

## GBCC ACM115 Applied Math and Measurement for Manufacturing

Reviewer: E Ziobrowski

| Category   | Score | Notes   |
|--|-------|---|
| Learning Objectives                                    | 2     | Learning objectives are clearly stated.   |
| Course Support of and Alignment to Learning Objectives | 2     | Multiple lesson plans reflect alignment with course objectives.   |
| Sequencing of Course Content                           | 2     | Sequencing of course content evident.   |
| Opportunities for Active Learning                      | 1     | Lab assignments are outlined in syllabi and indicate opportunities for hands on learning, real world problem solving, and opportunities to apply new knowledge but specific content provided is sparse. Labs are evident and lesson plans include applied learning. |
| Opportunities for Formative Feedback to Students       | 2     | An activity or lab is included in each class, in addition to quizzes.   |
| Summative Assessment of Learning                       | 1     | The final exam aligns with learning objectives, but does not cover all of them.   |

**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<br><br>Objectives are clear and directly related to the course and program  | Some appropriate learning objectives for students are included<br><br>Objectives are clear but vaguely related to the course and program   | Learning objectives for students are not included<br><br>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<br><br>Course materials are always aligned to the learning objectives   | Course activities are sometimes aligned to the learning objectives<br><br>Course materials are sometimes aligned to the learning objectives  | Course activities are not aligned to the learning objectives<br><br>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<br><br>Students have many opportunities to build upon their existing knowledge with new knowledge   | Course content is generally presented in a logical order and format<br><br>Students have some opportunities to build upon their existing knowledge with new knowledge  | Course content is not presented in a logical order and format<br><br>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<br><br>Learners are always engaged in real-world problem solving<br><br>Learners are often given opportunities to apply their new knowledge | Some opportunities exist in the course for active/hands-on learning<br><br>Learners are sometimes engaged in real-world problem solving<br><br>Learners are sometimes given opportunities to apply their new knowledge | No opportunities exist in the course for active/hands-on learning<br><br>Learners are never engaged in real-world problem solving<br><br>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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