

MoManufacturingWINS Curriculum Review Rubric Fall 2014/Spring 2015

Program Reviewed: Manufacturing Production Technician Skills Certificate

College: State Fair Community College

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Review scale definitions:

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

Very good: Review component is complete and effective.

Good: Review component is adequate but presents opportunities for improvement.

Ineffective: Review component is weak and in need of significant improvement.

No or Insufficient Evidence: Review component was not covered or information provided in the documents was insufficient for assessment.

Curriculum Map, Career Ladder/Stackable Credential Documentation, Syllabi	Excellent	Very Good	Good	Ineffective	No/Insufficient Evidence
1. Program CIP code/s appropriate to program title and outcomes.					X
2. Effective program structure (prerequisites, course sequence, stackable credential-structure provide a clear, logical path to completion).	X				
3. Outcomes aligned to occupational focus (industry skills and standards) and prepare students for appropriate industry certification/s.	X				
4. Outcomes are clearly stated.	X				
5. Outcomes are introduced and reinforced effectively.	X				
6. Course objectives are clearly stated and measurable.					X
7. In multi-course programs, course objectives support one or more program or student learning outcome. In single-course programs, modules support one or more course objective.	X				

Comments or recommendations specific to each section rated:

1. CIP if provided was not prominently displayed.
2. Follows MSSC suggested structure and the "Career Map" (not stated as such) document does connect the "MSSC Skill Certificate" (presumably the complete CPT Certification) to the A.A.S. degree offered at State Fair College. However, the document does not indicate the nature of the connection(s) (presumably the CPT courses are included as courses in the degree program).
3. Fits intent, structure, and mission of CPT training. Entries in the "Quality and Measurement" category align with MSSC expectations.
4. Expectation, (not explicitly stated) is the participants receive the CPT certification.
5. Expectation is for participants to use the MSSC text and curriculum defined as the course material.
6. Objective type Statements ("A student will be able to...)or abbreviated versions not provided. However, the "Overview Table of Objectives Modules Learning Activities Assessments" do indicate the source of possible objects within the course text.
7. The course follows the MSSC text certification models with (not explicitly stated) expectation that each MSSC certification that leads to the CPT will be achieved.

General comments or recommendations:

The documentation provided meets the required separate documents expectations of the MoManufacturing WIN's Curriculum Map Career and Ladder/Stackable Credential Documentation categories. However, some the information expected in these documents is only immediately know if the reader is very familiar with the course MSSC based text as referenced.

Instructional Materials and Lab Resources	Excellent	Very Good	Good	Ineffective	No/Insufficient Evidence
1. Support stated course or unit learning objectives.				X	
2. Meet/reflect current industry practices and standards.	X				
3. Provide options for multiple learning styles.					X
4. Instructional materials are cited properly.				X	
5. There is evidence of materials and resources that support on-line or technology-enabled learning.			X		

Comments or recommendations specific to each section rated:

1. The 5 sentences in the "Instructional Materials" document provided were general in nature. It is clear that the instruction is MSSC focused . However that does not provide an specific connection to the support of stated course or unit learning objects.
2. This is based on presumption that the courses follow the MSSC design and intent. However, the award of the CPT will demonstrate that the course meets/reflects MSSC stated current industry practices and standards.
3. MSSC materials may or may not address multiple learning styles with the expectation that the materials are most likely on-line.
4. The brief "Instructional Materials" document only alluded to MSSC curriculum and no specific citations for specific learning objects or content are provided. However, these citations may be available in the MSSC text itself.
5. The MSSC materials are almost (if not 100%) on-line.

General comments or recommendations:

The documentation provided is a minimalist example of documents expectations of the MoManufacturing WIN's Instructional Materials and Lab Resources Documentation categories. An instructor familiar with the resources can effectively conduct this 4 MSSC course sequence, however, most readers of this document package might not be familiar with the resources available in the Industrial Technology Programs at State Fair Community College. It is unlikely that a program that provides a two year A.S. and or A.A.S degree would not have the resources to address this course sequence. However, the documentation provided does not indicate how the on-line nature or even the number of potential students impacts these program (college) resources.

Overview Table: Objectives, Modules/Units, Learning Activities and Assessments	Excellent	Very Good	Good	Ineffective	No/Insufficient Evidence
1. Modules/units are linked to course objectives.	X				
2. Learning activities promote achievement of stated module/unit objectives.			X		
3. Learning activities provide opportunities for interaction and active learning.					X
4. Learning activities provide options for multiple learning styles.					X
5. Learning activities are linked to current industry practices, standards and certifications.	X				
6. Learning activities demonstrate evidence of innovation or enhancements to support adult learner success.					X
7. Materials/resources (to include equipment, tools and software) are used in a way that students understand their purpose and use in industry settings.		X			
8. Assessments measure stated learning objectives and link to industry standards.		X			
9. Assessments align with course activities and instructional materials and resources.			X		
10. Assessments are sequenced throughout the instructional period to enable students to build on feedback.			X		
11. Assessments are varied and appropriate to content.					X
12. Assessments provide opportunities for students to measure their own learning progress.		X			

Comments or recommendations specific to each section rated:

1. The "Overviews Table of Objectives Modules Learning Activities Assessments" does connect course objectives to learning modules with the background knowledge that the MSSC text the course intends to use has these connections.
2. The "Overviews Table of Objectives Modules Learning Activities Assessments" indicates the topics to be covered but the actual active learning activities are not included. Clearly, there are implied opportunities available in the MSSC-OQX units. However, "Multi-view Drawings, Intro to Basic Dimensioning" (topics listed as Learning Activities for MSSC-OQ1 BPR1) include activities to facilitate learning but which view and dimensioning activities the course expects to utilize is not stated.
3. There are not enough details about learning activities to determine if (or what) the opportunities for interaction and active learning would be. There are, of course, interaction and active learning opportunities that deal with "Basic Statistical Concepts" but there is no documentation details.

4. MSSC is almost if not completely on-line. There are no suggestions in the documentation provided as to how multiple learning styles are addressed in this curriculum.
5. The course set prepares students for the state industry certification. The awarding of the CPT confirms that learning activities used accomplished that mission.
6. No evidence of any activities that specifically address adult learner success was provided.
7. MSSC selected curriculum and text for this set of courses address industry relevance. However, no clear indication that industry need within the college service was solicited.
8. The assessment categories (unit test, course exams) listed in the "Table of Objectives Modules Learning Activities Assessments" suggest that MSSC provided assessment instruments will be used. Based on this implication, the course objects actually match the MSSC course materials delivered, the assessment measures do link to the industry standard.
9. Details not provided in Assessment Column but it is presumed course will follow the tiered assessments provided within the MSSC curriculum material.
10. The not specified course set assessment alignment is acceptable presuming the State Fair Community College courses and course content follow the MSSC established course tiered approach.
11. No suggestion of variable assessments events is provided.
12. On-line software structured courses provide feedback of assessment events. However, no indication as to how variable assessments feedback to students will occur.

General comments or recommendations:

The Information provided in the respective columns of the Table is certainly connected but this information is at least two levels about a detailed view that specifically indicates the interlock among the assessments, learning activities and module/unit-level objective. This State Fair College provided document meets the required separate documents expectations of the MoManufacturing WIN's Objectives, Modules/Units, and Assessment Documentation categories at this very broad overview point of view.

Innovative or Enhanced Strategies	Excellent	Very Good	Good	Ineffective	No/Insufficient Evidence
1. Evidence of industry input/standards in program design and curricular components.					X
2. Evidence of program enhancements to support the adult learner.				X	
3. <i>If program has run long enough</i> , is there evidence that program design and curricular components and enhancements are resulting in good or improving completion rates?					X

Comments or recommendations specific to each section rated:

1. The MSSC CPT meets the general needs for manufacturing facilities across the nation. However, there is no document indication that suggests that local industry feedback was solicited.
2. Other than the MSSC curriculum on-line nature, there are no other specific indications of program enhancements to support the adult learner.
3. No duration or completion data provided.

General comments or recommendations:

The State Fair CC documentation provided minimally meets the required separate documents expectations of the MoManufacturing WIN's Innovative or Enhanced Strategies Documentation categories.