

Formal Evaluation and Subject Matter Expert Summary Report



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

BecomingIT!

*Submitted to Maine is IT in fulfillment of the
TAACCCT grant requirements*

*By
Emporia State University*

EMPORIA STATE
UNIVERSITY
■ INFORMATION TECHNOLOGY

February 2017

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

Course Review for: Maine is IT
Course: SMCC BecomingIT!
Reviewed by: Mark Summey
Date: 2/17/17

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	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	0
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	2
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	0
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	6
<p>Comments:</p> <p>1.1: A link to the Metrix Online Learning Platform was provided. All online sessions were accomplished in the classroom with instructors present.</p> <p>1.2: The purpose of the course is clearly and concisely stated. A non-credit course to prepare students to take the CompTIA A+ Certification.</p> <p>1.3: All student interactions were in the classroom.</p> <p>1.4: Course and institutional policies that students must follow are not included.</p> <p>1.5: Equipment needed has been provided and is located in the classroom.</p> <p>1.6: No prerequisites are listed.</p> <p>1.7: Minimal skills for students entering the course are not listed.</p> <p>1.8: No introduction for the instructor or link to an online introduction is given.</p> <p>1.9: Nothing in the syllabus indicates explicitly that students are asked to introduce themselves.</p>		

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>		15

Comments:

2.1 - 2.5: The materials are all proprietary and are not available to this reviewer. The course learning objectives are assumed to be measurable.

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>		13

Comments:

3.5: The materials are all proprietary and are not available to this reviewer, the assumption is that they are appropriate.

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
Total		12

Comments:

4.1: The materials are all proprietary and are not available to this reviewer, the assumption is that they are all appropriate.

4.2: The materials are all proprietary and are not available to this reviewer, the assumption is that they are all appropriate.

4.3: The textbook/online resource is cited in the syllabus.

4.4: The text is current (2014).

4.5: The materials are all proprietary and are not available to this reviewer, the assumption is that they are all appropriate.

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

E. Course Activities and Learner Interaction (11 points total)

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3	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	3
5.4 The requirements for learner interaction are clearly stated.	2	2
<i>Total</i>		11

Comments:

5.1: The materials are all proprietary and are not available to this reviewer, the assumption is that they are all appropriate.

5.2: The materials are all proprietary and are not available to this reviewer, the assumption is that they are all appropriate.

5.3: All activities are in the classroom with instructors present. It is assumed feedback is immediate.

5.4: The materials are all proprietary and are not available to this reviewer, the assumption is that they are all appropriate.

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	0
Total		9

Comments:

6.1: The tools/equipment used support the learning objectives.

6.2: Not specifically addressed. The tools can be used to support active learning.

6.3: The technology required for this course is supplied (listed in the Enhancements attachment).

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

6.5: No links are provided.

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	0
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
<i>Total</i>		3

Comments:

7.1: No technical support information is provided in the syllabus. Since the course is entirely in the classroom with instructors present, it is assumed technical support is available.

7.2: Accessibility is not addressed.

7.3: No academic resources are listed. If tutoring, advising, or other student services are available to support academic success, these should be listed along with links or contact information.

7.4: No student support information is available.

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: Unable to review this item. Course navigation should be designed to minimize the number of clicks necessary to access information.

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: Unable to review this item. 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: Unable to review this item. 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: Unable to review this item. 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.

**All course materials are proprietary and not accessible by this reviewer. It is assumed they are appropriate.

Part II: Employment Data

Stakeholder Involvement and Employment Opportunities

Items Reviewed include:

- Internships, Job Shadowing Opportunities that exist with the outcomes and objectives with this course.
- Employment opportunities for these skills.
- Outcomes/Objectives are current and relate to job market.

- See Subject Matter Expert review for specific feedback.

Part III: Creative Commons

Items Reviewed include:

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

Findings include:

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

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

Course: SMCC: BecomingIT
Course Name: BecomingIT
Reviewed by: Mark Summey
Date: February 17, 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 BecomingIT! several processes and data collections tools were noted and identified. This reviewer took in account the Dynamic Skills Audit conducted in 2014-2015. Both qualitative and quantitative data was identified in the report that provides the key elements:

1. Career opportunities do exist within 50 miles of SMCC for graduates possessing a CompTIA A+ certificate. It was also found by this reviewer that the skills mastered in BecomingIT! relate to specific job openings.
2. Current job openings list specific duties that relate to the CompTIA A+ certification. The current Advisory Board indicates it contributes to the labor market data.

There are several current job openings available for Computer Hardware Repair Technician (as of 2/17/17) within a 50-mile radius of SMCC. A Support Technician is currently being sought in Brunswick, ME. Job description calls for "Install/maintain and perform repairs to hardware, software, and peripheral equipment following design or installation specifications."

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 BecomingIT! course learning outcomes and objectives align with the program mission and goals. This reviewer found that the BecomingIT! course has listed measurable outcomes which can be stacked and latticed with other coursework. The industry sector for BecomingIT! has been categorized as: NAICS 541519 Other Computer Related Services. (See: https://www.census.gov/svsd/www/services/sas/sas_summary/54summary.htm#sectordescription) The reviewer finds that this classification is correct.

Those completing this course would enter the Bureau of Labor Statistics occupation classification of 49-2010 Computer Repairers. (See: <https://www.bls.gov/soc/2010/soc490000.htm>)

The NCES CIP (Classification of Instructional Programs) is referenced as: 15-1199 Computer Occupations All Other. (See: <http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cip=15>)

This course was designed for community college students or equivalent. There are no course prerequisites listed.

Listed course objectives include:

- To provide students with the basic knowledge to become a PC computer hardware repair technician.

The content of these course objectives aligns with the topics listed in the course syllabus, the required textbook, and the listed certification exam. This alignment also correlates to items found within the Dynamic Skills Audit and Burning Glass baseline skills as listed in the labor market data.

Specific review standards are listed in the table referenced below:

Table: Standard Reviewed Standards for Course Outcomes

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
A.1 The learning outcomes are clearly stated and mapped to specific objectives and/or assignments.		X	
A.2 Prerequisites and/or any required competencies are clearly stated.	X		
A.3 Learning objectives for each course describe outcomes that are measurable.		X	
A.4 Learning objectives are appropriately designed for the level of each of the course.		X	
A.5 Instruction, activities, and assignments in courses are scaffolded from course to course, and throughout the program.		X	

The faculty used CompTIA materials and lesson plans to deliver the course. All instruction materials and resources are proprietary, not reviewable. The assumption is based on the currency of the publication and the certification.

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	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	

-The faculty used CompTIA materials and lesson plans to deliver the course. All instruction materials and resources are proprietary.

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:

The faculty used CompTIA materials and lesson plans to deliver the course. All instruction materials and resources are proprietary.

Table: Instructional materials and their direct link to course outcomes

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
C.1 The instructional materials contribute to the achievement of the stated course learning objectives.		X	
C.2 The purpose of the instructional materials is clearly explained.		X	
C.3 The instructional materials present a variety of perspectives and approaches on the course		X	
C.4 The instructional materials are appropriately designed for the level of the course.		X	

D. Assessment & Measurement

Items Reviewed include:

- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

The only graded assessment of this zero-credit, pass/fail course is done through a certification exam.

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.2– The certification exam upon which the course grade will be based is consistent with course activities and resources.