

Q17. Name:

Tom Martin

Q19. Course:

Quality Assurance

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 word document that covers both the curriculum and specific course descriptions is excellent and well outlined for learning objectives. I did have trouble finding the course timeline that directly related to the students assignments. Overall great Quality courses.

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 documents I did not see a reference to Shoreline Community Colleges outstanding support system for students.

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:

The design and organization of both MFG 155 and 156 is both logical and concise. The content aligns with the outcomes stated.

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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q6. Comments:

In review of all the materials I must say there has been a tremendous amount of preparation work completed to begin both the MFG 155 and 156 courses. Jeff has included every form of measurement device I believe available to industry. The topics cover the gamete of Quality education.

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8. Comments:

Both the MFG 155 and 156 Course outcomes demonstrate how the course objectives are supported and assessed. The only item I see missing is a specific example of how a student may be tested on a specific outcome.

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 outcomes for MFGT 155 alone would make the student employable. The outcomes are perfect for what a student would need to be employable in the this job market.

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

Evident

Not Evident

Not Applicable

Q18. Comments:

Yes. The material is accurate and concise for the topic being covered

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:

This question is difficult to measure. There are so many types of disabilities that instructors deal with that it would be difficult to determine a one size fits all approach. I will say the information provided is straight forward and easy to understand at a very basic level.

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

Yes

No

Q20. Comments:

I see just the opposite. I can not see where one topic is missed. Both courses cover from theory to the actual application of both the skills and techniques needed to become employed in this area of technology

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:

It appears that the course offers both theory and "hands on" approach to learning. The equipment covered will drive many a project based assignment.

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:

Although the course information is both in depth and covers a broad spectrum of learning, I would like to see a weekly breakdown of each of the units covered.

Q11. Overall Review Comments:

Both the MFGT 155 and MFGT 156 will be outstanding courses for students to begin a career in Quality Assurance. I was highly impressed with the broad range of topics covered and how they related to the major outcomes specified. I believe the hands on application of the theories from Deming, Crosby and others covers the entire spectrum of the world of Quality.