

C. Instructional Design

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

C1	The course organization and design is clear, coherent, and structured in a developmentally appropriate way.	1	2	3	4	N/A
C2	Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	1	2	3	4	N/A
C3	The course teaches and uses active learning strategies to engage students and foster understanding.	1	2	3	4	N/A
C4	The course accommodates a variety of learning styles and ability levels.	1	2	3	4	N/A
TOTALS				3	12	15

Strengths: Course is very PBL (problem based learning) centered.

Suggestions:

D. Instructional Materials

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

D1	The instructional materials contribute to the achievement of the stated course objectives.	1	2	3	4	N/A
D2	The purpose of the instructional materials and how the materials are to be used for learning activities are clearly explained.	1	2	3	4	N/A
D3	The instructional materials are current.	1	2	3	4	N/A
D4	The instructional materials present a variety of perspectives on the course content.	1	2	3	4	N/A
D5	Instructional materials connect students to what they already know and include real-world examples to which the students can easily relate.	1	2	3	4	N/A
TOTALS				3	16	19

Strengths: The instructional materials are the best available. The textbook is the only available text that is recognized by NIMS.

Suggestions:

E. Assessment & Measurement

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

E1	The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.	1	2	3	4	N/A
E2	The course grading policy is stated clearly.	1	2	3	4	N/A
E3	Specific and descriptive criteria are provided for the evaluation of students' work and participation, and they are tied to the course grading policy.	1	2	3	4	N/A
E4	The assessment instruments selected are varied and appropriate to the student work being assessed.	1	2	3	4	N/A
E5	Students have opportunities to measure their own learning progress.	1	2	3	4	N/A
E6	Assessment results are used to help students progress.	1	2	3	4	N/A
E7	The sample Assessments (e.g., test, rubric, performance checklist) include information on administration, scoring, and use of results with students.	1	2	3	4	N/A
TOTALS				3	20	23

Strengths: Mastery requirements are well defined. Each chapter or section of the text is tied to a project, providing hands-on-learning.

Suggestions: NIMS credentials should be tied into the grading system. Perhaps substituted for exams and projects. I.E. NIMS Job Planning, Benchwork, and Layout could be a co-requisite in the MCHN-1332 course.

REF: E7 - Sample assessments were not provided.

F. Industry-Based Application

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

F1	The course includes multiple opportunities for students to learn about the target occupations/industry (e.g. CNC, OSHA and NIMS regulations and standards, documentation, communication, and troubleshooting).	1	2	3	4	N/A
F2	Assessment tools include some authentic measures (e.g., they match or align with ways students would be assessed or expected to work in the workplace).	1	2	3	4	N/A
F3	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	1	2	3	4	N/A

TOTALS					12	12
---------------	--	--	--	--	----	----

Strengths: Overall course provides a solid foundation in machining that will allow various industries the ability to easily train successful students to their various and specific needs.

Suggestions: