

Curriculum Evaluation Rubric

Course: LNWK 1371

Date:7/17/16

Underground Distribution/Transmission Operations

Reviewer: Martin Church

Course Description: Examination of underground electrical system layout and construction with emphasis on safety problems inherent with underground distribution. Topics include the proper use of special tools and equipment specific to underground distribution. Students will perform terminations and splices; test equipment and tools; and perform various replacement and testing functions.

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 course.

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 it to: [Janice M. Johnston](mailto:Janice.M.Johnston@actx.edu) at imjohnston31@actx.edu. Completed rubrics are due no later than Friday, July 22, 2016. If you have any questions or problems, contact Janice.

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				0	0	6	8

Strengths: Easy to read, Bold subject titles provide a quick way to find what is needed, The syllabus has a thoughtful lay out.

Suggestions: Learning outcomes could be emphasized more.

Assessment methods could be a little more clear, are labs graded solely on attendance?.

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			0	0	6	12

Strengths: Student performance, expected behavior, and attendance are well written and very clear.

Suggestions: a breakdown of what will be covered in class and also in the lab could be more defined.

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		4	0	0	0	

Strengths:

Suggestions: no information in the syllabus gave me any insight into the course design.

D. Instructional Materials

Scale:

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

D1	The instructional materials contribute to the achievement of the stated course objectives.	1	2	3	4	N/A
D2	The purpose of the instructional materials and how the materials are to be used for learning activities are clearly explained.	1	2	3	4	N/A
D3	The instructional materials are current.	1	2	3	4	N/A
D4	The instructional materials present a variety of perspectives on the course content.	1	2	3	4	N/A
D5	Instructional materials connect students to what they already know and include real-world examples to which the students can easily relate.	1	2	3	4	N/A
TOTALS			0	0	0	20

Strengths: the Guidebook for linemen & cablemen is a very good book. The list of supplies is adequate for the hands on work to be done in the lab. The hands on work in the lab seems to cover current and relatable job tasks.

Suggestions:

E. Assessment & Measurement

Scale:

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

E1	The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.	1	2	3	4	N/A
E2	The course grading policy is stated clearly.	1	2	3	4	N/A
E3	Specific and descriptive criteria are provided for the evaluation of students' work and participation, and they are tied to the course grading policy.	1	2	3	4	N/A
E4	The assessment instruments selected are varied and appropriate to the student work being assessed.	1	2	3	4	N/A
E5	Students have opportunities to measure their own learning progress.	1	2	3	4	N/A
E6	Assessment results are used to help students progress.	1	2	3	4	N/A
E7	The sample Assessments (e.g., test, rubric, performance checklist) include information on administration, scoring, and use of results with students.	1	2	3	4	N/A
TOTALS		1	6	3	8	

Strengths: Syllabus clearly states the grading breakdown.

Suggestions: could state when quizzes will be assigned and when lab evaluations will be done.

F. Industry-Based Application

Scale:

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

F1	The course includes multiple opportunities for students to learn about the target occupations/industry (e.g. examination of underground distribution and transmission practices and operations application, OSHA and NESC regulations, documentation, communication, and troubleshooting).	1	2	3	4	N/A
F2	Assessment tools include some authentic measures (e.g., they match or align with ways students would be assessed or expected to work in the workplace).	1	2	3	4	N/A
F3	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	1	2	3	4	N/A
TOTALS		0	0	0	12	

Strengths: Hands on lab work and safety regulations.

Suggestions:

Section Totals		
A	Syllabus & Course Outline	14
B	Learner Objectives & Interaction	18
C	Instructional Design	4
D	Instructional Materials	20
E	Assessment & Measurement	18
F	Industry-Based Application	12
FINAL TOTAL		86

General / Summary Comments

Syllabus generally describes what I believe to be a very good course, filled with relevant information and good hands on activities. I think it could be more descriptive about timing of evaluations and content.

Date Review Completed

7/20/16

Signature of Reviewer



Adapted by Marissa M. Cochran, M.Ed., Amarillo College, from a rubric developed by Eileen Casey White, Ed.D., Connections Consulting Inc.

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties or assurances of any kind, express or implied, with respect to such information on linked sites, and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.



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