

AMMQC Curriculum Evaluation Report

Submitted to:

Mt. Wachusett Community College

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Submitted by:



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Introduction

In 2014, the Advanced Manufacturing, Mechatronics, and Quality Consortium (AMMQC) members—Mount Wachusett Community College (MWCC), Bossier Parish Community College (BPCC), North Central State College (NCSC), and Southwest Tennessee Community College (STCC)—received a TAACCCT grant of \$15,875,432 to develop a series of career pathways in Advanced Manufacturing. The following report is a third-party analysis of the curriculum developed or updated through the grant period.

Methodology

Thomas P. Miller and Associates (TPMA) reviewed courses and evaluated them utilizing a customized rubric to assess the quality of curriculum deliverables, including:

- Syllabus for each course,
- Course outcomes,
- Assessments for the course,
- Schedule and credit policies.

The rubric served to determine if a course meets grant requirements as well as college and industry needs. The rubric was also used to assess the quality of curriculum deliverables to ensure the curriculum is ready to be shared via www.SkillsCommon.org. The rubric examines the following categories:

- **Course overview:** Using course syllabus as well as program details available online and in print marketing materials, determine the availability and quality of information provided to students prior to beginning a course.
- **Learning objectives:** Ensure that learning objectives are clearly stated, student-oriented, and measurable.
- **Assessment and measurement:** Review syllabus, quizzes, exams, and other graded materials to assess alignment to learning objectives and overall effectiveness.
- **Course technology (including equipment):** Observe labs and other learning environments in order to ensure technology promotes active learning and aligns to learning objectives.
- **Learner support:** Using course syllabus as well as program details available online and in print marketing materials, determine the level of student support available at the college and within the program or course.
- **Industry alignment and credentials:** Using data from industry specific associations, skills-based textbooks, O*net Online, and other sources, determine if the curriculum aligns to industry demand and related certifications.
- **Instructional materials (optional):** Review learning resources to determine how effectively they blend with the required course competencies and the assessments used to determine student success.
- **Course activities and learner interaction (optional):** Review classroom-based activities for effective alignment to learning objectives and assessments.
- **Online courses (optional):** If applicable, review a sample of online course materials to assess quality and clarity of instruction.
- **Other (optional):** Questions in the “other” category assess involvement of industry professionals as well as qualifications of instructors.

Following the review of written materials, TPMA conducted site visits at the four AMMQC partner colleges. At each site visit, the third party evaluators met with program staff and faculty, toured lab space, and asked follow-up questions to better understand the programs and courses. In many cases, the site visits resulted in the collection of updated or additional written materials, which were factored into the rubrics after the visit.

The following site visit summaries provide a narrative account of the evaluators' findings based on both the written review and the site visit. When applicable, the evaluator has highlighted best/promising practices and recommendations for improvement. The full rubrics are available in the appendix (beginning on page 14).

Site Visit Summary: Bossier Parish Community College

Background

Bossier Parish Community College (BPCC), a 2-year community college located in northwest Louisiana, has developed and updated courses in Advanced Manufacturing and Mechatronics in order to respond to the growing and diversifying industries in the region. Three levels of training are available: a short term Technical Competency Area, a one-year Certificate of Technical Studies, and a two-year associate's degree. Each of these programs is stackable and aligned to industry-recognized credentials. For this report, the following courses were reviewed:

- AMFG 100 – Introduction to Manufacturing
- AMFG 102 – Tools and Equipment Used in Manufacturing
- AMFG 104 – Automation
- AMFG 106 – Introduction to Fabrication, Process Technology, and Machining
- AMFG 110 – Manufacturing Materials and Methods
- TEED 150 – Pneumatics
- TEED 153 – Hydraulics/Fluid Dynamics
- TEED 208 – Programmable Logic Controllers
- TEED 210 – Robotic Control Systems
- TEED 252 – Electric Motor Controls
- TEED 260 – Mechatronics Level I

TPMA met with BPCC staff and faculty on November 2, 2016 after reviewing the courses above. The evaluators' questions focused on better understanding alignment between courses and credentials, as well as the nature of in-class instruction and activities not fully described in the syllabi. Following the staff and faculty interviews, the evaluators received a lengthy tour of the AMMQC funded labs, which house a number of Amatrol trainers, Siemens and Allen controls, and computer workstations for student use. The labs and classrooms were well organized and set up to maximize students' active learning.

Technical Competency Area (TCA) in Advanced Manufacturing and Mechatronics

The one-semester, 12 credit TCA is designed to provide students with a broad overview of the manufacturing sector in northwest Louisiana, with introductions to several key manufacturing processes (machining, welding, process technology, and mechatronics), allowing for students to quickly gain the skills needed to be employable and/or master the foundational competencies needed to be successful in a degree-granting program.

The TCA is unique in that it aligns with the state of Louisiana's C4M (Certificate for Manufacturing), which was developed by Louisiana Economic Development (LED). The courses included in this certificate (AFMG 100, 102, 104, and 106) incorporate C4M exams and curriculum while also aligning to the Manufacturing Skill Standards Council (MSSC) Certified Production Technician (CPT) standards. AFMG 100 aligns with the MSSC Safety module, 102 with Quality, 104 with Manufacturing Processes, and 106 with Maintenance Awareness. Notably, while the courses align to the standards, students at BPC do not all attempt the MSSC certification exams.

Certificate of Technical Studies in Advanced Manufacturing and Mechatronics

Stacking upon the TCA, the Certificate of Technical Studies (CTS) is a 33 credit hour, one-year program. Successful students complete both the TCA and the CTS, and occasionally attempt the MSSC CPT certification exams. BPC staff indicate that they plan to have all students take the MSSC CPT assessments in the future; this aligns with national best practices in alignment to industry-recognized credentials.

In addition to courses in advanced manufacturing, students in the Certificate of Technical Studies take a deeper dive into Mechatronics skills. These are covered by the six TEED courses reviewed (as noted above). Students in TEED 260 are able to earn the Siemens Level 1 Certification. The AMFG and TEED courses are also required for students pursuing the Advanced Manufacturing and Mechatronics concentration in the two-year associate's degree in Industrial Technology.

Strengths

TPMA's evaluation revealed that BPC's new and updated courses show strong alignment to industry trends in technology and training. Based on the following strengths, we believe BPC Advanced Manufacturing and Mechatronics students are being adequately prepared for employment in the manufacturing industry:

- Those individuals who are not academically prepared for the TCA can begin with the non-credit Industrial Readiness Training, which BPC has increased its focus on;
- Instructors are committed to providing a variety of learning opportunities. In addition to hands-on exercises with Amatrol and Siemens trainers, students have written assignments, quizzes, and exams. For example, students in AMFG 100 are required to write and discuss a safety brief to demonstrate their understanding of safety processes taught in the course;
- Curriculum includes soft skills such as teamwork, communication, professional norms, etc. Program administration credits instructors with quality of program and graduates. Instructor models work ethic, professionalism, integrity;
- The majority of TEED students who have attempted Siemens certification have been successful;
- Students in the degree program have opportunities for summer internships, providing the hands-on training that is essential for career readiness;
- Advisory council includes representatives from a variety of industry sub-sectors. Members provide feedback on course content and sequencing and approve all changes. For example, members requested troubleshooting and now 11 credit hours include troubleshooting as learning outcome;
- Efforts towards sustainability: company sponsored classrooms, seeking endowed professorship;
- LED is co-located (considered a national best practice) and sits on advisory board.

Opportunities

- Overall, the syllabi reviewed for BPCG lacked detail regarding grading policies and how assessments are tied to learning objectives. For example, the AMFG 100 syllabus states under course requirements: “Complete all homework assignments, in-class equipment exercises, in class tests, and final exam;” however, the syllabus does not indicate how scores are tied to the previously mentioned course components.
- In the assessments reviewed, there is an overreliance on multiple choice questions. Based upon our discussion with staff and instructors, students’ overall performance is measured on more than just the outcomes of these exams; however, this is not explicitly stated in the materials reviewed.
- There is very little explanation of how and why courses are aligned with industry certifications in the written course material. We recommend providing additional detail regarding the C4M, MSSC CPT, and Siemens certifications in the appropriate courses.

Site Visit Summary: Mt. Wachusett Community College

Background

Mount Wachusett Community College is a public two-year institution serving 29 cities and towns in North Central Massachusetts. AMMQC is housed at the Devens campus, where new programs in Mechatronics and Quality Control have launched. Programs offered at MWCC include short term, non-credit programs: Industrial Readiness Training (IRT), Quality Systems Training (QST), and Automation Technician Training (ATT); two 1-year Certificate Programs: Analytical Laboratory and Quality Systems (ALQS) and Mechatronics; and two associate degrees: Manufacturing Technology-Plastics and Biotechnology-ALQS concentration. The following MWCC courses and non-credit certificates were reviewed:

- Industrial Readiness Training
- Quality Systems Training
- Automation Technician Training
- CAD101 – Intro to CAD
- EET103 – Industrial Electrical Maintenance
- MET 220 – Introduction to Robotics in Automation
- PLT101 – Introduction to Automated Mechanical Processes
- PLT104 – Introduction to Programmable Logic Controls
- PLT105 – Blueprint Reading
- PLT128 – Hydraulics and Pneumatics
- PLT130 – Injection Molding & Extrusion
- PLT220 – Statistical Process Control
- PLT223- Production Design
- PLT224 – Principles of Supervision
- PLT226 –Materials Design and Application
- AQS 110 - Introduction to Metrology
- AQS 115 - Quality Systems and Auditing Principles
- AQS200 - Conducting Root Cause Analysis
- CHE180 - Instrumental Analysis

TPMA completed a site visit at MWCC Devens Campus on November 8, 2016. The interview focused on clarifying questions regarding the syllabi and assessments provided, as well as a discussion of the student support services and industry advisory council involvement in the AMMQC-related programs. A tour of the AMMQC funded labs and classrooms followed. During the tour, evaluators and staff discussed the use of technology in individual courses, teaching methods, and alignment to industry. The labs are set up to replicate a manufacturing workplace as much as possible and appear to be conducive to active, hands-on learning.

Industry Readiness Training

Industry Readiness Training (IRT) sets out to introduce students to the essential skills required by diverse manufacturers and entry-level occupations. To that end, IRT is aligned to OSHA 10, the industry standard in safety certifications, as well as the National Career Readiness Certificate. Students also take the Safety and Quality assessments which are two of the four modules that make up the Manufacturing Skill Standards Council (MSSC) Certified Production Technician (CPT).

MWCC staff report that students struggle with the MSSC exams, and they are not happy with the current level of success in this area. Earlier assessment of the IRT curriculum completed by TPMA and the Manufacturing Institute indicate that the program is “fairly well aligned” with MSSC’s safety module, but not fully. This is reflected in the lower-than-anticipated test scores. Staff expressed concern that MSSC CPT requires some industry experience in addition to the classroom instruction. Use of the MSSC online curriculum may close this gap. Instructors can also review the MSSC test scores to identify which categories students are struggling with—this may help them to identify which topics need more instruction.

Students may be better served by placing the MSSC Quality certification within an academic class (like AQS 110) or the Quality Systems Training (QST) program.

Quality Systems Training (QST) and Analytical Laboratory and Quality Systems (ALQS) Certificate

MWCC offers a two-week, intensive quality program (Quality Systems Training) and a one-year quality certificate (Analytical Laboratory and Quality Systems). At this time, the QST provides a high-level survey of the topics covered in the longer program; it is designed for individuals with some industry experience and the ability to move quickly through the course material.

The goal is for students who complete the QST to earn credit for Introduction to Quality and Metrology (AQS 115) through a challenge exam. TPMA reviewed the curriculum for both courses as well as the challenge exam. Our evaluation indicates that the challenge exam is fully aligned to ASQ 110, and as such, a passing grade on this exam would show equivalent prior learning.

MWCC staff have concerns about New England accreditation, particularly the validation of academic rigor, and wondered if the challenge exams would maintain the course’s accreditation. According to the New England Association for Schools and Colleges:

Credit for prior experiential or non-collegiate sponsored learning is awarded only with appropriate oversight by faculty and academic administration and is limited to 25% for credentials of 30 credits or fewer. When credit is awarded on the basis of prior experiential or non-collegiate sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provided learning experiences. The policies and

procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students.¹

Although TPMA is not qualified to say with certainty whether or not the challenge exam will maintain accreditation, our interpretation of the above policy is that the challenge exam, which was developed and approved by MWCC faculty, and which has been shown to be “at least comparable in breadth, depth, and quality” based on our curriculum review, would meet the standards of academic rigor required by the accrediting body.

TPMA’s review of the quality certifications suggests strong alignment to industry demand as measured by the American Society for Quality standards. When MWCC quality students complete their certificates, they may be able to attempt the ASQ Certified Quality Process Analyst (CQPA) or Certified Quality Improvement Associate (CQIA). Although the curriculum is strongly aligned with these certifications, it is important to note that the ASQ requires some work experience prior to certification. We understand that the work experience requirement is broadly applied and does not have to be manufacturing related.

The courses in the one-year quality certificate can also be applied to a two-year degree in Biotechnology with a concentration in Analytical Laboratory and Quality Systems.

Mechatronics Programs (Automation Technician Training (ATT), Mechatronics Certificate, and Manufacturing Technology–Plastics Degree)

The mechatronics programs at MWCC respond to the rising need for workers with an understanding of automation, robotics, and process control. On this track, students have access to simulations and trainers that are current with today’s technology trends, and the curriculum is nimble enough to adapt to students’ changing needs. With three options ranging from six weeks to two years, the mechatronics pathway has appropriate options for a variety of learners.

Much of the technology used in the classrooms and labs comes from Amatrol, and as such, comes with prepared curriculum, assessments, and activities from Amatrol. The MWCC faculty recognize some of the standard texts are geared to comprehensive coursework that includes higher level content than MWCC provides; however, they have found the material accessible and valuable to the students. Curriculum developers and instructors actively review materials to select most applicable portions of a text, demonstrating the responsiveness and adaptability MWCC has infused into the packaged learning resources.

Overall, TPMA finds that the mechatronics curriculum and related technology used at MWCC is well aligned with industry demand.

Strengths

Based upon TPMA’s evaluation of the AMMQC courses and non-credit programs offered at MWCC, we have determined that the curriculum shows strong industry alignment. We also note the following programmatic strengths:

- MWCC instructors take a unique attitude toward using the new training equipment, noting that a natural part of the training is for students to troubleshoot faults inserted into the equipment during

¹ https://cihe.neasc.org/downloads/Standards/Standards_for_Accreditation.pdf

learning activities. Students must learn to identify why and how the machine broke and how to fix the problem.

- Students at MWCC have the full support of their instructors. When students with full time jobs get called into work and have to miss class, one instructor will come in on Saturdays to allow students to use the lab. They can also come in to study and practice anytime that staff is in the lab.
- Faculty at MWCC come from industry and have active relationships with local manufacturers and industry organizations such as ASQ. This gives students access to a broad network of potential mentors and employers.
- As noted above, instructors are also curriculum designers, and so are able to continuously improve courses as they teach.
- Challenge Exams for ALQS courses did a great job aligning assessments to learning outcomes and utilized a variety of assessment methods (Best practices: AQS 200 and CHE180).
- Students are able to take core academic courses at both MWCC's main campus and the Devens campus, depending on their schedule and convenience.
- Regarding industry alignment: the staff has strong connections to medical device, plastics, and other manufacturing businesses, and meets monthly with industry representatives.
- The Mechatronics Programs website (<https://mwcc.edu/manufacturing/programs/>) is well designed, easy to navigate, and contains a wealth of relevant information for current and prospective students. In addition, the website provides links programs to MWCC's Career Coach site, which provides information on related occupations.

Opportunities

- MWCC stated that a regional task force has recently formed to explore how colleges can connect with school systems to create a true pathway. Taking an active and/or leadership role in this group would allow MWCC to maximize the work that has been done through AMMQC while simultaneously bolstering their enrollment. For instance, MWCC could help the task force to better address the need for manufacturing awareness throughout K-12 institutions.
- The MWCC Advisory Board is made up of VPs, CEOs, and executives from 11-12 different industry partners. It can be beneficial to complement these high-level leaders with front-line / floor-level staff for effective input on curriculum. Local ASQ members, quality technicians, etc., may have a better understanding of the real day-to-day skill needs for entry-level workers.
- There is very little explanation of how and why courses are aligned with industry certifications in the written course material. We recommend providing additional detail regarding MSSC CPT, ASQ CQPA and CQIA, and PMMI.
- The Automation Technician Training (ATT) is not listed as an offered program on the Mechatronics programs website. Materials reviewed for the ATT program were vague or unclear as to the purpose of the program and possible career opportunities for participants. The ATT program also has an opportunity to align to the MSSC Maintenance Awareness and Safety credentials.
- The PLT degree program description notes that students must first complete a set of core technical courses at Nypro. It is unclear whether these are prerequisite courses or if students complete PLT courses at Nypro, Inc.

Site Visit Summary: North Central State College

Background

North Central State College (NCSC) is a public two-year, community-based educational institution serving the residents of north central Ohio. Through the AMMQC grant, NCSC has updated the offerings in its Industrial Technology division, including the Associate of Applied Science in Integrated Engineering (which provides students with instruction in Programmable Logic Controls (PLCs), Automation and Robotics, and Mechatronics) and Mechatronics Certificate.

TPMA evaluated the courses designed and updated through the AMMQC funding, including:

- EMMT 1010-01 Industrial Electricity
- EMMT 1020-901 Mechanical Systems
- EMMT 1030-40 OSHA Safety Regulations
- EMMT1050-901 Fundamentals of Fluid Power Distribution
- EMMT 2100-01 Advanced Fluid Power Systems
- EMMT 2250-01 Advanced PLCS
- EMMT 2300-40 National Electric Code
- EMMT 2400-40 Control Processes
- ELET 1510-30 DC Electricity
- ELET 1710-30 Introduction to Robotics
- EMMT 2100-901 Advanced Fluid Power Systems
- ELET 2150-01 Motor Controls
- ELET 2240-40 Programmable Logic Controllers
- MECT 1750-30 Hydraulics and Pneumatics
- MECT 2330-01 Statics
- MFGT 1120-01 Advanced Machining
- MFGT 1300-30 Welding and Welding Equip
- MFGT 1550-01 CNC Setup
- MFGT 1640-01 Computer Aided Manufacturing
- MFGT 2010-30 Jig and Fixture Design
- MFGT-2250-40 Stamping Operations and Die Design
- MFGT 2640-920 Computer Aided Manufacturing II

TPMA conducted a site visit at NCSC on October 31, 2016. The evaluators met individually with three instructors, each of whom provided a tour of his lab and classroom while discussing his teaching philosophy and use of assessments and technology. A fourth instructor was interviewed via phone after the visit. TPMA also met with program staff to discuss overall goals of the visit, use of Amatrol online courses, and an overarching interest in better understanding how the new and updated curriculum aligns to industry demand.

Industrial Technology

The AMMQC funded equipment is spread over two floors in the Kehoe Center in Shelby, Ohio. All classroom and lab space was well organized and designed so that students could work individually with oversight from instructors. The curriculum invites this arrangement as most classroom work is based upon online modules

purchased from Amatrol. These online units are supplemented by workbooks which are stored in the classrooms for easy access. The instructors observe students as they complete the online and hands-on activities, and provide verbal feedback in real time. Numerical grades are recorded in the school’s learning management system.

Industry Alignment

In response to NCSC’s request for a more detailed evaluation of the programs’ alignment to industry demand, TPMA reviewed the job posting data for four occupations (as noted on the NCSC integrated engineering webpage: <https://www.ncstatecollege.edu/cms/degrees/integrated-engineering>): Electrician, Electrical and Electronics Repairer, Industrial Machinery Mechanic, and Maintenance Worker, Machinery.² Our analysis shows that the courses evaluated provide instruction in 100 percent of the top ten hard skills required for these occupations, as indicated in the table below.

Top Hard Skills	NCSC Courses
Repairing (Computer Systems)	EMMT 2250, ELET 1710, ELET 2240, MFGT 1640 and 2640
Maintenance	All courses in Industrial Maintenance Certificate
Testing	All courses reviewed
Motors	EMMT 1020, ELET 2150
Electrical Wirings	EMMT 2300, ELET 1510
Machinery	Multiple Courses
Troubleshooting (Problem Solving)	All courses reviewed
Electrical Systems	EMMT 1010 and others
Hydraulics	MECT 1750
Transformers (Electrical)	EMMT 1010 and others

Strengths

- Students develop the ability to program Fanuc controls and other basic robotic functions. Instructors are working to finalize the certification process and looking into badges for specific skills.
- Students keep all their work in 3 ring binders—this can be used as a portfolio and/or to help them prepare resumes and prepare for interviews.
- Faculty at NCSC come from industry and have active relationships with local manufacturers. This gives students access to a broad network of potential mentors and employers.
- Students in industrial electricity courses are in very high demand with local employers, even after only one course.
- Several courses in the CNC concentration are aligned to NIMS credentials, which are widely recognized as the standard in machining education.

² Source: Emsi, Inc. 2016

Opportunities

- Courses seem to be created from a combination of Amatrol pre-packaged curricula and instructor interests or expertise. This is a promising practice, but allows students to focus on areas that may not be aligned with industry demand. At this time, we do not see this happening, but greater alignment to industry recognized credentials such as MSSC CPT may help to sync curriculum with a broader industry base.
- Many of the syllabi reviewed include lists of competencies or concepts under the title “Topical Timeline.” This heading suggests a sequential or chronological list will follow, but no timelines are provided. Similarly, the list of topics is often not linked directly to the stated learning outcomes. A clearer connection between these two pieces of the syllabus will provide students with more context when reviewing course materials.

Site Visit Summary: Southwest Tennessee Community College

Background

Southwest Tennessee Community College (STCC) is a 2-year community college located in Memphis, Tennessee. Through the AMMQC program, STCC has updated its Machine Technology course offerings in order to meet the demands of a growing manufacturing sector. TPMA reviewed five courses from STCC’s Machine Technology program³:

- MEET 1114 – Print Reading
- MEET 1124 – GD&T
- MEET 1144 – Machines Technology I
- MEET 1164 – Machines Technology II
- INET 2014 – CNC Machining

On November 14, 2016, TPMA conducted a site visit, beginning with a group interview with faculty, staff, and administration from both the credit and non-credit divisions. The evaluators then received a guided tour of the machining, mechatronics, and process control facilities on campus. In large part, the discussion centered around efforts being made in the Greater Memphis region to address manufacturing workforce needs. STCC has received funding from several similar grant programs, and the team is interested in taking a holistic and forward-thinking view of their offerings and policies.

Machining Technology

STCC offers two stackable machine technology certificates; the first is focused on manual machining skills—an important foundation even for individuals interested in computer-aided manufacturing—while the second includes CAD/CAM and other advanced skills regarding design. In addition to the certificates, students can choose a machining concentration in the 2-year Engineering Technology AAS. In all three levels, the curriculum was developed to ensure that students have enough time with the equipment; skills are broad but specific enough to be applicable in the workplace.

³ STCC is developing two additional courses for the Machine Technology program. TPMA is contracted to evaluate these courses upon completion.

Strengths

TPMA's evaluation of the curriculum indicates strong industry alignment, and we expect that future machine technology students will see positive job placement rates based on the following strengths:

- Students at STCC get information about careers from Emsi Career Coach (an online tool) as well as career advisers, whom they are required to meet with. This ensures that students are aware of in-demand occupations and the skills required to be competitive.
- STCC has an early alert system designed to identify struggling students in order to put them in contact with resources such as tutoring and counseling. STCC is moving toward required midterm grade reporting for similar reasons.
- The AMMQC team is looking ahead to sustainability after the grant ends in order to make sure programs continue. They are working together to make non-credit courses articulate to academic, credit-bearing courses. The stated long term strategy of STCC's workforce development division is to offer responsive non-credit programs that articulate into degree granting programs. This is a promising practice on a national level. An example of this is STCC's finishing program for the medical device industry: this non-credit certificate serves as an on-ramp to the machining certificate.

Opportunities

- STCC has an opportunity to increase alignment with industry recognized credentials and certifications. Currently, they are using *Precision Machining* as a text in several courses—this aligns directly with NIMS assessments and exams. Similarly, they are using FANUC controls but do not offer FANUC certification. TPMA recommends using credentialing exams as final exams so students leave courses with education and industry recognized credentials. We also recommend taking a closer look at which credentials students are able to achieve in order to be more targeted in which are used as course assessments.
- Instructor information and college policies are missing from syllabi; staff responded that all information is available on the college website as well as the “intro page” on Desire2Learn for each course. Syllabi will be updated with instructor information at the beginning of each term. We recommend including college policies on the paper syllabi as well.
- ADA compliance for online materials requires high-contrast font colors. We recommend reformatting MEET 1164 syllabus to match others; it may not be ADA compliant with current colored fonts and lack of headings/styles.
- Ensure consistency in course naming; for some courses, the syllabus does not have the same title as list of courses or new course justification forms.
- The course justification forms include only a handful of concise learning objectives, while the corresponding syllabi include more than double that number. We recommend students receive the same list of outcomes as submitted on the justification forms. The longer list can then be used as a more detailed course outline or topic list.

Consortium Overview and Recommendations

Upon completing the curriculum evaluation, TPMA has determined that AMMQC members have created and updated programs with strong industry alignment and have embraced many of the best practices recognized among career pathway professionals. In the appendix, TPMA has attached rubrics completed for each course or non-credit program. In these, we have noted areas for improvement and correction

primarily at the document level (e.g., adding information about grading policies to the syllabus). In addition, we have noted the following opportunities for improvement across all four colleges:

- For ADA compliance, documents must use navigable headings such as those provided in Microsoft Word's Style menu. Few, if any, of the syllabi we reviewed have done this.
- Several courses we reviewed include online components housed on Blackboard, Desire2Learn, or a similar learning management system. We recommend adding information about these platforms to the syllabi and course materials so that expectations for use are clearly documented.

With these changes and those discussed in the attached rubrics, the program materials will be ready for posting on Skillscommons.org.

Appendix

Bossier Parish Community College Rubrics

AFMG 100	Introduction to Manufacturing	Rating ⁴	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program cards and website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	E	Learning objectives and detailed tasks connected through easy to read key.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	U	Assessments are primarily multiple choice, which measures only memorization and (perhaps) understanding. This does not reach the level of mastery indicated by the learning objectives.
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	U	Syllabus does not explain how students' work will be evaluated
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	U	See above
	The course provides learners with multiple opportunities to track their learning progress	S	

⁴ E: Excellent; S: Satisfactory; U: Unsatisfactory

Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	U	MSSC Safety module is aligned to this course but not mentioned in the syllabus.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	U	See above
	Credential assessment scheduling and location is accessible to students	S	Staff reports that testing is available, although not required, for students to pursue MSSC CPT
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	n/a	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	Instructors focus on teamwork and communication skills within the framework of stated learning objectives.
	The learning activities provide opportunities for interaction that support active learning	S	

	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

AFMG 102	Tools and Equipment Used in Manufacturing	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program cards and website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	E	Learning objectives and detailed tasks connected through easy to read key.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
	The assessments measure the stated learning objectives or competencies	S	

Assessment and Measurement	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	U	Specific evaluation criteria not included in syllabus
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	Students use pneumatic and hydraulic testers in class
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	E	Instructors use flipped classroom approach to maximize time

			students have for hands-on learning
	The distinction between required and optional materials is clearly explained	n/a	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	Students split their time between online and hands-on activities
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	Program overview sheet indicates program was developed with industry employers
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	Students have access to one-on-one career coaching, scheduling and coordination support, scholarships, and connections to employers
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

AFMG 104	Automation	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program cards and website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are	E	Learning objectives and detailed tasks connected through easy to read key.

	measurable and consistent with the course-level objectives / competencies		
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

AFMG 106	Introduction to Fabrication, Process Technology, and Machining	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus

	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program cards and website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	E	Learning objectives and detailed tasks connected through easy to read key.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement			Final exam asks students to “write all [they] know” about a list of topics. It is not clear how this would be graded, how much a student must “know” in order to get full credit, etc. A more structured exam would better demonstrate mastery and facilitate objective grading
	The assessments measure the stated learning objectives or competencies	U	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	

Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	S	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	

	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

AFMG 110	Manufacturing Materials and Methods	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program cards and website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	

Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	S	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus

	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

TEED 150	Pneumatics	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program cards and website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	

	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	S	

Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

TEED 153	Hydraulic/Fluid Dynamics with Lab	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program cards and website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	

	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	

	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	S	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

TEED 208	Programmable Logic Controllers (PLCs) and Lab	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program cards and website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	

	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	E	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	

	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
	Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S
The learning activities provide opportunities for interaction that support active learning		S	
The instructor's plan for classroom response time and feedback on assignments is clearly stated		U	Not included in syllabus
The requirements for learner interaction are clearly stated		U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

TEED 210	Robotic Control Systems	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus

	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program cards and website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	U	Not included in syllabus
	The course provides learners with multiple opportunities to track their learning progress	U	Not included in syllabus
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	E	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	

Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

TEED 252	Electric Motor Controls and Lab	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program cards and website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	U	Not included in syllabus
	The course provides learners with multiple opportunities to track their learning progress	U	Not included in syllabus
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	E	

Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	

	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

TEED 260	Mechatronics Level 1	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and non-discrimination policies included
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program cards and website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	U	Not included in syllabus
	The tools used in the course support the learning objectives and competencies	S	

Course Technology (including equipment)	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	E	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	U	All students are required to take Siemens Level 1 exam, but this is not noted in the syllabus
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	U	See above
	Credential assessment scheduling and location is accessible to students	U	Unknown – not included in syllabus
	The learning outcomes reflect current industry trends	E	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus

Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

Mount Wachusett Community College Rubrics

Industrial Readiness Training (IRT)		Rating ⁵	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Program Overview flyer provides very good summary and relevant FAQs for potential participants
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	n/a	These documents not provided for review. It is assumed students will be provided this information at the start of the program.
	Instructor's name and contact info (office location, hours, email) are stated	n/a	
	Prerequisite knowledge and/or required competencies are clearly stated	U	Overview flyer notes requirement for admission test but does not clearly state admission criteria or whether prior knowledge/experience is required. It does indicate that a career development coach will meet with potential students to discuss
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Overview flyer highlights career opportunities, as does the IRT Content Area/Overview document
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	n/a	Not provided for review
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	U	The Content Area/Overview document does not appear to match the program overview flyer (ex: MSSC CPT credential inclusion)
	All learning objectives or competencies are stated clearly and written from the learner's perspective	n/a	Not provided for review
	The relationship between learning objectives or competencies and course activities is clearly stated	n/a	Not provided for review
	The learning objectives or competencies are suited to the level of the course	n/a	Not provided for review
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	n/a	Not provided for review
	The course grading policy is stated clearly	n/a	Not provided for review
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	n/a	Not provided for review
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	n/a	Not provided for review

⁵ E: Excellent; S: Satisfactory; U: Unsatisfactory

	The course provides learners with multiple opportunities to track their learning progress	n/a	Not provided for review
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	Students have access to computer lab. Amatrol trainers and other equipment housed nearby.
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	n/a	It is unknown whether IRT students will have access to MWCC academic support services or similar services
	Course instructions articulate or link to the institution's accessibility policies and services	n/a	Not provided for review
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	S	Program overview flyer notes OSHA 10-hour certificate and National Career Readiness Certificate (NCRC). Content Area/Overview document also notes MSSC CPT credentials for Safety and Quality.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	Not provided for review
	Credential assessment scheduling and location is accessible to students	S	
	The learning outcomes reflect current industry trends	n/a	Not provided for review
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	n/a	No instructional materials noted. Assumes handouts are used. Core competencies related to NCRC appear to be taught online (WIN system?) with some instructor assistance.
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	n/a	Not provided for review
	All instructional materials used in the course are appropriately cited	n/a	Not provided for review
	The instructional materials are current	n/a	Not provided for review
	A variety of instructional materials are used in the course	n/a	Not provided for review

	The distinction between required and optional materials is clearly explained	n/a	Not provided for review
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	Assumes use of mechatronics, manufacturing lab, demonstrations, and related activities.
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	n/a	Not provided for review
	The requirements for learner interaction are clearly stated	n/a	Not provided for review
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	Program overview sheet indicates program was developed with industry employers
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	
<p>Note: It appears that the IRT program was revised based on the analysis and recommendations previously provided by Thomas P. Miller & Associates and the Manufacturing Institute. A few skills that were previously absent from the program are now included (i.e. lean manufacturing, troubleshooting, and computer literacy).</p>			

Quality Systems Training		Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Summary page provides a clear overview and relevant FAQs
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	n/a	Course Summary does not highlight policies. It is assumed that these details are provided to students at start of class. This document/syllabus was not available for review
	Instructor's name and contact info (office location, hours, email) are stated	n/a	See comment above
	Prerequisite knowledge and/or required competencies are clearly stated	U	Overview flyer notes requirement for admission test but does not clearly state admission criteria or whether prior knowledge/experience is required. It does indicate that a career development coach will meet with potential students to discuss. During the site visit, MWCC staff indicated that students should have prior industry experience.

	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	E	Career Opportunities are highlighted on program overview and summary documents
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	n/a	Syllabus / program objectives not provided for review
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	n/a	Not provided for review
	All learning objectives or competencies are stated clearly and written from the learner's perspective	U	A detailed course outline and description of each module is provided (although not written with regard to measurable learning objectives)
	The relationship between learning objectives or competencies and course activities is clearly stated	n/a	Not provided for review
	The learning objectives or competencies are suited to the level of the course	n/a	Not provided for review
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	n/a	Course assessments were not provided for review
	The course grading policy is stated clearly	n/a	Not provided for review
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	Students must demonstrate hands-on proficiency with a number of instruments
	The course provides learners with multiple opportunities to track their learning progress	n/a	Not provided for review
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	E	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	n/a	Not provided for review

	Course instructions articulate or link to the institution's accessibility policies and services	n/a	Not provided for review
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	S	Program Summary notes alignment to positions in multiple industries, as well as knowledge toward ASQ CQIA and CQPA certifications.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	S	Program summary notes alignment to MWCC credit coursework. Note: might also note what class students would receive credit for.
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	Course objectives and outcomes are aligned to industry needs
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	n/a	Syllabus or training outline with reference materials not provided for review.
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	n/a	Not provided for review
	All instructional materials used in the course are appropriately cited	n/a	Not provided for review
	The instructional materials are current	n/a	Not provided for review
	A variety of instructional materials are used in the course	n/a	Not provided for review
	The distinction between required and optional materials is clearly explained	n/a	Not provided for review
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	n/a	Not provided for review
	The requirements for learner interaction are clearly stated	n/a	Not provided for review
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	

	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

Automation Technician Training (ATT)		Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	The program summary page is a bit vague on purpose and target market (ex: "advance your career" assumes you are already in a career). The course outline notes 24 class sessions, but the schedule indicates 2 days a week for 6 weeks (12 classes)?
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	n/a	These documents not provided for review. It is assumed students will be provided this information at the start of the program.
	Instructor's name and contact info (office location, hours, email) are stated	n/a	Not provided for review
	Prerequisite knowledge and/or required competencies are clearly stated	S	None required
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	U	Program flyer does not include career opportunities with the exception of the program title, which assumes potential students understand what an Automation Technician is/does.
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Detailed course outline aligns to course outcomes
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	E	Course outline details teaching methods and specific hands-on activities to be completed by students
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	n/a	Assessments were not reviewed
	The course grading policy is stated clearly	n/a	Course syllabus not provided for review / no grading policy noted on course outline

	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	n/a	Not provided for review
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	n/a	Not provided for review
	The course provides learners with multiple opportunities to track their learning progress	S	Mid-term and final exams are noted
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	Hands-on activities and demonstrations using mechatronics equipment, robots, and related trainers
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	n/a	It is unknown whether ATT students will have access to MWCC academic support services
	Course instructions articulate or link to the institution's accessibility policies and services	n/a	Not provided for review
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	S	None required; however, alignment to PMMI was noted by staff. Program has the opportunity to align to MSSC CPT, maintenance awareness and safety modules.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	n/a	No instructional materials noted. Assumes handouts are used
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	n/a	Not provided for review

	All instructional materials used in the course are appropriately cited	n/a	Not provided for review
	The instructional materials are current	n/a	Not provided for review
	A variety of instructional materials are used in the course	n/a	Not provided for review
	The distinction between required and optional materials is clearly explained	n/a	Not provided for review
Course Activities and Learner Interaction			
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	Hands-on activities using robot and mechatronics equipment, as well as lecture with demonstrations
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	Course outline clearly states review of mid-term, following the mid-term exam
	The requirements for learner interaction are clearly stated	U	The course outline notes hands-on activities students will perform, but expectations and requirements are not noted
Other			
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

AQS 110	Introduction to Quality and Metrology	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	The course is often referenced simply as Intro to Metrology. Full course title should be consistently used.
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Instructor policies and expectations clearly stated. Opportunity to improve by adding institutional policies such as academic honesty policies, etc.
	Instructor's name and contact info (office location, hours, email) are stated	S	Instructor phone extension included, but not full phone number.
	Prerequisite knowledge and/or required competencies are clearly stated	S	Competencies noted as Outcome Assessments. Core prerequisites (or placement) are not noted on syllabus

	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	E	An overview and description, including example occupations and industries, is included in the ALQC certificate program and BTDQ degree overviews (website). Additional details are linked to MWCC Career Coach website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	E	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Opportunity for improvement in this area. Limited unit level objectives provided. Might consider noting outcomes with aligned tests.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	Relationship is inferred through lecture topics and lab exercise descriptions.
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	E	Challenge Exam clearly states outcomes and objectives and aligns test questions to outcomes. Suggestion: category numbers noted on challenge exam could be aligned to outcome assessment numbers
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	Only evaluated the Challenge Exam (assumed this is final exam). Additional noted tests include content / topic of the exam
	The course provides learners with multiple opportunities to track their learning progress	E	multiple exams, lab work, quizzes/assignments
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	

Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	Course objectives and outcomes are aligned to industry needs
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	Methodology and policies are stated in syllabi
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	S	An "additional" reference was noted on the syllabi but did not indicate optional or required
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	Variety of learning methods and hands-on activities are utilized.
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	Opportunity for improvement: the timeline requirement for submission of assignments is noted on the syllabi but not the instructors response time
	The requirements for learner interaction are clearly stated	S	

Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	E	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

AQS 115	Quality Systems and Auditing Principles	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Instructor policies and expectations clearly stated. Opportunity to improve by adding institutional policies such academic honesty policies, etc.
	Instructor's name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	E	An overview and description, including example occupations and industries, is included in the ALQC certificate program and BTDD degree overviews (website). Additional details are linked to MWCC Career Coach website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	U	Unit level objectives, schedule and content of assessments are not included on syllabi
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	

Assessment and Measurement	The assessments measure the stated learning objectives or competencies	E	Challenge exam includes outcome assessments and objectives aligned to exam questions and points
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	Class project was a bit unclear - in one case it indicated paper/poster and on the schedule it indicated an Audit Plan Report out.
	The course provides learners with multiple opportunities to track their learning progress	S	Schedule and number of quizzes not noted on syllabi.
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	S	Course may be aligned (in part or full) to ASQ CQA credential. As the credential requires work experience, most students would be unable to sit for exam after completion of course. MWCC staff indicated that ASQ will consider work experience outside of manufacturing, so some students will meet the requirements for testing.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	Students should be advised of various ASQ certifications and requirements for obtaining them
	Credential assessment scheduling and location is accessible to students	n/a	unknown
	The learning outcomes reflect current industry trends	S	Course objectives and outcomes are aligned to industry needs

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	Opportunity for improvement: Syllabi could include course methodology
	All instructional materials used in the course are appropriately cited	U	Supplemental references do not include full APA citations
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	S	Syllabi lists supplemental resources which assumes but does not clearly indicate required or optional
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	Opportunity for improvement: the timeline requirement for submission of assignments is noted on the syllabus but not the instructors response time
	The requirements for learner interaction are clearly stated		
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	
NOTE: The ALQC Certificate program requires this course (AQS 115) OR BTC 191 - Quality and Compliance. The BTQ Degree requires course BTC 191 (not AQS 115). ASQ 115 will apply to the BTQ degree. BTC 191 was not reviewed, so it cannot be compared to ASQ 115.			

AQS 200	Root Cause Investigations	Rating	Comments
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Course Overview	Learners are introduced to the purpose and structure of the course	S	This course is an elective for the ALQC certificate but required for BTDC degree. It is assumed this will be discussed between student and academic advisor but might be mentioned on the syllabi
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Instructor policies and expectations clearly stated. Opportunity to improve by adding institutional policies such academic honesty policies, etc.
	Instructors name and contact info (office location and hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	E	An overview and description, including example occupations and industries, is included in the ALQC certificate program and BTDC degree overviews (website). Additional details are linked to MWCC Career Coach website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Lecture content is noted on syllabi but are not expressed in terms that easily align to outcomes
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	Opportunity for improvement: Include description of course project, along with content of quizzes/exams on syllabi
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	E	Challenge exam includes outcome assessments and objectives aligned to exam questions and points
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	Opportunity for improvement: include details related to course project
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	

	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	n/a	
	Course tools promote learner engagement and active learning	n/a	
	Technologies required in the course are readily available	n/a	
	Course technologies are current	n/a	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	Course objectives and outcomes are aligned to industry needs
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	ASQ text
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	n/a	

Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	Timeline requirement for submission of assignments is noted on the syllabi but not the instructors response time
	The requirements for learner interaction are clearly stated	S	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

CHE 180	Instrumental Analysis	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Course description and detailed class schedule with topics and aligned text and lab exercises.
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	E	Syllabus includes a detailed description of student expectations (classroom learning environment), along with grading policies. Syllabus was missing institutional policies.
	Instructor's name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	E	An overview and description, including example occupations and industries, is included in the ALQC certificate program and BTDQ degree overviews (website). Additional details are linked to MWCC Career Coach website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and	S	

	consistent with the course-level objectives / competencies		
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	Lecture content and lab exercises are noted on syllabi but are not expressed in terms that easily align to outcomes
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	E	Challenge exam includes outcome assessments and objectives aligned to exam questions and points
	The course grading policy is stated clearly	E	grading policy, grading scale, missed and make-up policies for assignments and exams, and description of lab requirements are all included on the syllabus
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	multiple assessments of learning are utilized throughout the course
	The course provides learners with multiple opportunities to track their learning progress	S	Opportunity for improvement: indicate when assignments/exams will be returned to students (feedback schedule)
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	

	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	Course objectives and outcomes are aligned to industry needs
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	Textbook chapters noted on class schedule
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	n/a	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	Variety of teaching methods and activities are utilized
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	Opportunity for improvement: the timeline requirement for submission of assignments is noted on the syllabi but not the instructors response time
	The requirements for learner interaction are clearly stated	S	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

PLT 101	Introduction to Automated Mechanical Processes	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Includes course description, teaching procedures, and topical outline by class.
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	E	Participation expectations are noted, along with academic honesty and attendance policies
	Instructor’s name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	no prerequisites with exception of remedial core skill requirements based on placement testing
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program website mentions occupations but does not specifically indicate which positions the program prepares students for. Career Info is provided on MWCC Career Coach website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	Course objectives should be edited for typos and grammatical errors.
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Syllabus outline by class aligns to course objectives.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	Course objectives should be edited for typos and grammatical errors.
	The relationship between learning objectives or competencies and course activities is clearly stated	E	Course description and activities align well to course objectives
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	Only reviewed the Challenge Exam, did not review in class assignments/lab evaluations, etc.
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	U	Grading scale not provided on the syllabi. Opportunity for Improvement: include details about in-class assignment(s) and how it will be graded on the course syllabi.
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	n/a	To be determined.

Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	Uses Blackboard online platform to supplement course, along with mechatronics training system
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	E	Syllabus includes reference to computer help desk, student email, academic support center, library, reference materials and more
	Course instructions articulate or link to the institution's accessibility policies and services	S	Includes statement on disabilities and referral information. Opportunity for Improvement: Include phone numbers / emails for contacts
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	No mention of industry recognized credentials is noted in program materials / descriptions.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	Syllabus includes teaching procedures and information on course supplements (online). Improvement Opportunity: include assignments (labs, chapters to be read, etc.) on the syllabus schedule to allow multiple references and access (not just through Blackboard) to assignments.
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	lecture, online learning modules, reference books, and manufacturing lab / mechatronics training system

	The distinction between required and optional materials is clearly explained	S	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	Utilizes hands-on activities and real-world scenarios
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Syllabus does not include a schedule of assignment due dates. It does note that assignments will be posted through Blackboard.
	The requirements for learner interaction are clearly stated	S	Participation and expectations noted
Online Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	E	Instructions for accessing Blackboard, along with MWCC's Computer Help Desk are noted on syllabus
	Instructions make clear how to get started and where to find various course components	S	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	n/a	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	n/a	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	S	Blackboard is an excellent platform for online learning
	Minimum technology requirements are clearly stated and instructions for use are provided	S	
	Minimum technical skills expected of the learner are clearly stated	S	Opportunity for improvement. Minimum skills are inferred by requirements (email and use of Blackboard) but not expressly stated.
	The self-introduction by the instructor is appropriate and available online	n/a	
	Learners are asked to introduce themselves to the class	n/a	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	

	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

PLT 104	Introduction to Programmable Logic Controls	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Includes course description, teaching procedures, and topical outline by class.
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	E	Participation expectations are noted, along with academic honesty and attendance policies
	Instructor's name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	no prerequisites with exception of remedial core skill requirements based on placement testing
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program website mentions occupations but does not specifically indicate which positions the program prepares students for. Career Info is provided on MWCC Career Coach website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Syllabus outline by class aligns to course objectives.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	E	Course description and activities align well to course objectives
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	Did not review in class assignments/lab evaluations, etc.
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	U	Grading scale not provided on the syllabi. Opportunity for Improvement: include details about in-class assignment(s) and how it will be graded on the course syllabi.

	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	n/a	To be developed.
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	Utilizes Blackboard online platform to supplement course, along with mechatronics training system
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	E	Syllabus includes reference to computer help desk, student email, academic support center, library, reference materials and more
	Course instructions articulate or link to the institution's accessibility policies and services	S	Includes statement on disabilities and referral information. Opportunity for Improvement: Include phone numbers / emails for contacts
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	No mention of industry recognized credentials in program materials / descriptions.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	Syllabus includes teaching procedures and information on course supplements (online). Improvement Opportunity: include assignments (labs, chapters to be read, etc.) on the syllabus schedule to allow multiple references and access (not just through Blackboard) to assignments.

	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	lecture, online learning modules, reference books, and manufacturing lab / mechatronics training system
	The distinction between required and optional materials is clearly explained	S	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	Utilizes hands-on activities and real-world scenarios
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	n/a	To be developed
	The requirements for learner interaction are clearly stated	S	Participation and expectations noted
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	E	Instructions for accessing Blackboard, along with MWCC's Computer Help Desk are noted on syllabus
	Instructions make clear how to get started and where to find various course components	S	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	n/a	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	n/a	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	S	
	Minimum technology requirements are clearly stated and instructions for use are provided	S	
	Minimum technical skills expected of the learner are clearly stated	S	Minimum skills are inferred by requirements (email and use of Blackboard) but not expressly stated.
	The self-introduction by the instructor is appropriate and available online	n/a	
	Learners are asked to introduce themselves to the class	n/a	

Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

PLT 128	Hydraulics and Pneumatics	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Includes course description, teaching procedures, and topical outline by class.
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	E	Participation expectations are noted, along with academic honesty and attendance policies
	Instructors name and contact info (office location and hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	no prerequisites with exception of remedial core skill requirements based on placement testing
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program website mentions occupations but does not specifically indicate which positions the program prepares students for. Career Info is provided on MWCC Career Coach website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Syllabus outline by class aligns to course objectives.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	clear and concise
	The relationship between learning objectives or competencies and course activities is clearly stated	S	Course description and activities appear to align well to course objectives
	The learning objectives or competencies are suited to the level of the course	S	
		The assessments measure the stated learning objectives or competencies	S

Assessment and Measurement	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	U	Grading scale not provided on the syllabi. Include details about in-class assignment(s) and how it will be graded on the course syllabi.
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	n/a	To be determined
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	Utilizes Blackboard online platform to supplement course, along with mechatronics training system
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	Assumes that MWCC has computers with internet access available to students
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	E	Syllabus includes reference to computer help desk, student email, academic support center, library, reference materials and more
	Course instructions articulate or link to the institution's accessibility policies and services	S	Includes statement on disabilities and referral information.
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	No mention of industry recognized credentials is noted in program materials / descriptions.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to	S	Syllabus includes teaching procedures and chapter/reading assignments

	be used for learning activities are clearly explained		
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	online learning modules, reference books, and manufacturing lab / mechatronics training system
	The distinction between required and optional materials is clearly explained	S	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	Utilizes online learning activities and manufacturing lab/equipment
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	n/a	To be determined.
	The requirements for learner interaction are clearly stated	S	Participation expectations noted on syllabus
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	E	Instructions for accessing email and Blackboard, along with MWCC's Computer Help Desk are noted on syllabus
	Instructions make clear how to get started and where to find various course components	S	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	n/a	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	n/a	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	S	
	Minimum technology requirements are clearly stated and instructions for use are provided	S	
	Minimum technical skills expected of the learner are clearly stated	S	Minimum skills are inferred by requirements (email and use of Blackboard) but not expressly stated.
	The self-introduction by the instructor is appropriate and available online	n/a	
	Learners are asked to introduce themselves to the class	n/a	

Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	Course instructor is readily available to students for additional tutoring and support outside of regular hours (evenings and weekends)
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

PLT 130	Introduction to Injection Molding and Extrusion of Plastics	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Syllabus contains course description including methodology.
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	E	Participation expectations are noted, along with academic honesty and attendance policies
	Instructor's name and contact info (office location, hours, email) are stated	S	TBD
	Prerequisite knowledge and/or required competencies are clearly stated	S	No course prerequisites. Student presentation requires knowledge and use of PowerPoint, but it is not stated on the syllabus as an expectation nor does it appear to be taught during the class.
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program website mentions occupations and provides a link to explore career opportunities (Career Coach)
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	course outline aligns to course objectives.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	Course description and activities align well to course objectives
	The learning objectives or competencies are suited to the level of the course	S	

Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	Did not review any exams. Assignments appear to align well to objectives / outcomes
	The course grading policy is stated clearly	E	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	Grading scale not included on syllabus. Excellent description of assessment and grading.
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	Utilizes Blackboard online platform to supplement course, along with simulated process examples
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	Syllabus includes reference to academic support center and library. As Blackboard is required component of class, instructions for accessing and referral to computer technical assistance should also be provided
	Course instructions articulate or link to the institution's accessibility policies and services	S	Includes statement on disabilities and referral information.
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	No mention of industry recognized credentials is noted in program materials / descriptions.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
	The instructional materials contribute to the achievement of the stated course	S	

Instructional Materials	and module/unit learning objectives or competencies		
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	Syllabus includes teaching procedures and information on course supplements (online). Improvement Opportunity: include assignments (labs, chapters to be read, etc.) on the syllabus schedule to allow multiple references and access (not just through Blackboard) to assignments.
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	online learning modules and textbook
	The distinction between required and optional materials is clearly explained	S	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	Utilizes online learning activities and manufacturing lab/equipment, as well as written paper and presentation to assess learning
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	Participation and expectations noted
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	U	Include instructions for accessing Blackboard and technical support resources
	Instructions make clear how to get started and where to find various course components	S	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	S	Includes a statement of civil discourse and respect. Statement could be slightly expanded to include civil discourse related to communication
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	S	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	S	
	Minimum technology requirements are clearly stated and instructions for use are provided	S	

	Minimum technical skills expected of the learner are clearly stated	S	
	The self-introduction by the instructor is appropriate and available online	n/a	
	Learners are asked to introduce themselves to the class	n/a	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

NOTE: The course overview included on the syllabus appears to be for a different class (discusses ethics). Should be reviewed and edited as needed

PLT 220	Statistical Process Control	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	E	Syllabus contains detailed course description and instructional philosophy. Also includes methods of instruction and course schedule
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance, late assignments, and academic honest/plagiarism policies noted on syllabus
	Instructor’s name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	ENG and MAT prerequisites are noted
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	E	Instructional philosophy notes various occupations aligned to course topic
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and	S	course outline aligns to course objectives.

	consistent with the course-level objectives / competencies		
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	Course description and activities align well to course objectives
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement			
	The assessments measure the stated learning objectives or competencies	S	Assessments not evaluated for alignment.
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	Multiple quizzes, along with 2 exams, student presentation and paper are sequenced throughout the course
	The course provides learners with multiple opportunities to track their learning progress	E	Assessment of learning is sequenced throughout the course
Course Technology (including equipment)			
	The tools used in the course support the learning objectives and competencies	S	Multiple methodologies and resources are used to enhance student learning
	Course tools promote learner engagement and active learning	S	Instruction methods emphasize student engagement with the learning process
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support			
	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	Syllabus includes reference to academic support center and library. As Blackboard is required component of class, instructions for accessing and referral to computer technical assistance should also be provided
	Course instructions articulate or link to the institution's accessibility policies and services	S	Syllabus includes statement for students with disabilities and referral to disability services.
Industry Alignment and Credentials			
	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	No mention of industry recognized credentials is noted in program materials / descriptions. Instructor will add new section.

