

MCC AMT110 Manufacturing Processes

Reviewer: L Tolley

| Category | Score | Notes |
|--|-------|--|
| Learning Objectives | 2 | Syllabus outlines objectives. |
| Course Support of and Alignment to Learning Objectives | 2 | Activities and projects, as well as other course materials, seem to align to learning objectives found in the syllabus. |
| Sequencing of Course Content | 2 | According to materials, course presented in what seems like logical sequence that builds upon itself. |
| Opportunities for Active Learning | 2 | Labs and projects are mentioned in syllabus. Assessments and Projects examples demonstrate hands-on learning and application of new knowledge. |
| Opportunities for Formative Feedback to Students | 1 | Labs and projects are mentioned in syllabus. Group and team activities also briefly mentioned. Opportunities for review briefly described, but not clear from materials how feedback is given. |
| Summative Assessment of Learning | 2 | Summative assessment in the form of a case study paper, is described in the course outline. |

AMPed NH Curriculum Review Rubric
Developed by Hezel Associates, LLC

| Score | 2 | 1 | 0 | Not Enough Information |
|---|--|---|---|------------------------|
| Learning Objectives | <p>All appropriate learning objectives for students are included</p> <p>Objectives are clear and directly related to the course and program</p> | <p>Some appropriate learning objectives for students are included</p> <p>Objectives are clear but vaguely related to the course and program</p> | <p>Learning objectives for students are not included</p> <p>Objectives are confusing or not related to the course and program</p> | <i>NEI</i> |
| Course Support of and Alignment to Learning Objectives | <p>Course activities are always aligned to the learning objectives</p> <p>Course materials are always aligned to the learning objectives</p> | <p>Course activities are sometimes aligned to the learning objectives</p> <p>Course materials are sometimes aligned to the learning objectives</p> | <p>Course activities are not aligned to the learning objectives</p> <p>Course materials are not aligned to the learning objectives</p> | <i>NEI</i> |
| Sequencing of Course Content | <p>Course content is clearly presented in a logical order and format</p> <p>Students have many opportunities to build upon their existing knowledge with new knowledge</p> | <p>Course content is generally presented in a logical order and format</p> <p>Students have some opportunities to build upon their existing knowledge with new knowledge</p> | <p>Course content is not presented in a logical order and format</p> <p>Students do not have opportunities to build upon their existing knowledge with new knowledge</p> | <i>NEI</i> |
| Opportunities for Active Learning | <p>Many opportunities exist in the course for active/hands-on learning</p> <p>Learners are always engaged in real-world problem solving</p> <p>Learners are often given opportunities to apply their new knowledge</p> | <p>Some opportunities exist in the course for active/hands-on learning</p> <p>Learners are sometimes engaged in real-world problem solving</p> <p>Learners are sometimes given opportunities to apply their new knowledge</p> | <p>No opportunities exist in the course for active/hands-on learning</p> <p>Learners are never engaged in real-world problem solving</p> <p>Learners are never given opportunities to apply their new knowledge</p> | <i>NEI</i> |

| Score | 2 | 1 | 0 | Not Enough Information |
|---|---|---|---|------------------------|
| Opportunities for Formative Feedback to Students | <p>Students often have the opportunity to perform or practice their new skills</p> <p>Feedback is often provided to the students based on their performance</p> | <p>Students sometimes have the opportunity to perform or practice their new skills</p> <p>Feedback is sometimes provided to the students based on their performance</p> | <p>Students never have the opportunity to perform or practice their new skills</p> <p>Feedback is never provided to the students based on their performance</p> | <i>NEI</i> |
| Summative Assessment of Learning | <p>Summative assessment (e.g., final project or assignment) exists</p> <p>Assessment is aligned with all learning objectives</p> <p>Assessment accurately evaluates all of students' newly gained knowledge</p> | <p>Summative assessment (e.g., final project or assignment) exists</p> <p>Assessment is aligned with some learning objectives</p> <p>Assessment accurately evaluates some of students' newly gained knowledge</p> | <p>Summative assessment (e.g., final project or assignment) does not exist</p> <p>Assessment is not aligned with learning objectives</p> <p>Assessment does not evaluate students' newly gained knowledge</p> | <i>NEI</i> |



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