Formal Evaluation and Subject Matter Expert Summary Report

CTT270

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

July 2017

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was

Course Review for: Maine is IT
Course: CTT270: Introduction to Virtual Computing
Reviewed by: Anna J. Catterson, Ph.D.
Date: June 27, 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	**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	**11**	

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-requisite course was indicated; CTT110, CTT140.

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**
2.2 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: Most student learning outcomes are measurable however #2 and #3 are not. It's difficult to measure "understanding", instead try using 'Illustrate' or 'Demonstrate' – this way you can attach a grading rubric to a particular assigned and determine their understanding through an action of some sort. Try to avoid the term "Understanding" – very difficult to measure.

2.2: Yes, however please consider revising to strengthen and you may also want to consider second-level outcomes.

2.3: Yes, well done.

2.4: No relationship between activities and the learning outcomes. I would suggest creating a matrix to the student learning outcomes and the actual coursework/assessments/assignments that are taking place. Students will not understand what assignments help with their learning of a specific course outcome.

2.5: The course topics appear to be suited to the level of the course. The schedule is a great addition, see if you can incorporate these with the student learning outcomes.

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	**2**
3.5 The course provides learners with multiple opportunities to track their learning progress.	2	**0**
Total	**11**	

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 in more detail. 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.

3.2: The grading policy/rubric is stated in the syllabus.

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

3.4: There was a good variety of assessment strategies for this course. The application of the technology is well considered. The application of the knowledge transfer is balanced between active learning and standardized assessment. The Reviewer commends this course design.

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	**2**
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	**12**	

Comments:

4.1: The instructional materials aligns with the course topics stated in the syllabus. This could be furthered strengthened if there were well written learning outcomes.

4.2: The Reviewer recommends further development of the purpose of the course materials relative to the stated learning objectives. What requirements are needed for students?

4.3: The instructional materials were properly cited.

4.4: The instructional materials are current.

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.

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	**2**
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	**1**
Total	**5**	

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. The Reviewer applauds this variety. It is not clear how students will interact with each other however it is part of the grading policy so Reviewer notes that there is some sort of participation with other learners taking place. This should be made clearer to the students.

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	**1**
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, the units appear to be aligned with the textbook.

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.
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: CTT270
Course Name: Introduction to Virtual Computing
Date: June 27, 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 CTT270 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 in for graduates from an AAS in Computer Science or those completing a certificate program in computer technologies. It was also found by this Reviewer that the skills mastered in CTT270 relate to specific job openings in the Washington County area. Because this course is a fundamental course, **the jobs found that rely only on this course were few**. More courses that could stack and lattice would be most beneficial to students applying for a career in this field.
2. Current job openings list specific duties that relate to CTT270
3. The current Advisory Board indicates CTT270 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 CTT270 course learning outcomes and objectives align with the program mission and goals. This Reviewer found that the CTT270 course has listed measurable outcomes that can be stacked and latticed. The NAICS (Professional, Scientific, and Technical Services) industry sector for CTT140 has been categorized as: *541512: Computer Systems Design Services*. (See: https://www.census.gov/cgi-bin/sssd/naics/naicsrch?code=541512&search=2017%20NAICS%20Search)

This U.S. industry comprises establishments primarily engaged in planning and designing computer systems that integrate computer hardware, software, and communication technologies. The hardware and software components of the system may be provided by this establishment or company as part of integrated services or may be provided by third parties or vendors. These establishments often install the system and train and support users of the system.

Illustrative Examples:

Computer systems integration design consulting services
Local area network (LAN) computer systems integration design services
Information management computer systems integration design services
Office automation computer systems integration design services

Those completing this course would enter the Bureau of Labor Statistics occupation classification of *15-1140 Database and Systems Administrators and Network Architects* (See: https://www.bls.gov/soc/2010/soc151143.htm)

