

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			4	6	4	14
Strengths:						
D1-D3 Instructional material helps student to take an active part in learning.						
Suggestions:						
D4-D5 Instructional material should guide students to real life application (from lecture to application).						

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				12	12	24

Strengths:

E1-E7 The assessment allows a student to know where they are, at any given period during the course. This allows them to take an active part in their learning.

Suggestions:

None

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. , refrigeration components, refrigeration cycle and heat transfer, safety procedures, OSHA and EPA 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			2	6		8

Strengths:

F3 Course material do somewhat reflect to the target occupation.

Suggestions:

Be specific about the target occupation (what occupations; installers, techs) and what industry (light commercial, commercial, residential, or industrial). The basic principles are the same but the application is different along with the controls.

Section Totals		
A	Syllabus & Course Outline	15
B	Learner Objectives & Interaction	18
C	Instructional Design	14
D	Instructional Materials	14
E	Assessment & Measurement	24
F	Industry-Based Application	8
FINAL TOTAL		93
General / Summary Comments		
The overall course content reinforces the learning objectives.		
Date Review Completed		
July 21 2016		
Signature of Reviewer		
Ronald Forts		

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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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