Date Submitted: October 30, 2009

Attachments (please check all that apply):

X Area I Communications

Contact Person Dr. Joan Erben

X Area II Math—Algebra

Contact Person Marlene Chavez-Toivanen

Area II Math—Calculus

Contact Person

X Area II Math—Other Math

Contact Person Bob Baker

X Area III Laboratory Science

Contact Person Dr. Charlotte Otts

X Area IV Social/Behavioral Sciences

Contact Person Dr. Bill Serban

X Area V Humanities/Fine Arts

Contact Person Dr. Joan Erben

This report fulfills reporting requirements for the New Mexico Higher Education Dept.

Attested:

_________________________ Dr. Harry Sheski
Chief Academic Officer Signature

Chief Academic Officer Printed Name

Telephone  (505) 287-6641
Fax  (505) 287-2329

E-Mail hsheski@nmsu.edu

Institutional URL for HED Core Competencies Assessment Reports:

http://grants.nmsu.edu/academics/assessment/reports.html
<table>
<thead>
<tr>
<th>State Competencies</th>
<th>Assessment Procedures</th>
<th>Assessment Results</th>
<th>How Results Will Be Used To Make Improvements</th>
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</thead>
<tbody>
<tr>
<td><strong>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</strong> Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.</td>
<td><strong>Assessment tool:</strong> Students are to develop and deliver seven different types of speeches throughout the semester (please see the Appendix 1 for the speech assignments). The speech chosen to assess this competency will be the last speech of the semester which is the student’s choice. The speech rubric used for assessment is in Appendix 2.</td>
<td><strong>Results:</strong> Sample size: 19 students 16/19 = 84% of students enrolled in COMM 253G performed average or above for this competency.</td>
<td>Since this assessment is essentially an additional attempt at a previous type of speech made earlier in the semester, the instructor decided to start videoing all speeches. The instructor will provide each student with a CD of their speech so that the student can view their initial speech, critique their own work and analyze their public speaking skills with the intent of improving their final speech presentation.</td>
</tr>
</tbody>
</table>
## Communications Competencies

### New Mexico State University Grants Campus

**COMM 265G – Interpersonal Communication**

### New Mexico Common Core Number:

**COMM 1213**

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<th><strong>State Competencies</strong></th>
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<th><strong>(Optional) Recommendations/Goals/Priorities</strong></th>
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<tbody>
<tr>
<td>(Learning Outcomes Being Measured)</td>
<td>(Process/Instrument named or described – rubric attached)</td>
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<td><strong>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.</strong> Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.</td>
<td>Assessment tool: Student in this class work collaboratively in various types of situations which require using different types of interpersonal skills and principles. For this assessment, students are paired and given a situation to role play. Then students are to write a reflective essay which asks them to evaluate themselves on how well they were able to use the communication skills and principles learned throughout the semester to become an effective communicator. The rubric for assessing this competency is available in Appendix 3.</td>
<td>Results: Sample size: 22 students 18/22 = 82% of students enrolled in COMM 265G performed average or above for this competency.</td>
<td>Improvements will be to provide students additional practice for self reflecting on communication ideas and principles. The instructor decided to implement a midterm reflective paper so that students have the opportunity for improvement before the semester ends. In addition, the rubric will be revisited and improved upon so that there is better transparency between the requirements and what the students are expected to do.</td>
<td></td>
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</tbody>
</table>
### Core Competencies Assessment 2008-2009: Area I Courses

#### Communications Competencies

**New Mexico State University Grants Campus**  
ENGL 111G – Rhetoric & Composition I

**New Mexico Common Core Number:**  
ENGL 1114

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<th>State Competencies (Learning Outcomes Being Measured)</th>
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</thead>
</table>
| 2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively. | **Assessment tool:**  
Using the final paper, a 7 – 9 page persuasive research essay, instructors did the following:  
- Located the thesis  
- Located topic sentences  
- Identified an organizational structure (or lack thereof)  
- Evaluated quality of supporting details  
To assess this competency the rubric in **appendix 4** is utilized. Final papers will be categorized as superior, satisfactory and poor. | **Results:**  
Sample size: 68 students  
Superior – 17 students  
Satisfactory – 37 students  
Unsatisfactory – 14 students  
54 out of 68 or 79% of students that participated in this assessment were able to perform at a satisfactory or superior level for this competency. | To improve student performance on this competency, instructors will increase the use of model essays to illustrate the points of this competency. Instructors will also develop and provide more opportunity for intensive editing and revising of essays. Lastly, instructors will focus on integrating techniques for research to assist with identifying supporting material relevant to the student’s topic. |
## Core Competencies Assessment 2008-2009: Area I Courses
### Communications Competencies

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</table>
| 2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively. | Assessment tool: Using the semester project, which is a formal business report, instructors identified the following:  
- The thesis  
- Topic sentences  
- Identified an organizational structure (or lack thereof) | Results: Sample size: 13 students  
Superior – 6 students  
Satisfactory – 5 students  
Unsatisfactory – 2 students  
11 out of 13 or 85% of students that participated in this assessment were able to perform at a satisfactory or superior level for this competency. | 1. Teach as a full term course, not an 8 week course which crowds and overwhelms students at the end of the semester.  
2. Pair weaker students with stronger students for a less threatening review process.  
3. Require later – stage outlines and/or drafts. | |

Final papers will be categorized as superior, satisfactory and poor.

To assess this competency the rubric in **appendix 4** is utilized.
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| 2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively. | **Assessment tool:** Using the final paper, a 7 – 9 page scientific/technical report, the instructor identified the following:  
  - Located the thesis  
  - Located topic sentences  
  - Identified an organizational structure (or lack thereof)  
  - Discerned quality of supporting details | **Results:**  
  - Sample size: 27 students  
  - Superior – 11 students  
  - Satisfactory – 13 students  
  - Unsatisfactory – 3 students  
  - 27 out of 27 or 89% of students that participated in this assessment were able to perform at a satisfactory or superior level for this competency. | To improve student performance on this competency instructors will focus on integrating techniques for research to assist with identifying supporting material relevant to the student’s topic. | |

Area I Assessment completed by ___________________________  
Signature  
Dr. Joan Erben  
Printed Name  
October 21, 2009  
Date  
Phone number (505)287-7981
### Core Competencies Assessment 2008-2009: Area II Courses

**Mathematics – Algebra Competencies**

**New Mexico State University Grants Campus**  
MATH 121G– College Algebra

**New Mexico Common Core Number:**  
MATH 1113

<table>
<thead>
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</table>

#### 1. Students will graph functions

Students should:

- Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.
- Sketch a graph using point plotting and analysis techniques, including basic transformations of functions such as horizontal and vertical shifts, reflections, stretches, and compressions.
- Determine the vertex, axis of symmetry, maximum or minimum, and intercepts of a quadratic equation.

**Assessment tool:** To measure this competency, responses to appropriate test items on the final exam were analyzed to determine proficiency for this learning outcomes. [See appendix 5 for test questions used.](#)

**Results:**

The goal was to have the students who received a grade of C or better in the course score an overall average of at least 70% on selected test items from the final exam.

The instructor assessed 11 students in the fall. Those receiving a grade of C or better averaged 74% on the selected items.

The instructor assessed 6 in the spring. Those receiving a grade of C or better averaged 78% on the selected items.

The weighted average: \((74 \times 11 + 78 \times 6)/17 = 75.4\%\)

Students who earned a C or better in the class averaged 75.4% on the selected items.

Although overall goals were met or exceeded, there were some concerns noted, based on the items most frequently missed. It is evident that more emphasis needs to be placed on identifying and graphing exponential and logarithmic functions, and on graphing systems of linear inequalities.

