**Northern Nevada Consortium for Manufacturing and Mining**

**Curriculum Review**

**College: Truckee Meadows Community College**

**Program: TAACCCT Round 3**

**Course: MPT 135 9601 – Fall 2016**

**Reviewed By: JG, I’m a Maintenance Manager. I handle, maintain, repair, and facilitate** this whole company. With 15 years in construction, 4 years as a engineering technician, 6 years as an AUTOCAD drafter and 5 years managing facilities I **have developed many skills and talents. About two years ago I took some time off of work to take the Advanced Manufacturing courses at TMCC. This course tied all of my experiences and skills and took me from being just a technician to managing a whole company.**

**Date: 03/28/2017**

**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) | X |  |  |  |
| Comments or recommendations:  Excellent section! Understanding the all aspects of the manufacture process is key to becoming a great technician. This section completely explains one of the most important parts of running a business, packaging and the equipment to complete that task. | | | | |
| **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:  With so many options available to package ones products it is hard to cover all of the different types of machines and processes but the Course Objective was spot on in covering all of the parts of packaging | | | | |
| **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:  There’s too many different applications to cover all of them. On suggestion would be to visit different manufacturing plants to see how they do it especially the food industry and Amazon Distribution Center | | | | |
| **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** |  |  |  |  |
| Comments or recommendations: |  |  |  |  |

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