

MoHealthWINs Curriculum Review Overview Report

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FEBRUARY 27, 2015

MoHealthWINs Curriculum Review Overview Report

To meet compliance requirements established by the U.S. Department of Labor for recipients of Round 1 TACCT grant funding, Cosgrove & Associates conducted a curriculum review of 51 technical and five academic skills/career guidance programs developed and/or enhanced with grant funds by the 13 MoHealthWINs consortium colleges. The review process was introduced in September 2013 and completed in June 2014. This report provides **(1)** an overview of that process, **(2)** a summary of the parameters of the technical program reviews and general subject-matter expert findings; **(3)** a focus on a representative sample of these 51 technical programs which demonstrate success in imbedding multiple targeted strategies intended to boost adult student success and completion; **(4)** a summary of the parameters used to review the five developmental education “portals” or programs and the three career guidance programs and highlights of each program; and **(5)** recommendations on how to improve the review process for the Consortium Round 2 MoManufacturingWINs grant gleaned from subject matter experts, the project coordinators and the college grant leads, faculty and administrators.

1. Curriculum Review Process

Curriculum Review & Continuous Improvement Process. The MHW Curriculum Review process is key component of the Consortium’s desire to document curriculum innovations and provide partner colleges with systematic feedback associated with such innovations. Exhibit 1 presents the feedback loop for Curriculum Development, Curriculum Delivery and Curriculum Review.

Process Introduction and Orientation. In September, the review coordinator met first with the 13 chief academic officers (CAOs) and then the grant leads at their monthly meetings at the Missouri Community College Association office in Jefferson City, Missouri. She presented the review requirement as outlined by the U.S. Department of Labor, explaining that since the grant programs were developed or enhanced with U.S. Department of Labor funds, the program curricula belongs to the public at large. Hence, the grant recipients need to ensure that this curricula has been vetted for quality and completeness so that it is more readily replicable, thus maximizing the funding agency’s investment in our nation’s community colleges. She also shared an overview of the MoHealthWINs targeted strategies; documentation templates for the technical programs that were adopted from those used by the Washington State Colleges licensed under a Creative Commons Attribution 3.0 Unported License (Exhibit 2); the proposed timeline; and the process for identifying subject matter experts (SMEs) to review the grant programs. It was agreed that wherever possible Missouri’s two-year public institution instructors would serve as SMEs and that the colleges would contract directly with the SMEs for their services. The review coordinator also discussed briefly how the “portal” or academic and career guidance programs would be reviewed differently and that those review parameters would be developed once the technical review process had launched.

Subject Matter Experts. Twenty-four SMEs participated in the curriculum review project. Two reviewed the developmental education and career guidance components of portal-like programs introduced or enhanced through the grant. Twenty-two were assigned to review specific technical programs at colleges other than their own. Of those, 20 are full-time or adjunct instructors at Missouri's two-year public colleges. The remaining two were recruited from Johnson County Community College in Overland Park, KS, and Spokane Falls Community College in Spokane, WA. All were recommended by a representative from the participant colleges and have significant instructional experience in the same occupational field of the programs they were assigned to review. Subject Matter Experts and their qualifications are listed in Attachment 1.

The review coordinator met with all of the SMEs, most of them in small group settings although due to the nature of the statewide project, she also coordinated three telephone conference calls. The SMEs were oriented to the goals of the MoHealthWINs grant and the intent of the review process. They had the opportunity to provide input into the templates that would be used by the colleges to document programs. The process of document submittal and review was discussed at length and they were encouraged at the orientation meetings and in subsequent email communications to contact college personnel directly if they had questions about the programs they were assigned to review.

Following these conversations, a small group of SMEs worked with the review coordinator to develop a standard assessment rubric to ensure as much consistency as possible; the two SMEs reviewing developmental education and career guidance components did the same. (*Exhibits 3, 4, and 5*)

Timeline. The original review timeline set February 15 as the deadline for submission of technical program documents and May 15 for documentation of developmental education and career guidance components. Various circumstances and challenges resulted in pushing the academic program deadline back to March 15. Not all of the colleges met that deadline. The SMEs completed their reviews between March 15 and June 25.

2. Summary of Subject Matter Expert Findings/Technical Programs and Courses

The SMEs assigned to review technical program were asked to assess program or course components according to standard principles of quality technical curricula: Is it clear, logical and progressive? Is it linked to current industry standards and practices? Is it innovative; i.e., does it address the challenges many adult students encounter in attempting to acquire skills and, hence, jobs in an accelerated timeframe?

As shown on the SME rubric, the reviews focused on seven major areas:

Program or Student Learning Outcomes: Is the program structure logical and effective; do the programs outcomes align to the purported occupational focus; are they clearly stated, introduced and reinforced effectively; and is there evidence of a

capstone assessment (licensure, industry certification or recommended industry skill assessment) if appropriate?

Course Objectives: Are the program or course objectives appropriate, clearly stated and measurable and do they support one or more program or student learning outcome?

Module or Unit Objectives: Are they linked to the course objectives; do they address one or more objective; are they clearly stated and measurable?

Instructional Materials and Lab Resources: Are these materials and resources appropriate to teach the course and module objectives; do they meet current industry practices and standards; do they provide options for multiple learning styles and do they demonstrate evidence of an effort to support adult learner success?

Learning Activities: Do they promote achievement of module/unit objectives; are they presented in a way that students understand their purpose and how the skills and or knowledge points being learned are linked to current industry practices and standards; do they demonstrate evidence of an effort to support adult learner success?

Assessment and Evaluation: Do they measure the learning objectives and link to industry standards, align with course activities and resources, and provide regular and timely feedback to students?

Innovative and Enhanced Strategies: Is there evidence of industry input in the program design; are there enhancements in any or all of the curricular components to support adult learners; and is there evidence of improved student success?

A compilation of the results of the 51 reviews is provided in Attachment 2. A directory of each of the SME reviews can be found in Attachment 5. Attachment 6 includes the complete SME reports for each program. Overall the reviews were positive, with programs receiving a preponderance of “very good” or “good” ratings on the rubric scale. “Ineffective” assessments were primarily given to components that were not well documented or, in some cases, not documented at all. A good number of programs received “exceptional” ratings in several categories, many times the reviewing SME noting the curricular component should be considered a best practice.

There are a number of common themes in the recommendations and comments made by the reviewers. Issues pertaining to **program structure** were most prevalent:

- Reconsider the name of the program so that it better aligns with job titles and doesn’t confuse students.
- Clarify how the program links to others within its occupational college department so that students can see how it serves as a stepping stone, a “stack”, to additional or higher level certifications or degrees.
- Build in missing entry-level industry certifications and eliminate inappropriate ones.
- Structure and/or clarify prerequisites so that students are building skills upon a solid academic or technical foundation.

Recommendations or comments pertaining to **program content** included:

- The blend of technical and academic courses gives students a broad-based foundation for success in entry-level positions in this field.
- State objectives in measurable terms and be sure the objectives contain the appropriate cognitive domain for the course and/or content; i.e., which objectives are the student expected to “remember”, “understand”, “apply”, “analyze”, “evaluate” or use to “create”.
- Consider the number of objectives being covered in each course or program; long lists on syllabi can overwhelm students.
- Make sure information on syllabi doesn’t conflict with that in your program maps.
- Add units on industry trends so students are oriented to the career field they are pursuing.
- Add critical objectives that were omitted in courses/programs based on state-mandated curriculum.

The SMEs were challenged in assessing the program/course **learning activities** and **assessments** because of the limited number of documents that were provided. In order to make the review documentation a reasonable exercise for the colleges, they were asked to submit three to five examples of learning activities and the same number of assessments. Some colleges submitted substantially more and others made a concerted effort to submit examples that captured innovative approaches or were well defined. Unfortunately many of the submissions were not exemplary and consequently the SMEs struggled to offer recommendations. Frequent comments pertaining to learning activities and assessments included:

- Rethink what appears to be an over-reliance on textbooks.
- There is insufficient evidence how the college is addressing multiple learning styles.
- Increase the amount of time students spend in the lab.
- Consider building in measurable assessments into lab time activities.
- Build in more opportunities for interactive learning.
- Include self-assessment measures so students can monitor their progress.
- Rethink offering all of the program or program courses online and consider a hybrid model instead. There are technical skills that must be mastered in a hands-on laboratory setting.
- The program appears to be purely theoretical with no practical applications. Many students will struggle to master this content.
- The state-mandated curriculum (Certified Nursing Assistant and Certified Medications Technician) needs to be updated. Abandon those state teaching resources that are out-of-date and replace them with current equipment or practices that still meet the curriculum objectives.

Among comments pertaining to **innovative strategies**, some SMEs commented that:

- The college clearly worked closely with industry partners to develop or enhance the program thus ensuring students who complete it are truly prepared for employment opportunities.
- Students need to be encouraged and/or required to use campus tutoring centers.

- More support should be provided to students attempting to master challenging technical concepts and skills.
- There is a weak or non-existent alignment between non-credit and credit offerings within the same program. The college needs to address this gap so there is a clear pathway or link between these offerings so students don't lose time pursuing credentials.
- Too many internet courses can overwhelm students who don't have a solid background in the field. The college should consider redesigning the program in a hybrid format to ensure students benefit from more varied teaching methodologies.

3. Exceptional Technical Programs

While many programs had one or more component that addressed the key grant strategies, the programs highlighted below drew strong praise from their respective SMEs for either the thoughtful, logical and clear way courses or programs are structured and link to next-step certifications or degrees; a significant role played by industry partners in program design; innovative use of instructional materials and learning activities that address multiple learning styles and provide real-world experiences; assessments that tie clearly to content and enable students to know their strengths and weaknesses; or the infusion of tutorial support when students start to flounder.

