

Course 1: Healthcare -- Language Arts

Observations:

- **Course Objectives:** The objectives need a little strengthening to make the measurable. For the ABE/ASE curricula, the objectives were hit hard because they needed to be strengthened; **every objective must meet 4 criteria:**
 1. Specific
 2. Descriptive
 3. Reasonable
 4. Measurable
 - **Objective #1** states: Demonstrate knowledge of the US healthcare system. This objective needs to be revised to incorporate some other activity that will be both descriptive and measurable, i.e., “students will demonstrate their knowledge of the US healthcare system by engaging in and contributing to class discussions, representing their understanding of critical issues through speaking and writing,” etc.
 - **Objective #4** states: Understand the importance of effective communication in a healthcare setting. Again, looking at the four criteria of a strong objective, it is not possible to measure or quantify someone’s understanding. Just because a student is able to regurgitate information that has been fed to him/her does not mean he/she understands the content. This objective could be reworded to be strong just by changing it up a little: Students will be able to identify the components of effective communication, will use them in the classroom and lab activities.
 - **Objective #5:** see above comments to address this
 - **Objective #7:** what does writing effectively mean? How is effective writing going to be measured? Whose standard will judge the effectiveness of the writing? What is the ultimate goal for this objective? If it is to develop professional writing skills, you can make that quantifiable much more easily
 - **Objective #8:** same issue as #1
 - **Objectives #2, #3, #6, #9, #10, #11, #12 are pretty good. I would look at #11 and make sure whatever lecture & activity are planned all revolve around “outlining” as a measurable outcome.**
- **Assessment of Student Learning:**
 - The assessments are really strong! I do have one question, though: how will collaborative work be assessed, or be used as an assessment?
- **Course Outcomes:**
 - I noticed in this section there are some things mentioned that are not addressed in the objectives. You need to describe how the outcomes will be possible through the objectives (i.e., diversity, ethics, etc.)

- The last outcome (Written Communication) includes a number but nothing after it

- **College Learning Outcomes:**
 - The comment “This course will contribute to meeting the following college learning outcomes” is included under the College Learning Outcomes, but there is nothing that follows it.

- **Modules:**
 - **Module 4 – Video 1:** This video focuses on the “5-paragraph essay for the GED exam.” This format is no longer the focus of academic writing. I recommend focusing writing assignments on citing information from complex texts to support individual positions or ideas.
 - **Module 4 – Video 2:** How does the Industrial Revolution figure into Healthcare Language Arts? I don’t see the connection.
 - **Module 5 – Video 1:** Again, this video focuses on outlining a GED Essay. If you want your students to learn how to write an essay or position paper, will do more in the task to prepare them for academic rigor if you work with complex texts, and citing text to support conclusions.
 - **Module 5 – Essay Outline Assignment:** see above comment.
 - **Module 6 – “First 5-Paragraph Essay Assignment”:** see above comment.
 - **Module 8 – “Second 5-Paragraph Essay Assignment”:** see above comment.

Course 2: Healthcare Math & Science

- **Course Objectives:**
 - Objectives must be:
 - Specific
 - Descriptive
 - Reasonable
 - Measurable
 - Be clearer about how students will demonstrate understanding and knowledge by describing the ways they will be demonstrating them.
 - Is the goal for the students to utilize software, or to successfully master it?
 - How will you know when or if students recognize the importance of physical and or mental health?

- **Assessment of Student Learning:**
 - The assessments are generally strong – but I have one question: how will collaborative work be assessed, or used as an assessment?

- **Modules:**

- **Module 2:** I thought I saw mention of learning styles in Healthcare LA course, but when I looked again I couldn't find it. I mention it here because if you do address learning styles in the first course, I question why the students are doing an inventory in this course. Just something to keep in mind.
- **Module 12:** Interview thank you letter topic seems to be repeated from Healthcare LA course (the same goes for other career-oriented topics).

Course 3: Manufacturing Language Arts

- **Course Objectives**
 - Objectives must be:
 - Specific
 - Descriptive
 - Reasonable
 - Measurable
 - The same comments made for the Healthcare courses apply to this course with regard to making sure the objectives focus on a behavior or skill we want students to develop.
- **Assessment of Student Learning**
 - The assessments are really strong – a good variety of techniques.
- **Modules**
 - **Module 4:** Video references “The 5-Paragraph Essay.” Refer to earlier comments regarding the focus of academic writing now being emphasized in standards, high school equivalency exams, and entry exams
 - **Module 5:** Resources reference how to outline a GED Essay, as well as what makes a good GED essay – see previous comments regarding this topic
 - **Module 6:** This module contains a “First 5-Paragraph Essay Assignment.” See previous comments
 - **Module 8:** Second 5-Paragraph Essay – see previous comments on this topic

Course #4: Manufacturing Math & Science

- **Course Objectives**
 - Objectives must be:
 - Specific
 - Descriptive
 - Reasonable
 - Measurable

- Objective # 3: “Demonstrate an[d] understanding of the importance of self-directed learning, time management and organization skills” – how will this be measured or quantified? Understanding importance of topics is too nebulous – the way one student demonstrates importance, or places value on a topic – can look very different from another student. There needs to be some consistency in objectives – especially in how they are measured. There are many objectives in this course that begin with “demonstrate understanding” so they need to be examined and re-worded.

- **Course Outcomes**
 - There are none.

- **Assessments**
 - One question: how will “collaborative work” be assessed or be used as an assessment?

- **Modules**
 - **Module 2:** The topics of the metric system, converting units, and interpreting graphs & data are excellent to include!
 - **Module 6:** Quiz is unavailable?
 - **Module 12:** Ok, the temperature game from NASA is really cool! 😊

Other comments:

- Overall, these courses are really strong, and you’ve done a really good job of balancing content and process.
- The weaknesses in some objectives is easily addressed
- You go far beyond what is required in these courses by examining preferences in learning and how that can play out in the world of work as well.