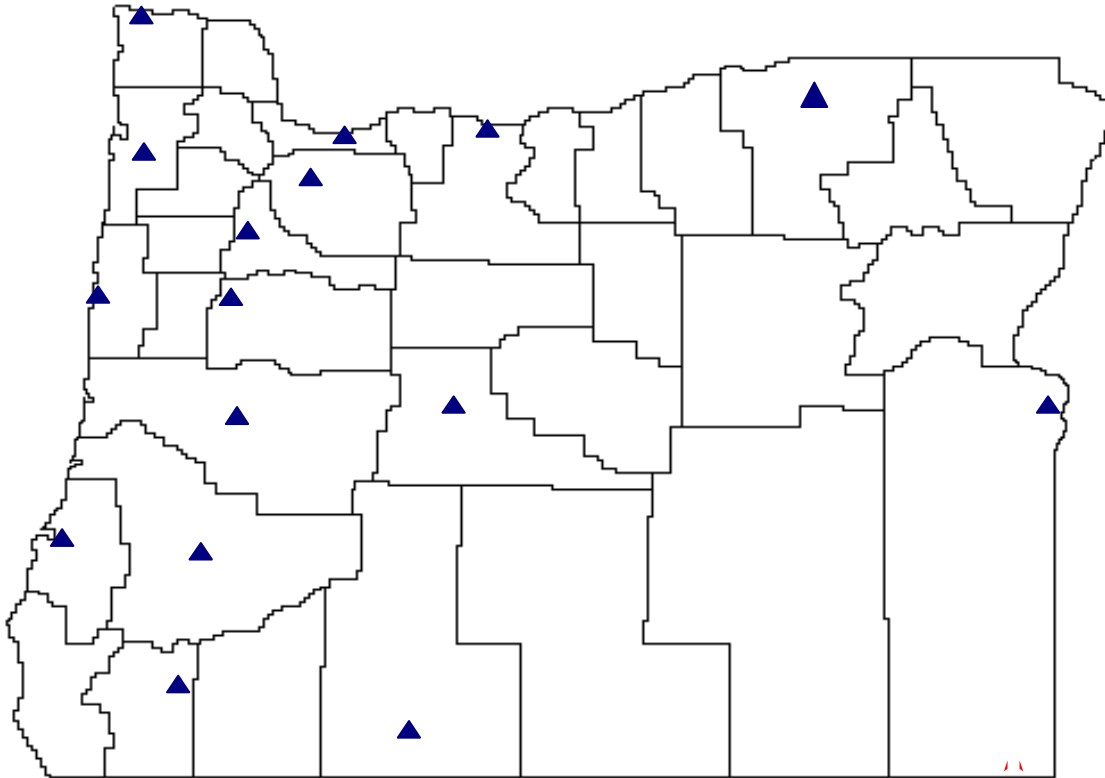# CASE Subject Matter Expert Curriculum Review Summary Report

Submitted to the CASE Management in fulfillment of the

TAACCCT grant requirements

by

Connections Consulting Inc.

April 2014

Background

In October 2011, a consortium of the 17 Oregon community colleges received an $18.7 million dollar federal grant from the US Department of Labor through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) workforce training program. The project, called the CASE grant (Credentials, Acceleration, and Support for Employment), is scheduled to conclude in September 2014 (no-cost extension pending). As a part of the grant deliverables, the CASE consortium is required to conduct a third-party review of any curricula developed or modified using grant funds. Using Subject Matter Experts (SMEs) with demonstrated experience in developing or implementing similar educational and training programs, the CASE SME Curriculum Review was designed and implemented beginning in October 2013 with a Request for Proposal (RFP). Connections Consulting Inc. was awarded the contract.

The overall approach for designing and implementing a curriculum review process utilizing SMEs from the consortium colleges was defined in three phases: 1) Development of a Curriculum Review Process; 2) Facilitation and Coordination of the Curriculum Peer Review; and 3) Preparation of the CASE Curriculum Peer Review Report. Each aspect of the project required coordination and technical support, research and data gathering, and writing skills. Beginning with identifying and engaging faculty reviewers and building relationships among partners, the contractors worked with the CASE Management Team every step of the way.

Dr. Eileen Casey White, President of Connections Consulting, was lead staff on the review. Her familiarity with Oregon community colleges and Career Pathways, coupled with her academic expertise and experience in curriculum design, project management, and research, ensured the development and implementation of a viable and realistic curricular review process. The project timelines and deliverables are summarized in the following section.

