Formal Evaluation and Subject Matter Expert Summary Report

CTT250

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

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EMPORIA STATE
U N I V E R S I T Y
■ **INFORMATION TECHNOLOGY**

Course Review for: Maine is IT
Course: CTT1250 – Microsoft Certification Preparation
Reviewed by: Anna J. Catterson, Ph.D.
Date: June 29, 2017

*No SME for this course; Certification Preparation for Microsoft only – Copyrighted Materials from Microsoft.

Part 1: Course Review

A. Course Review & Introduction (16 points total)		
1.1 Instructions made clear how to get started and where to find various course components.	3	**1**
1.2 Learners are introduced to the purpose and structure of the course.	3	**2**
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2	**1**
1.4 Course and or institutional policies with which the learner are 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		**8**

Comments:

1.1: Even for face-to-face (F2F) courses, a link to an online course component is helpful. If there is a supplemental course, please provide information to students on how they can access this information.

1.2: The purpose and structure for the course is explained in the syllabus; nice job at explaining the course direction and purpose.

1.3: Etiquette expectations (sometimes called "netiquette") for any online discussions, email, and other forms of course communication were partially covered. This would relate to both F2F AND online environments. 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.
- Do not use all capital letters when composing your responses as this is considered "shouting" and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read.
- Be respectful of 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. It is best to spell out its meaning first, and 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: Some course and institutional policies were covered in the syllabus: The attendance expectation were described. The Reviewer recommends adding a live link to these policies from the college web site/handbook.

1.5: Technology requirements are not indicated. Considering including that information.

1.6: A prerequisite/co-requisites were mentioned in the syllabus. CTT245

1.7: Minimum technology skills were not indicated. The Reviewer recommends adding a statement expressing those expectations.

1.8: There is a placeholder for the faculty information. The Reviewer encourages adding a video introduction link or a short biographical sketch to the course as well – even if the course is F2F.

1.9: The Reviewer encourages use of asynchronous discussions outside of class. Student introductions and short bio builds a learning community.

B. Learning Objectives & Competencies (15 points total)		
2.1 The course learning objectives, or course/program competencies, describe measurable outcomes.	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	
2.3 All learning objectives and competencies are stated clearly and written from the learner's perspective.	3	
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	
2.5 The learning objectives or competencies are suited to the level of the course.	3	
Total	**0**	

Comments:

2.1: There are no learning outcomes or learning objectives provided on the syllabus. The learning outcomes should come directly from the Microsoft Certification Exam. Please include learning outcomes so learners can be assessed.

2.2: Learning outcomes not provided.

2.3: None found.

2.4: None found.

2.5: The course topics appear are related to the Microsoft learning outcomes, found on the certification exam.

C. Assessment & Measurement (13 points total)		
3.1 The assessments measure the stated learning objectives or competencies.	3	**3**
3.2 The course grading policy is stated clearly.	3	**3**
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3	**3**
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2	**0**
3.5 The course provides learners with multiple opportunities to track their learning progress.	2	**0**
Total		**9**

Comments:

3.1: The Reviewer recommends expressing a 'crosswalk' to course learning objectives. eg, map the activity/assessment to the course objectives more clearly. The assessments/activities were indicated in very broad terms using a topical outline. Consider developing/expressing these. One example would be to provide a grading rubric to students or some sort of explanation of how projects will be graded and when feedback will be received. There must be student learning outcomes for assessment purposes. Please develop these.

3.2: The grading policy/rubric is stated in the syllabus. Good variety and breakdown of categories.

3.3: These criteria could be expressed with more detail using a descriptive rubric.

3.4: There was not a good variety of assessment strategies for this course. It appeared that it was either homework or a quiz/exam. Reviewer recommends more variety including group projects, interactive learning sessions and labs.

3.5: Reviewer was not able to 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.

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: Good use of required/recommended resources. Thank you for providing this information.

4.2: Please include why the materials are needed and how they are going to be used.

4.3: Yes

4.4: Yes

4.5: Assumed. The nature of the course suggests a variety of materials will be utilized.

4.6: Notation of Required v. Recommended/Optional is indicated. THANK YOU.

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	**2**
5.2 Learning activities provide opportunities for interaction that support active learning.	3	**1**
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3	**0**
5.4 The requirements for learner interaction are clearly stated.	2	**0**
Total		**3**

Comments:

5.1   Yes, however could be strengthened. If they were tied directly to student learning outcomes it would be a much stronger alignment.

5.2   There are opportunities for interactive learning and should be considered to be included in this course. It is not clear how students will interact with each other.

5.3   A plan for feedback was not located in the syllabus. Even if this is a face-to-face course, the instructor's feedback and review policy should be expressed.

5.4   Participation expectations are not clearly stated, other than the Attendance Policy and in the Grading categories.

F. Course Technology (10 points total)		
6.1 The tools used in the course support the learning objectives and competencies.	3	2
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 topics. Again, consider a crosswalk from the objectives to the course activities.

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 It is assumed the tools will primarily be provided by the college and through independent resources.

6.4 The course technologies are current and up-to-date for the required work.

6.5 The Acceptable Use Policy was clearly indicated. Consider adding a link to the Course Handbook for more information.

G. Learner Support (9 points total)		
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	**0**
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	**3**
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2	**0**
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		**3**

Comments:

7.1: Providing students' access to technology support is very important. Do not 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.

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

7.3: Access to the institutional academic support services is critical. Consider providing instructions/links to tutoring and other academic support services. These might include Tutoring Services, the Writing Center, Library Resources, etc.

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/Job Placement, Honors Programs, Health and Wellness, Advising, Curricular Organizations, Co-Curricular Resources, 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)? A sentence or two indicating compatibility and/or compliance would strengthen the course.

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. Certain software includes compliancy features. Certain Learning Management Systems also include accessibility checkers.

8.4: Implied. Consider processing this course through an ADA checker. Webaim is one such option. http://wave.webaim.org

8.5: Implied. Ensure content, such as videos, are easy accessed and include either 1) captioning and/or 2) a transcript. The Reviewer did not review any multimedia elements in this course, however.

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.

SME NOT PROVIDED – certification preparation course only.

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.