support staff and remediating chronic and/or critical production support issues. • Responsible for training and mentoring more junior or new staff. Minimum Required Qualifications for Consideration: • Experience with Java, Spring framework, an IDE tool (such as IntelliJ IDEA or Eclipse) and an automated unit testing framework such as JUnit is required. • Experience with SOAP web services development and object oriented design is required. • Working knowledge of web site vulnerabilities and mitigation strategies is highly desirable. • Experience with JSP, Spring WebFlow, Tiles, and unit testing mocking framework such as Mockito a plus. • Working knowledge of JavaScript, HTML5, CSS3 a plus. • Ability to communicate problems & solutions clearly to teammates and users. • Works on complex projects or assignments which require a solid knowledge of the organization's technologies and practices. • Requires significant technical ability with a high level of accountability. • Exercises judgment in selecting methods, techniques and evaluation criteria for obtaining results. • Minimal day-to-day guidance. • Must be comfortable working in a self-directed manner

***Reviewer found that with Web Developer/Web Site Design positions there tends to be a huge focus on Java Script and more content management system such as Dreamweaver, Mockito, Adobe, etc. Reviewer recommends including a chapter or at least mentioning the need for CMS.*

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 – Additional work on mapping the learning outcomes to the specific assessment objectives.

A.2 - The course prerequisites are not indicated; assuming there are none – please include this on the syllabus.

A.3 – Some are measurable, some are not – recommended some modifications.

A.4 - Learning objectives do align with industry standards; especially the lab projects. Suggests including a focus area on content management systems and/or Java Script.

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 st year college students should possess.		X	
B.2 Core course competencies are relevant to industry and employers.		X	
B.3 Instruction, activities, and assignment in individual courses are relevant and engaging to students.		X	

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

B.2 – Yes, evidence found relating to current job market, see attachments.

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.

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. Copyrighted material could not be reviewed.

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 types of assessments provided were varied and allowed for collaboration, especially the lab projects. Please consider applying a grading rubric to each of the assessments; this will help students understand the expectations of the assessments.

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	

D. 1 – Yes, clear and reviewer agrees with category breakdowns.

D.2 – Yes

D. 3 – Yes; would like to see additional rubrics.

D.4 – Yes, Reviewer applauds the variety.