JOB SUMMARY

IT Field Systems Support Tech

Job Description: LogistiCare is the Nation's Leader in Non-emergency Medical Transportation Management.
LogistiCare is much more than just a transportation company. We organize and credential thousands of local transportation providers to serve specialized groups of people, who require all kinds of personal mobility solutions. LogistiCare provides coordination and oversight that makes a transportation program more effective and reliable for millions of people every year.
We are currently seeking a Field System Support Technician. The ideal candidate's background and experience will align with the below Summary Description and Job Requirements.
Summary Description
The Field Systems Support Technician will report to the IT Field Systems Support Manager and is required to perform the System analysis and design necessary to install divergent systems and still maintain high levels of performance and up time in an enterprise environment. This includes interaction between complex systems to maintain high security levels and data protection techniques as required in our highly regulated market.
The Field Systems Support Technician is expected to be able to analyze complex system communications over an enterprise network to be able to propose and implement solutions for problem resolutions that drive high performance and still maintain usability of the systems.
The Field Systems Support Technician role is also expected to be able to perform all project management duties required for small enterprise projects. The FSST is responsible for projects from inception to completion.
The Field Systems Support Technician is responsible for the monitoring, maintenance, and repair of all LogistiCare IT Systems. This responsibility includes, but is not limited to, servicing the daily needs of the LogistiCare call centers and regional offices; maintaining the operability and stability of servers used to host applications and services; planning and implementing new systems and services as needed.
In the role of Field Systems Support Technician the employee will be in constant contact with all levels of the LogistiCare organization. At all times the employee is expected to uphold the highest level of customer-service and communication. They must maintain open communication with the customer throughout the completion of any service request or project. The role assists in providing solutions that help IT proactively identify issues and threats through the monitoring of events and the identification of critical event management gaps. The Field Systems Support Technician will be working independently to provide or create solutions to customers' requests or projects using his experience, knowledge and other resources that he/she deems necessary. The Field Systems Support Technician will be evaluated via an annual performance review.
A Field Systems Support Technician is expected to, on a rotating schedule, be "On-Call", during which the employee is responsible for answering system-down calls on their cell phone. These calls must be taken immediately and treated as "IT Emergencies". For any such emergencies that cannot be immediately resolved it is expected that the employee notify the appropriate IT manager(s).
Specified Responsibilities
• IT representative responsible for ownership of local site to ensure IT Infrastructure and applications are available for site success and to ensure resolution of any issues.
• Recommend, review and implement new technology solutions or process improvements to provide more efficient solutions for IT customers.
• Basic programming for control systems (Shell Scripting)
• Be able to perform Project Management duties on Small enterprise projects

• Be able to generate requirements for new services and/or for problem resolution
• Be able to manage multi-user server and networking devices
• Respond to support requests and log into the systems as needed to perform repairs
• Create and Maintain IT documentation
• Perform daily IT tasks as assigned
• Image workstations and servers to defined standards
• Shipping and receiving new and used IT equipment and properly securing and inventorying the equipment
• Maintaining a clean and organized Server room, and work area
• Respond to network, server, and application outages. Communicating these outages to the IT Field Systems Support Manager and seek assistance to resolve the problems in a timely manner
• Perform duties related to site implementations, occasional travel required
LogistiCare is an Equal Opportunity Employer
CB Requirements: Preferred Skills and Certifications • 4 year degree preferred but 2 year degree required (will consider 4 years of experience in lieu of degree)

Cloud Solutions Administrator

WEX Inc. is a leading and growing global provider of payment processing, information management and fleet card payment solutions.
We hire people who share our passion for continuous innovation and client service that is unparalleled in the industry.
If you are looking for a growing career – come be part of WEX today!

General Purpose:

We are seeking a forward focused Cloud Solutions Architect who will be responsible for designing and delivering innovative cloud-based solutions for WEX. The candidate's duties will include collaborating with various lines of business technologists (solution architects, software engineers, DevOps engineers) to help them translate their needs into customized solutions implemented with engineering excellence. The candidate will implement application development strategies by designing solutions that deliver measurable business value, using cutting-edge infrastructure or implementing new strategies in the cloud. Additionally, the candidate will:

· Design, implement, and test software for mobile, cloud, web, and other platforms
· Provide expert knowledge on Java, NET, and other open-source technologies
· Work independently on new paradigms or as part of a project member team
· Work as an individual contributor or technical lead

The incumbent will be passionate about technology and an expert with cloud technology. Candidate must have the hunger and curiosity to explore and learn, as well as persistence to deliver on time. Candidate must be able to provide expert leadership and oversight on cloud technologies and must be comfortable mentoring others. This position is expected to have extensive hands-on knowledge of best-in-class design approaches across both public and private cloud, as well as in-depth experience with virtualization and containerization technology.

