

## GBCC ACM255 Composites CNC Milling and Set-Up Operator

Reviewer: E Ziobrowski

Category	Score	Notes
<b>Learning Objectives</b>	2	There is a detailed list of performance based competencies that are related to the expected outcomes of the course.
<b>Course Support of and Alignment to Learning Objectives</b>	1	A listing of topics is related to course objectives, but no supporting materials such as lesson plans or lab assignments are provided.
<b>Sequencing of Course Content</b>	1	An outline of topics to be covered is included in the course outline, but there is no reference to when each topic will be covered.
<b>Opportunities for Active Learning</b>	1	The course outline indicates that hands on work will be used to assess student learning so it is assumed there will be hands on activities. Topics in the course outline also indicate hands on topics. However, no examples of activities are provided.
<b>Opportunities for Formative Feedback to Students</b>	1	Rubrics are cited as a form of assessment along with quizzes and a notebook that will be used to indicate student understanding of course content.
<b>Summative Assessment of Learning</b>	2	A final summative assessment that is performance based and tied to the learning objectives is provided.

**AMPed NH Curriculum Review Rubric  
Developed by Hezel Associates, LLC**

<b>Score</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Not Enough Information</b>
<b>Learning Objectives</b>	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>
<b>Course Support of and Alignment to Learning Objectives</b>	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>
<b>Sequencing of Course Content</b>	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>
<b>Opportunities for Active Learning</b>	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
<b>Opportunities for Formative Feedback to Students</b>	<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>
<b>Summative Assessment of Learning</b>	<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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