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**Area II-Algebra Assessment completed by**  
Marlene Chavez-Toivanen  
October 21, 2009

**Signature**  
Printed Name  
Date
### Core Competencies Assessment 2008-2009: Area II Courses

#### Mathematics – Other College-Level Mathematics Competencies

**New Mexico State University Grants Campus**

**MATH 142G – Calculus for Business & Biological Sciences**

**New Mexico Common Core Number:**

NO NMCCN

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<tbody>
<tr>
<td>1. Students will display, analyze, and interpret data. Students should:</td>
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</tr>
<tr>
<td>a. Discriminate among different types of data displays for the most effective presentation.</td>
<td>Assessment tool: Students are required to document all information pertinent to their course grades, in their log of logs portfolio. See appendix 6 and 8. This involves keeping track of their daily attendance and preparation for class, as well as all scores on assignments, activities, quizzes and tests.</td>
<td>Results: The student learning outcome will be met if at least 80% of students compute their own grades, based on their own portfolio records, within 10% the instructor's computations, based on the instructor's records. 7 of 10 students completed the assessment assignment. Of these, six students or 85.7% computed grades for the semester within 10% of my computations.</td>
<td>As advanced students, I only briefly taught to this assignment. Still, 30% of the class chose not to attempt it. The remaining 70% of the class, or 100% of those who attempted it, did satisfy the outcome criteria. I think I will need to make it count more toward the course grade to coerce more students to actually do it.</td>
<td></td>
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<tr>
<td>b. Draw conclusions from the data presented.</td>
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<tr>
<td>c. Analyze the implication of the conclusion to real life situations.</td>
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### Core Competencies Assessment 2008-2009: Area II Courses
**Mathematics – Other College-Level Mathematics Competencies**

<table>
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<tr>
<th>New Mexico State University Grants Campus</th>
<th>New Mexico Common Core Number: NO NMCCN</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 210G – Math Appreciation</td>
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</tr>
</tbody>
</table>

#### State Competencies
(Learning Outcomes Being Measured)

1. Students will display, analyze, and interpret data.
   - Students should:
     a. Discriminate among different types of data displays for the most effective presentation.
     b. Draw conclusions from the data presented.
     c. Analyze the implication of the conclusion to real life situations.

<table>
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<tr>
<th>Assessment Procedures</th>
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<tr>
<td>Assessment tool:</td>
<td>Results: The student learning outcome will be met if at least 80% of students compute their own grades, based on their own portfolio records, within 10% of the instructor's computations, based on the instructor's records. 23 students completed the assessment. 17 out of 23 or 73.4% of students were able to completed the assessment assignment. All 17 students computed a score within 10% of my computation for their semester grade.</td>
</tr>
<tr>
<td>Students are required to document all information pertinent to their course grades, in their log of logs portfolio. See appendix 7 and 8. This involves keeping track of their daily attendance and preparation for class, as well as all scores on assignments, activities, quizzes and tests.</td>
<td>In the future, I will have students self practice more during the semester. The course focus of this class is the role of math in the development and maintenance of civilization, yet I need to spend more time with number crunching skills, especially with the more math apprehensive students in this class. This method of teaching students to gather and organize data significant to their lives, seems to work well.</td>
</tr>
</tbody>
</table>

At various times through the semester, students will be asked to compute their course grade as of a given date, by using the weighted average described in their course syllabi.

In the future, I will have students self practice more during the semester. The course focus of this class is the role of math in the development and maintenance of civilization, yet I need to spend more time with number crunching skills, especially with the more math apprehensive students in this class. This method of teaching students to gather and organize data significant to their lives, seems to work well.
### Core Competencies Assessment 2008-2009: Area II Courses

**New Mexico State University Grants Campus**  
**Mathematics – Other College-Level Mathematics Competencies**

#### New Mexico Common Core Number:  
**MATH 2113**

<table>
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<tr>
<th>State Competencies</th>
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<tr>
<td><strong>STAT 251G</strong> – Statistics for Business &amp; the Behavioral Sciences</td>
<td><strong>Assessment tool:</strong> Students are required to document all information pertinent to their course grades, in their log of logs portfolio. This involves keeping track of their daily attendance and preparation for class, as well as all scores on assignments, activities, quizzes and tests. At various times through the semester, students will be asked to compute their course grade as of a given date, by using the weighted average described in their course syllabi (see appendix 6 and 8)</td>
<td><strong>Results:</strong> The student learning outcome will be met if at least 80% of students compute their own grades, based on their own portfolio records, within 10% the instructor's computations, based on the instructor's records. 12 out of 13 students completed the assessment. 12 out of 13 or 92% of students were able to complete the assessment assignment and computed a score within 10% of my computation for their semester grade.</td>
<td>This assessment process worked very well for this course. Its primary effect was to inform students how they needed to perform on the final exam to obtain their desired grade for this course.</td>
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**Signature**  
Robert Baker  
**Printed Name**  
**Date**  
October 21, 2009

**Phone number**  
505-287-7981

Area II-Other Math Assessment completed by Robert Baker  
October 21, 2009

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### Core Competencies Assessment 2008-2009: Area III Courses

#### Laboratory Science Competencies

**New Mexico State University Grants Campus**

**BIOL 101G – Human Biology**

**New Mexico Common Core Number:**

**BIOL 1114**

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</table>

#### 3. Students will communicate scientific information.

**Assessment Tool:**
A scientific research paper that discuss’ current events in Biology.

A grading rubric has been developed (please see the appendix 9). Each student paper will be assessed using the rubric with the following components being assessed:
- Relevant Scientific topic;
- Scientific Content;
- Scientific Discussion;
- Abstract;
- APA style;
- Length & Organization;
- References;
- Timeliness;
- and Grammar.

**Results:**
Overall, 7 out of 10 students or 70% of the class has demonstrated competence for this learning outcome.

Competency is defined as earning 70% or better of the scientific research paper.

**Based on the data from this assessment, the Natural Sciences department has revised the rubric to emphasize the scientific components of this assignment. The current rubric equally weights each component. The new rubric will weight each component differently weighing scientific information more than other components. Also, there will be a more clearly defined rubric with specifications.**
<table>
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<tbody>
<tr>
<td>3. Students will communicate scientific information.</td>
<td>Assessment Tool: Each student will complete an annotated Bibliography which requires the students to find three journal articles with a common focus and provide a summary. A grading rubric has been developed (please see the appendix 10). Each annotated bibliography will be assessed using the rubric with the following components being assessed: complete citation, summary, appropriate reference, and proper format.</td>
<td>Results: Only 4 of the 11 students (36%) completed this assignment. Those who did complete this assignment scored a mean of 34 points, which is a point lower than the points for “meets expectations.”</td>
<td>The instructor will refine the rubric for the future by adding the categories “Not Acceptable,” “Meets Expectations,” and “Exceeds Expectations.” Students were allowed to turn-in a first draft, although few of the students in this class chose to do so. Perhaps, the importance of this assignment was not fully explained and in the future, the instructor will more fully explain what is expected and give further guidance on what this is and its significance. Some confusion might have arisen because this was an individual project that was used for a group project. The instructor will improve communication about this with my students.</td>
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New Mexico State University Grants Campus
BIOL 101G – Human Biology

New Mexico Common Core Number:
BIOL 1114
### Core Competencies Assessment 2008-2009: Area III Courses

**Laboratory Science Competencies**

**New Mexico State University Grants Campus**  
**BIOL 110G – Contemporary Problems in Biology**

**New Mexico Common Core Number:**  
**BIOL 1114**

<table>
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<td>3. Students will communicate scientific information.</td>
<td>Assessment Tool: Each student will complete an annotated Bibliography which requires the students to find three journal articles with a common focus and provide a summary. A grading rubric has been developed (please see the appendix 10). Each annotated bibliography will be assessed using the rubric with the following components being assessed: complete citation, summary, appropriate reference, and proper format.</td>
<td>Results: Overall, 3 out of 5 students or 60% of the class has demonstrated competence for this learning outcome.</td>
<td>In the future, the instructor will refine the rubric by adding the categories “not acceptable”, “meets expectation”, and “Exceeds Expectations”. All students were allowed to submit a first draft and the instructor attributes the high scores to this.</td>
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### Core Competencies Assessment 2008-2009: Area III Courses