Curriculum Review Process

Phase 1, Development of a Curriculum Review Process, began with the establishment of relationships with CASE colleges and the Management Team. The project had been underway for over two years, and Dr. White was coming into the process after curricula had already been developed by faculty. While the Management Team had collected examples of innovative teaching and learning models through Quarterly reports, there was no definitive list of what curricula qualified or a pre-determined procedure about how the review was to be conducted. Working with the CASE Management team, Dr. White developed the following Qualifications Statement for all curricula to be reviewed:

Credit and non-credit curricula developed or revised as part of CASE grant activities are required to undergo a formal third-party review process if one or more of the following applies:

- *Any part of the curriculum development process for a new course/workshop was funded by the CASE grant;*
- *An existing course was revised or adapted in some way (including online, acceleration, and/or enhancement) with CASE funds and was required to be submitted to internal college curriculum review;*
- *A workshop with substantial academic content (i.e., not advising or one-on-one tutoring) was developed using CASE funds and was 6 or more contact hours in length and was offered more than one time during the grant period.*

Portfolios. Additional activities during Phase 1 focused on determining how to best represent the courses to reviewers. Because no common guidelines were established at the start of the grant, faculty interpreted evidence of "curriculum development" in a variety of ways, from elaborate lesson plans and materials in binders to draft course outlines and material samples. It was determined that a Portfolio approach, requesting samples of core components from every course regardless of length or topic, would be an effective method of review. Each college submitting a course for review was given this set of descriptors for submission:

For each course or workshop being reviewed, include the following:
- *Syllabus* – at a minimum, this must include:*
  - o *Course title / number*
  - o *Number of credits and/or hours (for non-credit courses/workshops)*
  - o *Goals and objectives (statement of the broad educational purpose for the course/workshop)*
  - o *Student learning outcomes*
  - o *Course description (from catalog is adequate)*
  - o *Pre-requisites or other course requirements (e.g., student must be enrolled in a program or additional course)*
  - o *Methods of evaluation (e.g., grading system, policies, tests, projects)*
  - o *Required and optional texts and other course materials*
- *Course / Workshop Outline (including major topics, activities, and length of classes/sessions)*
- *Lesson Plans for two (2) class sessions*
- *Two (2) Assignments (e.g., project, class activity) with all related handouts and materials*
- *Two (2) Assessments (e.g., test, project rubric, performance checklist)*
- *Two (2) examples of industry-based application (e.g., class activities, research, roleplaying, guest speakers) related to the Program of Study – How are you teaching about the industry? ***

* For workshops that don't have a formal syllabus, create a summary page addressing each sub-bullet
** Required for CTE courses only

To give context, instructors were asked to complete a Portfolio Summary sheet for each course (Appendix A) that included file names and brief explanations about how the examples fit into the overall course structure and flow. The Summary sheets and files were then uploaded into a Dropbox account set up specifically for this project (CASE.curriculumreview@gmail.com, PW: 17Pathways). Each college had a folder, and within that folder were additional folders for each course. Technical support was provided as needed.

Reviewers. While college staff were preparing and uploading files, SMEs were being recruited from all consortium colleges. Each course was to be reviewed by a minimum of three and maximum of five SMEs, ones not affiliated with the course and/or the college that developed it. With 51 courses to be reviewed, this required a deep pool of qualified reviewers; 44 were ultimately approved and participated. Each completed a SME Qualifications application (Appendix B) and committed to review from one to 15 courses, depending on need, availability, and areas of expertise. Collectively, the reviewers represented over 650 years of educational experience, averaging 15 years in academia (range of 3 to 34 years). Industry experience was equally important, particularly in reviewing career-technical (CTE) courses; over 600 years of expertise was represented in the reviewers, an average of 13 years working in the relevant industries (some with as much as 40+ years). All were current or former/retired

faculty from 15 Oregon community colleges and Oregon State University. They were each paid two hours per course at their institution's non-instructional rate.

Scoring Rubric. With courses in over 10 academic and career-technical areas, the scoring rubric had to be one that could capture core components of a course without focusing specifically on content. CASE Management Team shared examples from other federal grant projects, and Dr. White researched additional models. The final version (Appendix C) was based on three core principles of the CASE Curriculum Review philosophy: 1) continuous improvement; 2) professional development; and 3) direct application. There were no pass/fail or minimum scores for a course, provided that all required portfolio components were submitted by the participating college. The focus of the review process was to share best practices and feedback on the work of colleagues. These were Blind Reviews, meaning that reviewers did not know how the courses were created, and the course developers did not know who reviewed their work. This allowed reviewers to respond without bias or pre-conceived ideas about the portfolio, and ensured that the curriculum and related products stood on their own merits. Six areas were targeted in the scoring and comments: Syllabus and Course Outline, Learner Objectives and Interaction, Instructional Design, Instructional Materials, Assessment and Measurement, and for those courses that were CTE, Industry-Based Application. The Rubric included 30 statements in these categories; for each, reviewers were asked to score them from 1 (not evident) to 4 (completely evident); the total possible score for non-CTE courses was 108; the total for CTE courses was 120. Reviewers also included Strengths and Suggestions for each section.

