



Iowa Advanced Manufacturing Consortium Curriculum Review Rubric

Signature Program: PACE – Transportation & Logistics

College: Southeastern Community College

Reviewer Name: Kipp Snow

Reviewer Signature:

Date: 4/15/2016

Review Definitions & Instructions

Exceptional: Review component is a “best practice” and represents a model for replication.

Effective: Review component is complete and effective.

Opportunity to Improve: Review component is not complete and/or could be improved.

N/A: Review component not reflected or addressed in material.

Comments and Recommendations: Remarks should be reflective of the subjects covered in that section. If any review component is marked as an opportunity for improvement, a comment or recommendation must be provided in reference to the rating.

- Program Introduction & Overview - Program Pathway - Curriculum Map	Exceptional	Effective	Opportunity to Improve	N/A	Comments & Recommendations
1. Priority 1: Develop stacked and latticed pathway in signature program providing a clear and logical path to completion		X			The Pathway document provided a logical, detailed process for entry and completion. Would suggest breaking out curriculum and course work separate from the exam and alignment with other credentials.
2. Priority 1, Strategy 1: Program outcomes aligned to relevant industry certifications	X				This is clearly defined in the Curriculum Map
3. Priority 1, Strategy 1: Instructors certified per industry standards	X				This is clearly defined in the Program Overview with credentials and the process is in the Statement of Grant Impact.
4. Priority 1, Strategy 1: NCRC incorporated into signature program curriculum				X	Not required. This is not stated in the documents for this section but is stated in the Statement of Grant Impact.
5. Priority 1, Strategy 2: Noncredit offering aligned to credit programming			X		This is not specified in any documentation. I am not sure what credit programs may exist at SCC or at other local institutions. APICS has local chapters that can assist with this and creating articulation agreements. If created, this can be included in the Pathway document and chart.
6. Priority 2, Strategy 4: UofI online BAS incorporated into program pathway				X	Not specified in the documentation above but is stated in the Statement of Grant Impact as not being discussed in this program.

- Course Information: Syllabi & Instructional Materials	Exceptional	Effective	Opportunity to Improve	N/A	Comments & Recommendations
1. Priority 1, Strategy 1: Course competencies are aligned to relevant industry certifications	X				This was clearly defined in the Course Quality Standards documents for each course. Recommendation that this same information be used in the course syllabus.

2. Priority 1, Strategy 1: Instructional materials are reflect current industry standards	X				This directly aligns with the course programming and current association standards.
3. Priority 2, Strategy 5: Online and blended delivery options for courses as appropriate	X				Online components of the APICS certification curriculum is made available with the face-to-face course.
4. Priority 2, Strategy 5: Incorporate simulators and state-of-the-art technology into curriculum		X			This is accomplished with the APICS online supplements.
5. Priority 2, Strategy 5: Incorporate online manufacturing training options as appropriate to supplement hands-on training	X				This is accomplished with the APICS online supplements.

- Statement of Grant Impact	Exceptional	Effective	Opportunity to Improve	N/A	Comments & Recommendations
1. Priority 1, Strategy 3: Evidence of strengthened credit for prior learning options within program			X		Statement of Grant Impact states that this ongoing but no policy or practice exists. Suggest fully developing a process that incorporates this, utilizing local APICS chapter for assistance.
2. Priority 2, Strategy 1: Digital literacy incorporated into curriculum			X		Statement of Grant states that the certificate does not have a mandatory digital literacy component, however the student should use online study tools. There is a disconnect here to validate student level of digital literacy and if they can successfully utilize digital online tools. Suggestion to create a policy to instruct students on how to use online APICS tools or a lesson on basic digital literacy.



3. Priority 2, Strategy 1: Evidence of plan for remediation and contextualized learning			X		The program utilizes a self-identifying remediation tool. Suggestion to create a specific plan for remediation based on course assessments. A suggestion would be to include this process with the Pathway Navigator as a person that can be used to help identify remediation opportunities and communicate with the student.
4. Priority 3, Strategy 2: Evidence of intensive advising incorporated into program	X				Defined in the Pathway navigator program.
5. Priority 3, Strategy 1: Evidence of industry input/standards in program design and curricular components		X			This is satisfied with the connection of the local APICS chapter. A suggestion for improvement would be the utilization of a business advisory board of local industry business partners that will use the certifications in hiring. Their feedback should also be included in industry input as it relates to the certification standards.

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