



Iowa Advanced Manufacturing Consortium Curriculum Review Rubric

Signature Program: Industrial Maintenance

College: Western Iowa Community College (WICC)

Reviewer Name: Allan Robertson

Reviewer Signature:

Date: April, 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.



| <ul style="list-style-type: none"> - 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 | | | | Both credit and non-credit have pathways showing how to move from certificate to diploma to degree. Stacked credentials for four levels of electrical and mechanical certificates. Mechanical and electrical technician certificates can be combined. College articulation is available from two colleges. |
| 2. Priority 1, Strategy 1: Program outcomes aligned to relevant industry certifications | | x | | | Traditional industrial maintenance classes covering topics such as electrical fundamentals, motor controls, PLCs and safety. |
| 3. Priority 1, Strategy 1: Instructors certified per industry standards | | | | X | No information given regarding instructors for this program. |
| 4. Priority 1, Strategy 1: NCRC incorporated into signature program curriculum | | x | | | Students can take the NCRC exam at no cost during their first semester. NCRC is also embedded into the curriculum during the first semester. |
| 5. Priority 1, Strategy 2: Noncredit offering aligned to credit programming | | x | | | Pathway allows for students to transfer past course work into credit classes. Policy has been developed. |
| 6. Priority 2, Strategy 4: U of I online BAS incorporated into program pathway | | x | | | Pathways include an end point of U of I and UNI. Articulation agreements are in place. |

| - 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 | | | General industrial maintenance certificates, diploma and OHSA 10 hour certification are offered. |
| 2. Priority 1, Strategy 1: Instructional materials are reflect current industry standards | | x | | | Examples of text book used in classes are: Mig Welding by Hobart Institute of Welding, AMATROL, Holt Illustrated Guide to Basic Electrical Theory |
| 3. Priority 2, Strategy 5: Online and blended delivery options for courses as appropriate | | | | x | The only online example I could find was the use of OHSA 10 hour embedded into this program. I would recommend using an online learning delivery system such as Blackboard or Moodle into each class. Instructors can get comfortable with using this blended delivery system in their classes. This can be accomplished thru the use of grading, testing and posting of materials such as announcements, handouts or video links. |
| 4. Priority 2, Strategy 5: Incorporate simulators and state-of-the-art technology into curriculum | | | | x | Currently this program is not using any type of virtual simulators. I would consider looking at a welding simulator, robotics training cart, 3D printing, fluid power or motor controls software such as Automation Studio or Simutech. |
| 5. Priority 2, Strategy 5: Incorporate online manufacturing training options as appropriate to supplement hands-on training | | | | x | Currently this program in not using online training material related to industrial maintenance. I would recommend looking at online material from various resources. Examples of vendors providing this type of training are AMATROL, LAB VOLT (Festo), AMTEC, Fanuc and Tooling U |



| - 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 | | | | A sector board was formed to develop a non-credit program that would meet industry needs. Since this program was created competencies within the credit class to non-credit classes have been defined. This enables efficient transferability of non-credit to credit course work. |
| 2. Priority 2, Strategy 1: Digital literacy incorporated into curriculum | | x | | | The NCRC exam and Career Ready 101 are available to students. |
| 3. Priority 2, Strategy 1: Evidence of plan for remediation and contextualized learning | | x | | | A pathway navigator has been put in place and meets regularly with add admissions, financial aid and veteran affairs. |
| 4. Priority 3, Strategy 2: Evidence of intensive advising incorporated into program | | x | | | An advising model has been implemented to help students by providing information regarding each certificate, diploma, degree and transferability to a four year degree. |
| 5. Priority 3, Strategy 1: Evidence of industry input/standards in program design and curricular components | | x | | | Industry support is provided by companies such as Tyson, Sabre, Geita, Id, Dean Foods, Hyvee, and Rock Tenn. |

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