

# MoSTEMWINS Curriculum Review Rubric

## Fall 2016/Spring 2017

**Program Reviewed: Pharmacy Technician Certificate Program**

**College: Mineral Area College**

**Reviewed By: Shayna Burchett**

**Updated Date: 09/15/2017**

### **Review scale definitions:**

**Exceptional:** Review component is a “best practice” and represents a model for replication.

**Very good:** Review component is complete and effective.

**Good:** Review component is adequate but presents opportunities for improvement.

**Ineffective:** Review component is weak and in need of significant improvement.

**No or Insufficient Evidence:** Review component was not covered or information provided in the documents was insufficient for assessment.

<b>Curriculum Map, Career Ladder/Stackable Credential Documentation, Syllabi</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Ineffective</b>	<b>No/Insufficient Evidence</b>
1. Program CIP code/s appropriate to program title and outcomes.		X			
2. Effective program structure (prerequisites, course sequence, stackable credential-structure provide a clear, logical path to completion).			While the new Career Ladder is an improvement, it still does not communicate the information efficiently. The "State of Missouri Board of Pharmacy Technician Registration" level does not indicate that this would be without the program. According to the career ladder, completing the 20-credit hour program has no impact on the learner's career. According to the career ladder, the last three levels are equivalent. If this is the case, this is only a two level career ladder and not a five level as indicated by the graphic.		
3. Outcomes aligned to occupational focus and prepare students for appropriate industry certification/s.		X			
4. Outcomes are clearly stated.		X			
5. Outcomes are introduced and reinforced effectively.		X			
6. Course objectives are clearly stated and measurable.			X		
7. In multi-course programs, course objectives support one or more program or student learning outcome. In single-course programs, modules support one or more course objective.			X		
<b>Instructional Materials and Lab Resources</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Ineffective</b>	<b>No/Insufficient Evidence</b>

1. Support stated course or unit learning objectives.		X			
2. Meet/reflect current industry practices and standards.		X			
3. Provide options for multiple learning styles.	X				
4. Instructional materials are cited properly.		X			
5. There is evidence of materials and resources that support on-line or technology-enabled learning.		X			
<b>Overview Table: Objectives, Modules/Units, Learning Activities and Assessments</b>					
	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Ineffective</b>	<b>No/Insufficient Evidence</b>
1. Modules/units are linked to course objectives.			X		
2. Learning activities promote achievement of stated module/unit objectives.		X			
3. Learning activities provide opportunities for interaction and active learning.		X			
4. Learning activities provide options for multiple learning styles.		X			
5. Learning activities are linked to current industry practices, standards and certifications.		X			
6. Learning activities demonstrate evidence of innovation or enhancements to support adult learner success.		X			

7. Materials/resources (to include equipment, tools and software) are used in a way that students understand their purpose and use in industry settings.			Materials listed appear appropriate but in class usage is not available for evaluation.		
8. Assessments measure stated learning objectives and link to industry standards.			Some of the assessments do not match the stated objective; for example, how do quizzes and a final exam evaluate customer service? Industry does not generally assess through tests, worksheets, or written assignments. With such a technical field, practical assessments seem more appropriate.		
9. Assessments align with course activities and instructional materials and resources.			Again, in a technical field like this, practical assessments seem more appropriate.		
10. Assessments are sequenced throughout the instructional period to enable students to build on feedback.					Unable to evaluate
11. Assessments are varied and appropriate to content.			X		
12. Assessments provide opportunities for students to measure their own learning progress.			X		

Innovative or Enhanced Strategies	Excellent	Very Good	Good	Ineffective	No/Insufficient Evidence
<p>1. Accelerate Entry into Career Programs</p> <p>Refine assessment, transform developmental education and add support services to meet the needs of participants</p>			<p>The program has integrated support for students enrolled. Some assessments lack authenticity to the career field.</p>		
<p>2. Create Clear Pathways to STEM Careers</p> <p>Expand access to and/or develop new stacked and latticed credentials in programs that meet employer needs</p>			<p>X</p>		
<p>3. Improve Employment Attainment</p> <p>Collaborate with industry, WIBs, state, and community-based organizations to engage, guide and employ participants</p>			<p>The program includes clinical rotations with area pharmacies and utilizes an Advisory Board. Placement rate is unclear.</p>		

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