**Northern Nevada Consortium for Manufacturing and Mining**

**Curriculum Review**

**College: Truckee Meadows Community College**

**Program: TAACCCT Round 3**

**Course: MPT 140**

**Reviewed By: BC**

**General machinist with 7 years of programming, setting up, and operating CNC mills, lathes, and grinders.**

**Date: 03/25/2017**

**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 andin need of significant improvement.

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| **Program/Student Learning Outcomes and Program Map** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Effective program structure (prerequisites, course sequence, delivery methods, classroom/laboratory blend, stackable credential-structure provide a clear, logical “map” to completion for adult students) | X |  |  |  |
| Outcomes aligned to occupational focus (industry skills and standards) | X |  |  |  |
| Outcomes clearly stated | X |  |  |  |
| Outcomes introduced/reinforced effectively | X |  |  |  |
| Evidence of capstone assessment (licensure, industry certification, capstone project or TSA) | N/A |  |  |  |
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| Comments or recommendations: Although there is no specific licensure for this class, students are given a TMCC Certificate of Achievement in CNC Operations after completion of the machining program. |

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| **Course Objectives** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Appropriate to course level | X |  |  |  |
| Clearly stated from student perspective | X |  |  |  |
| Measurable | X |  |  |  |
| Address/support one or more outcome | X |  |  |  |
| Comments or recommendations: This class is an extremely in depth look into QC and why it plays a vital roll in the life of a company. It's important to understand the “business” side of how a machine shop operates. |
| **Module or Unit Objectives** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Clearly linked to course objectives | X |  |  |  |
| Address one or more course objective | X |  |  |  |
| Clearly stated from student perspective | X |  |  |  |
| Measurable | X |  |  |  |
| Comments or recommendations: |
| **Instructional Materials and Lab Resources** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Support stated course and module or unit learning objectives | X |  |  |  |
| Meet/reflect current industry practices and standards |  X |  |  |  |
| Provide options for multiple learning styles | X |  |  |  |
| Resources/materials are cited properly | X |  |  |  |
| Evidence of innovation to support adult learner success | X |  |  |  |
| Comments and recommendations: |
| **Learning Activities** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Promote achievement of stated module or unit objectives | X |  |  |  |
| Materials/resources (to include equipment, tools and software) are presented in a way that students understand purpose and use in healthcare and other industry settings | X |  |  |  |
| Provide opportunities for interaction and active learning  | X |  |  |  |
| Provide options for multiple learning styles | X |  |  |  |
| Linked to current industry practices and standards | X |  |  |  |
| Evidence of innovation to support adult learner success  | X |  |  |  |
| Comments and recommendations:. |
| **Assessment Tools/Criteria for Evaluation** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Measure stated learning objectives and link to industry standards | X |  |  |  |
| Align with course activities and resources | X |  |  |  |
| Include specific and descriptive criteria for evaluation of student work/participation | X |  |  |  |
| Sequenced throughout instructional period to enable students to build on feedback |  X |  |  |  |
| Varied and appropriate to content | X |  |  |  |
| Provide opportunities for students to measure their own learning progress | X |  |  |  |
| Comments and recommendations: |
| **Innovative or enhanced strategies** | **Exceptional** | **Very Good** | **Good** | **Ineffective** |
| Evidence industry input/standards in program design and curricular components | X |  |  |  |
| Evidence of program enhancements to support adult learner | X |  |  |  |
| If program has run long enough, is there evidence that enhancements to it have improved pass rates? **N/A** | N/A |  |  |  |
| Comments or recommendations:A mistake compounds monetarily the longer it goes unnoticed in the process and is why QC has become a high paying position and widely implemented tool.  |  |  |  |  |

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