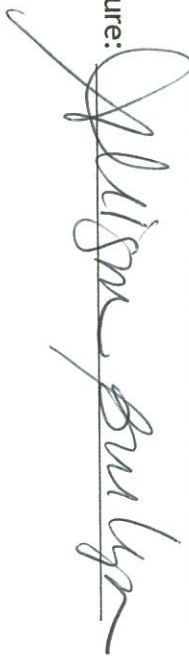


Subject Matter Expert Review Checklist

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|--------------------|------------------------|-----------------------------------|--------------------------------------------------------------------------------------|
| Course/Module ID: | <u>MAT 176</u> | SME Name: | <u>Allison Buehly</u> |
| Project Director: | <u>WATSON FELDER</u> | Target Date of Review Completion: | <u>18 SEPT. 2014</u> |
| Course Instructor: | <u>MATTHEW KNOWLEN</u> | SME Signature: |  |

Dear Subject Matter Expert Allison Buehly,

Thank you for agreeing to review this course! The Instructional Designer at Clemson University and the Faculty Course Designer at your college will draw on your subject knowledge and experience in the discipline to develop and release a course that will deliver the utmost in quality.

Please provide specific rationale for your responses, regardless of the level to which you agreed with each statement. Your substantive, constructive feedback is critical to the success of this course, and important for faculty to clearly identify whether or not they have satisfactorily achieved the requirement.

| Content Component | N/A= Not Applicable | 1= Strongly Disagree | 2= Disagree | 3= Neither agree nor disagree | 4= Agree | 5= Strongly Agree | Comments | Recommendations for Improvement |
|-------------------------------------------------------------------------------------------------------|---------------------|----------------------|--------------|-------------------------------|--------------|-------------------|--------------------------------------------------------------------|---------------------------------|
| I. The Learning Objectives and Orienting Questions: | | | | | | | | |
| a. Describe outcomes that that be measured by assessments throughout the course. | N/A | 1 | 2 | 3 | 4 | 5 | Outcomes objectives are stated at the beginning of each module | NONE |
| b. Are stated clearly. | N/A | 1 | 2 | 3 | 4 | 5 | See above. | NONE |
| c. Appropriately designed for the level of the course. | N/A | 1 | 2 | 3 | 4 | 5 | The objectives were appropriately written w/ the audience in mind. | NONE |
| d. Address the key concepts discussed within the content and associated with the course/module topic. | N/A | 1 | 2 | 3 | 4 | 5 | Key concepts are addressed & appropriate examples are given | NONE |
| II. The Module Introduction: | N/A | 1 | 2 | 3 | 4 | 5 | | |
| a. Conveys the purpose of the course/module | N/A | 1 | 2 | 3 | 4 | 5 | In this case brief, but thorough at the beginning of each module | NONE |
| b. Conveys the structure of the course/module. | N/A | 1 | 2 | 3 | 4 | 5 | Clarity is informed adequately regarding the structure | NONE |
| c. Clearly states the prerequisite knowledge in the discipline and/or any required competencies. | N/A | 1 | 2 | 3 | 4 | 5 | Pre-req. knowledge is mentioned as needed throughout each module. | NONE |

Subject Matter Expert Review Form

| III. The Content: | | | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|---|---|--------------------------------------------------------------------------------------|------|--|--|--|
| a. Contributes to the achievement of the stated learning objectives. | N/A | 1 | 2 | 3 | 4 | 5 | | | | | |
| b. Is clear, complete, and adequately prepares students for positions in the 21 st century world of manufacturing. | N/A | 1 | 2 | 3 | 4 | 5 | Content is well written & directly supports the learning objectives. | NONE | | | |
| c. Is up-to-date and meets the current industry standards. | N/A | 1 | 2 | 3 | 4 | 5 | Students can better understand the needed math & are expected to apply as necessary. | NONE | | | |
| d. Conveys how the instructional materials are to be used to complete the learning activities. | N/A | 1 | 2 | 3 | 4 | 5 | — | — | | | |
| e. Presents a variety of perspectives on the course content. | N/A | 1 | 2 | 3 | 4 | 5 | Good variety of explanations of all provided. | NONE | | | |
| f. Includes appropriate citations for all resources, photos, and materials. | N/A | 1 | 2 | 3 | 4 | 5 | N/A | — | | | |
| g. Includes a clear distinction between required and optional materials. | N/A | 1 | 2 | 3 | 4 | 5 | N/A | — | | | |
| IV. The Assessments: | | | | | | | | | | | |
| a. Measure the stated learning objectives and are consistent with course activities and resources. | N/A | 1 | 2 | 3 | 4 | 5 | The objectives are directly related to the content & reflected in the assessments. | NONE | | | |
| b. Measure multiple cognitive levels of learning (knowledge, comprehension, application, analysis, synthesis, and evaluation) | N/A | 1 | 2 | 3 | 4 | 5 | Great variation in difficulty of assessment problems. | NONE | | | |

Subject Matter Expert Review Form

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|-----------------------------------------------------------------------------------------------------|-----|---|---|---|---|---|-----------------------------------------------------------------------------|------|--|
| c. Are sequenced, varied, and appropriate to the student work being assessed. | N/A | 1 | 2 | 3 | 4 | 5 | Appropriate progression of difficulty | NONE | |
| d. Provide students with multiple opportunities to measure their own learning progress. | N/A | 1 | 2 | 3 | 4 | 5 | Exercises build at the end of each unit allow for opportunities | NONE | |
| e. Provide students with a variety of ways to express what they have learned. | N/A | 1 | 2 | 3 | 4 | 5 | Same as above. | NONE | |
| V. The Learning Activities: | | | | | | | | | |
| a. Promote the achievement of the stated learning objectives. | N/A | 1 | 2 | 3 | 4 | 5 | Learning activities are directing re-engage the content measured | NONE | |
| b. Provide opportunities for interaction that support active learning and multiple learning styles. | N/A | 1 | 2 | 3 | 4 | 5 | N/A | — | |
| c. Are relevant to the topic and applicable to real-world scenarios | N/A | 1 | 2 | 3 | 4 | 5 | All topics discussed can be applied to real life applications | NONE | |
| VI. The Tools and Media: | | | | | | | | | |
| a. Support the course learning objectives. | N/A | 1 | 2 | 3 | 4 | 5 | Great videos & graphs. | NONE | |
| b. Support student engagement and guide the student to become an active learner. | N/A | 1 | 2 | 3 | 4 | 5 | The videos of additional information regarding solving the equations | NONE | |
| c. Are logical, consistent, efficient, and easy to navigate. | N/A | 1 | 2 | 3 | 4 | 5 | Placement of videos & graphs is logical | NONE | |

Subject Matter Expert Review Form

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|--------------------------------------------------------------------------------------|-----|---|---|---|---|---|-------------------------------------|------|
| d. Provide students with easy access the technologies required in the course/module. | N/A | 1 | 2 | 3 | 4 | 5 | N/A | |
| e. Are current and complete. | N/A | 1 | 2 | 3 | 4 | 5 | Videos & transcripts are well done! | NONE |

ADDITIONAL COMMENTS/RECOMMENDATIONS

All improvements to the course have been forwarded on to the course developer, and had been done during the editing process.