In Phase 2, Facilitation and Coordination of the Curriculum Review, the Connections Consulting team distributed the scoring rubrics for each course to reviewers as assigned, and included a step-by-step guide (Appendix D) for them to use in the process. Most course assignments and materials were available by mid-March, allowing reviewers to have time during Spring Break to conduct the reviews before the rubrics were due on April 4th. Some of the courses being taught during Winter term were not ready by the original deadline, so those were made available by April 4th and rubrics were returned by April 15th. Two of the courses required for review from Clackamas Community College, WLD 210 and MFG 199, were never submitted to reviewers; they will undergo a separate review conducted by the college staff in order to meet DOL requirements.

Summary compilation. All scores and comments were summarized and compiled by course, with copies sent to the colleges and reviewers. The individual course summaries (including scores and comments) can be found in the CASE Curriculum Review Dropbox folder under "Final Course Review Summaries." The pie chart below (Table 1) shows the breakdown of content areas, and Appendix E provides a summary table of the scores for each course. Of the fifty-one courses reviewed, 20 were new courses and 31 were revisions (e.g., conversion to online, expansion of content, enhancement of teaching and learning strategies) to existing courses. They ranged from 10-hour workshops to 60 hour (6-credit) courses, and nearly 60% were part of a Career Pathway certificate program.
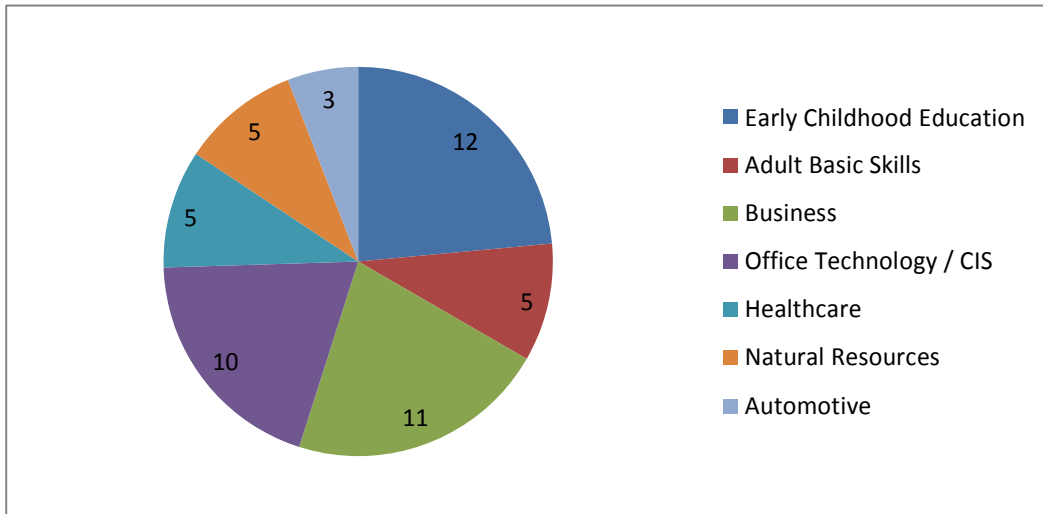
Table 1: Course Review Areas

Review Process. Part of the CASE Management Team rationale for conducting a formal review was to support opportunities for colleges to do more than just meet the DOL "letter of the law" in a curriculum review. As a result, the scoring process, summary, and dissemination were designed to encourage faculty reflection and analysis on both the courses being reviewed and on their own teaching and learning practices. Many reviewers remarked that the process prompted them to consider their own work and that of their department and college; others noted that in reading in the side-by-side results summaries it was interesting how similarly or differently the reviewers saw the identical course. For their part, the instructor-designers appreciated seeing their work being praised by colleagues, and took the suggestions to heart in making course revisions or adjustments.

Promising Practices

This report is the result of work conducted in the final phase, **Preparation of the CASE Curriculum Review Report.** In this section, twelve courses (9 new and 4 existing) will be highlighted as examples of innovative practices that may have applicability throughout the CASE consortium. These courses are also identified as Promising Practices courses in the Summary of Course Scores table (Appendix E).

❖ **Agriculture and Natural Resources – Tillamook Bay CC (new):** In partnership with Oregon State University (OSU), Tillamook Bay Community College (TBCC) faculty and industry advisory committees have developed or adapted existing coursework in Agriculture and Natural Resources. Driven by a community need to support local industry and the economy, the team designed five new courses in Organic Waste Management, Cheese Making, Wine Making, Beer Making, and General Viticulture, and adapted 10 others (not reviewed) currently offered by OSU in the same fields. The strengths of this Promising Practice are in focusing on the needs of the local economy and population and in leveraging resources with other higher educational institutions. With the Agriculture and Natural Resources program, individuals can stay in the Tillamook Bay community, participate in cutting-edge training programs designed in partnership with local employers, and earn credits at both TBCC and OSU.

