# Subject Matter Expert Review

# TAACCCT Grant – Round 1

# Findings & Report

**Program:** Sustainable Landscaping

**Program Modules:**

**Faculty Developer(s)/Instructional Designer(s):** Shelley Grabel – program contact

**Subject Matter Expert:**

**Subject Matter Expert Credentials:**

**Date of Review:**

|  |
| --- |
| **Synopsis of Findings:** |
| **1. PROGRAM AND COURSE OVERVIEW AND OBJECTIVES** | The overall design and purpose of the program and each lesson is made clear to the student. The program’s sequence and objectives are appropriate. |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Specific Review Standard*** | **Accomplished** | **Satisfactory** | **Not satisfactory** |
| 1.1 The program’s competencies/objectives are clearly stated. |  |  |  |
| 1.2 The goals and purpose of each lesson are clearly stated. |  |  |  |
| 1.3 If applicable, prerequisites and/or any required competencies are clearly stated. |  |  |  |
| 1.4 Learning objectives for each module describe outcomes that are measurable. |  |  |  |
| 1.5 Learning objectives are appropriately designed for the level of each of the modules. |  |  |  |
| 1.6 Instruction, activities, and assignments in modules are scaffolded, building upon each other. |  |  |  |
| **Comments:**  |
| **2. RELEVANCY**  | Measurable Performance Objectives (MPO’s) and Module Objectives are relevant to students, industry, and employers. |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Specific Review Standard*** | **Accomplished** | **Satisfactory** | **Not satisfactory** |
| 2.1 Measurable Performance Objectives (MPO’s) represent industry’s expectation of the overarching knowledge, skills, and abilities an associate-degree level student should have. |  |  |  |
| 2.2 Measurable Performance Objectives (MPO’s) and Module Objectives are relevant to **industry and employers.** |  |  |   |
| 2.3 Instruction, activities, and assignments in individual courses are relevant and engaging to **students**. |  |  |  |
| **Comments:**  |

|  |  |
| --- | --- |
| **3. RESOURCES AND MATERIALS**  | Instructional materials being delivered achieve stated Program objectives and learning outcomes *(note: not all program/course materials are deliverable under CC BY licensing)*.  |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Specific Review Standard*** | **Accomplished** | **Satisfactory** | **Not satisfactory** |
| 3.1 The instructional materials contribute to the achievement of the stated course learning objectives.  |  |  |  |
| 3.2 The purpose of instructional materials is clearly explained. |  |  |  |
| 3.3 The instructional materials present a variety of perspectives and approaches on the course content. |  |  |  |
| 3.4 The instructional materials are appropriately designed for the level of the course. |  |  |  |
| **Comments:**   |

|  |  |
| --- | --- |
| **4. ASSESSMENT AND MEASUREMENT** | Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process. |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Specific Review Standard*** | **Accomplished** | **Satisfactory** | **Not satisfactory** |
| 4.1 The course evaluation criteria/course grading policy is stated clearly on each syllabus. |  |  |  |
| 4.2 Module-level assessments (those that can be delivered) measure the stated learning objectives and are consistent with course activities and resources. |  |  |  |
| 4.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to the course grading policy. |  |  |  |
| 4.4 The assessment instruments (that can be delivered) are sequenced, varied, and appropriate to the content being assessed.  |  |  |  |
| **Comments:**  |