Essential Duties and Responsibilities:

•Research, assess, and evangelize cloud-native technologies
•Partner with peer groups to facilitate knowledge sharing and mentor when necessary
•Implement a coherent, interoperable cloud platform in which developers can deliver solutions

•Facilitate and deliver repeatable processes via automation engineering
•Prototype best-of-breed technology that once adopted, will enable WEX to deliver faster and with sustainable engineering excellence
•Work with line of business technologists to migrate legacy on-premise workloads to the cloud
•Deliver IT dashboard metrics to measure quality, up-time, SLAs, etc.
•Champion “cloud first” approaches across the organization
•Provide status reports for management
•Establish standards and practices for WEX cloud-based solutions
•Establish performance and stress testing techniques
• Establish customer feedback mechanisms, usability targets and tracking

Qualifications

Minimum Required Qualifications for Consideration:

•B.S. in Computer Science or equivalent experience
•Minimum 10 years experience with designing and developing multi-tiered software solutions.
•AWS Certified Solutions Architect
•5 to 10 years of cloud experience specifically working with AWS
•Expertise with SQL and understanding of relational and/or NoSQL database concepts.
•Hands-on experience with Docker
•Advanced technical skills and experience in designing distributed applications and systems on the AWS platform
•Depth in application security, deployment automation, enterprise integration / web services, performance optimization and scalability
•Demonstration of architecting and designing highly available, fault tolerant, and reliable solutions
•Implementing cost control strategies
•Excellent verbal and written communication skills.
•Experience in working with highly transactional, e-commerce, or finance related industry.

AWS:
•Elastic Load Balancer
•EC2, ECS, and ECR, auto-scaling
•Elastic Beanstalk and Cloud Formation
•RDS and S3
•CloudWatch and Elasticsearch
•Chef or Puppe

Middleware Systems Engineer

WEX Inc. is a leading and growing global provider of payment processing, information management and fleet card payment solutions.
We hire people who share our passion for continuous innovation and client service that is unparalleled in the industry.
If you are looking for a growing career – come be part of WEX today!

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· Design, implement, and test software for mobile, cloud, web, and other platforms
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•Hands-on experience with Docker
•Advanced technical skills and experience in designing distributed applications and systems on the AWS platform
•Depth in application security, deployment automation, enterprise integration / web services, performance optimization and scalability
•Demonstration of architecting and designing highly available, fault tolerant, and reliable solutions
•Implementing cost control strategies
•Excellent verbal and written communication skills.
•Experience in working with highly transactional, e-commerce, or finance related industry.

AWS:
•Elastic Load Balancer
•EC2, ECS, and ECR, auto-scaling
•Elastic Beanstalk and Cloud Formation
•RDS and S3
•CloudWatch and Elasticsearch
•Chef or Puppe

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 measurable outcomes.		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 – Yes, Reviewer recommends including second-level outcomes.
A.2 - The course prerequisites/co-requisites are indicated.
A.3 – Yes, could be strengthened.
A.4 – Yes
A.5 - Activities are scaffolded and appear to build on one another. Good sequence.

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 1st year college students should		X	
B.2 Core course competencies are relevant to **industry and employer**s.		X	
B.3 Instruction, activities, and assignment in individual courses are relevant and engaging to **students**.		X	

B.1 - This course is critical in a number of fields.
B.2 - Yes. Core competencies are relevant 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.

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. However, in this SME report, specific findings in this section relate specifically to the overall instructional materials which contribute to the ten specific course outcomes.

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

C.1 - Yes. Instructional materials are directly relevant to the course outcomes.

C.2 - No. The purpose of the instructional materials were somewhat explained – any technology requirements?

C.3 - Yes. A variety of projects were identified. The Reviewer recommends engaging small group projects to satisfy particular learning outcomes.

C.4 - Yes. The rigor matches 1st year college entry students. Reviewer also noted the rigor would be acceptable for all students from all demographics.

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

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		X	
D.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading			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.

Table: Measurement of effective learning

D.1 - Yes. Grading is broken into several components and provides opportunity for a variety of course activities. The Reviewer applauds this variety and balance in grading.
D.2 - Yes. This is somewhat implied. The assessments and activities appear to align with stated course- level objectives. This can be strengthened through describing this alignment/crosswalk.
D.3 – No. Supporting evidence was not provided that indicates the process for evaluating student work.
D.4 – Yes. This Reviewer found sequenced and varied grading strategies, including assignments, participation, and assessments. This Reviewer encourages this variety.