

Q17. Name:

Tom Martin

Q19. Course:

Machine Maintenance

Q1. A. Learner Objectives & Interaction

	Evident	Not Evident	Not Applicable
The course learning objectives are measurable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning objectives are stated clearly and written from the student's perspective.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning objectives are appropriately designed for the level of the course.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructions make clear who the instructor is and how to contact the instructor.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course timeline and schedule of assignments is clear.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q2. Comments:

The course timeline and related schedule of assignments is not evident. However the course outcomes and the objectives are in a logical sequence to build upon each step of the 6 course program. The objectives are both clear and measurable.

Q12. B. Learner Support (adapted from Quality Measures Rubric Standards Fifth Edition, 2014)

	Evident	Not Evident	Not Applicable
Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help the student succeed in the course and how the student can access them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Course instructions articulate or link to an explanation of how the institution's student services can help the student succeed and how the student can obtain them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q13. Comments:

In all the great documentation there is no reference to Shorelines CC academic support system. However being familiar with Shoreline there is a very good academic support system.

Q3. C. Instructional Design

	Evident	Not Evident	Not Applicable
The course organization and design is clear, coherent, and structured in an appropriate way.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4. Comments:

I really like how the course are divided up by specific content matter. I also like the fact that there is only ONE prerequisite for all the courses. This give the student flexibility and options.

Q5. D. Instructional Materials

	Evident	Not Evident	Not Applicable
The instructional materials contribute to the achievement of the stated course objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional materials are current.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning activities promote the achievement of the stated learning objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities provide opportunities for interaction that support active online learning.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course is designed into stages of introduction, development, and assessment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The videos, graphics and articles are appropriate for the level of learning and focus for the course.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities are engaging and support active engagement with the content and course objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. Comments:

In using the NIMS program the Maintenance Mechanic program offers online support, videos and related media support for the classroom environment. The "hands on" activities are directly related to the course materials. and objectives.

Q7. E. Assessment & Measurement

	Evident	Not evident	Not Applicable
The types of assessments selected measure the stated learning objectives and are consistent with module activities and resources.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment instruments selected are varied and appropriate to the student work being assessed.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q8. Comments:

In the objectives there are suggested assessments for measurement. However there was no examples of assessment in the materials provided.

Q9. F. Industry-Based Application

	Evident	Not Evident	Not Applicable
Course materials, activities, and learning outcomes reflect direct application to the target occupation.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10. Is it clear that this course is foundational, intermediate, or advanced in preparing students for high-wage, high-skill employment?

- Yes
- No
- Unclear

Q14. Comments:

The 5 concurrent course layout goes from the basic concept of preventative maintenance to advanced trouble shooting of both mechanical and electrical systems. The Safety class MFGT 245 is also a great idea to support the core classes. The use on an internship at the end is a fantastic way to give the student an introduction to the occupation.

Q17. G. Do the openly licensed works appear to have the proper attributions?

Evident

Not Evident

Not Applicable

Q18. Comments:

The licensed works acknowledges the DOL and the TAACCCT grant. All materials presented are easily usable in the OER format.

Q25. H. Do the course materials include features that make them accessible as a learning resource for all students, including students with disabilities?

Evident

Not Evident

Not Applicable

Q26. Comments:

Q19. I. After reviewing the course in total, are there content topics that are missing or need to be improved?

Yes

No

Q20. Comments:

The Maintenance Mechanic program covers a broad range of subject matter in great detail. There are no improvements I could suggest.

Q21. J. After reviewing the course in total, are there content variety (e.g. multimedia, project based learning, etc.) that are missing or need to be improved?

Yes

No

Q22. Comments:

As with many technical programs the courses in this program are "project based". With that is use and application of the tools and equipment for the occupation. The application of the NIMS program will support these activities.

Q23. K. After reviewing the course in total, are there instructional design elements that are missing or need to be improved?

Yes

No

Q24. Comments:

The only thing I may add is the timeline and schedule elements.

Q11. Overall Review Comments:

I am really impressed with the Maintenance Mechanic program at Shoreline CC. I look forward to hearing about the success of this program. I think it will be well received by industry if it has not been already.