	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	Instructor will add ASQ Information.
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	Syllabus includes teaching procedures and information on course supplements. Improvement Opportunity: include assignments (labs, chapters to be read, etc.) on the syllabus schedule to allow multiple reference and access (not just through Blackboard) to assignments.
	All instructional materials used in the course are appropriately cited	E	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	Multiple materials are utilized (text, manuals, video's, etc.)
	The distinction between required and optional materials is clearly explained	E	Required textbook and tools are noted, references and video's indicate that they will be provided or shown in class
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	Multiple methods of instruction and student engagement are noted and are aligned to learning objectives
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
Online Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	S	Instructor developing one-page info sheet on Blackboard.
	Instructions make clear how to get started and where to find various course components	S	

	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	S	Includes a statement of civil discourse and respect. Statement could be slightly expanded to include civil discourse related to communication
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	S	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	S	Blackboard is a commonly used and good choice for online learning modules
	Minimum technology requirements are clearly stated and instructions for use are provided	S	
	Minimum technical skills expected of the learner are clearly stated	S	Minimum technical skills are inferred by requirements (email and use of Blackboard) but not expressly stated.
	The self-introduction by the instructor is appropriate and available online	n/a	
	Learners are asked to introduce themselves to the class	n/a	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

PLT 223	Production Design	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Syllabus contains course description and course structure is inferred through assessment and grading outline. Opportunities for improvement: outline teaching methodologies and add class schedule/outline
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance, late assignments, and academic honesty/plagiarism policies noted on syllabus
	Instructor's name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	

	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program website mentions occupations and provides a link to explore career opportunities (Career Coach)
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	TBD
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	Assumes homework and "mini-projects" will be inclusive of course objectives / learning outcomes
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	U	Additional details related to class projects should be included on syllabus
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	n/a	To be determined
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	Emphasis is placed on completion of projects by students
	Technologies required in the course are readily available	n/a	
	Course technologies are current	n/a	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	Syllabus includes reference to academic support center and library. As Blackboard is required component of class, instructions for accessing and referral to computer technical assistance should also be provided

	Course instructions articulate or link to the institution's accessibility policies and services	S	Syllabus includes statement for students with disabilities and referral to disability services.
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	No mention of industry recognized credentials is noted in program materials / descriptions.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	n/a	To be determined
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	S	No optional materials noted
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	With emphasis on discourse objectives, class projects and presentation are appropriate activities
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	Participation is noted as a component of grading, but instructor expectations for students should be included
Online Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	S	

	Instructions make clear how to get started and where to find various course components	S	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	S	Includes a statement of civil discourse and respect. Statement could be slightly expanded to include civil discourse related to communication
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	S	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	S	Blackboard is a commonly used and good choice for online learning modules
	Minimum technology requirements are clearly stated and instructions for use are provided	S	
	Minimum technical skills expected of the learner are clearly stated	S	Minimum technical skills are inferred by requirements (email and use of Blackboard) but not expressly stated.
	The self-introduction by the instructor is appropriate and available online	n/a	
	Learners are asked to introduce themselves to the class	n/a	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

PLT 224	Principles of Supervision	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Syllabus contains detailed course description and includes teaching methodology for the course
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and academic honesty/plagiarism policies noted on syllabus. Addition of late assignment policy is also suggested.
	Instructor's name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	

	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	MWCC Career Coach site
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Class schedule/topics align to learning outcomes
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	grading scale not included
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	Multiple quizzes and other assessments are utilized and sequenced appropriately
	The course provides learners with multiple opportunities to track their learning progress	S	Learning assessments are scheduled frequently. It is assumed that students received feedback/grades in a timely manner
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	in class discussions and research
	Technologies required in the course are readily available	n/a	
	Course technologies are current	n/a	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	Syllabus includes reference to academic support center and library. As Blackboard is required component of class, instructions for accessing and referral to computer technical assistance should also be provided

	Course instructions articulate or link to the institution's accessibility policies and services	S	Syllabus includes statement for students with disabilities and referral to disability services.
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	S	Course is aligned to AACSB standards, which ensure quality practices in management. Instructor will add information to syllabus.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	S	Primary text is aligned to AACSB standards, as are learning objectives
	Credential assessment scheduling and location is accessible to students	S	Instructor will add section about AACSB
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	Opportunity for improvement: include text/chapter reading assignments on the class schedule
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	S	No optional materials noted
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	in-class discussions
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	Participation is noted as a component of grading, but it is suggested that instructor expectations for students be included
Online Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	S	Instructor will develop one-page Blackboard instruction sheet.

	Instructions make clear how to get started and where to find various course components	S	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	S	Syllabus Includes a statement of civil discourse and respect. Statement could be slightly expanded to include civil discourse related to communication
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	S	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	S	Blackboard is a commonly used and good choice for online learning modules
	Minimum technology requirements are clearly stated and instructions for use are provided	S	
	Minimum technical skills expected of the learner are clearly stated	S	Minimum technical skills are inferred by requirements (email and use of Blackboard) but not expressly stated.
	The self-introduction by the instructor is appropriate and available online	S	
	Learners are asked to introduce themselves to the class	S	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

PLT 226	Materials Design and Applications	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Syllabus contains detailed course description and methods of instruction.
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance, late assignments, and academic honesty/plagiarism policies noted on syllabus.
	Instructor's name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program website mentions occupations and provides a link to explore career opportunities (Career Coach)

Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Class schedule/topics align to learning outcomes
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	Assessments were not reviewed. Quiz topics are noted on class schedule
	The course grading policy is stated clearly	S	Late assignment policy indicates due dates are included in course syllabus, but these assignment dates are not listed on the class schedule in the syllabus.
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	There is a discrepancy between class schedule and assessment & grading (schedule shows 3 quizzes and a final, grading shows mid-term, final, and 2 quizzes)
	The course provides learners with multiple opportunities to track their learning progress	S	Learning assessments are scheduled and sequenced appropriately. It is assumed that students received feedback/grades in a timely manner
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	

Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	Syllabus includes reference to academic support center and library. As Blackboard is required component of class, instructions for accessing and referral to computer technical assistance should also be provided
	Course instructions articulate or link to the institution's accessibility policies and services	S	Syllabus includes statement for students with disabilities and referral to disability services.
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	No mention of industry recognized credentials is noted in program materials / descriptions.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	Opportunity for improvement: include text/chapter reading assignments on the class schedule
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	textbook, handouts, and online materials
	The distinction between required and optional materials is clearly explained	S	no optional materials noted
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	in-class discussions
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	Participation is noted as a component of grading, but it is suggested that instructor expectations for students be included

<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	S	
	Instructions make clear how to get started and where to find various course components	S	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	S	Syllabus Includes a statement of civil discourse and respect. Statement could be slightly expanded to include civil discourse related to communication
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	S	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	S	Blackboard is a commonly used and good choice for online learning modules
	Minimum technology requirements are clearly stated and instructions for use are provided	S	
	Minimum technical skills expected of the learner are clearly stated	S	Minimum technical skills are inferred by requirements (email and use of Blackboard) but not expressly stated.
	The self-introduction by the instructor is appropriate and available online	n/a	
	Learners are asked to introduce themselves to the class	n/a	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

EET 103	Introduction to Industrial Electricity	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Syllabus contains detailed course description and methods of instruction.
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance, late assignments, and academic honesty/plagiarism policies noted on syllabus.

	Instructor’s name and contact info (office location, hours, email) are stated	U	office location, office hours and phone number/ext. should be added to syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	S	Core/placement skills only prerequisites. None noted on syllabus
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program website mentions occupations and provides a link to explore career opportunities (Career Coach)
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	E	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Class schedule/topics align to learning outcomes
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	Assessments were not reviewed. Quiz topics are noted on class schedule. Hands-on activities and chapter review assignments also included
	The course grading policy is stated clearly	S	Syllabus includes late assignment policy, homework due dates and participation expectations. Opportunity for improvement: move participation to page 2 for clarity on course expectations
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	n/a	To be determined.
Course Technology	The tools used in the course support the learning objectives and competencies	S	Utilizes online learning and manufacturing lab, with training devices and equipment
	Course tools promote learner engagement and active learning	S	hands-on activities included during class

(including equipment)	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	Syllabus includes reference to academic support center and library.
	Course instructions articulate or link to the institution's accessibility policies and services	S	Syllabus includes statement for students with disabilities and referral to disability services. Add phone number for disability services to aid access.
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	No mention of industry recognized credentials is noted in program materials / descriptions.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	E	Topical outline includes chapter references and describes skill labs
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	textbook, blackboard, manufacturing lab
	The distinction between required and optional materials is clearly explained	S	no optional materials noted
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	in-class discussions and hands-on activities/lab

	The instructor's plan for classroom response time and feedback on assignments is clearly stated	n/a	To be determined
	The requirements for learner interaction are clearly stated	E	Participation expectations and preparedness for class are included in syllabus (move to pg. 2 as noted above)
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	S	Instructions for Blackboard and email access, along with technical support, are noted in syllabus
	Instructions make clear how to get started and where to find various course components	S	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	n/a	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	S	Standard statement on use of Blackboard is included in syllabus, yet it appears all/most class assignments and information is noted on syllabus.
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	S	Blackboard is a commonly used and good choice for online learning modules
	Minimum technology requirements are clearly stated and instructions for use are provided	S	
	Minimum technical skills expected of the learner are clearly stated	S	Minimum technical skills are inferred by requirements (email and use of Blackboard) but not expressly stated.
	The self-introduction by the instructor is appropriate and available online	n/a	
	Learners are asked to introduce themselves to the class	n/a	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

PLT 105 (MET 105)	Introduction to Industrial Print Reading	Rating	Comments
	Learners are introduced to the purpose and structure of the course	S	Syllabus contains detailed course description and methods of instruction.

Course Overview	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and academic honesty policies noted on syllabus.
	Instructor's name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	Prerequisites noted
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program website mentions occupations and provides a link to explore career opportunities (Career Coach)
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Class schedule/topics align to learning outcomes
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	Opportunities for improvement: include chapters on topical outline, along with class/meeting dates to enhance student preparedness and understanding of expectations
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	Challenge exam aligns to learning objectives
	The course grading policy is stated clearly	S	Syllabus includes participation expectations.
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	Homework assignments could be more clearly stated on syllabus, along with grading scale
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	Learning assessments are scheduled and sequenced appropriately. It is assumed that students received feedback/grades in a timely manner
Course Technology	The tools used in the course support the learning objectives and competencies	S	exercises / examples are presented
	Course tools promote learner engagement and active learning	n/a	

(including equipment)	Technologies required in the course are readily available	n/a	
	Course technologies are current	n/a	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	Syllabus includes reference to academic support center and library.
	Course instructions articulate or link to the institution's accessibility policies and services	S	Syllabus includes statement for students with disabilities and referral to disability services.
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	No mention of industry recognized credentials is noted in program materials / descriptions.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	Teaching procedures noted on syllabus.
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	textbook, PowerPoint, exercises/examples
	The distinction between required and optional materials is clearly explained	S	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	Opportunity for improvement: Syllabus is not clear on level of student participation in classroom activities
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	Teaching procedures section of syllabus notes review and discussion of homework

	The requirements for learner interaction are clearly stated	S	Participation expectations and preparedness for class are included
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	S	Instructions for Blackboard and email access, along with technical support, are noted in syllabus
	Instructions make clear how to get started and where to find various course components	S	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	S	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	S	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	S	Blackboard is a commonly used and good choice for online learning modules
	Minimum technology requirements are clearly stated and instructions for use are provided	S	Directions for Blackboard access included
	Minimum technical skills expected of the learner are clearly stated	S	Minimum technical skills are inferred by requirements (email and use of Blackboard) but not expressly stated.
	The self-introduction by the instructor is appropriate and available online	n/a	
	Learners are asked to introduce themselves to the class	n/a	
<i>Other</i>	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

CAD 101	Introduction to CAD (Computer Aided Design)	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Syllabus contains detailed course description and methods of instruction.
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and academic honesty policies noted on syllabus.

	Instructor's name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	Placement level / core course prerequisites not noted on syllabus
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Career options are noted by program on MWCC's website.
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Topical outline on syllabus aligns to learning outcomes
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	Opportunity for improvement: Include a class schedule, aligned to topical outline, and including assignments/activities
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	Challenge exam aligns to learning objectives
	The course grading policy is stated clearly	S	Grading scale included on syllabus.
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	Challenge exam includes grading criteria (for 3D portion only, missing from 2D assignment). Syllabus does not clearly discuss grading of homework or project.
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	Class schedule not provided. It is assumed that learning assessments are scheduled and sequenced appropriately. It is assumed that students received feedback/grades in a timely manner
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	hands-on use of CAD software
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	

Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	Syllabus includes reference to academic support center and library.
	Course instructions articulate or link to the institution's accessibility policies and services	S	Syllabus includes statement for students with disabilities and referral to disability services.
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	No mention of industry recognized credentials is noted in program materials / descriptions.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	Textbook focuses on SolidWorks. Assume handouts or related supplemental materials are provided for Draft Sight (2D CAD)
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	Teaching procedures noted on syllabus.
	All instructional materials used in the course are appropriately cited	S	If handouts or additional materials are used they should be noted on syllabus
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	textbook, PowerPoint, exercises/examples
	The distinction between required and optional materials is clearly explained	S	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	Opportunity for improvement: Syllabus is not clear on level of student participation in classroom activities
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	Participation expectations for class are included in syllabus

<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	S	Instructions for Blackboard and email access, along with technical support, are noted in syllabus
	Instructions make clear how to get started and where to find various course components	S	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	S	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	U	Syllabus states that access to and regular use of computer is required. No alternative access noted
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	S	Blackboard is a commonly used and good choice for online learning modules
	Minimum technology requirements are clearly stated and instructions for use are provided	S	Directions for Blackboard access included.
	Minimum technical skills expected of the learner are clearly stated	S	Minimum technical skills are inferred by requirements (email and use of Blackboard) but not expressly stated. Syllabus notes that no previous CAD experience is required but does NOT mention computer / technical experience expectations
	The self-introduction by the instructor is appropriate and available online	n/a	
	Learners are asked to introduce themselves to the class	n/a	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

MET 220	Introduction to Robotics in Automation	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Syllabus contains detailed course description and methods of instruction.
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	Attendance and academic honesty policies noted on syllabus.

	Instructor’s name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	n/a	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Topical outline on syllabus aligns to learning outcomes
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	combination of learning modalities are used to attain learning objectives
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	n/a	Assessments not reviewed
	The course grading policy is stated clearly	n/a	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	n/a	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	n/a	
	The course provides learners with multiple opportunities to track their learning progress	S	It is assumed that learning assessments are scheduled and sequenced appropriately. It is assumed that students received feedback/grades in a timely manner
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	Computer and Manufacturing Lab provide hands-on activities
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	

Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	Syllabus includes reference to academic support center and library.
	Course instructions articulate or link to the institution's accessibility policies and services	S	Syllabus includes statement for students with disabilities and referral to disability services. Opportunity for improvement: include phone number for disability services
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	n/a	No mention of industry recognized credentials is noted in program materials / descriptions.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	n/a	
	Credential assessment scheduling and location is accessible to students	n/a	
	The learning outcomes reflect current industry trends	S	
Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	Utilizes manuals from robot manufacturer
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	Teaching procedures noted on syllabus.
	All instructional materials used in the course are appropriately cited	n/a	
	The instructional materials are current	S	Instructors regularly update materials and exercises
	A variety of instructional materials are used in the course	S	student manuals
	The distinction between required and optional materials is clearly explained	n/a	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	Hands-on activities using robot and mechatronics equipment
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Deadlines or schedule for in class assignments are not noted on syllabus, nor does it discuss feedback and response

	The requirements for learner interaction are clearly stated	S	Participation expectations and preparedness for class are included in syllabus
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	S	Instructions for Blackboard and email access, along with technical support, are noted in syllabus
	Instructions make clear how to get started and where to find various course components	S	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	n/a	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	n/a	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	n/a	
	Minimum technology requirements are clearly stated and instructions for use are provided	S	Directions for Blackboard access included.
	Minimum technical skills expected of the learner are clearly stated	S	Minimum technical skills are inferred by requirements (email and use of Blackboard) but not expressly stated.
	The self-introduction by the instructor is appropriate and available online	n/a	
	Learners are asked to introduce themselves to the class	n/a	
<i>Other</i>	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

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ELET 1710	Introduction to Robotics	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	Students spend 30 minute in classroom, 2.5 in the lab per night

	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location, hours, email) are stated	U	No instructor information provided.
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Career information is available on NCSC website
Learning Objectives			
	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	N/A	No unit level learning objectives provided.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	U	Learning outcomes and class activities are not clearly connected in materials. The list of topics/competencies is not linked to course schedule or specific outcomes.
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement			
	The assessments measure the stated learning objectives or competencies	S	Midterm and final are written, all other assessments are completed in lab through hands-on activities and observation
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	U	No evaluation criteria provided.
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	N/A	No assessments provided
	The course provides learners with multiple opportunities to track their learning progress	S	Students are able to track their progress using Canvas LMS
Course Technology (including equipment)			
	The tools used in the course support the learning objectives and competencies	S	New equipment purchased through TAACCCT grant, including robotics trainers and FANUC controls
	Course tools promote learner engagement and active learning	S	

	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is no reference to campus support services.
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	There are currently no credentials aligned with this course; however, NCSC is working through what it means to be a certified Fanuc center.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	Instructor creates/updates instructional material based on student needs
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	N/A	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and	The learning activities promote the achievement of the stated learning objectives or competencies	S	

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Learner Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Response time is not stated in writing.
	The requirements for learner interaction are clearly stated	U	Requirements are not listed, although instructor is clear about expectations during instruction.
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

ELET 2150	Motor Controls	Rating	Comments
	Learners are introduced to the purpose and structure of the course	S	

Course Overview	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location, hours, email) are stated	U	No instructor information provided.
	Prerequisite knowledge and/or required competencies are clearly stated	N/A	No prerequisites
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Career information is available on NCSC website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	U	Learning outcomes and class activities are not clearly connected in materials. The list of topics/competencies is not linked to course schedule or specific outcomes.
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	U	No assessments provided.
	The course grading policy is stated clearly	U	Grading scale is provided, but all other grading policy sections are blank.
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	U	No evaluation criteria provided.
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	U	No assessments provided
	The course provides learners with multiple opportunities to track their learning progress	U	Unable to assess.
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	

	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	No credentials listed.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	S	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	

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	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

EMMT 1010 Industrial Electricity		Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	

	Instructor's name and contact info (office location, hours, email) are stated	U	No instructor information provided.
	Prerequisite knowledge and/or required competencies are clearly stated	S	No prerequisites.
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Most students in the EMMT courses are apprentices; connection to job would be evident to them
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	U	Learning outcomes are not connected to topic timeline.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	Non-credit course: Pass or Fail For-credit course: regular 10 point scale used
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	Instructor observes hands-on activities and assigns rating of 1 through 4. Written assessments are scored out of 100.
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	Students track their progress using LMS
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	

Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	No credentials listed
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	No credentials listed
	Credential assessment scheduling and location is accessible to students	N/A	No credentials listed
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	Amatrol lessons used and supplemented by instructor based on student need
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Timing of feedback is not clearly stated

	The requirements for learner interaction are clearly stated	S	
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
<i>Other</i>	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

EMMT 1020 Fundamentals of Mechanical Systems		Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location, hours, email) are stated	U	No instructor information provided.

	Prerequisite knowledge and/or required competencies are clearly stated	U	Prerequisite listed (EMMT 1540) is more advanced than current course: Instructor confirmed that course is not even directly related - will remove.
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Career information is available on NCSC website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	U	Learning outcomes are cumulative rather than sequential
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	

Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	Amatrol workbooks and trainers used heavily in class.
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Timing of feedback is not clearly stated

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	The requirements for learner interaction are clearly stated	S	
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
<i>Other</i>	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

EMMT 1030 OSHA Regulations		Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	

	Instructor’s name and contact info (office location, hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required competencies are clearly stated	N/A	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Career information is available on NCSC website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	U	Outcomes are not connected to modules/units.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies		No assessments provided. Do students earn OSHA card? - NO
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	U	Criteria are not provided.
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	Unknown	
	The course provides learners with multiple opportunities to track their learning progress	Unknown	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies		
	Course tools promote learner engagement and active learning		
	Technologies required in the course are readily available		
	Course technologies are current		

Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	U	OSHA standards are mentioned in course description, but neither reasons for obtaining OSHA card nor steps for completing assessment are provided.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	U	Some outcomes clearly connected to OSHA, but not others
	Credential assessment scheduling and location is accessible to students	Unknown	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies		
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained		
	All instructional materials used in the course are appropriately cited		
	The instructional materials are current		
	A variety of instructional materials are used in the course		
	The distinction between required and optional materials is clearly explained		
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies		
	The learning activities provide opportunities for interaction that support active learning		
	The instructor's plan for classroom response time and feedback on assignments is clearly stated		

	The requirements for learner interaction are clearly stated		
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it		
	Instructions make clear how to get started and where to find various course components		
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated		
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners		
	Course navigation and multimedia facilitate ease of use and course design facilitates readability		
	Minimum technology requirements are clearly stated and instructions for use are provided		
	Minimum technical skills expected of the learner are clearly stated		
	The self-introduction by the instructor is appropriate and available online		
	Learners are asked to introduce themselves to the class		
<i>Other</i>	Course/program has been reviewed by an advisory committee, including representation from business/industry		
	Faculty have appropriate education/experience for the course content		
	Support services and resources for students are accessible		
	A policy/process is in place for continuous improvement of program/course (ex: program review)		

EMMT 1050 Fundamentals of Fluid Power Systems		Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructors name and contact info (office location and hours, email) are stated	U	No instructor information provided.

	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Career information is available on NCSC website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	U	Learning outcomes are not connected to topic timeline.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	U	Course assignments and grading scale are not linked
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	U	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	Students can track progress using LMS
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	Amatrol trainers are used in lab
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.

