

RVCC EGR 101 Intro to Engineering I

Reviewer: L Tolley

Category	Score	Notes
Learning Objectives	2	Syllabus covers topics for course, but does not address learning objectives. Course outline clearly lays out learning objectives.
Course Support of and Alignment to Learning Objectives	2	Clear in Team Design Project outline how project and tasks align to learning objectives.
Sequencing of Course Content	2	Course topics and sequence clearly laid out in course outline.
Opportunities for Active Learning	2	In syllabus, class discussion, problem solving, and in-class activities described. Team Design Project describes hands-on steps required to complete tasks and apply new knowledge.
Opportunities for Formative Feedback to Students	2	Performance evaluation in the form of quizzes, exams, lab work, experiment reports, attendance, participation, and class discussions mentioned in course outline. Team Design Project allows for sharing of results from prototypes, discussion of work as class, review of peers' work. Inclusion in Team Design Project of rubrics for feedback to students from professor, peers, and self-evaluation.
Summative Assessment of Learning	2	Exams and written assignments, including tests, quizzes, homework, and classroom activities including a team project mentioned in syllabus. Team project and presentation briefly described on p. 2 of syllabus. Team Design Project description lays out project throughout semester.

**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	<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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