❖ **ECE 130 and ECE 160, ESL Support Courses for ECE VESL – Lane CC (new):** These two courses were designed to support non-native English speaking students who were also studying Early Childhood Education (ECE) coursework. Students met one time per week, and course activities were in direct alignment with what they were studying in the ECE courses. This Promising Practice requires close alignment between the Adult Basic Skills/Vocational English as a Second Language (VESL) instructor and the ECE instructor throughout the term. The course activities not only focused on classroom skills, but also included Moodle assignments to give the students experience learning in an online platform. This latter activity was required as part of both the ECE and ESL courses, with one instructor looking at grammatical expression and correct use of word forms, and the other focusing on content. Lesson plans were dynamic, built in real-time around what students were struggling with in both the ESL and ECE classrooms. One reviewer captured the general comments about these courses: "Reviewing this course was a pleasure. It is obvious that much attention to detail and thought went into every aspect of course development. Very well done!"

❖ **Friday Night Write – Rogue CC (new):** Reviewers appreciated use of real-world materials in this Vocational ESL supplementary writing course. These artifacts included emails from teachers to parents, program flyers, and newsletters; they were used as examples of industry writing and as prompts for students' writing activities. The reviewers assigned to this course were a mix of Adult Basic Skills and Early Childhood Education instructors, giving the reviews a balanced approach. It serves as a Promising Practice for other colleges as a non-credit course that supports ESL students as they transition to CTE programs.

❖ **CAS 122-01 Keyboarding for Speed and Accuracy – Columbia Gorge CC (enhanced):** This course was redesigned in Moodle, an online learning platform. In order to review the course, reviewers had to log into CGCC's Moodle system as a student instead of pulling down individual files from Dropbox. The designing instructor provided detailed information on how to locate the activities and assessments to be reviewed, with context about how and when they occurred in the course. A Promising Practice was the incorporation of additional Keyboarding software that online students used to complete the activities within the Moodle shell. According to one reviewer, this allowed the instructor to not only measures keyboarding success but to tie that learning to speed, accuracy in completing documents, and proofreading. The course recently underwent a Quality Matters review internally. CASE reviewers were impressed with the links and instructional videos built into the course (e.g., posture tips from OSHA), which strengthen the content and allows students to view all aspects of keyboarding in the work environment.

❖ **BA 285 Human Relations in Organizations – Portland CC (enhanced):** The instructor has crafted a course with new twists on leadership and the role each individual plays within an organization. The Portfolio and sample files provided an array of teaching and learning strategies; reviewers noted the "extensive interaction for active and participative learning." The Personal Learning Portfolio activity (a Promising Practice) served as a consistent point of reflection for students in their learning throughout the term, and also acted as an assessment tool to gauge student progress. Reviewers

also commented positively on the use of multiple learning styles in development, team presentations, use of videos and real-life scenarios, and business communication techniques. One reviewer stated, "This course equals or exceeds the equivalent course at the university level."

❖ **CIS 125D Microcomputer Application: Databases – Umpqua CC (enhanced):** Converted from a face-to-face course to an online learning platform, CIS 1215D was commended by the reviewers for its use of industry speakers, current case studies, and independent research on current issues to keep the students connected to real-world application. The instructor also incorporated CISCO industry activities which align with ways that students would be assessed in the workplace, a Promising Practice for other colleges to consider for those programs where industry certifications play a prominent role in occupational success.

❖ **ECE 151 Guiding Children in Group Settings – Rogue CC (enhanced):** This course is one of nine that were retooled by Rogue Early Childhood Education faculty to support the growing non-native English-speaking population and a thriving occupational field in the local economy. The reviewers commented on the use of role-play and research opportunities in this particular course, and the fact that many of the course materials have applicability in the "real world of ECE." One example is the development of on-the-spot flashcards that student make and can use in their own workplaces. In general, these enhanced ECE courses were described as "robust and well-developed." In coordination with the Friday Night Write course (highlighted above), Rogue ECE and Adult Basic Skills faculty have developed a Promising Practice and a strong partnership that is serving students well.

Recommendations

The CASE Management Team had limited direction from the Department of Labor on how to conduct a Curriculum Review. As a result, they had to identify their own priorities and give broad latitude to Connections Consulting to design and deliver on the parameters they set. Other than meeting the DOL requirements that were in place, the most important deliverable, as stated by the CASE Director, was to create a process that would "make something actually meaningful out of this DOL-required project, rather than just fulfilling the letter of the SGA." During the development and implementation of the CASE Curriculum Review process, several issues emerged that could be defined as Strengths and Challenges in completing the reviews.

Strengths

▪ **Peer Feedback.** Reviewers were all current or retired faculty from higher education institutions in Oregon. Inevitably, they brought their own classroom perspectives to the scoring and comments, often referencing resources or techniques they had personally found successful. Many commented later that the process prompted them to review their own courses in the same way, and to talk with colleagues at their institutions about conducting a similar process. Several of the Early Childhood Education instructors who submitted courses have sought each

other out at ECE and ABS training sessions over the last few months, and have committed to keeping in contact and sharing strategies and materials in the future.

> **Recommendation:** *Facilitate more opportunities for faculty to interact with one another about curriculum best practices.*

- **Universal Access.** In order for reviewers to access materials easily, the Dropbox application was used as the common "file drawers" where all samples were stored by the colleges participating in the reviews. This application eliminated the need for bulky email attachments or stacks of paper; reviewers could open and review documents on many electronic devices (e.g., desktop computer, laptop, tablet, phone) without downloading files. However, if they chose to download and print the materials for review, they could do so. These electronic files are now accessible by the CASE Management Team to use with consortium members in the future.

  > **Recommendation:** *Provide access to Portfolio Summaries and files to all CASE colleges to support professional development.*

- **Portfolio Samples.** With workshops and courses of differing length, depth, and development, obtaining enough materials for reviewers to use in the process was a challenge. Some college faculty had developed elaborate binders with every handout and class activity in great detail; others were still shaping the course in the pilot stages and were working with little more than a course outline and a text. Requiring a sample of assessments, activities, and lessons, coupled with a course outline and syllabus provided an array of materials to review; the Portfolio Summary gave context, as the designing instructors preparing the samples could describe how, why, and where they were used in the course. Many reviewers said they appreciated this model; they didn't have the time to review an entire 30-hour course, and this gave them the flavor and "bones" of the classroom experience.

  > **Recommendation:** *Consider adopting a portfolio model for review in future grant proposals and at the department or division level within colleges.*

Challenges

- **Portfolio Preparation**. When the instructors who created the courses had a hand in preparing the Portfolio Summaries taking time to choose samples, describing the contexts, and working to craft a true portfolio that best represented their work, reviewers responded positively and engaged more fully in the feedback. However, not every college included the original instructors in this process; many of those submissions were minimal, with just file names and almost no background. As a result, reviewers were frustrated and confused. They wanted to better understand the course, but were limited by what had been submitted; that was ultimately reflected through the scores and comments.

  > **Recommendation:** *Place more focus on helping faculty prepare representative samples for reviewers in future curriculum review models.*

- **Technology.** While the use of "cloud storage" provided ease of access, it was not a familiar use of technology for some instructors and reviewers. Loading files was made easier for colleges through one-on-one technical support, with Dr. White troubleshooting with staff and creating work-around strategies as needed. A few reviewers initially struggled with how to access files that were not attached to an email or on their hard drives, but most were pleased at the ease with which they could complete the reviews.

  > *Recommendation: Identify resources at each college to support instructors and reviewers with the use of emerging technology (other than for online courses).*

- **Reviewer and College Engagement.** While having a diverse review pool of experienced instructors contributed to the success of the Curriculum Review, it also created some challenges. And as noted in a previous Challenge bullet, with more than 50 courses from ten colleges, some portfolios were better prepared than others. All reviewers were paid for two hours at a non-instructional rate for each course, regardless of how much time they actually spent on it. Most reviewers clearly took their jobs seriously, providing detailed and specific comments that indicated that they had spent time reading through and reflecting on the course materials. They also responded quickly to emails and submitted all reviews within the time allotted. A few reviewers and instructors preparing portfolios, however, provided very limited or no comments on any aspect; others repeatedly missed deadlines, didn't respond to emails or return calls, and generally increased the amount of daily staff time Connections Consulting needed to complete the project. All reviewers submitted SME Qualifications applications and indicated that they understood the time commitment; all participating colleges knew from the start of the grant what the time and resource requirements for having their courses reviewed might be. It is unclear what more could have been done to ensure better engagement for this review process.

  > *Recommendation: Develop policies and practices within the consortium to support all aspects of the grant deliverables, including incentives for positive engagement.*

Appendix A:

CASE Curriculum Review Portfolio Summary

*All files for review need to be uploaded to the Dropbox folder provided for your course by <u>March 3</u>. If your course is **delivered online**, you will need to download the appropriate files from your shell and load them to Dropbox if they are available in that format. If they are not, contact me and we will work on setting up access to your course.*

*You should have already received a link in your email to your college's specific Dropbox folder. Once you have uploaded the files, list the **exact file name in your Dropbox folder** for each component in the spaces below. This Portfolio Summary sheet will be provided to each reviewer for your course. In the Notes section, you may want to provide a brief description or context if needed (e.g., "this assessment is given as part of a final class project."). All components are required unless you have requested an exception. A checklist of the Portfolio Requirements is included at the end of this form. <u>SAVE your completed Portfolio Summary and UPLOAD it to your Dropbox folder, along with all the course files.</u>*

As always, if you or your college contact has any questions about this, please contact me by email (Eileen.caseywhite@gmail.com) or phone (503.559.8946) any time.

Course Title: Click here to enter text.

Instructor: Click here to enter text.

Dropbox Folder Name: Click here to enter text.

Date Submitted: Click here to enter text.

****

<u>**Syllabus**</u> *– see Portfolio Requirements for required components*
File Name: Click here to enter text.
Notes: Click here to enter text.

<u>**Outline**</u> *-- see Portfolio Requirements for required components*
File Name: Click here to enter text.
Notes: Click here to enter text.

2 Lesson Plans *– In Notes, identify where in the course sequence the lesson will be delivered.*
File Name #1: Click here to enter text.
Notes: Click here to enter text.

File Name #2: Click here to enter text.
Notes: Click here to enter text.

2 Assignments *– In Notes, identify in which lesson the assignment will be given. Be sure to attach all related handouts and materials for each Assignment.*
File Name #1: Click here to enter text.
Notes: Click here to enter text.

File Name #2:Click here to enter text.
Notes: Click here to enter text.

Portfolio Requirements

For each course or workshop being submitted for review, please include the following:

☐ <u>Course Syllabus</u>* – this should include:
- Course title / number
- Length of course / workshop
- Very brief description of topics covered each week or session
- Methods of evaluation (e.g., presentations, tests, projects) and grading scale/policies
- Required and optional texts and other course materials

☐ <u>Course Outline</u>* – this should include:
- Course title & number, number of credits (or hours, for non-credit), and session length
- Description of course (from Dept. of Education-approved outline)
- Objectives of the course (statement of broad educational purpose for the course/workshop)
- Student-oriented learning outcomes
- Pre-requisites and other course requirements (e.g., student must be enrolled in a program, co-enrolled in another course/lab, completed lower-level course)
- Grading requirements (e.g., Pass/Fail, A=91-100%)

*NOTE: You do not need to rewrite your syllabus and/or course outline to meet these requirements, as long as the bulleted items can be found in <u>either </u>the Syllabus or Course Outline.

☐ <u>Lesson Plans </u>for two (2) class sessions – *Be sure to complete the appropriate Notes sections above to identify where they can be found in the Syllabus.*

☐ <u>Two (2) Assignments </u>(e.g., project, class activity) **with all related handouts and materials** -- *Be sure to complete the appropriate Notes sections above to identify where they can be found in the Syllabus.*

☐ <u>Two (2) Assessments </u>(e.g., test, rubric, performance checklist) -- *Be sure to complete the appropriate Notes sections above to identify where they can be found in the Syllabus.*

☐ <u>Two (2) Examples of Industry-Based Application </u>– *If your course is part of a Career-Technical (CTE) program, describe at least 2 ways that you are helping students apply their learning to their future workplaces in the industry, using the space in the Summary above. It can be as simple as researching jobs and skill requirements or as complex as simulations on industry equipment in the classroom.*

Use the Additional Information space on the form to provide additional details about the course. *Are there features that make it unique or innovative? What are your plans for this course after the grant ends? Do you have any Lessons Learned or advice for other instructors who might want to teach it in the future? Your reviewers are generally faculty from other colleges who are teaching in the same Program of Study areas, or who have industry experience related to your field. What do you want them to know about your course?*

Appendix B: CASE Curriculum Review

Subject Matter Expert Qualifications

Thank you for agreeing to be a reviewer for curriculum developed as a part of the CASE grant. According to Department of Labor CASE requirements, Subject Matter Experts (SMEs) must have demonstrated experience in developing and/or implementing training and educational materials within a Program Area.

*In order to match you with the appropriate courses, please complete the following form and return it to me by **Friday, March 7** at Eileen.caseywhite.gmail.com. The text boxes will expand to your responses; just fill out and save.*

****

Name: Click here to enter text.   **College:** Click here to enter text.

Email: Click here to enter text.   **Phone:** Click here to enter text.

Employer (if different than college): Click here to enter text.

Who is your CASE college contact for the curriculum review? Click here to enter text.

Program Areas you are qualified to review (check as many as apply):

- Adult Basic Skills* ☐
- Business Management ☐
- Project Management ☐
- Computer Information Systems (e.g., Networking, WAN) ☐
- Early Childhood Education ☐
- Emergency Medical Technician (EMT) ☐
- Manufacturing ☐
- Medical Assistant ☐
- Office Technology ☐
- Welding ☐
- Prior Learning Experience ☐
- Automotive ☐

*The ABS (GED and ESL) courses are contextualized using content from Early Childhood Education, Office Technology, and Manufacturing. Content-area experts will be reviewing these classes as well.

****

EXPERIENCE QUALIFICATIONS: *As a reviewer, you can be qualified in a number of ways. In the next section, please identify the academic and work experience that applies to each Program Area you have identified above. You may have teaching experience, have worked in the industry, or a combination of both.*

Professional Credentials related to the Program Areas (e.g., academic degrees/certificates, industry certifications): Click here to enter text.

Teaching Experience (describe for each Program Area indicated above):
1. Program Area: Click here to enter text.
   Number of Years: Click here to enter text.

Examples of Courses Taught: <u>Click here to enter text.</u>
2. Program Area: <u>Click here to enter text.</u>
    Number of Years: <u>Click here to enter text.</u>
    Examples of Courses Taught: <u>Click here to enter text.</u>
3. Program Area: <u>Click here to enter text.</u>
    Number of Years: <u>Click here to enter text.</u>
    Examples of Courses Taught: <u>Click here to enter text.</u>

Industry Experience (describe for each Program Area indicated above):
1. Program Area: <u>Click here to enter text.</u>
    Number of Years in the industry: <u>Click here to enter text.</u>
    Examples of Job Titles or responsibilities: <u>Click here to enter text.</u>
2. Program Area: <u>Click here to enter text.</u>
    Number of Years in the industry: <u>Click here to enter text.</u>
    Examples of Job Titles or responsibilities: <u>Click here to enter text.</u>
3. Program Area: <u>Click here to enter text.</u>
    Number of Years in the industry: <u>Click here to enter text.</u>
    Examples of Job Titles or responsibilities: <u>Click here to enter text.</u>

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WORKLOAD: *Each course reviewed will include a Rubric and online Portfolio. You will be able to access the files electronically through Dropbox or through a college server (for online courses). Completing the 30-item rubric and narrative responses should not take you more than 2 hours per course. You will be paid for 2 hours (regardless of how long it takes you) at **your** college's non-instructional rate for **each** course you review. All reviews must be completed between March 4 and April 4, 2014.*

*The number of courses in each Program Area varies; please refer to the Curriculum Summary for the totals. You may **not** review your own college's courses, unless you are an employer who was not involved in the course development.*

What is the maximum number of courses you are willing to review? <u>Click here to enter text.</u>

Thank you for completing this Reviewer SME Qualification form. If you have any questions or need additional information about the process, please contact Eileen.

****

<div align="center">

PLEASE SAVE AND RETURN THIS FORM TO EILEEN (<u>Eileen.caseywhite@gmail.com</u>)
NO LATER THAN FRIDAY, MARCH 7.

</div>

Appendix C: Sample Scoring Rubric

<table>
<tr><td colspan="2" style="text-align:center">Curriculum Evaluation Rubric</td></tr>
<tr><td>Course:</td><td>Date:</td></tr>
<tr><td>Dropbox link:</td><td>Reviewer:</td></tr>
</table>

The philosophy of the CASE curriculum review process is based on three principles: 1) continuous improvement; 2) professional development; and 3) direct application. There are no pass/fail or minimum scores for a course, provided that all required portfolio components are submitted by the participating college. The focus of the review process is to share best practices and feedback on the work of colleagues. These are Blind Reviews, meaning that you will not know the name of the college or instructor who created the course, and they will not know who reviewed their work, until the end of the review process. At that time, if the two parties wish to know or want to follow up, that information will be shared. This will allow reviewers to respond without bias or pre-conceived ideas about the work, and will ensure that the curriculum and related products stand on their own merit.

Instructions: Use one rubric per course. Access the Dropbox folder for the course listed above; all required Portfolio components should be included in the folder.

Begin by reviewing the Syllabus and Course Outline and complete Sections A and B of the Rubric. Section C (Instructional Design) relates to the sample lesson plans, Section D (Instructional Materials) focuses on the lesson and sample activities, and Section E (Assessment & Measurement) corresponds to the two sample Assessment tools provided in the Portfolio and the section of the Syllabus related to Evaluation. Industry-Based Application (Section F) may be evident in the lesson plans, course outline and/or activities, or it may be written as a separate document of explanation.

For each item, circle the appropriate rating number and place a tally total in the box indicated for each section. Please take time to identify related Strengths and Suggestions for each section; this is an opportunity for you to give specific feedback to the instructor / curriculum designer. The boxes expand with your text. There is also a section at the end of the rubric for General or Summary Comments about the course overall. Tally the 6 sections and record the total at the end of the document in the Total Score box.

When you complete the rubric, please save it and send it to: Eileen.caseywhite@gmail.com. Completed rubrics are due no later than Friday, April 4. If you have any questions or problems, contact Eileen.

<table>
<tr><td colspan="1" style="text-align:center">A. Syllabus & Course Outline</td></tr>
<tr><td>Scale:
1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A –Not applicable</td></tr>
</table>

A1	Syllabus includes basic elements of the course (e.g., course title and number, credits, goals/objectives, learning outcomes, pre-requisites, course description)	1	2	3	4	N/A
A2	Course texts (required and optional) are listed on syllabus; supplementary materials and resources are provided if appropriate.	1	2	3	4	N/A
A3	Assessment methods, grading policies and scale, and other student measurement practices are described within the syllabus.	1	2	3	4	N/A
A4	The Course Outline is appropriately formatted and includes major topics, activities, and length of classes/sessions.	1	2	3	4	N/A
TOTALS						

Strengths:

Suggestions:

B. Learner Objectives & Interaction

Scale:
1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A –Not applicable

B1	The learning activities promote the achievement of the stated learning objectives.	1	2	3	4	N/A
B2	Learning activities provide opportunities for interaction that support active learning.	1	2	3	4	N/A
B3	The course learning objectives are measurable.	1	2	3	4	N/A
B4	All learning objectives are stated clearly and written from the student's perspective.	1	2	3	4	N/A
B5	The learning objectives are appropriately designed for the level of the course.	1	2	3	4	N/A
TOTALS						