Jefferson College: *Computer Information Systems/Computer Support*

*The college used MoHealthWINs funds to **enhance** this existing 20-credit, six-course certificate program.*

Review remarks: The program structure is clear and logical and there is a solid connection between the instructional materials and the program and course objectives. Multiple teaching methodologies and resources are used to target active learning and thus address diverse learning styles through observation, demonstration, lecture and hands-on skills applications. Students benefit from self-directed and online learning thanks to virtual activities in the A+ and Network+ courses even when they don't have access to physical equipment. This enables them to learn 24/7 – a definite plus for adult students managing complex work and family schedules. Student also benefit from multiple opportunities to interact with instructors and other students. The learning materials reflect the knowledge and skills needed for current certifications. Classroom activities provide constant feedback from the instructor and online curriculum provides instant feedback on learning progress. It also gives students the opportunity to go back and review concepts and skills as necessary. The use of an online grade book allows students to continually measure their own progress and success.

Linn State Technical College: *Office Clerk/Customer Service*

*MoHealthWINs funds were used to **develop** this new eight-week program consisting of 16 100-minute lecture and lab periods and 16 50-minute period of online instruction.*

Review remarks: This course is short enough to enable someone to gain entry-level skills quickly but long enough so the student has enough time to learn and apply the skills and concepts in lab settings. Its hybrid structure provides a good mix of online and face-to-face learning thereby addressing adult student schedules and diverse learning styles. This blend of online and physical tasks is complemented by learning activities that further reflect the types of tasks students will encounter as entry-level workers. The program introduces customer service concepts and skills early on and reinforces them throughout the course as students build their technical skills. A pretest at the beginning of the program lets student know what they need to learn. Unit assignments throughout the course build awareness of their progress and areas of weakness. The final assignment includes a classroom presentation that showcases technical skills and helps students strengthen their communication and other soft skills.

Mineral Area College: *Healthcare Facility Maintenance*

*MoHealthWINs funds were used to **develop** this 9-credit hour program that includes over 50 non-credit contact hours.*

Review remarks: The Taskstream curriculum planning and documentation resources the college uses are stellar and should be considered a best practice. The program is woven into a modular framework through the use of Learning Activity Packages (LAP), integrated study units that support just-in-time study skills through presentation of theory and immediately reinforced with hands-on application. The LAPs ensure quick and comprehensive coverage of specific technical competencies and provide a strong base to support program and curriculum alignment. The program's course sequence and scheduling provide a clear road map for students. The program's three credit courses are required to earn the college's Industrial Maintenance degree, thus this short-term program is an entry-level "stack" to higher level skills and employment opportunities.

Metropolitan Community College: *Pharmacology Enrichment Course*

*MoHealthWINs funds were used to **develop** a 40-hr non-credit elective course to boost practical and associate degree nursing student success in required pharmacology courses and to prepare them for state licensure examinations.*

Review remarks: The course prepares practical nursing students by providing an overview orientation to pharmacology and building essential mathematics skills prior to enrollment in the required four-credit PNUR 110 Pharmacology course. It is intended to better prepare associate degree nursing students for their clinical, state licensure exam and program completion. The course is recommended very early in both programs to maximize its beneficial impact. While the course content is purely theoretical, it presents students with scenario activities that refresh mastery of the basic mathematics essential to a nurse's role in monitoring and administering drugs to their patients.

Metropolitan Community College: *Industrial Maintenance*

*MoHealthWINs funds were used to **enhance** the 37-credit Industrial Maintenance certificate that prepares students for entry-level facility maintenance jobs in healthcare and general industry.*

Review remarks: This program gives students the foundational skills needed to obtain jobs as entry-level maintenance technicians in manufacturing and large institutional settings. The college used grant funds to add digital literacy and welding courses but most notably to establish a robust industrial maintenance consortium of industry partners who worked with college personnel to revise program curriculum and create industry-directed and assessed internship courses as program requirements. The industry partner involvement in selecting interns and assessing their performance should be considered a best practice. It gives the program faculty regular and immediate feedback on any gaps in program curriculum or student mastery of essential technical and soft skills.

Metropolitan Community College: Central Services/Sterile Processing

*MoHealthWINs funds were used to **develop** a 16-credit 12-week certificate program that prepares workers for entry-level positions in hospital central services departments. The four-credit sterilization process course from that program is now required to earn the college's Surgical Technology certificate.*

Review remarks: The evolution of this course underscores a benefit of grant funding that pushes colleges to develop or perfect curriculum for a targeted audience, in this case adults seeking to gain skills – quickly - for entry-level jobs in healthcare. The college's initial intent was to enhance its existing Industrial Maintenance certificate program described above to better prepare facility technicians for jobs in area hospitals. However, what emerged from conversations with healthcare partners was the 16-credit *Sterile Processing & Environmental Services* program designed to meet the need for a career ladder program for current custodians and environmental engineers and for better prepared workers in the hospitals' central services sterilization process units.

The program orients students to the healthcare industry, ensures they have basic digital and communication skills, are familiar with basic health and safety standards and policies in industry in general and healthcare in particular and enables them to develop foundational skills in sterilization processes. In an effort to expedite training, the program was restructured from its original 16-week format into an eight-week one. However since the shortened timeframe proved too challenging for most students, it has been modified into its current 12-week timeframe. Recognizing the benefit of broader skills in sterilization processing, the college's Surgical Technology program faculty have made the program's central services sterilization lecture/lab course a requirement for completion of the Surgical Technology certificate

Ozarks Technical College: *Building Maintenance*

*MoHealthWINs funds were used to **develop** this eight-week, seven-credit program blending lecture and lab instruction in foundational skills for entry-level healthcare facility maintenance workers.*

Review remarks: This solid, logically structured program, designed and developed with significant industry partner input, could be replicated easily at any college that has strong hospital industry partnerships. The curriculum covers basic maintenance as well as infection control and environmental services. The program makes use of the college's Allied Health Simulation Center, thus putting students in a real-world environment as they practice their new job skills. Employee training policy and procedure manuals from local hospitals are among the programs instructional resources. This is just one example how the college's healthcare partners are working with OTC to ensure students who complete the program are tailor-made for jobs in their hospitals.

Ozarks Technical College: *Hearing Instrument Specialist*

*MoHealthWINs funds were used to acquire and equip a sophisticated mobile hearing lab vehicle and to **enhance** and integrate curriculum from the college's existing program so students around the state can benefit from the mobile training resource.*

Review remarks: Offering only one of four Hearing Instrument Specialist programs in the U.S., OTC is using its new mobile lab to provide training opportunities to students enrolled at its satellite campuses scattered miles away in the rural communities outside of its home base in Springfield, Missouri. The college is poised to make the resource available throughout the state in the near future. Students enrolled at the home campus benefit from both the mobile lab and lab exercises in the college's Allied Health Simulation Center where "SimMan", an anatomically correct mannequin, enables them to become comfortable conversing with patients as they practice various procedures, including making impressions of SimMan's ear canals.

St. Louis Community College: *Healthcare IT Technician and IT Help Desk/End User Support Specialist*

*MoHealthWINs funds were used to **develop** two certificate programs that "stack" to give students two excellent entry-level but high tech employment options.*

Review remarks: These two programs – structured in eight-week courses – share three common courses and thus "stack" to give students two employment options. Students receive a broad range of exposure and training targeted toward earning essential industry certifications but that also builds foundational skills in business applications, customer service and security. The college has found the right balance in the challenge to accelerate training but still ensure students have enough time to acquire complex technical skills – an ongoing dilemma for programs attempting to prepare students for high-tech careers such as information technology. The Healthcare IT Technician program includes a five-credit course, *Healthcare Information Technology & Support*, which increases opportunities in healthcare industry.

Throughout both programs, students benefit from a variety of teaching methods and learning activities that include reading, writing, critical thinking, research and use of online tools as well as practical skill application.

Three Rivers Community College: *Certified Nursing Assistant*

*MoHealthWINs funds were used to **develop** a 75-hour/100-clinical hour non-credit hybrid certified nursing assistant program.*

Review remarks: Using Missouri’s state-mandated Certified Nursing Assistant curriculum, the college developed a hybrid program that provides greater access and flexibility for students in the rural communities surrounding Poplar Bluff, Missouri. The new program has benefitted from a fresh eye on the state curriculum and in the alignment of objectives and modules. The college is proactive in addressing how student progress is monitored and supported. If during the program a student scores less than 80% on a unit, he/she signs a counseling contract that spells out what must be done to successfully complete the program. The instructor then helps the student implement a remediation plan. The program has been enhanced by the addition of CPR and Professional Training certifications. Further, program completers can “stack” or acquire Certified Medication Technician (CMT) certification once they have worked as a CNA for six months. Once CMT certification is obtained, the student can complete training for certification in Insulin Administration.

4. Summary of Subject Matter Expert Findings/Developmental Education and Career Guidance Components

All colleges followed MoHealthWINs’ policy to administer Career Ready 101/Key Train/NCRC to students upon entry to the grant. These scores were used to assess developmental education needs in students for the non-credit programs.

As noted above, five of the 13 MoHealthWINs Consortium colleges – **East Central, Jefferson, North Central, St. Charles** and **St. Louis Community Colleges** - opted to use a portion of their grant funds for the development or enhancement of programs that help students gain the requisite academic skills to succeed in the program of their choice. Three of these colleges – **East Central, North Central** and **St. Louis** - also invested in structured career guidance components that give students an opportunity to assess and investigate their career interests in order to make the best program decision and to understand all of the career path options a particular program affords.

Given the diverse approach and design used by the five colleges for these academic and guidance support components, the decision was made to develop separate review rubrics for these programs. For the **developmental education components**, rather than looking at curricular structure, the review focused on strengths and opportunities pertaining to (1) assessment methods, (2) student support strategies, (3) how academic skills are integrated into technical skill learning, (4) the use of technology, (5) how the institution integrates

support afforded to grant participants into its broader student services network, and (6) whether the components are credit or non-credit.

The **career guidance component** review focused on strengths and opportunities pertaining to (1) methods used to explore interests, innate skills/talents, individual values and then careers; (2) how career guidance links to or reinforces efforts to strengthen academic skills; (3) how career exploration links to an academic plan; (4) how the program helps students set goals and build self-efficacy; (5) use of technology; (6) how course policies impact student needs; (7) how program participants communicate and collaborate; and (8) whether the components are credit or non-credit.

A full report on each of the portal component programs can be found in **Attachments 3 and 4**. What follows below is a quick summary of each program structure and noted strengths.

Review Summaries

East Central College: *Transitions (Academic and Career Guidance)*

*MoHealthWINs funds were used to **develop** a three-week “transitions” program to address the specific academic and student success needs of the returning adult learner. Originally intended to resemble the college’s Freshman Studies Foundation Seminar, the Transitions program has been tailored into “an amalgamation of practical and theoretical success skills for the returning learner.”*

Academic Skills Review Highlights:

- The program aligns with the college’s core beliefs: ethic/social responsibility; communication and creative/critical thinking and thus endeavors to provide the returning learner with the foundational skills needed for school success and basic computer competency for college-level achievement.
- The goal is offer the program twice in the spring and fall semesters and at least twice during the summer.
- A major challenge is how to help students who require remediation beyond the three-week Transitions curriculum. To meet this challenge the college has developed a best practice: an “action plan” to work with these students and/or to advise them regarding alternative pathways to follow to continue to make progress toward their final goal.
- The program puts significant emphasis on adult student emotional needs as new or returning students and on ensuring they have sufficient computer literacy to succeed in traditional, hybrid and online courses.

Career Guidance Review Highlights:

- The Transitions program is evolutionary. It is particularly intentional in addressing its target population’s needs to learn how to manage time and stress and set goals. Students benefit from interest and career exploration and then the

opportunity to discuss what they have learned with a career coordinator and to reflect upon it in writing assignments.

- The program incorporates soft skill development throughout the curriculum.
- The program's Career Blue Print helps students link their academic and career goals.

Jefferson College: *Jeffco Aspiring Student Scholar Institute (JASSI)*

*MoHealthWINs funds were used to **redesign and enhance** a shelved academic remediation program into an intensive eight-week program designed to help new or returning students increase their reading, writing and math skills.*

Academic Skills Review Highlights:

- JASSI attempts to address a national challenge: prepare students to perform well on the COMPASS test and demonstrate basic computer literacy prior to starting classes, thereby saving time and money by decreasing the need to enroll in developmental courses. Assessment includes academic placement, career readiness and digital literacy.
- An individualized Learning Path plan is developed for each student following an initial assessment of skills. Students complete instruction, exercises and assessments in MyFoundationsLab but also benefit from intrusive advisement, receiving individual and group instruction as needed. Students have access to a dedicated MoHealthWINs instructor and individuals in the college's Advising and Retention Center.
- The college continues to find ways to best deliver this program within a flexible but workable timeframe that is less dependent on the academic calendar.

North Central Missouri College: *Skills Enrichment*

*MoHealthWINs funds were used to **develop** an online, self-paced skills enrichment program designed to build academic skills and career clarity.*

Academic Skills Review Highlights:

- Accucess assessments are somewhat tailored to the skills needed for health careers. Math assessments for Pharmacy Technician students, for example, cover fractions and conversions but not geometry.
- Many of the developmental exercises are based on career-linked scenarios; e.g., resumes and cover letters from the nursing field and videos pertaining to critical thinking based in nursing scenarios.
- Accucess includes a tracking mechanism that shows the time students spend working on remediation. Staff contact students who are not making progress.
- The college continues to work to enhance and define the program, attempting to address how to address the challenge that students do not understand the importance of foundational academic and study skills until they are enrolled in a credit healthcare course and struggling.

Career Guidance Review Highlights:

- A broad career path assessment and health-career specific inventory are used early in the program to assist student exploration of their talents and interests and then match them to fields of interest.
- The program focuses on helping adult students for re-entry into the workforce or a career change.
- Students benefit from one-on-one consultation with staff.

St. Charles Community College: *GED Bootcamp*

MoHealthWINs funds were used to enhance the college's hybrid GED Bootcamp, which is specifically intended to assist students in passing the high school equivalency exam.

Academic Skills Review Highlights:

- The TABE (Test of Adult Basic Education) assessment places students and determines their course of study. The online curriculum consists of open educational resources (OERs) as well as publishers' and in-house materials.
- The self-paced program is based on an "hours worked" expectation but offers a notable flexibility in that the primary instructor is available at a number of locations at various times.

St. Louis Community College: *Adult Learning Academy*

*MoHealthWINs funds were used to **develop** this ambitious, multi-faceted "portal" program designed to jump-start adult students into a career path leading to an academic credential.*

Academic Skills Review Highlights:

- The program is a commitment by STLCC to redesign developmental education. Launched through the grant as a non-credit program, college faculty are working to replicate versions of the academy on the credit side.
- Many learning opportunities are self-paced, competency-based and technology-enabled, allowing students to accelerate entry into a certificate or associate degree program.
- Basic academic skills development approaches are developed and delivered in a contextualized technical framework and through a series of self-paced, competency-based activities. The accelerated instructional format is tailored to students' unique needs.
- All participants complete a series of online lessons introducing them to the culture of healthcare and incorporating essential 21st century and digital literacy skills.
- The program is structured in a full-immersion model (five-days a week) to mimic the hours and obligation students will encounter when employed.
- Upon meeting the portal exit requirements, students are prepared to enroll in college-level coursework and have had the opportunity to earn credit for required academic courses.

Career Guidance Review Highlights

- The program is a commitment by STLCC to redesign career guidance.

- Students benefit from a comprehensive set of assessments and inventories explore their interests and talents and then from opportunities to work with Career Coaches.
- Emphasis is placed on the soft skills development.
- The program's Blue Print process enables students early on to make step-structured educational choices toward employability.
- Students develop a portfolio in which they highlight their goals, strengths, skills and work experience. Inclusion of written reflections enhances the portfolio benefits.
- *Culture of Healthcare* is an innovative, self-paced and computer-based course that helps adult students who are juggling multiple priorities build their foundational skills while simultaneously explore their interest healthcare occupations.

5. Recommendations to improve the curriculum review process.

Many of the grant leads, academic administrators, and faculty who were not involved in the writing of the consortium grant application were unaware of the mandate that all curricula deliverables be reviewed by subject matter experts although this requirement was clearly stated in the U.S. Department of Labor Round 1 TACCT Solicitation for Grants. Most of the Consortium colleges that have benefitted from USDOL and other federal agency grants in the past initially saw the requirement of objective review to ensure the quality of the deliverables as a foreign and unexpected burden. However, the review process was instructional for MoHealthWINs implementers. It should be noted that many of the college personnel who spearheaded their program documentation have commented the process was a beneficial exercise, with reviewers' comments and recommendations showing them how to improve their programs and the process itself helping instruct faculty and staff on the merits of thoughtfully structured curricula.

Several recommendations for improving the process have emerged. The following list describes them in quick detail:

Review process

1. Modify the MoHealthWINs project timeline by requiring all review documents to be submitted by March 1, 2013 prior to spring break.
2. Clarify which programs must be reviewed before SME assignments are made.
3. Hold colleges accountable for not meeting deadlines.

Review documentation

1. Engage college chief academic officers (CAOs) in structuring review criteria and rubric. Ask them to schedule information/discussion sessions with grant personnel and faculty who will be preparing program documentation.

2. Hold all colleges to the same standard of documentation.
3. Establish a standard format for a program map that crosswalks student learning or program outcomes with courses and/or module/unit objectives AND shows the connection of the new or enhanced program/course to the college's family of same-field occupational programs. Request that colleges provide a diagram of linked or stacked program relationships
4. Add a template to the review documentation on which the colleges briefly describe the program, its evolution and what program aspects meet key grant strategies or are innovative and especially effective.

Subject Matter Experts

1. Differentiate levels of review and stipends. SMEs were paid the same stipend whether they reviewed a single course or a multi-course program.
2. Streamline the contracting and stipend process by drafting sample contracts and invoices for SMEs.
3. Provide more thorough orientation to the SMEs on the goals of the grant; the importance of their role in reviewing programs; the expectation that they will communicate directly with college personnel to request more information or clarification about submitted documents; and the established standards regarding the thoroughness of each review. Provide a sample format for how rubric assessments and comments/recommendations should be submitted.

