

Curriculum Evaluation Rubric

Program: Amarillo College Truck Driving Academy

Date: July 8, 2016

Reviewer: Ricky Sims

Program Description: This course is designed for students seeking a career as a commercial vehicle operator. The objective of the course is to provide the information and training necessary to develop the skills for an entry-level position as a commercial vehicle operator. This is an intense fast-paced course that will cover a tremendous amount of information in a short period of time. As extensive as the course is, students can expect to continue learning throughout their career.

The philosophy of the curriculum review process is based on three principles: 1) continuous improvement; 2) professional development; and 3) direct application. There are no pass/fail or minimum scores for a course, provided that all required portfolio components are submitted by the participating college. The focus of the review process is to share best practices and feedback on the work of colleagues.

Instructions: Use one rubric document per program.

Begin by reviewing the Syllabus/Course Outline and complete Sections A through F of the Rubric.

For each item, circle the appropriate rating number and place a tally total in the box indicated for each section. Please take time to identify related Strengths and Suggestions for each section; this is an opportunity for you to give specific feedback to the instructor / curriculum designer. There is also a section at the end of the rubric for General or Summary Comments about the course overall. Tally the 6 sections and record the total at the end of the document in the Total Score box. [If not enough room for your comments in the boxes, please continue typing below the boxes.]

When you complete the rubric, please save it and send the electronic version to: [Janice M. Johnston at jimjohnston31@actx.edu](mailto:Janice.M.Johnston@actx.edu). Completed rubrics are due no later than Friday, July 22. If you have any questions or problems, contact Janice.

In addition to the electronic documents in MS Word, please print out the rubric pages, clearly **circle** all rating numbers with a pen, **sign and date** the Sections Total page in the designated space, and **mail (or scan and send as a pdf)** rubric documents to:

Janice M. Johnston, Director of DoL TAACCCT Grant,
Amarillo College, P.O. Box 447, Amarillo, TX 79178.

A. Syllabus & Course Outline

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

A1	Syllabus includes basic elements of the course (e.g., course title and number, credits, goals/objectives, learning outcomes, pre-requisites, course description)	1	2	3	4	N/A
A2	Course texts (required and optional) are listed on syllabus; supplementary materials and resources are provided if appropriate.	1	2	3	4	N/A
A3	Assessment methods, grading policies and scale, and other student measurement practices are described within the syllabus.	1	2	3	4	N/A
A4	The Course Outline is appropriately formatted and includes major topics, activities, and length of classes/sessions.	1	2	3	4	N/A
TOTALS					16	16

Strengths: Very well formatted.

Suggestions: In the course outline, there is no mention of random, post accident, reasonable suspicion and return to duty and follow up drug and alcohol testing. Although each company will have a different type of policy, this is required and the students need to be aware of this testing.

B. Learner Objectives & Interaction

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

B1	The learning activities promote the achievement of the stated learning objectives.	1	2	3	4	N/A
B2	Learning activities provide opportunities for interaction that support active learning.	1	2	3	4	N/A
B3	The course learning objectives are measurable.	1	2	3	4	N/A
B4	All learning objectives are stated clearly and written from the student's perspective.	1	2	3	4	N/A
B5	The learning objectives are appropriately designed for the level of the course.	1	2	3	4	N/A
TOTALS				6	12	18

Strengths: The activities promote team- work and student interaction.

Suggestions:

C. Instructional Design

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

C1	The course organization and design is clear, coherent, and structured in a developmentally appropriate way.	1	2	3	(4)	N/A
C2	Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	1	2	(3)	4	N/A
C3	The course teaches and uses active learning strategies to engage students and foster understanding.	1	2	3	(4)	N/A
C4	The course accommodates a variety of learning styles and ability levels.	1	2	(3)	4	N/A
TOTALS				6	8	14

Strengths: The course really does start with the basics of driving a commercial vehicle, and ends with the students having the knowledge and skill set to succeed in the Transportation Industry.

Suggestions: