

Q17. Name:

Tom Martin

Q19. Course:

MFGT 106

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 only item missing was a schedule and timeline for the course. The learning objectives are clear and concise.

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

Q13. Comments:

The MFGT 106 program is supported by the IBEST method instruction for related math units. This is a great idea as it opens up the opportunity for the student to ask for additional help in other areas.

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 course organization and design is VERY structured. It is easy to follow the hierarchy of learning from the beginning to the end of the course objectives

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:

Keith is using the NIMS program to guide this course which is excellent. He has attached video links to the internet and has examples of how the student outcomes will be measured.

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:

MFGT 106 has both paper and hands on assessments that are documented by a. planning, b. set up and c. inspection sheets. This covers the range of manufacturing outputs.

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:

In the documentation there are numerous examples of how the Skills Check Summary are related to industry applications and target occupations.

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

Evident

Not Evident

Not Applicable

Q18. Comments:

The attributions for the work submitted appears to be properly documented and supported with the correct references to OER.

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:

The documentation shows many links to the various OER materials created by Keith and Chris. Chris has submitted a comprehensive math sequence to support this class online.

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 MFGT 106 programs goes beyond the scope of just machining. The content topics include safety, quality assurance and math skills needed for this occupation.

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:

Keith does a nice job of balancing the "in class" learning with the "hands on" application of knowledge. There is nothing missing.

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 documentation of program objectives and activities is well documented. The only item I would like to see is a time frame for each objective. I do like the reference to an attendance policy though.

Q11. Overall Review Comments:

As I have been to Shoreline Community College and have observed both Chris and Keith in the class room I am excited about what they are going to accomplish with the MFGT 106 Intermediate Program. I feel that this additional training will provide students with greater occupational opportunities and income enhancement.