#### Laboratory Science Competencies

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<th>New Mexico State University Grants Campus</th>
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<td>New Mexico Common Core Number:</td>
<td>BIOL 1123</td>
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#### State Competencies

(learning outcomes being measured)

#### Assessment Procedures

(process/instrument named or described – rubric attached)

#### Assessment Results

#### How Results Will Be Used To Make Improvements

(Optional)

Recommendations/Goals/Priorities

<p>| 3. Students will communicate scientific information. | Assessment Tool: A scientific research paper that discusses current events in Biology. A grading rubric has been developed (please see appendix 9). Each student paper will be assessed using the rubric with the following components being assessed: Relevant Scientific topic; Scientific Content; Scientific Discussion; Abstract; APA style; Length &amp; Organization; References; Timeliness; and Grammar. | Results: Overall, 5 out of 5 students or 100% of the class have demonstrated competence for this learning outcome. Competency is defined as earning 70% or better of the scientific research paper. | Based on the data from this assessment, the Natural Sciences department has revised the rubric to emphasize the scientific components of this assignment. The current rubric equally weights each component. The new rubric will weight each component differently weighing scientific information more than other components. Also, there will be a more clearly defined rubric specifications. |</p>
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<td>3. Students will communicate scientific information.</td>
<td>Assessment tool: A scientific research paper that discusses current events in Biology. A grading rubric has been developed (please see the appendix 9). Each student paper will be assessed using the rubric with the following components being assessed: Relevant Scientific topic; Scientific Content; Scientific Discussion; Abstract; APA style; Length &amp; Organization; References; Timeliness; and Grammar.</td>
<td>Results: Overall, 10 out of 10 students or 100% of the class has demonstrated competence for this learning outcome. Competency is defined as earning 70% or better of the scientific research paper.</td>
<td>Based on the data from this assessment, the Natural Sciences department has revised the rubric to emphasize the scientific components of this assignment. The current rubric equally weights each component. The new rubric will weight each component differently weighing scientific information more than other components. Also, there will be a more clearly defined rubric specifications.</td>
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New Mexico State University Grants Campus
BIOL 221 – Introductory Microbiology

New Mexico Common Core Number:
BIOL 2513
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<tr>
<td>3. Students will communicate scientific information.</td>
<td><strong>Assessment Tool:</strong> An essay question embedded in one of the unit exams. The essay question used was: Describe the production, composition, movement, functions, and re-absorption of cerebrospinal fluid. A grading rubric has been developed (please see the appendix 11). Each essay will be assessed using the rubric with the following components being assessed: Grammar, Completeness/correctness and Organization/Coherency.</td>
<td><strong>Results:</strong> Overall, 9 out of 19 students or 47.4% of the class has demonstrated competence for this learning outcome. Competency is defined as earning 70% or better on this essay question.</td>
<td>Based on the data from this assessment, the Natural Sciences department has revised the rubric to emphasize the scientific components of this assignment. The current rubric equally weights each component. The new rubric will weight each component differently weighing scientific information more than other components. Also, there will be a more clearly defined rubric specifications.</td>
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### Core Competencies Assessment 2008-2009: Area III Courses

#### Laboratory Science Competencies

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<td>Results: Overall, 5 out of 5 students or 100% of students who participated in this assessment demonstrated competence for this learning outcome.</td>
<td>Based on the data from this assessment, the Natural Sciences department has revised the rubric to emphasize the scientific components of this assignment. The current rubric equally weights each component. The new rubric will weight each component differently weighing scientific information more than other components. Also, there will be a more clearly defined rubric specifications.</td>
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<tr>
<td>3. Students will communicate scientific information.</td>
<td><strong>Assessment Tool:</strong> A scientific research paper that discuss’ current events in natural Science. A grading rubric has been developed (please see the appendix 9). Each student paper will be assessed using the rubric with the following components being assessed: Relevant Scientific topic; Scientific Content; Scientific Discussion; Abstract; APA style; Length &amp; Organization; References; Timeliness; and Grammar.</td>
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**New Mexico State University Grants Campus**

CHEM 110G – Principles and Applications of Chemistry

**New Mexico Common Core Number:**

CHEM 1114

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**New Mexico State University Grants Campus, Common Core Assessment Report 2008 -2009**

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## Core Competencies Assessment 2008-2009: Area III Courses

### Laboratory Science Competencies

**New Mexico State University Grants Campus**  
CHEM 110G – Principles and Applications of Chemistry  
**New Mexico Common Core Number:**  
CHEM 1114

<table>
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<td>3. Students will communicate scientific information.</td>
<td>Assessment Tool: Each student will complete an annotated Bibliography which requires the students to find three journal articles with a common focus and provide a summary. A grading rubric has been developed (please see the appendix 10). Each annotated bibliography will be assessed using the rubric with the following components being assessed: complete citation, summary, appropriate reference, and proper format.</td>
<td>Results: Overall, 7 out of 11 students or 63% of the class has demonstrated competence for this learning outcome.</td>
<td>The instructor will refine the rubric for the future by adding the categories “Not Acceptable,” “Meets Expectations,” and “Exceeds Expectations.” Students were allowed to turn-in a first draft, and I attribute the high scores partly to this. In the future, the importance of this assignment will be emphasized and be explained more fully with more guidance on what this is and its significance. Some confusion might have arisen because this was an individual project that was used for a group project. The instructor will improve communication about this assignment in the future.</td>
<td></td>
</tr>
<tr>
<td><strong>State Competencies</strong> (Learning Outcomes Being Measured)</td>
<td><strong>Assessment Procedures</strong> (Process/Instrument named or described – rubric attached)</td>
<td><strong>Assessment Results</strong></td>
<td><strong>How Results Will Be Used To Make Improvements</strong></td>
<td>(Optional) Recommendations/Goals/Priorities</td>
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<td>3. Students will communicate scientific information.</td>
<td><strong>Assessment Tool:</strong> Students prepare responses to take home essay questions geared to understanding scientific information, and then must communicate this information in their own words using appropriate scientific and geologic vocabulary. The student must successfully convey over 80% of the requested information, utilizing proper scientific and geologic vocabulary. The instructor will utilize a grading rubric for each question to insure all are graded equally. Two (2) questions and grading rubric are attached. Please see appendix 12.</td>
<td><strong>Results:</strong> Of the 17 students registered, only 9 took the test. The rest withdrew from the course at a later date. Of the 9 that took the test, only 5 were able to communicate the scientific information at the desired 80% standard. However, after second or third attempts, all 9 students were able to successfully communicate the scientific information at the desired standard.</td>
<td>In the future, the instructor will remove this from the high-stress realm of testing, and assign these (and other) questions as a take-home mini-paper of 1-3 pages, with sources listed.</td>
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</table>
### Core Competencies Assessment 2008-2009: Area III Courses

#### Laboratory Science Competencies

**New Mexico State University Grants Campus**

**GEOG 111G – Geography of the Natural Environment**

**New Mexico Common Core Number:** GEOG 1114

<table>
<thead>
<tr>
<th>State Competencies</th>
<th>Assessment Procedures</th>
<th>Assessment Results</th>
<th>How Results Will Be Used To Make Improvements</th>
<th>(Optional) Recommendations/Goals/Priorities</th>
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</thead>
<tbody>
<tr>
<td>(Learning Outcomes Being Measured)</td>
<td>(Process/Instrument named or described – rubric attached)</td>
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</table>

**3. Students will communicate scientific information.**

**Assessment Tool:**
Students read outside articles on topics dealing with their study of physical geography. Students then communicate the information that they have learned via an article review following the attached template.

