

GBCC ACM110 Intro to Advanced Composites

Reviewer: L Tolley

| Category | Score | Notes |
|--|-------|---|
| Learning Objectives | 2 | Objectives are clear in syllabus. |
| Course Support of and Alignment to Learning Objectives | 2 | Course outline details how assessments/activities align with learning objectives. |
| Sequencing of Course Content | 2 | Course outline lays out content order clearly. |
| Opportunities for Active Learning | 2 | Examples of opportunities for active learning are laid out in syllabus and course outline and are also clearly described in lab exercises. |
| Opportunities for Formative Feedback to Students | 2 | Assessments and projects include evaluation of students' skills for formative purposes in the assessment for composite skills knowledge. Labs allow students to practice skills with peers. Daily assignments and team presentations are described in the syllabus. |
| Summative Assessment of Learning | 2 | The syllabus describes summative assessments, and the course outline details how assessments align with learning objectives. Quizzes and tests involve hands-on learning in teams and writing up papers to summatively assess learning. |

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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