

Guidance for Subject Matter Experts and Reviewers

Introduction

This document is intended to provide helpful guidance and insight for Subject Matter Experts (SMEs) reviewing Curriculum, Programs, Certificates, Courses and reviewers of other endeavors funded by Department of Labor *Trade Adjustment Assistance Community College and Career Training* (TAACCT) Grants.

In addition to this introduction and overview of the process, you will receive individual training through meetings or phone conferences, with the Curriculum Review Project Manager. If you have any questions or concerns at any time during your tenure as an SME, please contact the Curriculum Review Project Manager.

The purpose of these grants is to “increase attainment of degrees, certificates and other industry-recognized credentials and better prepare the targeted populations, and other beneficiaries, for high-wage, high-skill employment”.

In the State of Missouri, Community Colleges and other partner agencies, have formed a consortium under the Missouri Community College Association (MCCA) to apply for and participate in several “Rounds” of these grants over the last several years, specifically Missouri Health Workforce Innovation Networks (MoHealthWINS), Missouri Manufacturing Workforce Innovations Networks (MoManufacturingWINS) and currently, Missouri Science, Technology, Engineering and Math Workforce Innovations Networks (MoSTEMWINS).

MoSTEMWINS

There are 13 Missouri Community Colleges in the collaborative partnership of MoSTEMWINS, working to provide opportunities to the target population. The target population in Missouri are those that are Trade Act Adjustment (TAA) eligible, long-term unemployed and other dislocated workers, including Veterans.

MoSTEMWINS has three comprehensive strategies: **1) Accelerate Entry into Career Programs; 2) Create Clear Pathways to STEM Careers; 3) Improve Employment Attainment.** The 13 Missouri Community Colleges have engaged these 3 strategies in various degrees and endeavors. As a Subject Matter Expert (SME), your primary focus is on Strategy 2 Initiatives, which involves Programs of Study, Certificates, and Credentials, some for college credit and some are not for credit. The five career paths for MoSTEMWINS are Information Technology, Health Sciences, Manufacturing, Transportation and Life Sciences.

One of the stipulations of the grants, is that our initiatives are uploaded to a system like Skills Commons, so that they are shared with the rest of the education community, for benchmarking and adopting. Previous reviews have documented many “Best Practices” implemented by MCCA Consortium Colleges. You will download or access your SME assignments at skillscommons.org.

Appreciative Inquiry

Another stipulation of the grants, requires third-party evaluation by SMEs, who are peers and/or colleagues with similar experience and credentials of the endeavors being reviewed. This is “Appreciative Inquiry” into the relevance for the career path and the engagement of adult learners in the target population. Appreciative Inquiry (AI) is a concept that has been around for a couple of decades and can involve many different approaches and philosophies. On the *Appreciative Inquiry Commons* website of Case Western Reserve University are large amounts of case studies and examples of various applications of AI. Under the *Intro to AI* tab, I found this very thoughtful definition:

What is Appreciative Inquiry?

from *A Positive Revolution in Change: Appreciative Inquiry* by David L. Cooperrider and Diana Whitney.

Ap-pre'ci-ate, v., 1. valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems 2. to increase in value, e.g. the economy has appreciated in value. Synonyms: VALUING, PRIZING, ESTEEMING, and HONORING.

In-quire' (kwir), v., 1. the act of exploration and discovery. 2. To ask questions; to be open to seeing new potentials and possibilities. Synonyms: DISCOVERY, SEARCH, and SYSTEMATIC EXPLORATION, STUDY.

Reference: (<https://appreciativeinquiry.case.edu/intro/whatisai.cfm>)

The website has much more information and detail, but this definition serves us as a simple, working focus.

The Review Process

You have been provided with (or access to) many documents related to the review process. Along with this document, of key importance to you are the 1.) Program Documents uploaded for review by the institutions to Skills Commons 2) The SME Review Rubric or Matrix. Please make sure you have studied the examples of how these documents are compiled by the colleges and examples of previously successful SME reviews.