	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Timing of feedback is not stated.
	The requirements for learner interaction are clearly stated	S	
Online Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	

	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

EMMT 2100	Advanced Fluid Power Systems	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location, hours, email) are stated	U	No instructor information provided.
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Career information is available on NCSC website.

Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	U	Learning outcomes are not connected to topic timeline.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	U	Assignments are not linked to grading scale
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.
	Course instructions articulate or link to the institution's accessibility policies and services	S	
	If the course is aligned to industry recognized credentials, the purpose and	N/A	

Industry Alignment and Credentials	requirements for obtaining credentials is clearly stated		
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
Online Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	

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	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

EMMT 2250	Advanced PLCs	Ratings	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location, hours, email) are stated	U	No instructor information provided.
	Prerequisite knowledge and/or required competencies are clearly stated	S	Basic electricity, relays, motor starters, etc.
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Career information is available on NCSC website.
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	U	Learning outcomes are not connected to topic timeline.

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	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	U	Assignments are not linked to grading scale
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	

	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	

	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

EMMT 2300	The National Electric Code	Ratings	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location, hours, email) are stated	U	No instructor information provided. Steve
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	U	Learning outcomes are not connected to topic timeline.

	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	U	Instructor has clear system for grading using spreadsheet, but this isn't included in the syllabus
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential	N/A	

	objectives or competencies is clearly stated		
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	U	Assessments were developed 15-20 years ago
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	Instructor observes hands-on lab activities and provides verbal feedback
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Response time is not clearly stated
	The requirements for learner interaction are clearly stated	S	
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	S	This course is independent study, uses AMATROL online curriculum
	Instructions make clear how to get started and where to find various course components	S	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	

	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

EMMT 2400	Control Processes	Ratings	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor’s name and contact info (office location, hours, email) are stated	U	No instructor information provided.
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	

	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	Amatrol Trainers used
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	

	The learning outcomes reflect current industry trends	S	
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Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
Online Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	

	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

MECT 1750	Hydraulics and Pneumatics	Ratings	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location, hours, email) are stated	U	Instructor information not provided
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	

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Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

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Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	

	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

MECT 2330 Statics		Ratings	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location, hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	U	No connection explicitly stated
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	U	Topics timeline does not include outcomes.
	All learning objectives or competencies are stated clearly and written from the learner's perspective	U	Outcomes do not appear to align with topic list, do not include actions from Bloom's Taxonomy or other similar learning behavior
	The relationship between learning objectives or competencies and course activities is clearly stated	U	Outcomes do not appear to align with topic list, do not include actions from Bloom's Taxonomy or other similar learning behavior
	The learning objectives or competencies are suited to the level of the course	S	

Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	U	Student engagement policy indicates that there are checks for student progress and support needs, but there is not reference to campus support services.
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

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Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	

	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

MFGT 1120	Advanced Machining	Ratings	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location, hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Information available on NCSC website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Module outcomes provided
	All learning objectives or competencies are stated clearly and written from the learner's perspective	U	Not provided
	The relationship between learning objectives or competencies and course activities is clearly stated	U	Not provided
	The learning objectives or competencies are suited to the level of the course	S	
	The assessments measure the stated learning objectives or competencies	S	

Assessment and Measurement	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	U	Alignment to NIMS is mentioned in course description, but reason for alignment is not provided.
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	S	
	Credential assessment scheduling and location is accessible to students	U	NIMS pre-test provided; students must pay for NIMS assessments out-of-pocket.
	The learning outcomes reflect current industry trends	S	

Optional Categories

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Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	

	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

MFGT 1300	Welding and Welding Equipment	Ratings	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location, hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Information available on NCSC website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	Module outcomes provided
	All learning objectives or competencies are stated clearly and written from the learner's perspective	U	Not provided
	The relationship between learning objectives or competencies and course activities is clearly stated	U	Not provided
	The learning objectives or competencies are suited to the level of the course	S	
	The assessments measure the stated learning objectives or competencies	S	

Assessment and Measurement	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	Not aligned to AWS
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course	S	

	and module/unit learning objectives or competencies		
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	

	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	Employers contact instructors with feedback

MFGT 1550	CNC Setup and Operations	Ratings	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location, hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Information available on NCSC website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	U	Not provided
	The relationship between learning objectives or competencies and course activities is clearly stated	U	Not provided
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	U	
	The course grading policy is stated clearly	S	

	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	

	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	

Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

MFGT 1640	Computer Aided Manufacturing 1	Ratings	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor’s name and contact info (office location, hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Information available on NCSC website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	Aligned to NIMS credentials
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	

	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	Students must make a parts using Haas lathe as final exam
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	S	NIMS CNC Milling test used for programming assessment
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	

	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	

	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	
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MFGT 2010	Jig and Fixture Design	Ratings	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor’s name and contact info (office location and hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Information available on NCSC website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner’s perspective	U	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	Students create prototype tools and test to be sure they work.
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	

Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and	The learning activities promote the achievement of the stated learning objectives or competencies	S	

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Learner Interaction	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
Online Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

MFGT 2250	Stamping Operations and Die Design	Ratings	Comments
	Learners are introduced to the purpose and structure of the course	S	

Course Overview	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location and hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Information available on NCSC website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	U	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	

Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	

<i>Online Courses</i>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	
	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

MFGT 2640	Computer Aided Manufacturing 2	Ratings	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor's name and contact info (office location and hours, email) are stated	U	No instructor information provided
	Prerequisite knowledge and/or required competencies are clearly stated	S	

	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Information available on NCSC website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	U	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	Students must write programs for use in 1550 course
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	

Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	U	Students can take NIMS assessment, but alignment is not explained in syllabus
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	S	
	Credential assessment scheduling and location is accessible to students	S	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	S	
	The requirements for learner interaction are clearly stated	S	
Online Courses	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it	N/A	
	Instructions make clear how to get started and where to find various course components	N/A	

	Etiquette expectations for online discussions, email and other forms of communication are clearly stated	N/A	
	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners	N/A	
	Course navigation and multimedia facilitate ease of use and course design facilitates readability	N/A	
	Minimum technology requirements are clearly stated and instructions for use are provided	N/A	
	Minimum technical skills expected of the learner are clearly stated	N/A	
	The self-introduction by the instructor is appropriate and available online	N/A	
	Learners are asked to introduce themselves to the class	N/A	
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

Southwest Tennessee Community College Rubrics

MEET 1114	Print Reading / GD&T	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	U	Not included in syllabus
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	U	None listed
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Information available on STCC website
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	N/A	Module level learning outcomes not included
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	Students use Tooling U online modules to supplement class
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	

Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	U	Students take NIMS Job Planning, Benchwork, and Layout assessment but this is not mentioned in syllabus
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	U	See above
	Credential assessment scheduling and location is accessible to students	U	Unknown – not included in syllabus
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus

Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

MEET 1124	GD&T	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	U	Not included in syllabus
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	U	Not included in syllabus
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	Program website include career information
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	U	Unit level outcomes not listed
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	

	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	Tooling U used to supplement class time
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	S	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	

Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

MEET 1144	Machines Technology 1	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	U	Not included in syllabus
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	U	Not included in syllabus
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	Syllabus refers to NIMS duties and standards as objectives
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	

	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	U	Course is aligned to NIMS but NIMS assessments are not used—fully integrating NIMS into curriculum will benefit students by demonstrating mastery of competencies.
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	U	Syllabus states that students “are prepared to take” NIMS assessments, but does not explain how or where
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	U	See above
	Credential assessment scheduling and location is accessible to students	U	See above
	The learning outcomes reflect current industry trends	E	NIMS is widely accepted as the industry standard in machining

Optional Categories

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Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

MEET 1164	Machines Technology II	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	U	Not included in syllabus
	Instructor's name and contact info (office location, hours, email) are stated	U	Not included in syllabus
	Prerequisite knowledge and/or required competencies are clearly stated	U	Not included in syllabus
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	

Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	Syllabus refers to NIMS duties and standards as objectives
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	U	Course is aligned to NIMS but NIMS assessments are not used—fully integrating NIMS into curriculum will benefit students by demonstrating mastery of competencies.
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	S	
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	S	
Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	

Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	U	Syllabus states that students “are prepared to take” NIMS assessments, but does not explain how or where
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	U	See above
	Credential assessment scheduling and location is accessible to students	U	See above
	The learning outcomes reflect current industry trends	E	NIMS is widely accepted as the industry standard in machining

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	U	Not included in syllabus
Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

INET 2014	CNC Machining	Rating	Comments
Course Overview	Learners are introduced to the purpose and structure of the course	S	
	Course and/or institutional policies with which the learner is expected to comply are clearly stated (or link to policies is provided)	S	
	Instructor’s name and contact info (office location, hours, email) are stated	S	
	Prerequisite knowledge and/or required competencies are clearly stated	S	
	Relationship of the course/program to career opportunities and occupational and/or life skills are stated	S	
Learning Objectives	The course learning objectives, or course/program competencies, describe outcomes that are measurable	S	
	The module/unit level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives / competencies	S	
	All learning objectives or competencies are stated clearly and written from the learner's perspective	S	
	The relationship between learning objectives or competencies and course activities is clearly stated	S	
	The learning objectives or competencies are suited to the level of the course	S	
Assessment and Measurement	The assessments measure the stated learning objectives or competencies	S	
	The course grading policy is stated clearly	S	
	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy	S	
	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed	S	
	The course provides learners with multiple opportunities to track their learning progress	U	Not included in syllabus
Course Technology (including equipment)	The tools used in the course support the learning objectives and competencies	S	
	Course tools promote learner engagement and active learning	S	
	Technologies required in the course are readily available	S	
	Course technologies are current	E	

Learner Support	The course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them	S	
	Course instructions articulate or link to the institution's accessibility policies and services	S	
Industry Alignment and Credentials	If the course is aligned to industry recognized credentials, the purpose and requirements for obtaining credentials is clearly stated	N/A	
	The relationship between course learning objectives or competencies and credential objectives or competencies is clearly stated	N/A	
	Credential assessment scheduling and location is accessible to students	N/A	
	The learning outcomes reflect current industry trends	E	

Optional Categories

Instructional Materials	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies	S	
	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained	S	
	All instructional materials used in the course are appropriately cited	S	
	The instructional materials are current	S	
	A variety of instructional materials are used in the course	S	
	The distinction between required and optional materials is clearly explained	N/A	
Course Activities and Learner Interaction	The learning activities promote the achievement of the stated learning objectives or competencies	S	
	The learning activities provide opportunities for interaction that support active learning	S	
	The instructor's plan for classroom response time and feedback on assignments is clearly stated	U	Not included in syllabus
	The requirements for learner interaction are clearly stated	S	

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Other	Course/program has been reviewed by an advisory committee, including representation from business/industry	S	
	Faculty have appropriate education/experience for the course content	S	
	Support services and resources for students are accessible	S	
	A policy/process is in place for continuous improvement of program/course (ex: program review)	S	

To be reviewed (currently under development): INET 2024 – Advanced CNC Machining and INET 2044 – CAD/CAM Machining