The student must successfully convey over 80% of the material learned, utilizing proper scientific vocabulary. The instructor will utilize a grading rubric to insure all are graded equally. Please see appendix 13 for the article review format and grading rubric.

**Results:**
All students who submitted the assignments were successful in this endeavor. If the instructor received an article review that did not meet the standards, the instructor required the student to resubmit the article review with corrections. There were 12 students, and 3 article reviews were required from each student. Of the 12 students, four failed to submit the final required article review. The total number of article reviews submitted was 32. Of these, 5 had to be returned because they did not adequately convey the information from the article. These 5 were all successful on the resubmission.

Students seem to understand what is required of this assignment. The instructor needs to reinforce the importance of completing all 3. The instructor can express this in a term they understand: their grade for the course, and the effect of even one non-submission. The instructor can better clarify the requirements of the assignment to lower the number of returns and resubmissions.

---

**Area III Assessment completed by Dr. Charlotte Otts**

**Signature**

**Printed Name**

**Phone number** 505-287-7981

**October 23, 2009**

**Date**

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NMSU Grants Campus, Common Core Assessment Report 2008 -2009
<table>
<thead>
<tr>
<th>State Competencies (Learning Outcomes Being Measured)</th>
<th>Assessment Procedures (Process/Instrument named or described – rubric attached)</th>
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<th>How Results Will Be Used To Make Improvements</th>
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<tr>
<td>3. Identify, describe, and explain how human endeavors are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</td>
<td>Assessment Tool: Students will be assessed on their ability to demonstrate the knowledge of this competency on written assignments including weekly journals entries based on readings, class lectures and field observations. The journal entries are listed in appendix 13. The instructor scored the journal entry according to the rubric in appendix 14.</td>
<td>Results: For each of the journal entries listed, the instructor calculated how many students scored a 1 or a 2 on each of the journal entries and then average those results to ascertain that 95% of the students who attempted the journal entries demonstrated competency for the learning outcome.</td>
<td>To improve performance on this competency, the instructor will initiate discussions based on the topic to model appropriate answers so that students will know what is expected of them on the writing assignments. In addition, reduce the number of writing assignments to 10 per semester so that there is enough time to discuss each assignment in class.</td>
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<td>State Competencies</td>
<td>Assessment Procedures</td>
<td>Assessment Results</td>
<td>How Results Will Be Used To Make Improvements</td>
<td>(Optional) Recommendations/Goals/Priorities</td>
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<tr>
<td>Social and Behavioral Sciences Competencies</td>
<td>(Learning Outcomes Being Measured)</td>
<td>(Process/Instrument named or described – rubric attached)</td>
<td></td>
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</tr>
<tr>
<td>Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</td>
<td>Assessment tool: This entire course studies the human imprint on the earth, and how humans are affected by all of the factors listed above. The instructor will measure students’ understanding of this SLO utilizing essay questions on the test. The first test does not deal with regions of the earth, but rather introductory geographic concepts. However, I have added a section on the Industrial Revolution. In the first section, the instructor will have an essay question concerning the industrial revolution to show how beliefs, values, and assumptions are influenced by level of economic development. The student must be able to verbalize, in writing, that beliefs, assumptions and values are affected, shaped, and changed by political, economic, geographical, cultural, historical, social and to a lesser extent, biological factors. The instructor will judge the outcome to have been met should the student score 80% or above on these questions, according to the grading rubric in appendix 15.</td>
<td>Results: The essay question used for the section on the Industrial Revolution was: Explain how the Industrial Revolution influenced the beliefs, values, and assumptions on the affected society.</td>
<td>This exercise was not successful this term. There is no chapter in the book covering this topic. Currently the instructor uses a power point presentation (with handouts) and lecture to convey the information. The instructor plans to add a homework assignment before the presentation, where students have to research changes in attitudes and beliefs prior to class. Then, the instructor would have a class discussion, where students share with each other what they found. Finally, the instructor would then finish the unit with his/her presentation, drawing in the student findings to the presentation, and supplementing anything they might have missed. The instructor believes that this active participation will increase learning and retention.</td>
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New Mexico State University Grants Campus
GEOG 112G – World Regional Geography

New Mexico Common Core Number: NO NMCCN
### Core Competencies Assessment 2008-2009: Area IV Courses
#### Social and Behavioral Sciences Competencies

**New Mexico State University Grants Campus**

**HIST 102G – Modern Europe**

**New Mexico Common Core Number:**

**HIST 1063**

<table>
<thead>
<tr>
<th>State Competencies (Learning Outcomes Being Measured)</th>
<th>Assessment Procedures (Process/Instrument named or described – rubric attached)</th>
<th>Assessment Results</th>
<th>How Results Will Be Used To Make Improvements</th>
<th>(Optional) Recommendations/Goals/Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</td>
<td><strong>Assessment tool:</strong> Students will create a research study on the political, economic, cultural, social, philosophical, &amp; religious aspects of your specific area of interest and then evaluate how these documents add to our overall understanding of World War II. This should be guided by a research question-what is it that you want to know? See appendix 16 for details on the assignment. The assignment will be graded using the rubric in appendix 17.</td>
<td><strong>Results:</strong> Out of 8 Students completing the class, there were 4 A’s, 1 B, and 3 F’s (these students failed to turn in the assignment). 5/8 or 63% of the class demonstrated competency for the learning outcome.</td>
<td>This project has evolved over the last four years, and the changes that I made were to spend more time discussing sources and where to find them. I also worked with students on how to cite sources and have correct documentation.</td>
<td></td>
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</tbody>
</table>

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**Area IV Assessment completed by** ____________________________  
**Signature** 

**Phone number** 505-287-7981  

**Dr. William Serban**  
**Printed Name**  

**October 23, 2009**  
**Date**
### Core Competencies Assessment 2008-2009: Area V Courses

**Humanities and Fine Arts Competencies**

**New Mexico State University Grants Campus**

**ART 101G – Orientation in Art**

**New Mexico Common Core Number:**

**ARTS 1013**

<table>
<thead>
<tr>
<th>State Competencies (Learning Outcomes Being Measured)</th>
<th>Assessment Procedures (Process/Instrument named or described – rubric attached)</th>
<th>Assessment Results</th>
<th>How Results Will Be Used To Make Improvements</th>
<th>(Optional) Recommendations/Goals/Priorities</th>
</tr>
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<tbody>
<tr>
<td>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</td>
<td>Assessment tool: At the beginning of the semester students will take a pre-exam in concise paragraph form in which they will evaluate four works of art. At the end of the semester students will take a similar exam in which they will analyze four other works of art. The results of this exam will be used to measure what has been accomplished. Students will need to uses terms such as: line, shape, texture, color, space, pattern, rhythm, repetition and other appropriate terminology to describe works of art. Students will need to demonstrate that they understand the content of the work of art and how it relates to the art movement in which it was created. Students written responses will be assessed using a rubric that covers content, language and grammar please see appendix 18.</td>
<td>Results: N = 16 7 – students ranked outstanding 5 – students ranked advanced 1 – student ranked adequate 0 – students ranked limited 3 – students ranked flawed 13/16 or 81% of the students in the course demonstrated adequate, advanced or outstanding knowledge of this learning outcome.</td>
<td>At the beginning of the next semester, the Orientation in Art instructors will get together and discuss the outcomes of our assessment. Based on the data attained, we will discuss the results and possibilities for improved student learning. Any recommendations for changes to this assessment will be addressed and changed if needed.</td>
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**NMSU Grants Campus, Common Core Assessment Report 2008 -2009**

