

# Formal Evaluation and Subject Matter Expert Summary Report



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

## HUM103

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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

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

**Course Review for:** Maine is IT  
**Course:** EMCC HUM103 Art and Design  
**Reviewed by:** Mark Summey  
**Date:** 5/9/17

**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>3</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>2</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>2</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>0</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>15</b>
<b>Comments:</b>		
<p><b>1.1:</b> A link is 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> The syllabus describes expectation for class discussions. This course does not include an online component, however, best practices encourage an online component. Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication should be covered. <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>		

**1.4** The syllabus covers course activities, grading policies, attendance, student resources, and academic dishonesty.

**1.5:** Hands-on equipment needed is provided in a lab setting.

**1.6:** No prerequisites are listed in the syllabus. It is unknown if any are required.

**1.7:** Minimal skills for students entering the course are not listed.

**1.8:** The syllabus provided is a template, an area for instructor information is provided. This is also an area where an online component would be helpful.

**1.9:** Nothing in the syllabus indicates explicitly that students are asked to introduce themselves. It is assumed that this will occur in the Introduction part of the first class meeting. 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	3
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	3
2.5 The learning objectives or competencies are suited to the level of the course.	3	3
	<i>Total</i>	<b>15</b>

### Comments:

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

**2.2:** Unit outcomes are measurable and consistent.

**2.3:** The objectives are written from the learner's perspective.

**2.4:** Competencies align with course activities.

**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	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	2
<i>Total</i>		<b>13</b>

**Comments:**

**3.1:** There are assignments, discussions, and a Final Paper which align with the outcomes.

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

**3.3:** Each assignment contains criteria for evaluation.

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

**3.5:** The assignments, discussions, and final paper 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	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	0
<b>Total</b>		<b>12</b>

**Comments:**

**4.1:** The materials align with the description of the course and align with the objectives.

**4.2:** The learning materials are addressed in the assignments.

**4.3:** There is no text listed for the course. Links are provided to online resources. The online resources contain their own citations.

**4.4:** The links provided are all live and current.

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

**4.6:** No mention is made of optional or extra credit, assignments or activities. If this type of activity is not offered, consider including a statement in the syllabus.

**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>2</b>
<i>Total</i>		<b>8</b>

**Comments:**

**5.1:** The activities align with the objectives.

**5.2:** The syllabus states that students will be arranged in groups and emphasis is provided for group work.

**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 for learner interaction are stated multiple times 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:** Not specifically addressed. The tools can be used to support active learning.

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

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

**6.5:** No external tools are listed in the syllabus. It is assumed that any applications used provide privacy 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	3
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 <b>academic</b> 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 <b>student</b> support services and resources can help learners succeed in the course and how learners can obtain them.	1	1
<b>Total</b>		<b>9</b>

### Comments:

- 7.1:** No technical support information is provided in the syllabus. This is a lab course, so it is assumed technical assistance 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 instructor and the EMCC office, with the contact information provided. No listing of broader policies is included. Consider providing a link to EMCC's disability services office.
- 7.3:** The syllabus refers to the Student Success Center. Consider adding a link to the Center website.
- 7.4:** The syllabus lists student support options.

## 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:

\*\*There is no online component to this course. This section should be used as a reference for best practices if an online component is to be considered.

**8.1:** No access 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: <ul style="list-style-type: none"><li>• All course materials presented in Creative Commons?</li><li>• Creative Common license (including graphic) is represented on course materials.</li></ul>
<b>Findings include:</b>

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

**Course:** EMCC: HUM103  
**Course Name:** 20<sup>th</sup> Century Art & Design  
**Reviewed by:** Mark Summey  
**Date:** May 9, 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 HUM103, it is apparent that this course is a foundation knowledge base for other courses within this curriculum. There are no specific skills in this course that relate to IT job openings. This review is provided solely as a resource for the use of the instructor(s) for course development.