

NHTI MP110 CNC Programming & Operations 1

Reviewer: E Ziobrowski

Category	Score	Notes
Learning Objectives	2	Learning objectives are listed in the course syllabi and are clearly stated.
Course Support of and Alignment to Learning Objectives	2	Extensive lesson plans and lab assignments seem articulated with course objectives.
Sequencing of Course Content	1	Sequencing in syllabi is broken down into 2-4 week segments with general titles. Sequencing in lecture notes and labs seems logical given course objectives.
Opportunities for Active Learning	2	Lab assignments are included and are detailed enough to show that the student will be applying learning to simulated problems that require them to write and carry out programs for using machinery.
Opportunities for Formative Feedback to Students	2	Assignments are regularly collected and graded. There are three tests during the course. Lab work allows students to test their work and adjust as needed to complete a project.
Summative Assessment of Learning	2	There is a final exam given at the end of the course that covers the entire course content. Actual tests and quizzes are not online to prevent students from copying them, but methods to access them are included.

AMPed NH Curriculum Review Rubric
Developed by Hezel Associates, LLC

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

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



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