

TAACCCT Grant Round 4

Quality Review Rubric

PROGRAM: General Education Core Courses

COURSE: COLL1500 – College 1500: Student Success: Specifically for HealthCare Majors

REVIEW SCALE DEFINITIONS:

1. **Program/Course** **Objectives:** The design of the program/course is evident to instructors and students. Course Objectives allow for scaffolding of knowledge and skills progressively through the program and are congruent with Program Outcomes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Review* *Standard* | *Excellent* | *Good* | *Needs Improvement* | *N/A* |
| 1.1 The program/course outcomes are clearly stated. |  | X |  |  |
| 1.2 The course descriptions and sequence of each course are clearly stated. | X |  |  |  |
| 1.3 Prerequisites and/or any required competencies are clearly stated. | X |  |  |  |
| 1.4 Learning objectives for each course are measurable. |  | X |  |  |
| 1.5 Learning objectives are appropriate for each course level. | X |  |  |  |
| 1.6 Instruction, activities, and assignments in courses support program/course expectations and content. | X |  |  |  |
| Comments: Pilot course for required course for college graduation. Course adapted specifically for healthsciences majors. |  |  |  |  |

2. **Relevancy:** Program Outcomes and Course Objectives are relevant to students, industry, and employers.

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| --- | --- | --- | --- | --- |
| *Review* *Standard* | *Excellent* | *Good* | *Needs Improvement* | *N/A* |
| 2.1 Program Outcomes represent industry’s expectation of the knowledge, skills, and abilities necessary for the profession and workplace environment. | X |  |  |  |
| 2.2 Program outcomes and course objectives/ competencies are relevant to industry and employers. | X |  |  |  |
| 2.3 Instruction, activities, and assignments in individual courses are relevant and engaging to students. | X |  |  |  |
| Comments: |  |  |  |  |

3. **Resources** **and** **Materials:** Instructional materials being delivered achieve stated course objectives and learning outcomes.

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| --- | --- | --- | --- | --- |
| *Review* *Standard* | *Excellent* | *Good* | *Needs Improvement* | *N/A* |
| 3.1 The instructional materials contribute to the achievement of the stated course learning objectives. | X |  |  |  |
| 3.2 The purpose of instructional materials evident. | X |  |  |  |
| 3.3 The instructional materials present a variety of course learning activities and assessment methods. | X |  |  |  |
| 3.4 The instructional materials are appropriately designed for the level of the course. | X |  |  |  |
| Comments: |  |  |  |  |

4. **Assessment** **and** **Measurement:** Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Specific* *Review* *Standard* | *Excellent* | *Good* | *Needs Improvement* | *N/A* |
| 4.1 The course evaluation criteria/course grading policy is stated clearly within each syllabus. | X |  |  |  |
| 4.2 Course-level assessments measure the stated learning objectives and are consistent with course activities and resources. | X |  |  |  |
| 4.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to the course grading policy. | X |  |  |  |
| 4.4 The assessment instruments are sequenced, varied, and appropriate to the content being assessed. | X |  |  |  |
| Comments: |  |  |  |  |

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