Here is a breakdown of Program Documents:

1. Key personnel information contact sheet
Grant Lead and Program Coordinator/s names, email addresses, work phone numbers.
2. Introductory overview of program
To provide your SME with a preliminary orientation to your program, this one- or two-page overview should *briefly* describe:

- the program (CIP code, credit/non-credit, number of credits or contact hours, certificate or degree, occupational family, industry certifications, delivery method/s),
- how its development and/or enhancement evolved,
- any challenges encountered in developing or launching it (change of focus resulting from post-award industry partner discussions, recruitment issues, changes in regional job market demand, difficulty finding qualified instructors, etc.),
- information on status of and plans for the program;
- any other pertinent information that would help orient the SME to your program prior to document review.

3. Curriculum Map

For multi-course programs, provide a crosswalk between program or student learning outcomes and courses indicating where outcomes are introduced, reinforced and mastered. For single-course programs, provide a crosswalk between course objectives and units. *See different templates and examples for a multi-course program and a single-course program.*

4. Program Career Ladder or Stackable Credential Information

Descriptive or graphic depiction of how students in your program can move up a career ladder through the acquisition of skills and certifications. *See MCC Manufacturing Careers and Career Map examples (MoMan Career Map, MCC.pdf)*

5. Syllabus

A syllabus (for each course in the program) that includes course objectives, prerequisites, course length (# of days or weeks), class/course hours and delivery method/s.

6. Instructional Materials

List of all textbooks, manuals, websites, ancillary materials and major laboratory tools and equipment. *See template and example.*

7. Overview Table of Objectives, Modules, Learning Activities, Assessments

Complete a table for *each course developed or enhanced with grant funds*, capturing in sufficient detail sample learning activities and assessments that best showcase your curriculum. *See template and example.*

8. Statement of Programmatic Innovation and/or Enhancement

Provide a one- or two-page document describing specific examples of how the program incorporates one or more of the MoSTEMWINS key strategies: 1) Accelerate Entry into Career Programs - Refine assessment, transform developmental education and add support services to meet the needs of participants 2) Create Clear Pathways to STEM Careers - Expand access to and/or develop new stacked and latticed credentials in programs that meet employer needs 3) Improve Employment Attainment - Collaborate with industry, WIBs, state, and community-based organizations to engage, guide and employ participants

Once the colleges have uploaded their documents to Skills Commons, I will contact you to begin your review. (You should have information on accessing Skills Commons from the meeting or phone conference we have had, but feel free to contact me).

Getting oriented to the programs starts with reviewing all the documents. From my experience, reviewing the documents in this order, has worked well for me:

- Curriculum Map
- Overview Table of Objectives, Modules, Learning Activities, Assessments
- Syllabus (or Syllabi)
- Instructional Materials

These are all curricular and should illustrate linkage throughout the Program of Study, Certificate or Course. You should also see evidence of complete support of the objectives. Item 4, of the above list, Program Career Ladder or Stackable Credential Information could also be considered as curricular and reviewed next.

The last three items are numbered 1, 2 and 8 above. Item 1 is your contact information for that institution and Program. Items 2 & 8, I consider as program “narratives”. The narratives provide the SME insight into the innovations and challenges of programs, that are not easily discernable in the curricular documents and tables.

You are highly encouraged to speak with Faculty and Staff about their programs to gain clarity and better insight into the challenges and successes experienced by them. As SME’s we can all appreciate this.

Your final draft review will be forwarded to the Curriculum Evaluation Project Manager and reviewed for completeness and totality. The reviews are then forwarded to the Colleges for vetting and will eventually end up in the final narrative report to the Department of Labor.

The Review Rubric/Matrix and Examples

Examples of completed SME reviews related to MoHEALTHWINS are in the PDF document “*Examples of Previously Completed Program Reviews for MoSTEMWINS 2017.*” Please read these examples to gain insight into the review process.

There are two major differences between the matrix of the examples and the matrix you will use for MoSTEMWINS. There is an addition rating column for “no/insufficient evidence” and the strategies in the last section of the current matrix, reflect MoSTEMWINS. The examples reflect the strategies of MoHEALTHWINS.

Before you document an area for “no/ineffective evidence”, you are obligated to communicate with the Program Coordinator/Faculty listed on the point of contact information and try to improve the situation. This gives them the opportunity to correct an oversight, lost document, etc. and affords you the opportunity to review the complete program. Additionally, many of these programs are recently developed and there may be good reason may the documentation doesn’t exist.

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