24 | P a g e
<table>
<thead>
<tr>
<th>State Competencies</th>
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<th>How Results Will Be Used To Make Improvements</th>
<th>(Optional) Recommendations/Goals/Priorities</th>
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</thead>
<tbody>
<tr>
<td>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</td>
<td><strong>Assessment tool:</strong> Student completed a Pretest / Posttest in addition to completing an essay question on final exam. Please see appendix 19 for the essay question and rubric.</td>
<td><strong>Results:</strong> 17 out of 18 students or 94% of students increased in the number of correct answers on the Pretest / Posttest questions. Ranging from a 25% increase to an 83% increase in correct responses. 1 student showed no improvement. 12 out of 18 students or 67% of students who took the final demonstrated competency for this learning outcome, and 1 student opting not to attempt an answer.</td>
<td>Include more essay questions in homework assignments to provide ample opportunity for practice. Be sure to conduct a thorough review before the Mid-term as well as the Final</td>
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<tr>
<td>State Competencies</td>
<td>Assessment Procedures</td>
<td>Assessment Results</td>
<td>How Results Will Be Used To Make Improvements</td>
<td>(Optional) Recommendations/Goals/Priorities</td>
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<tr>
<td>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</td>
<td><strong>Assessment tool:</strong> Using a unit project that compares philosophical ideas and forms, the instructor will locate points that demonstrate each student’s understanding of — 1) comparative modes of thought and expression, and 2) processes across historical periods. Following rubric created for Area V (see appendix 20) and this learning outcome, assessment tool results will be separated into 3 categories: superior, satisfactory, and unsatisfactory.</td>
<td><strong>Results:</strong> Based on the attached rubric and 17 completed projects, results are as follows: Superior: 11 Satisfactory: 5 Unsatisfactory: 1</td>
<td>The instructor is satisfied with the results on this class. The one unsatisfactory assessment was caused, in part, by poor attendance and absence from the group session on the project.</td>
<td></td>
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</table>

New Mexico State University Grants Campus  
PHIL 101G – The Art of Wondering  

New Mexico Common Core Number:  
PHIL 1113  

Humanities and Fine Arts Competencies
<table>
<thead>
<tr>
<th>State Competencies (Learning Outcomes Being Measured)</th>
<th>Assessment Procedures (Process/Instrument named or described – rubric attached)</th>
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<th>How Results Will Be Used To Make Improvements</th>
<th>(Optional) Recommendations/Goals/Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).</td>
<td>Assessment tool: Using a unit project that compares the classic text of <em>The Changeling</em> by Thomas Middleton with more recent productions and my class’ interpretation and performance, the instructor located points that demonstrate each student’s understanding of — 1) comparative modes of thought and expression, and 2) processes across historical periods. Following rubric created for Area V (see appendix 20) and this learning outcome, assessment tool results will be separated into 3 categories: superior, satisfactory, and unsatisfactory.</td>
<td>Results: Based on the attached rubric and 8 participants, results are as follows: Superior: 6 Satisfactory: 1 Unsatisfactory: 1 7 out of 8 students or 88% of students enrolled in this course demonstrated competency for this learning outcome.</td>
<td>The instructor is satisfied with the results of this class. The one unsatisfactory assessment was caused, in part, by poor attendance and absence from the group session on the project.</td>
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</table>

Area V Assessment completed by Dr. Joan Erben  
Signature ____________________________  
Printed Name ____________________________  
October 23, 2009 ____________________________  
Phone number 505-287-7981 ____________________________
Appendices
Appendix 1

COMM 253G
Speech Assignments

THE SUCCESS SPEECH: This is a non-graded speech for which you will bring in a symbol of a success in your life. You will tell about this success in such a way that the rest of the class will become better acquainted with you. This is a 3-4 minute speech.

THE INFORMATIONAL SPEECH: You will present a 5-6 minute speech with the goal of informing your colleagues about a topic you believe is, or should be important to them. You will take the role of the teacher in that you will tell about the topic without taking a side. You will be required to cite different sources of information and use different types of supporting materials in the speech.

THE PERSUASIVE SPEECH: You will present a 6-8 minute speech to introduce your audience to make a change in belief or attitude and/or make a change in their actions and behaviors. You may use the same topic as in your informative speech but you must go beyond the work done in that speech. You are now an advocate for a point of view or belief. You should use an appropriate amount of sources and types of supporting materials. You will need to do research on the subject and submit a bibliography of the materials used at the class period prior to the speech. Use a standard bibliographic form.

THE COMMEMORATIVE SPEECH: You will present a speech of 6-8 minutes in which you pay tribute to a person, a group of people, an institution, or an idea. The subject may be historical or contemporary, famous or obscure. The speech focuses mainly on the use of language. You are encouraged to use language imaginatively and to experiment with the devices that show clarity and vividness. This is a speech in which you will use more vocal variety.

THE DEMONSTRATION SPEECH: This is a 5-6 minute speech in which you inform your colleagues and also demonstrate how to do or make something. This is not the same as the informative speech.

THE STUDENT CHOICE SPEECH: This is a 8-10 minute speech in which you choose one of the styles of speeches already presented and present another speech in that style. You may choose to give another speech on the same topic as before, BUT NOT THE SAME SPEECH. This speech is given in the theater. This speech is the grand finale of the speeches for the semester.

THE GROUP SPEECH: This is a speech in which you, and other students in class who have formed a group, will present a topic of your choosing to the rest of the class. You may use one of the several types of group presentations (panel discussion, symposium, debate or forum). Since this involves a group, the time limit is longer, 10-15 minutes.
COMM 253G
Speech Rubric

CRITERIA USED FOR EVALUATING SPEECHES

The superior speech (grade A) should meet all the preceding criteria and also:
1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker’s message

The above average speech (grade B) should meet the preceding criteria and also:
1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts
6. Be delivered skillfully enough so as not to distract attention from the speaker’s message

The average speech (grade C) should meet the following criteria:
1. Conform to the kind of speech assigned (informative, persuasive, etc.)
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment—such as preparing an outline, using visual aids, conducting an interview, etc.
5. Have a clear specific purpose and central idea
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

The below average speech (graded or F) is seriously deficient in the criteria required for the C speech
## Appendix 3

**COMM 265G**  
**Final Reflective Paper Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able</td>
<td>A basic knowledge of interpersonal communication.</td>
<td>Identifies the areas of their lives that are impacted.</td>
<td>Understands how their lives are changed by their communications.</td>
<td>Is able to help themselves and others develop interpersonal skills.</td>
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<td>to identify ways in which</td>
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<td>interpersonal communications</td>
<td>impact their lives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>impact their lives.</td>
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<td>Students will be able</td>
<td>A basic knowledge that they have problems with communications.</td>
<td>Can identify the concerns and how to start to address these concerns in</td>
<td>Are able to begin to take control of their daily communication</td>
<td>Can show they are improving in their daily communication with others.</td>
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<tr>
<td>to identify the major</td>
<td></td>
<td></td>
<td>their daily lives.</td>
<td></td>
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<td>concerns they have with</td>
<td></td>
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<td>others interpersonally.</td>
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<td>Students will be able</td>
<td>Students can develop a rudimentary idea for improving their own</td>
<td>Will be able to plan for at least one area of their own communication in</td>
<td>Can develop a plan that includes several communication areas in</td>
<td>Can plan and implement the plan to improve several areas of</td>
<td></td>
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<tr>
<td>to develop a plan in their</td>
<td>own communications.</td>
<td>their lives</td>
<td>their lives.</td>
<td>communication in their lives.</td>
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<td>own life for improving</td>
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<td>their interpersonal</td>
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<td>communications.</td>
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Appendix 4

