

## Curriculum Evaluation Rubric

Course: MDCA 1210 Medical Assistant Interpersonal and Communication Skills

Date:

June 2, 2016

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  
Snider  
Final 6/30/16

## 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
<b>TOTALS</b>		0	2	9	0	11

**Strengths:** The syllabus includes the basic elements of the course and includes the title of the course, then number, and the credits. It also includes the outcomes for students in the form of the course description, the learning outcomes, the learning objectives and end of course objectives. The course textbook is listed on the syllabus. The assessment methods, grading policies and attendance expectations are clearly described in the syllabus.

**Suggestions:** The syllabus should begin with the course title, the course number and the course section. The instructor information should follow, as the instructor may change. Office hours need some clarification as to when the course is scheduled, times of the class, and where the instructor's office is located. The prerequisites should be listed out, or write the word 'NONE' in that area, to eliminate any confusion.

Additionally, the department expectations should be listed out, removed or 'NONE' should be written in the blank (which I do not recommended—we all have expectations). Hours of the course should be written out to avoid any confusion.

The course textbook is written in, but no other materials are listed. The text is not marked as required or optional, so this should be addressed.

On supplies, the student may question the presentation dress—is that for people who come to class as guest speakers to present, or when students must present in class.

I would recommend that the Quizzes, tests, Project, and presentation under the grading criteria be more fully described so as to offer the learner an opportunity to know in advance, what the expectations are for them. Perhaps give the number of quizzes that will be given, number of tests, what the project is about and what the presentation will encompass. This will allow the student to better manage their time for the course.

The course outline does not address the topics for each class session as it relates to the textbook. I would recommend that the title of the book chapter accompany the week and topics. I would also recommend that a brief description be provided that gives the learner a view into what will be expected for that particular class. Also, the activities, and length of classes/sessions are not currently in the calendar. It would be helpful to have these listed out and described within the body of the class calendar, as there is no other place that the activities and presentations are discussed.

In the week listing, it would be very helpful to include the actual date, and times at this place. It gives a more complete picture of how the course will unfold in the semester.

The calendar gives information like "test over vocabulary and abbreviations" but does not offer anywhere on the calendar where that information or those concepts will be covered.

The syllabus gives the learning outcomes, but no learning objectives. It suggests that these are one in the same. If possible, it would be helpful for these to be pulled out, and even demonstrated how they tie together.