

MoSTEMWINS Curriculum Review Rubric Fall 2016/Spring 2017

Program Reviewed: Fluid Power IFPS Pneumatic Technician (PT) certification

College: Mineral Area College

Reviewed By: Thomas Blansett

Date: 25 July 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.

| Curriculum Map, Career Ladder/Stackable Credential Documentation, Syllabi | Excellent | Very Good | Good | Ineffective | No/Insufficient Evidence |
|--|------------------|------------------|-------------|--------------------|---------------------------------|
| 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). | | | X | | |
| 3. Outcomes aligned to occupational focus (industry skills and standards) 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 | | |

Comments or recommendations specific to each section rated:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

General comments or recommendations:

| Instructional Materials and Lab Resources | Excellent | Very Good | Good | Ineffective | No/Insufficient Evidence |
|--|------------------|------------------|-------------|--------------------|---------------------------------|
| 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 note 1 | | | |
| 4. Instructional materials are cited properly. | | | X | | |
| 5. There is evidence of materials and resources that support on-line or technology-enabled learning. | | X note 1 | | | |

Comments or recommendations specific to each section rated:

1. Tooling U course Basic Pneumatic Circuit Design 315 incorporated

2.

3.

4.

5.

General comments or recommendations:

| Overview Table: Objectives, Modules/Units, Learning Activities and Assessments | Excellent | Very Good | Good | Ineffective | No/Insufficient Evidence |
|--|------------------|------------------|-------------|--------------------|---------------------------------|
| 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. | | | X | | |
| 8. Assessments measure stated learning objectives and link to industry standards. | | | X note 1 | | |
| 9. Assessments align with course activities and instructional materials and resources. | | | X | | |
| 10. Assessments are sequenced throughout the instructional period to enable students to build on feedback. | | | X note1 | | |
| 11. Assessments are varied and appropriate to content. | | | X note 1 | | |
| 12. Assessments provide opportunities for students to measure their own learning progress. | | | X note 1 | | |
| Comments or recommendations specific to each section rated: | | | | | |
| 1. Quizzes plus a final exam are indicated but no material was submitted to evaluate content of exam or quizzes. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| General comments or recommendations: | | | | | |

| Innovative or Enhanced Strategies | Excellent | Very Good | Good | Ineffective | No/Insufficient Evidence |
|---|------------------|------------------|-------------|--------------------|---------------------------------|
| 1. Accelerate Entry into Career Programs Refine assessment, transform developmental education and add support services to meet the needs of participants | | X | | | |
| 2. Create Clear Pathways to STEM Careers Expand access to and/or develop new stacked and latticed credentials in programs that meet employer needs | | X | | | |
| 3. Improve Employment Attainment Collaborate with industry, WIBs, state, and community-based organizations to engage, guide and employ participants | | X | | | |
| Comments or recommendations specific to each section rated: 1. 2. 3. General comments or recommendations: | | | | | |

This document is 100% funded by the MoSTEMWINs \$19.7 million grant from the U.S. Department of Labor, Employment and Training Administration (TAACCCT). The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.



This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>.