ENGL 111G, ENGL 203G, ENGL 218G
Paper/Report Rubric

3 = Superior
A superior project
a) Presents a compelling thesis statement focused in purpose and audience
b) Is insightfully organized with unified and coherent points
c) Is well developed with specific and appropriate detail to illustrate points

2 = Satisfactory
A satisfactory project
a) Has a thesis statement, but demonstrates little understanding of purpose and audience
b) Shows only vague understanding of organization, unity, and coherence
c) Exhibits weak development, with insufficient and general details that fail to adequately illustrate and support

3 = Poor
A poor project
a) Doesn’t directly respond to the topic (may go on a tangent based on a couple of words in the topic)
b) Lacks organization, unity, and coherence; may ramble
c) Shows little, if any, development and uses scant specifics
MATH 121G
Test Questions used for measuring Algebra Competency 1

For each of the functions in #1-3, do the following:  a. Tell whether it is a linear function, a quadratic function, a power function, a polynomial function, a rational function, or an exponential function. Give all answers that apply.  b. Make a brief table of values.  c. Sketch a graph of the function. Label at least two points, including x — and y —intercepts (if any) and the vertex (if it’s a parabola). Name any asymptotes, telling whether each is a horizontal or vertical asymptote.  d. Tell where the function is increasing, decreasing, concave up, or down.  e. Give the domain of the function.

1. \( g(x) = -\frac{1}{4}x + 3 \)

2. \( k(x) = 2 \cdot \left( \frac{1}{2} \right)^x \)

3. \( f(x) = -2x^2 - 4x + 6 \)

4. The following table of values gives ordered pairs from a function which is either a linear function, a power, or an exponential function. Tell which type of function it is, then write the function in algebraic form.

<table>
<thead>
<tr>
<th>x</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>-2</td>
</tr>
<tr>
<td>3</td>
<td>-4</td>
</tr>
</tbody>
</table>

5. Sketch a graph of \( y = \ln x \). Label at least one point, and name any asymptotes, telling whether each is vertical or horizontal.

6. For the following system of equations, describe the graph system and determine whether there is no solution, an infinite number of solutions, or exactly one solution. You do not need to solve the system.

\[
6x - 3y = 12 \\
y = 2x + 3
\]

7. Graph and shade the region bounded by the inequalities. Label all corner points as well as all x — and y —intercepts.

12. a. Identify the function \( Q = 2000 \cdot 0.95^x \) as an exponential growth function or as an exponential decay function.
   b. Identify the growth (or decay) factor:
   c. Identify the growth (or decay) rate.

13. Consider the accompanying graph of \( f(x) = kx^n \), where \( n \) is a positive integer.
14. Consider the accompanying graph of \( f(x) = k \cdot \frac{1}{x^n} \), where \( n \) is a positive integer.

a. Is \( n \) even or odd?  
b. Is \( k < 0 \)?  
c. Does \( f(-2) = -f(2) \)?  
d. Does \( f(-x) = -f(x) \)?  
e. As 
\( x \to \infty, f(x) \to \) 
f. As 
\( x \to -\infty, f(x) \to \) 

17. Describe the behavior of polynomial function \( y = -3x^6 + 4x^3 - 5x^2 + 3 \) for large values (positive or negative) of the independent variable and estimate the maximum number of turning points.

a. As \( x \to \infty, y \to \) 
b. As \( x \to -\infty, y \to \) 
c. Maximum number of turning points: _____

Instructions: On Part B, you may use any calculator, but please show what calculations were performed. Show all your work. If you do any work on scratch paper, be sure to turn that work in with your test. Use scratch paper provided by the Student Success Center.

2. A teacher’s union has negotiated a uniform salary increase for each year of service up to 10 years. If a teacher started at $34,000 and 3 years later had a salary of $37,600:

a. What was the annual increase?  
b. What function would you describe the teacher’s salary over time?  
c. What would be the domain of the function?
Appendix 6

MATH 142G & STAT 251G

The Log of Logs: the math student's portfolio

The purpose of the portfolio is to act as a center to organize diverse information and also to document student progress in this course. It provides a center to record and file all information that leads to your course grade.

Requirements:
The log of logs will be kept in a three-ring binder in a neat and well-labeled fashion. It may include ONLY the information described below. The portfolio should not be confused with your notebook--home of raw data, classroom notes, daily work and miscellany. Twice during the semester all of the logs will be graded as a unit, once near midterm (in an interview, 5 points per log) and once near the end of the semester (15 points per log). Grading concerns include: completeness and accuracy, organization, and presentation.

No Xerox copies of any information will be accepted, except the course syllabus.

List of required logs:

1) Students will keep a log which documents attendance, and must include:
i) Each date that the class met on, ii) whether you attended that date,
iii) scores from any assessments from that date, iv) all assignments given on that date.
If you miss a class, it is your responsibility to note that fact in this log, and to obtain the assignment from that day. Missed assessments should be logged as "0 / <possible>"

2) Students will keep a log documenting essay submissions and presentations. This log should include a chronologic listing of submissions; each entry in this log must include: i) the date submitted, ii) the main topic, and iii) the grade received. If you miss an essay, record in this log the deadline, write "n/a" for the topic, and write your grade as "0/10."

3) Students will compile a comprehensive collection of all QUIZ and EXAM questions and problems, with a correct solution supplied for each. Actual test pages may be used for problems answered correctly; each problem marked off on the original must be restated and solved on separate sheets. (A measure of technical accomplishment; a useful collection of information; correcting mistakes is a good habit in general.) Xerox copies of others' correct solutions will not be accepted. In the case you miss a quiz or exam, it is your responsibility to obtain copies of any missed questions, and your responsibility to provide solutions.

4) Students will compile examples of independent work indicative of your best homework from each section we work through. When we finish a chapter, go through your notebook and pick out the one word problem you solved and like best; place that piece of paper in this section of the portfolio. Be sure to label which chapter and problem it is.

5) Students will keep a log that describes all tools of the trade encountered in this course and its text. These include formulae, symbols, and important facts-to-know, methods and techniques. Each entry must include: i) a description of the tool, ii) a description of when to use the tool, and iii) a description of how to use it. You may, though do not need to, include an example of correct usage with each entry.

6) A comprehensive compilation which i) gives each CALCULATOR USE as encountered in class or in the text, and ii) gives commands and chains-of-commands associated with each use. (A measure of technologic literacy; a useful collection of information.) Xerox copies of manuals will not be accepted, this log is to document features of the machine that we actually used in this course.

7) Students will keep a log which lists ALL technical words, vocabulary and abbreviations introduced in class and in the text. This includes, though is not limited to: words that are new to you, words that are common but have a very exact mathematical meaning for the purposes of this course, words related to specific applications and exact forms of measurement, and words introduced in the text of assigned problems. This log will need updating daily.
Appendix 7

MATH 210G – Math Appreciation
The Log of Logs: the math student’s portfolio

The purpose of the portfolio is to act as a center to organize diverse information and also to document student progress in this course. It provides a center to record and file all information that leads to your course grade.

Requirements:
The log of logs will be kept in a three-ring binder in a neat and well-labeled fashion. It may include ONLY the information described below. The portfolio should not be confused with your notebook—home of raw data, classroom notes, daily work and miscellany.
Twice during the semester all of the logs will be graded as a unit, once near midterm (5 points per log) and once near the end of the semester (15 points per log). Grading concerns include: completeness and accuracy, organization, and presentation.
No Xerox copies of any information will be accepted, except the course syllabus.

List of required logs:

Log the first: Students will keep a log which documents attendance, and must include:
i) Each date that the class met on, ii) whether you attended that date, iii) scores from any assessments from that date, iv) all assignments given on that date.
If you miss a class, it is your responsibility to note that fact in this log, and to obtain the assignment from that day. Missed assessments should be logged as "0 / <possible>"

Log the second: Students will keep a log documenting email essay submissions. This log should be one page with a chronologic listing of submissions; each entry in this log must include: i) the date submitted, ii) the main topic of the essay, and iii) the grade received.
If you fail to send an essay, record in this log the deadline, write "n/a" for the topic, and write your grade as "0/10." You are NOT to compile copies of the essays here.

Log the third: Students will compile a comprehensive collection of all QUIZ and EXAM questions and problems, with a correct solution supplied for each. Actual test pages may be used for problems answered correctly; each problem marked off on the original must be restated and answered correctly on separate sheets. This does NOT include “fact checks.”

Log the fourth: Students will keep a log that describes all tools of the trade encountered in this course and its texts. These include important facts-to-know, and methods and techniques for mathematical problem solving. This may include information about cribbage, timelines from history, summaries of chapters, etc.

Log the fifth: Students will keep a log which lists all technical words, vocabulary and abbreviations introduced in class and in the books. This includes, though is not limited to: words that are new to you, words that are common but have a very exact mathematical meaning for the purposes of this course, and words related to specific applications and exact forms of measurement. This log will need updating daily.

Note that this log requires a simple list; you may include definitions or explanations if you wish.
Appendix 8

MATH 142G, MATH 210G, STAT 251G

Self Grade Worksheet

Per our syllabus, there are four realms of grades in this course. In each realm you must compute the ratio of the number of points you obtained to the total number of points possible. (Your portfolio should contain all information needed to compute these ratios). Your course grade comes from the weighted average of these ratios, see syllabus for weights.

Test and Quizzes:

<table>
<thead>
<tr>
<th>Your total:</th>
<th>Percentage:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible total:</td>
<td></td>
</tr>
</tbody>
</table>

Portfolio:

<table>
<thead>
<tr>
<th>Your total:</th>
<th>Percentage:</th>
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</thead>
<tbody>
<tr>
<td>Possible total:</td>
<td></td>
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</tbody>
</table>

Other (as applicable):

<table>
<thead>
<tr>
<th>Your total:</th>
<th>Percentage:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible total:</td>
<td></td>
</tr>
</tbody>
</table>

Preparation and Participation (approximate as need):

Number of course meetings __________ × 3 = ______________

Points possible from graded daily work: ______________________

Sum = total possible for P & P = _________________

Your total from graded daily work: ______________________

Number of classes you attended: ______________________

Number of classes you arrived prepared for: ______________

Number of classes you asked questions during: ___________

Sum = your total for P & P = _________________________

Weighted average: Fill in the blanks and compute. Use your results from above for your percentages; use the syllabus to find the weight for each realm.

\[(T&Q \text{ %age}) \cdot (T&Q \text{ weight}) + (P \text{ %age}) \cdot (P \text{ weight}) + (Oth \text{ %age}) \cdot (Oth \text{ weight}) + (P&P\text{ %age}) \cdot (P&P \text{ weight}) = \text{course %age}\]

\[\underline{\text{________} \cdot \underline{\text{________}}} + \underline{\text{________} \cdot \underline{\text{________}}} + \underline{\text{________} \cdot \underline{\text{________}}} + \underline{\text{________} \cdot \underline{\text{________}} = \underline{\text{________} \cdot \underline{\text{________}}} + \underline{\text{________} \cdot \underline{\text{________}}} + \underline{\text{________} \cdot \underline{\text{________}}} + \underline{\text{________} \cdot \underline{\text{________}} = \underline{\text{________}}} \]

NMSU Grants Campus, Common Core Assessment Report 2008 - 2009
## Appendix 9

### BIOL 101G, BIOL 110G, CHEM 110G, BIOL 221

**Research Paper Grading Rubric**

**Student:**
- Class:
- Paper Title:
- Today's Date:

<table>
<thead>
<tr>
<th>Component</th>
<th>Comments</th>
<th>Weighting (1-3)</th>
<th>Score (0–5)</th>
<th>Total</th>
</tr>
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<td>Topic</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Length/Organization/Grammar</td>
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<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA Style</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific Content</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion/Conclusion</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>References</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeliness</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>OVERALL</strong></td>
<td></td>
<td><strong>18</strong></td>
<td><strong>/90</strong></td>
<td><strong>=</strong></td>
</tr>
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</table>
### Appendix 10

**Annotated Bibliography Rubric**  
BIOL 101G, BIOL 110G, CHEM 110G

Name:

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<tr>
<th></th>
<th>Complete Citation (2)</th>
<th>Summary (10)</th>
<th>Appropriate Reference (3)</th>
<th>Proper Format (1)</th>
<th>Total (16)</th>
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<td>Journal Article 3</td>
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<td>Grand Total</td>
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</table>

**Summary**

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<th></th>
<th>Possible</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Articles</td>
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<td></td>
</tr>
<tr>
<td>Alphabetical</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td></td>
</tr>
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</table>
BIOL 226

RUBRIC FOR ASSESSMENT OF COMMUNICATING SCIENTIFIC INFORMATION ON TESTS USING ESSAY QUESTIONS

0 = incomplete/missing (shows no progress; criteria have not been met)
1 = unsatisfactory (shows little progress; most criteria have not been met)
2 = marginal progress (shows some progress, but several criteria have not been met)
3 = progressing (shows adequate progress, but some criteria have not been met)
4 = satisfactory (shows good progress and most criteria have been met)
5 = exemplary (shows excellent progress and all criteria have been met)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>COMMENTS</th>
<th>WEIGHT</th>
<th>SCORE 0 - 5</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>Grammar</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completeness/Correctness</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization/Coherency</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
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</table>
## Appendix 12

**GEOL 111G**

Use complete sentences and correct spelling to answer the question below

Aside from near oceanic trenches, most earthquakes originate at depths of 100 kilometers or less. Considering the physical properties of Earth's interior, what type of mechanical behavior (in rocks) must be necessary for earthquakes to occur? Explain.

### Grading Rubric

<table>
<thead>
<tr>
<th>0 points</th>
<th>2 points</th>
<th>4 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student did not express that stress between fault surfaces must exist</td>
<td></td>
<td></td>
<td>Student expressed that stress between fault surfaces must exist</td>
</tr>
<tr>
<td>Student expressed little (&lt;50%) of the possible causes of the stress</td>
<td>Student expressed some (&lt;80%, &lt;50%) of the possible causes of the stress</td>
<td>Student expressed most (80%) of the possible causes of the stress</td>
<td>Student expressed all of the possible causes of the stress</td>
</tr>
<tr>
<td>Student failed to express the buildup of stress, the release of stress, or the cycle</td>
<td>Student expressed that stress builds up. Student did not state that there is sudden release, which causes the earthquake. Student did not mention the cycle</td>
<td>Student expressed that stress builds up until there is sudden release, which causes the earthquake. Student did not mention the cycle</td>
<td>Student expressed that stress builds up until there is sudden release, which causes the earthquake. After release, the cycle starts again</td>
</tr>
<tr>
<td>Student did not express that rocks below 100 KM are hot and pliable, and cannot hold pressure</td>
<td>Student expressed that rocks below 100 KM are hot and pliable, but did not express that they cannot hold pressure</td>
<td></td>
<td>Student expressed that rocks below 100 KM are hot and pliable, and cannot hold pressure</td>
</tr>
</tbody>
</table>
Appendix 12 Continued.

GEOL 111G continued.

Use complete sentences and correct spelling to answer the question below

If you could time travel back to the 1920s and meet Alfred Wegener who was the original proponent of the continental drift hypothesis, what could you tell him about our modern idea of plate tectonics? What would you tell him regarding the structure of the earth’s interior, what evidence exists for plate tectonics, what is the relationship between volcanoes and earthquakes to plate tectonics (specifics), and what are some (if any) of the problems we still have in explaining certain features of plate tectonics?

