Curriculum Evaluation Rubric

Course: MCHN 1341 Basic Machine Shop II	**Date:** 6-29-16
Reviewer: David Gibson	
Course Description: A continuation of Basic Machine Shop I.	

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 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 the electronic version to: Janice M. Johnston at jmjohnston31@actx.edu. Completed rubrics are due no later than Friday, July 15. 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** 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: Comprehensive						
Suggestions: Shouldn't the prerequisite be MCHN1338? **Opinion – Tools should only be purchased from the book store. If students purchase discount tools from Harbor Freight or similar stores you are allowing them an opportunity to set themselves up for failure. Quality tools are the life-blood of the machining profession. If you are forced to allow substitutions, then the substitutions should only be the place of purchase while maintaining the same model and part number of those listed in the book store. Students at this stage do not have enough experience to determine whether they are purchasing a quality produce or not.**						

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:						
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				3	12	15

Strengths:

Suggestions: