

## Curriculum Evaluation Rubric

**Program:** Certified Nurse Aide (CNA) Program

**Date:** June 10, 2016

1. Introduction to Professional CNA

2. CNA Lecture

**Reviewer:** Kathy Snider, MSN, MA, BSN

*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. The boxes expand with your text. 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.

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). Completed rubrics are due no later than June 30, 2016. If you have any questions or problems, contact Janice at 806-467-3110.

Reviewed and  
Submitted by  
Dudrick

6/10/16

**A. Syllabus & Course Outline: Introduction to Professional CNA**

**Scale:**

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

<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>		0	0	0	16	16

**Strengths:** The syllabus includes all the basic elements of the course, as well as many useful items of information. The course textbook is listed as required, along with the CNA Curriculum on the DADS website. The credits, goals, objectives, learning outcomes and prerequisites are all listed, and detailed. The supplementary materials are outlined in the Texas Nurse Aide Performance Record and the clinical component. The assessment methods are clearly described, along with the grading policies and grading scale. The additional tools utilized for measuring student performance are discussed, and the website address is provided for the Texas Nurse Aide Performance Record.

The course outline is beautifully formatted, clearly readable, easy to follow, and logical in sequencing. Descriptors as to expectations in classes and clinicals are easily understood and detailed.

**Suggestions:** I did not find any evidence of mandatory background checking, TB skin test, flu vaccine or age requirements. May need to list these.

**B. Learner Objectives & Interaction: Introduction to Professional CNA****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>		0	0	0	20	20

**Strengths:** The learning activities provide opportunities for interaction that demonstrates both the support of active student learning and the achievement of the student outcomes listed for both the course, and the Texas CNA Curriculum. The TX Nurse Aide Course Objective List is very thorough and descriptive. The student understands the expectations both locally (Amarillo College and the state of Texas). All course objectives are measurable and written from the student perspective. All objectives are appropriately designed for the level of this course.

**Suggestions:** None

**C. Instructional Design: Introduction to Professional CNA**

**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>		0	0	0	16	16

**Strengths:** The overall organization of this course demonstrates how the textbook, along with the State CNA curriculum are intertwined. The calendar gives specific information as to how each area of content ties back to the objectives, and then lists out both the book chapters, and the state curriculum. The student can easily recognize the expectations from both the college and the state. The course accommodates a variety of learning styles, evident in the wording of the objectives, the class activities, the clinical and lab activities, and the testing. The ability levels of students are addressed in the first pages with descriptors on the testing of Adult Basic Education needs. The guidelines states that all courses are taught in English, and only English is spoken in the classroom.

**Suggestions:** I did not find a disability statement within the syllabus to speak to ability levels.

<b>D. Instructional Materials: Introduction to Professional CNA</b>						
<b>Scale:</b>						
<i>1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable</i>						
<b>D1</b>	The instructional materials contribute to the achievement of the stated course objectives.	1	2	3	4	N/A
<b>D2</b>	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
<b>D3</b>	The instructional materials are current.	1	2	3	4	N/A
<b>D4</b>	The instructional materials present a variety of perspectives on the course content.	1	2	3	4	N/A
<b>D5</b>	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
<b>TOTALS</b>		0	0	0	20	20
<p><b>Strengths:</b> The course instructional materials are clearly listed, and shown to be required (Both textbook and Texas state curriculum—online). The course objectives listed in the syllabus, and further described separately, are clearly tied back to the textbook and state curriculum. Evidence is clear that the objectives have specific meaning throughout the state curriculum, as the student will be tested against those objectives.</p> <p>The textbook is well written, logical and easy to follow. The photos, graphics and format are unique to the student population most colleges currently serve. The color, layout and extra notes on rationales (<i>why</i> do it) are excellent.</p> <p>The materials connect student to the real world, and utilize real world examples. The state curriculum will allow student to practice in both lab and clinical settings, demonstrating application to the actual customer. The perspectives of the course materials, allow the student to view the many clinical settings where a CNA may practice, and provides examples of how these perspectives may change, depending on the area worked.</p>						
<p><b>Suggestions:</b> The textbook is current for current industry application, however, a 4<sup>th</sup> addition is now available.</p>						

## E. Assessment & Measurement: Introduction to Professional CNA

### 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
<b>TOTALS</b>		0	0	0	28	28

**Strengths:** The types of assessment are easily able to measure the outcomes provided to the student via the syllabus. Utilizing a variety of assessment instruments such as; homework, exams, journals, resumes, and professionalism are all consistent with the course objectives and outcomes. The grading policy is clearly stated, and additional information is given as to learning behaviors, dress code for clinicals, and performance expectations are clear. Students have opportunities to check themselves, check against the curriculum objectives, and ask for help in areas they have struggles. All assessments include detailed information of the administration, testing rules, scoring rules and how the information will be used and calculated for grading. Additionally, the grading is broken into LECTURE, CPR and CLINICAL grading areas, and descriptions are given as to each assessment.

**Suggestions:** The assessment results for the state testing describes that the student is only allowed three attempt to pass the state examination; if not successful, the student must retake the course. It is not clear that the student will receive a grade for the course, even if the state exam is not passed. Perhaps a comment on this in the syllabus.

**F. Industry-Based Application: Introduction to Professional CNA**

**Scale:**

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

<b>F1</b>	The course includes multiple opportunities for students to learn about the target occupations/industry (e.g., clinical application such as HIPAA, documentation, communicating	1	2	3	4	N/A
<b>F2</b>	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
<b>F3</b>	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	1	2	3	4	N/A
<b>F3</b>	Course materials, activities, and learning outcomes reflect direct application to the DADS curriculum. <b>THIS IS A REPEAT</b>	1	2	3	4	N/A

<b>TOTALS</b>		0	0	0	12	12
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**Strengths:** The course provides multiple opportunities for students to learn about becoming a CNA; from the classroom setting, to the laboratory setting, to the state’s expectations, and then in real world settings (clinical). The assessment tools are the state testing criteria used for all CNAs in the state of Texas. The additional assessment tools utilize competency skills checklists, which are used in both acute and long term care facilities. The materials used, coupled with the learning outcomes, and the state requirements, all directly apply to the Amarillo College course objectives/outcomes and DADS curriculum standards, requirements and listed outcomes.

**Suggestions:** None

**A. Syllabus & Course Outline: CNA Lecture**

**Scale:**

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

<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>		0	0	0	16	16

**Strengths:** The syllabus includes all the basic elements of the course, as well as many useful items of information. The course textbook is listed as required, along with the CNA Curriculum on the Texas DADS website. Additional information about professional expectations is clearly written out and gives the student a clear picture of the expectations both in and out of class.

The credits, goals, objectives, learning outcomes and prerequisites are all listed, and detailed. The supplementary materials are outlined in the Texas Nurse Aide Performance Record and the clinical component. The assessment methods are clearly described, along with the grading policies and grading scale. The additional tools utilized for measuring student performance are discussed, and the website address is provided for the Texas Nurse Aide Performance Record.

The course outline is very well formatted, clearly readable, easy to follow, and logical in sequencing. Descriptors as to expectations in classes and clinicals are easily understood and detailed. The implementation of the state required curriculum and testing is detailed.

**Suggestions:** I did not find any evidence of mandatory background checking, TB skin test, flu vaccine or age requirements. May need to list these. Also, no listing of supplies was given (uniforms).



**B. Learner Objectives & Interaction: CNA Lecture****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>		0	0	0	20	20

**Strengths:** The learning activities provide opportunities for interaction that demonstrates both the support of active student learning and the achievement of the student outcomes listed for both the course, and the Texas CNA Curriculum. The Texas Nurse Aide Course Objective List is very thorough and descriptive. The student understands the expectations both locally (Amarillo College and the state of Texas). All course objectives are measurable and written from the student perspective. All objectives are appropriately designed for the level of this course.

**Suggestions:** None

**C. Instructional Design: CNA Lecture**

**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>		0	0	0	16	16

**Strengths:** The course is described in an overview of what the student will be responsible for during the course. The lecture outline is logical, beginning with body systems and following with the fundamentals of CNA. Introducing the student to what the role of the nurse aide, followed by the important skills and understanding, allows the student to build on previous knowledge, and apply newly acquired concepts. The way the lecture addresses the concepts from the textbook and aligns those with the state curriculum, is well done. The student is easily able to see how the textbook gives the “why” to the state requirements. This foundational knowledge is important in understanding the role of a nurse aide.

Learning styles and student abilities are assessed within the clinical/lab component in the form of the discussion of skills, the practicing of those skills, and the check off of skills in the form or competencies. The final assessment, of course, culminates in the state testing.

**Suggestions:** None

**D. Instructional Materials: CNA Lecture**

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

<b>D1</b>	The instructional materials contribute to the achievement of the stated course objectives.	1	2	3	4	N/A
<b>D2</b>	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
<b>D3</b>	The instructional materials are current.	1	2	3	4	N/A
<b>D4</b>	The instructional materials present a variety of perspectives on the course content.	1	2	3	4	N/A
<b>D5</b>	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
<b>TOTALS</b>		0	0	0	20	20

**Strengths:** The course instructional materials are clearly listed, and shown to be required (both textbook and Texas state curriculum—this is available online).

The course objectives listed in the syllabus, and further described separately, are clearly tied back to the textbook and state curriculum. Evidence is clear that the objectives have specific meaning throughout the state curriculum, as the student will be tested against those objectives. The objectives are detailed, and thorough.

The required textbook is well written, logical and easy to follow. The outline of the textbook mirrors the lecture outline and allows the complete review of systems, and the role and functions of the CNA. The photos, graphics and format are inviting, clearly understood and descriptive; extra notes on rationales (*why do it*) are excellent.

The materials connect student to the real world, and utilize real world examples. The state curriculum will allow student to practice in both lab and clinical settings, demonstrating application to the actual customer. The perspectives of the course materials, allow the student to view the many clinical settings where a CNA may practice, and provides examples of how these perspectives may change, depending on the area worked.

**Suggestions:** The textbook listed does hold current information for current industry application, however, a 4<sup>th</sup> addition is now available.

## E. Assessment & Measurement: CNA Lecture

### Scale:

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

<b>E1</b>	The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.	1	2	3	4	N/A
<b>E2</b>	The course grading policy is stated clearly.	1	2	3	4	N/A
<b>E3</b>	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
<b>E4</b>	The assessment instruments selected are varied and appropriate to the student work being assessed.	1	2	3	4	N/A
<b>E5</b>	Students have opportunities to measure their own learning progress.	1	2	3	4	N/A
<b>E6</b>	Assessment results are used to help students progress.	1	2	3	4	N/A
<b>E7</b>	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
<b>TOTALS</b>		0	0	0	28	28

**Strengths:** The types of assessment are easily able to measure the outcomes provided to the student via the syllabus. A variety of assessment instruments are utilized in the lecture course. These are primarily found within Blackboard (online platform). Assessments such as; homework, exams, journals, resumes, and professionalism are all consistent with the course objectives and outcomes.

The overall introduction to the course details the expectations of the student in terms of behaviors, attendance and grading. The grading policy is clearly stated, and additional information is given as to learning behaviors, dress code for clinicals, and performance expectations are clear.

Students have opportunities to check themselves, check against the curriculum objectives and skill sheets, practice with one another, and ask for help in areas they have difficulty with understanding.

All assessments include detailed information of the administration, testing rules, scoring rules and how the information will be used and calculated for grading. Additionally, the grading is explained up front, and is broken into LECTURE, CPR and CLINICAL grading areas, and descriptions are given as to each assessment. The lecture specific areas of assessment are detailed in the TWO PART description that details the required readings, homework, assignments and exams.

**Suggestions:** The assessment for the state testing details that the student is only allowed three attempts to pass the state examination; if not successful, the student must retake the course. It is not clear that the student will receive a grade for the lecture portion of the course, even if the state exam is not passed. I would recommend a mention of this in the evaluation/grading policy area.

**F. Industry-Based Application: CNA Lecture**

**Scale:**

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

<b>F1</b>	The course includes multiple opportunities for students to learn about the target occupations/industry (e.g., clinical application such as HIPAA, documentation, communicating	1	2	3	4	N/A
<b>F2</b>	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
<b>F3</b>	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	1	2	3	4	N/A
<b>F3</b>	Course materials, activities, and learning outcomes reflect direct application to the DADS curriculum. <b>THIS IS A REPEAT</b>	1	2	3	4	N/A
<b>TOTALS</b>		0	0	0	12	12

**Strengths:** The lecture course for the nurse aide provides multiple opportunities for students to understand what information is necessary in order to become a certified nurse aide with the state of Texas. The classroom setting, the laboratory setting, and the variety of learning and assessment activities incorporate the lecture objectives (aligning with the textbook), as well as the state’s expectations. Application to the real world settings is accomplished in the lab and clinical experiences.

The assessment tools are the state testing criteria used for all CNAs in the state of Texas. The additional assessment tools utilize competency skills checklists, which are used in both acute and long term care facilities, statewide, and are the standard for evaluating professional clinical practice.

The materials and resources used, coupled with the learning outcomes, including the state requirements, all directly apply to the Amarillo College course objectives/outcomes and DADS curriculum standards. These help to develop a program that meets the criteria for the state curriculum.

**Suggestions:** None

Section Totals				
Sections		Intro	Lecture	Total
A	Syllabus & Course Outline	16	16	32
B	Learner Objectives & Interaction	20	20	40
C	Instructional Design	16	16	32
D	Instructional Materials	20	20	40
E	Assessment & Measurement	28	28	56
F	Industry-Based Application	12	12	24
<b>FINAL TOTAL</b>		<b>112</b>	<b>112</b>	<b>224</b>

**General / Summary Comments:** Both the introduction course, and the CNA lecture provide several different aspects of a CNA class, as required by the State of Texas and the industry. The textbook style instruction and the state curriculum teach basic anatomy and physiology, along with medical terminology, review of systems, prep for practice (legally and ethically), resident rights, and resident/patient care needs.

The introduction to the course gives a very clear real-world picture of the expectations of a nurse aide. The details surrounding professional behaviors, ethical issues, expectations in the clinical setting, all demonstrate how the policies/procedures in a true work environment are written.

Documentation and writing skills are included, along with legal and ethical issues surrounding HIPAA, charting and paperwork as a nurse aide. Opportunities for learning in class, and practicing in a skills training lab, allow the student to do some role playing to prep for practice. The clinical opportunities allow the student to experience the real world.

Observation, lecture, demonstration, practice and skills competencies allow the student the best understanding for the responsibilities and duties that a certified nursing assistant will employ. The skills necessary for passing the state exam are all included as part of the lecture and introduction. The course is well laid out, and explained, and encourages students to be responsible for their own learning, which will likely lead to their success in the course, in testing, and in the real world setting.

*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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