Formal Evaluation and Subject Matter Expert Summary Report

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

BUS208

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

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	**2**
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 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	**1**
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:

1.1: Some *Getting Started* components were included. However, the Reviewer would have liked to see a more thorough introduction to the course from the instructor. The course format and deliverables were well articulated, but a course introduction/orientation was missing. The Reviewer was not able to locate any information in either the digital syllabus or the Blackboard course shell.

1.2: The purpose and structure for the course was clearly explained in the syllabus.

1.3: Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication should be covered. 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" 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, 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 Policy was described, but the Reviewer was unable to locate the Academic Dishonesty Policy which is common in other Maine courses. The Reviewer also recommends a link to these policies on the college web site.

1.5: Technology requirements (for either F2F or online) were not expressly stated in the syllabus. Much of the information is implied. The Reviewer would like to see this information more clearly enumerated. (eg, Browsers and browser versions, Plugins, Readers, etc.)

1.6: Prerequisite and co-requisite course knowledge and competencies were listed. The Reviewer assumes this is adequate language and knowledge sufficient for the course.

1.7: See 1.5

1.8: The instructor's contact information and background is indicated in the syllabus that the Reviewer found helpful. The Reviewer encourages a video introduction to the course as well – even if the course is F2F.

1.9: No discussion threads were provided in the Blackboard shell. While this may be an in class activity, the Reviewer encourages use of asynchronous discussions outside of class. Student introductions build a learning community.

B. Learning Objectives & Competencies (15 points total)		
2.1 The course learning objectives, or course/program competencies, describe measurable outcomes.	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	**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	**2**
2.5 The learning objectives or competencies are suited to the level of the course.	3	**3**
Total		**13**

Comments:

2.1: The course learning objectives are clearly expressed using action-oriented verbs that support measurable activities, expectations, and competencies. Well written. The Reviewer applauds the use of measurable verbs.

2.2: The syllabus describes learning objectives using measurable language and verbs. Consider mapping these course-level learning objectives to the overall program outcomes/competencies. Those would be the outcomes required for program accreditation.

2.3: The course learning objectives clearly state what the learner is to accomplish by the end of the course. The Reviewer considers these to be well written.

2.4: The Reviewer noted the association between learning objectives and the course outline. The Reviewer recommends strengthening this association/crosswalk using more robust language to define the linkage between objectives and individual course activities. A general overview of projects and activities was indicated, but more detailed information relative to these course tasks would strengthen the course design.

2.5: This assumed to be accurate. The course activities appear to support this requirement.

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	**1**
Total		**12**

Comments:

3.1: The assessments/activities for this course are well developed and match the state learning objectives. The Reviewer recommends expressing this crosswalk. eg, map the activity/assessment to the course objectives more clearly.

3.2: The grading policy/rubric is stated in the syllabus, along with information regarding the college's course catalog. The Reviewer recommends adding this web site link.

3.3: The Reviewer found descriptive criteria associated with the grading policy.

3.4: There was an excellent variety of assessment strategies for this course. The Reviewer teaches PM as well.

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. PM is a very process oriented activity so this makes sense.

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: The instructional materials aligns with the course and unit objectives stated in the syllabus. There are online resources and a variety of online resources made available.

4.2: The purpose of the instructional materials in the course is explained and aligns with each unit assignment.

4.3: The instructional materials were properly cited.

4.4: The instructional materials are current.

4.5: The instructional materials by unit and assignment.

4.6: This was expressed 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	**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	**0**
5.4 The requirements for learner interaction are clearly stated.	2	**0**
Total		**6**

Comments:

5.1: The learning activities directly support the course/unit learning objectives. Excellent variety.

5.2: There are opportunities for interactive learning. The applied project is outstanding. The Reviewer applauds this variety.

5.3: A plan for feedback was not located in the syllabus.

5.4: Requirements for expected learner interaction is not clearly specified in the supplemental resources nor the syllabus. Even a F2F course will benefit from online discussion. Building those types of activities and expectations around assignments and projects in the course will strengthen learner engagement.

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 in the course appear to support the unit/weekly objectives.

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: 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: 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, non-disclosure, etc.) Consider including that language in the course syllabus.
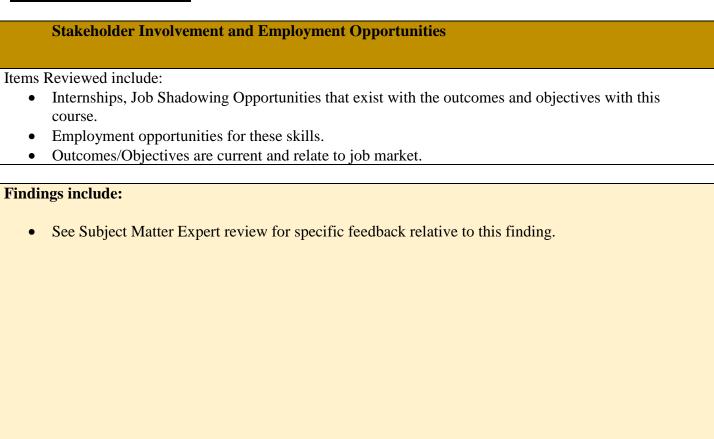
G. Learner Support (9 points total)		
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	**0**
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	**3**
7.3 Course instructions 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. 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.

7.2: The syllabus contains an excerpt from the institution website pertaining to accessibility and a link to the Accessibility Policy. 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, Honors Programs, Health and Wellness, Advising, 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	**2**
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		**11**

Comments:

8.**1:** The Blackboard course navigation is easy to follow.

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)?

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. Microsoft software includes an Accessibility Checker. 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 locate 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.

Course: BUS208
Course Name: Project Management
Date: March 15, 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 BUS208 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 Fairfield County for graduates from an AAS in Business or those completing a certificate program in computer technologies. It was also found by this Reviewer that the skills mastered in ENG108 relate to specific job openings.
2. Current job openings list specific duties that relate to BUS208
3. The current Advisory Board indicates BUS208 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 BUS208 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the BUS208 course has listed measurable outcomes that can be stacked and latticed. The NAICS (Professional, Scientific, and Technical Services) industry sector for BUS208 has been categorized as: *541611 Administrative Management and General Management Consulting Services*. (See: https://www.census.gov/svsd/www/services/sas/sas_summary/54summary.htm#sectordescription)

Those completing this course would enter the Bureau of Labor Statistics occupation classification of *OES:11-3021 Computer and Information Systems Managers.* (See: https://www.bls.gov/oes/current/oes113021.htm). The Reviewer finds that this classification is correct, as project management is one of the components. The job outlook for this classification is considered "Much faster than average" with a projected annual increase of 15%: https://www.bls.gov/ooh/management/computer-and-information-systems-managers.htm#tab-1

The NCES CIP (Classification of Instructional Programs) is referenced as: *11:1005: Information Technology Project Management.* (See: https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=89327)
This is also an accurate classification.

This course was designed for 1st year community college level students or equivalent. This reviewer found that there are no prerequisites for this course.

Course [first-level] objectives include:
1. identify the components of a project
2. explain the process of project governance
3. describe the strategic management process
4. identify how a portfolio management system applies to the field of project management
5. explain how to manage a portfolio system
6. define the various project management structures
7. determine how to select the correct project management structure for a given task
8. define a project scope
9. establish project priorities
10. create a work breakdown structure
11. explain methods for estimating project times and cost
12. construct a project network
13. identify the steps of the risk management process
14. explain how to schedule resources
15. differentiate between managing and leading a project
16. explain how to manage stakeholders
17. explain the five-stage team developmental model
18. define the best practices in outsourcing project work
19. identify methods to monitor progress
20. define the wrap-up closure activities
21. determine environmental factors in international projects
22. distinguish between traditional and agile project management techniques

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 – BUS208 articulates specific learning outcomes. *
A.2 - The course prerequisites are indicated.
A.3 - Course objectives are measurable and well described. **
A.4 - Learning objectives are aligned to industry standards.
A.5 - Activities are scaffolded and appear to build on one another.

*Reviewer Note: While the course outcomes are clearly stated and contain very specific measurable measures, it would also be recommended to include the program mission or goals in the course syllabus for clear assessment measuring. A deeper assessment could possibly be conducted that would match the course learning outcomes to specific program outcomes (or certificate, such as the PMP). This would illustrate a direct impact on student learning.

**Reviewer Note: The first-level objectives are well developed. Consider adding second-level objectives to include general learning outcomes relative to those outcomes/competencies. The Reviewer recommends 3-5 second level objectives for every first level objective.

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 possess.		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 - Yes. The specific course objectives clearly represent industry expectations and also are current and relevant. 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 approaches on		X	
C.4 The instructional materials are appropriately designed for the level of the course.		X	

C.1 - Yes. The course materials contribute to the achievement of the stated learning objectives, although the alignment can and should be strengthened.
C.2 - Yes. The purpose of the instructional materials was clearly explained.
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 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	

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. The Reviewer compared and contrasted the twenty two learning outcomes listed for BUS208 to affect best practices in assessing student learning. Those items have been identified and listed in the table below.

Table: Measurement of effective learning

D.1 - Yes. Grading is broken into several components and provides opportunity for a variety of course activities, including a culminating capstone project. 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 – Yes. Significant evidence was provided to support the evaluation of student work. This was very well developed.

D.4 - This Reviewer found sequenced and varied grading strategies, including assignments and self-directed activities. This Reviewer encourages this variety.