

## Curriculum Evaluation Rubric

**Course:** HART 1307

Refrigeration Principles

**Date:**

July 21 2016

**Reviewer:** Ronald Foster

**Course Description:** An introduction to the refrigeration cycle, heat transfer theory, temperature/pressure relationship, refrigerant handling, refrigeration components, and safety.

*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 at jimjohnston31@actx.edu](mailto:Janice.M.Johnston@actx.edu).

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Completed rubrics are due no later than Friday, July 22, 2016. If you have any questions or problems, contact Janice.

<b>A. Syllabus &amp; Course Outline</b>					
<b>Scale:</b>					
<i>1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable</i>					

<b>A1</b>	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
<b>A2</b>	Course texts (required and optional) are listed on syllabus; supplementary materials and resources are provided if appropriate.	1	2	3	4	N/A
<b>A3</b>	Assessment methods, grading policies and scale, and other student measurement practices are described within the syllabus.	1	2	3	4	N/A
<b>A4</b>	The Course Outline is appropriately formatted and includes major topics, activities, and length of classes/sessions.	1	2	3	4	N/A
<b>TOTALS</b>				3	12	15

**Strengths:**

**A1-A4 describes all the information that is needed to know to start the course.**

**Suggestions:**

**Syllabus focus more on student than course content. It is understandable that attendance and conduct is important, but knowing what you are learning as set forth in the syllabus is a little bit more important.**

**B. Learner Objectives & Interaction**

Scale:

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

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

Strengths:

B1-B3 Interaction is a key factor in learning.

Suggestions:

B4-B5 There should be order to the objectives to give direction.

<b>C. Instructional Design</b>
Scale: 1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

<b>C1</b>	The course organization and design is clear, coherent, and structured in a developmentally appropriate way.	1	2	3	4	N/A
<b>C2</b>	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
<b>C3</b>	The course teaches and uses active learning strategies to engage students and foster understanding.	1	2	3	4	N/A
<b>C4</b>	The course accommodates a variety of learning styles and ability levels.	1	2	3	4	N/A
<b>TOTALS</b>				6	8	14

**Strengths:**

**C1 & C4** The course design is clear but organization is not necessarily in order conducive to learning.

**Suggestions:**

**C2-C3** Organize in a concept that builds(Law of Thermodynamics, Temperature/Pressure correlation, Refrigeration Cycle as a whole, then break down each component and describe what each does, then put everything back together etc.) EPA recovery, vacuum, charge, safe handling of refrigerant etc.