EXHIBIT 1: MoHealthWINS Curriculum Development & Review Model

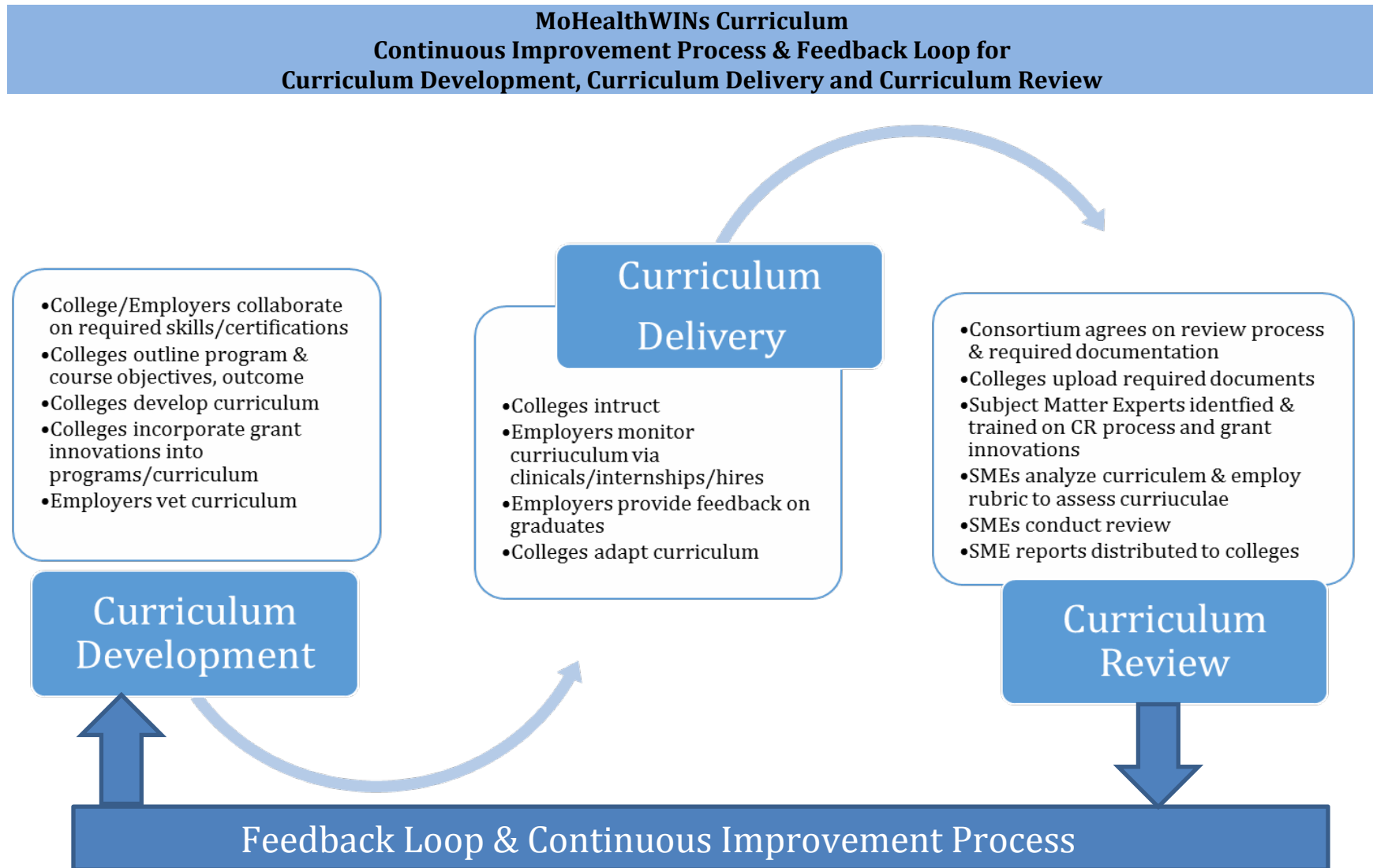


Exhibit 2: MoHealthWINs Curriculum Review Documentation Requirements

Program maps

Multi-course program maps should crosswalk the broad program or student learning outcomes to the program courses and indicate in which course each outcome is introduced, reinforced or mastered. Single-course programs should crosswalk the course objectives to the lesson modules/units and indicate in which module/unit each objective is introduced, reinforced or mastered. The colleges can use any map format they prefer. Several examples were provided.

Syllabi

Provide a syllabus for each course in a multi-course program and a single syllabus for single-course programs or those not broken into distinct courses.

Course Objectives

List all course objectives. Ensure that they are measurable, clearly stated, written from the student's perspective and appropriate to the course level.

Module or Unit Objectives

List all module or unit objectives. Ensure that they are measurable, clearly stated, written from the student's perspective and appropriate to the course level.

Instructional Materials

List your instructional materials; i.e., readings, websites, ancillary materials, major lab equipment and tools, etc. *Remember: Instructional materials should contribute to the achievement of the stated course and module-unit learning objectives. Students should have a clear explanation of the purpose of the instructional materials and how they are used. Resources and materials in the course must be properly cited. Instructional materials should be current. Instructional materials present a variety of perspectives on the course content. The distinction between required and optional materials should be clearly explained*

Learning Activities

List your primary learning activities and provide three or four examples or detailed descriptions of activities. *Remember: Learning activities must promote the achievement of the stated module objectives. Learning activities must provide opportunities for interaction (instructor-student, student-student, and content-student where applicable) and support active learning. Please note in your descriptions applicable/appropriate guidelines for instructor feedback and student interactions.*

Assessment Tools

List your assessment tools and criteria for evaluation of student work and/or participation and provide three or four examples or detailed descriptions of these tools. *Remember: Assessments selected should measure the stated learning objectives and align with course*

activities and resources. Specific and descriptive criteria should be provided for evaluation of student work/participation and tied to the course grading policy described on the syllabus. Assessment instruments should be sequenced (i.e., not all occurring at the end of the term and providing time to build on feedback, etc.), varied and appropriate to the content. Students should have multiple opportunities to measure their own learning progress.

Overview Table of Course Components: Course Objectives, Module/Unit Objectives, Activities and Assessments

Develop the table below of course components for each course in the program or for the course in a single-course program.

COURSE OBJECTIVE	MODULE-/UNIT-LEVEL OBJECTIVE	ACTIVITIES	ASSESSMENTS
<i>Sample: Explain the nature, value and requirements of effective public speaking.</i>	<i>Sample: Explain how effective public speaking affects an audience.</i>	<i>Sample: Read *** about the effects of public speaking throughout history.</i>	<i>Sample: Discussion forum question.</i>

Additional Information

Submit any additional information that might inform the review and assist the subject matter expert to better understand the program/course; e.g., the history of the program/course development, any unique or innovative components or challenges, etc.

EXHIBIT 3

Subject Matter Expert Review Rubric

Program/Student Learning Outcomes and Program Map	Exceptional	Very Good	Good	Ineffective
Program CIP code/s appropriate to program title and outcomes				
Effective program structure (prerequisites, course sequence, delivery methods, classroom/laboratory blend, stackable credential-structure provide a clear, logical "map" to completion for adult students)				
Outcomes aligned to occupational focus (industry skills and standards)				
Outcomes clearly stated				
Outcomes introduced/reinforced effectively				
Evidence of capstone assessment (licensure, industry certification, capstone project or TSA)				
Comments or recommendations:				
Course Objectives	Exceptional	Very Good	Good	Ineffective
Appropriate to course level				
Clearly stated from student perspective				
Measurable				
Address/support one or more outcome				
Comments or recommendations:				
Module or Unit Objectives	Exceptional	Very Good	Good	Ineffective
Clearly linked to course objectives				
Address one or more course objective				
Clearly stated from student perspective				
Measurable				
Comments or recommendations:				
Instructional Materials and Lab Resources	Exceptional	Very Good	Good	Ineffective
Support stated course and module or unit learning objectives				
Meet/reflect current industry practices and standards				
Provide options for multiple learning styles				
Resources/materials are cited properly				
Evidence of innovation to support adult learner success				
Comments and recommendations:				
Learning Activities	Exceptional	Very Good	Good	Ineffective
Promote achievement of stated module or unit objectives				
Materials/resources (to include equipment, tools and software) are presented in a way that students understand purpose and use in healthcare and other industry settings				
Provide opportunities for interaction and active learning				

Learning Activities, continued	Exceptional	Very Good	Good	Ineffective
Provide options for multiple learning styles				
Linked to current industry practices and standards				
Evidence of innovation to support adult learner success				
Comments and recommendations:				
Assessment Tools/Criteria for Evaluation	Exceptional	Very Good	Good	Ineffective
Measure stated learning objectives and link to industry standards				
Align with course activities and resources				
Include specific and descriptive criteria for evaluation of student work/participation				
Sequenced throughout instructional period to enable students to build on feedback				
Varied and appropriate to content				
Provide opportunities for students to measure their own learning progress				
Comments and recommendations:				
Innovative or enhanced strategies	Exceptional	Very Good	Good	Ineffective
Evidence industry input/standards in program design and curricular components				
Evidence of program enhancements to support adult learner				
If program has run long enough, is there evidence that enhancements to it have improved pass rates?				
Comments or recommendations:				

EXHIBIT 4 Portal Review Rubric/Developmental Ed

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
Assessment of student learning: what methods are you using to assess student learning?	How were these methods chosen /developed? How and when assessment methods/tools are used in the context of your program? Are they communicated to students?	Placement exams, program outcomes, course and assignment-level objectives.
Please provide examples of the types of evidence of student learning that you are collecting.	Surveys, CATs, pre/post exams, online program data collection.	Rather than send <i>many</i> examples, please send examples that represent the breadth of the collection methods you are using.
In what ways does your program meet the needs of individual students?	Please describe methods. How were they chosen /developed? How and when are they used in the context of your program?	Examples of assignments which demonstrate a variety of learning styles. Discuss the degree to which coursework is self-paced.
In what ways does your course content prepare students for a career at the same time that they are gaining academic skills?	Examples of contextualization and/or integration, development of tech skills related to their career	Represent scaffolding, sequencing in curriculum and/or alignment with other components of the portal.
In what ways does your curriculum utilize technology?	Content delivery	Open Education Resources (OERs) Online content provided by a publisher Course management systems
What are your course policies and how do they address the rather different needs of this teaching environment?	Attendance, rolling admission, grades, mastery	Syllabi, contracts, etc.
How do the participants of your program communicate and collaborate?	Faculty to student; among faculty, and faculty with other components of the portal.	Use of collaborative online tools (Wiggio, Dropbox, etc.), course management system,
Is your program credit or non-credit? If not yet a credit program, is this a goal and what steps are you taking toward it?	Demonstrations of sustainability and replicability	Curricular alignment, examples of replication.

EXHIBIT 5 Portal Review Rubric: Career Guidance

Parameter	Possible Demonstration: Methodology	Possible Demonstration: Tools
What methods are you using to explore talents, interests, strengths and innate skills as well as individual values and needs?	How were these methods chosen/developed? When and how are they used in the context of your program?	Diagnostics Portfolios Discussion/development of skills Writing/reflection assignments
How do students explore careers?	Rather than send many examples, please describe the tools students use to identify career priorities and their overall career path and how they access information about different career options.	
In what ways does career guidance link to or reinforce efforts to strengthen academic skills?	Describe any contextualization and/or integration that demonstrate essential levels of academic and tech skills preparedness	Learning activities from specific career-goal programs Worksheets Lab assignments
How do you link career exploration to an academic plan?	What tools are students using to backwards design their career map?	College catalog Program information material Industry standards Certification exam topics Resume writing
How does your program help students set goals and build self-efficacy?	What tools are used to strengthen essential employability skills?	Mock interviews Work place do's and don'ts Leadership activities Meeting goals and following through
In what ways does your program incorporate technology?	How does the program help students develop essential digital literacy?	Online portfolios Email communications Digital assignments
What are your course policies and how do they address the rather different needs of this teaching environment?	Attendance, rolling admission, Grades	Syllabi, contracts, etc.
How do the participants of your program communicate and collaborate?	Faculty to student; among faculty, & faculty with other components of the portal.	Use of collaborative online tools (Wiggio, Dropbox, etc.), course management system
Is your program credit or non-credit? If a credit program is a goal, what steps are you taking toward it?	Demonstrations of sustainability.	Demonstrations of curricular alignment.

“This workforce solution was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.”



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