Strengths:

Suggestions:

C. Instructional Design

Scale:
1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A –Not applicable

C1	The lesson plan design organizes the lesson into stages of introduction, development, and assessment/feedback.	1	2	3	4	N/A
C2	The course organization and design is clear, coherent, and structured in a developmentally appropriate way.	1	2	3	4	N/A
C3	Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	1	2	3	4	N/A
C4	The course teaches and uses active learning strategies to engage students and foster understanding.	1	2	3	4	N/A
C5	The course accommodates a variety of learning styles and ability levels.	1	2	3	4	N/A
C6	The sample Lesson Plans include learning objectives, activities, and all classroom materials for each session.	1	2	3	4	N/A
TOTALS						

Strengths:

Suggestions:

D. Instructional Materials

Scale:
1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

D1	The instructional materials contribute to the achievement of the stated course objectives.	1	2	3	4	N/A
D2	The purpose of the instructional materials and how the materials are to be used for learning activities are clearly explained.	1	2	3	4	N/A
D3	The instructional materials are current.	1	2	3	4	N/A
D4	The instructional materials present a variety of perspectives on the course content.	1	2	3	4	N/A
D5	Instructional materials connect students to what they already know and includes real-world examples to which the students can easily relate.	1	2	3	4	N/A
TOTALS						

Strengths:

Suggestions:

E. Assessment & Measurement

Scale:
1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A –Not applicable

E1	The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.	1	2	3	4	N/A
E2	The course grading policy is stated clearly.	1	2	3	4	N/A
E3	Specific and descriptive criteria are provided for the evaluation of students' work and participation, and are tied to the course grading policy.	1	2	3	4	N/A
E4	The assessment instruments selected are varied and appropriate to the student work being assessed.	1	2	3	4	N/A
E5	Students have opportunities to measure their own learning progress.	1	2	3	4	N/A
E6	Assessment results are used to help students progress.	1	2	3	4	N/A
E7	The sample Assessments (e.g., test, rubric, performance checklist) include information on administration, scoring, and use of results with students.	1	2	3	4	N/A
	TOTALS					

Strengths:

Suggestions:

F. Industry-Based Application

Scale:
1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A –Not applicable

F1	The course includes multiple opportunities for students to learn about the target occupations/industry (e.g., field work, roleplaying, guest speakers, research).	1	2	3	4	N/A
F2	Assessment tools include some authentic measures (e.g., they match or align with ways students would be assessed in the workplace).	1	2	3	4	N/A
F3	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	1	2	3	4	N/A
	TOTALS					

Strengths:

	Suggestions:	

	Section Totals	
A	Syllabus & Course Outline	
B	Learner Objectives & Interaction	
C	Instructional Design	
D	Instructional Materials	
E	Assessment & Measurement	
F	Industry-Based Application	
	FINAL TOTAL	

General / Summary Comments

Final 3/6/14

Appendix D

SUBJECT MATTER EXPERT CURRICULUM REVIEW

Here are the steps you will follow in the review process:

1. Receive an email with a specific course assignment; Dropbox link, Portfolio Summary, and Rubric will be included.

2. Print out the Portfolio Summary and Rubric if you want to use it as hard copy reference or to take notes. Familiarize yourself with the Rubric categories and items.

3. Go to the Dropbox link and open the folder. Compare the Portfolio Summary information with the file names in the folder to be sure you have all the components. *NOTE: I will add the component names (e.g., Syllabus, Outline, Lesson Plan) to the title of each file so you can find it more easily. Ex. LESSON PLAN Module 2 Lesson.*

4. Beginning with the SYLLABUS file, open each one and follow the Rubric directions. Sections A and B will use the Syllabus and Course Outline; Section C relates to the Lesson Plans; Section D focuses on the lessons and sample activities, and Section E corresponds to the Assessment files.

5. Use the Portfolio Summary throughout your review. I've asked instructors to include some context for you to explain how the component fits into the course. Some have also provided Additional Information in the space provided.

6. All Career-Technical (CTE) credit-based courses must provide the Industry-Based Applications component. Most instructors have written their responses on the Portfolio Summary. If you don't know if the course you are reviewing is a CTE course, please ask.

7. Make use of the Strengths and Suggestions boxes below each section on the Rubric. One goal of the CASE Curriculum Review process is to provide meaningful feedback to the instructor and the college.

8. Once you have completed the Rubric for a course, save it and send it to me at Eileen.caseywhite@gmail.com. All rubrics must be completed by Friday, April 4.

9. You will be paid two hours for each course you review, regardless of how long it takes you to do the work. The pay is based on your college's non-instructional rate, in accordance with union agreements. When you have completed the reviews, please notify your CASE contact (identified in the Course Assignment email) to begin the pay process.

If you have any questions during the review period, please email or call me. Thanks again for your willingness to support the CASE Curriculum Review.