Grading Rubric

<table>
<thead>
<tr>
<th>0 points</th>
<th>2 points</th>
<th>4 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student incorrectly expressed the structure of the earth’s interior</td>
<td>Student correctly expressed the structure of the earth’s interior, but failed to specify both of the components below: 1) the composition of the various layers 2) the state of matter of the various layers (solid, semi-solid, liquid)</td>
<td>Student correctly expressed the structure of the earth’s interior, but failed to specify one of the components below: 1) the composition of the various layers 2) the state of matter of the various layers (solid, semi-solid, liquid)</td>
<td>Student correctly expressed the structure of the earth’s interior, the composition of the various layers, and the state of matter of the various layers (solid, semi-solid, liquid)</td>
</tr>
<tr>
<td>Student expressed little (&lt;50%) of the possible evidence for plate tectonics</td>
<td>Student expressed some (&lt;80%, &lt;50%) of the evidence for plate tectonics</td>
<td>Student expressed most (80%) of the possible evidence for plate tectonics</td>
<td>Student expressed all of the evidence for plate tectonics (fit of the continents, paleoclimatic evidence, paleomagnetic evidence, rock dating in the ocean floor, fossil evidence, geologic activity along plate margins, similar rock types, topography of the ocean floor)</td>
</tr>
<tr>
<td>Student either failed to express why there is volcanism and earthquakes at plate margins, to include the different types of plate margins and the differences in volcanism and earthquakes at the various types of boundaries. Or had more than 4 key elements were omitted</td>
<td>Student partially explained why there is volcanism and earthquakes at plate margins, to include the different types of plate margins and the differences in volcanism and earthquakes at the various types of boundaries. Mostly correct, but 3 or 4 key elements were omitted</td>
<td>Student partially explained why there is volcanism and earthquakes at plate margins, to include the different types of plate margins and the differences in volcanism and earthquakes at the various types of boundaries. Mostly correct, but 1 or 2 key elements were omitted</td>
<td>Student fully explained why there is volcanism and earthquakes at plate margins, to include the different types of plate margins and the differences in volcanism and earthquakes at the various types of boundaries.</td>
</tr>
<tr>
<td>Student did not express at least one problem we still have in explaining certain features of plate tectonics</td>
<td></td>
<td></td>
<td>Student expressed at least one problem we still have in explaining certain features of plate tectonics.</td>
</tr>
</tbody>
</table>
Appendix 13

GEOG 111G, ARTICLE REVIEW

"Article Name" and Author
Periodical Name and Date

1. Summarize the article. Reduce to one or two paragraphs the theme or message of the article. Insure you communicate the scientific information contained in the article clearly, completely, and concisely. Make sure that this is done in your own words.

2. What did you learn from the article that you did not know before? If you were already familiar with the subject, how was your knowledge broadened?

3. What is the impact of this article? What implications does it hold for mankind?

4. Do you concur or not with the findings or postulations? Why or why not? What is your opinion of the article?

(Your article review should be 1 - 2 pages, typewritten and double-spaced. Articles being reviewed should be of substantial length to be able to extract this information. A minimum article length (recommended length of the article, not your article review) of 5 pages is highly recommended. If you are using shorter articles, group two or three with the same general topic and place on one report. These grouped reviews will count as one article review. Attach a copy of the article/articles to your article review).

GEOG 111G Article Review Grading Rubric

<table>
<thead>
<tr>
<th>0 points</th>
<th>18 points</th>
<th>25 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The article review was unclear in portraying any scientific information</td>
<td>The article review conveys scientific information, but there is indication that the author misunderstood a portion of the information, a portion is omitted, or there is conflicting information</td>
<td>The article review clearly conveys scientific information in a manner that is easily understandable to the ordinary person</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 point</th>
<th>3 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were 3 or more formatting errors</td>
<td>There was 1 – 2 formatting errors</td>
<td>The author followed the format as prescribed by the template</td>
</tr>
<tr>
<td>There were 6 or more spelling errors</td>
<td>There was 2 – 5 spelling errors</td>
<td>The author had 0 – 1 spelling errors</td>
</tr>
<tr>
<td>There were 6 or more grammar errors</td>
<td>There was 2 – 5 grammar errors</td>
<td>The author had 0 – 1 grammar errors</td>
</tr>
</tbody>
</table>
Appendix 14

CJ 101G

Journal Discussion Questions

1. What is justice? How does criminal justice relate to social justice and to other notions of equity and fairness?
2. Why is crime statistics important? What can crime statistics tell us about crime in America? How can your local communities use crime statistics?
3. What is a theory? List and describe the developed criminal causation theories.
4. What are the types of law? What is the purpose of each? Are laws important? Why or why not?
5. What is the function of law enforcement at the federal, state and local levels? What problems, if any, do you think are created by the various levels of law enforcement agencies?
6. What is police discretion? What is police professionalism? How are police discretion and professionalism related? How do they differ?
7. What is arrest and when does it occur? How does the legal understanding of arrest differ from the popular depictions of the arrest process?
8. What is racial profiling? Why has it become a significant issue in policing today?
9. What is the dual court system? Why do we have a dual court system in America?
10. Can the adjudication process be improved? How?
11. Describe the five goals of contemporary criminal sentencing. Which goal should be the primary goal of sentencing? Why? In what circumstances might your choice be different? Why?
12. Compare and contrast probation and parole.
13. What are the pros and cons of the just deserts model of corrections? How has the model led to the increased use of imprisonment and prison overcrowding?
14. What are the similarities and the differences between the juvenile and adult justice systems?
15. What is meant by decriminalization of illicit drugs? How does decriminalization differ from legalization?

Grading Rubric for Journal Discussion Questions

0 – The student demonstrates little or no knowledge and understanding of human behavior (criminality) and how it is influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.

1 – The student demonstrates a moderate knowledge and understanding of human behavior (criminality) and how it is influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.

2 – The student demonstrates good knowledge and understanding of human behavior (criminality) and how it is influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.
Appendix 15

GEOG 112G
Grading Rubric for essay question

<table>
<thead>
<tr>
<th>0 points</th>
<th>3 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>No mention of affect on family size</td>
<td>The student mentioned family size: did not specify smaller family size</td>
<td>The student discussed that smaller family size became valued in the society</td>
</tr>
<tr>
<td>No mention of work outside the home or the removal of fathers from the home</td>
<td>The student discussed either the emphasis on work outside of the home or the affect of fathers being removed from the home</td>
<td>The student discussed the emphasis on work outside of the home (vs. the home/farm unit of agricultural societies) and the affect of fathers being removed from the home</td>
</tr>
<tr>
<td>No mention in change of family-centered focus</td>
<td>The student mentioned a change, but did not specify either the “from” condition or the “to” condition</td>
<td>The student discussed the change from the focus on the family-business unit (the farm), and how the focus changed from the family to the place of employment</td>
</tr>
<tr>
<td>No mention of the changing value of education</td>
<td>The student discussed the value of education in an industrial society, but did not specify why the value changed.</td>
<td>The student discussed the value of education in an industrial society, and why the value changed.</td>
</tr>
<tr>
<td>No mention of gender roles</td>
<td>The student discussed the changing of gender roles, but did not discuss its affect on the family unit</td>
<td>The student discussed the changing of gender roles, and its affect on the family unit</td>
</tr>
</tbody>
</table>
Appendix 16

HIST 102G-01

WORLD WAR II DOCUMENT-BASED RESEARCH STUDY

RATIONALE:
World War II is a pivotal time in World History; a time when boundary lines were re-drawn and totalitarian governments were toppled. The modern nation came into being because of this total war. What we know about World War II comes from documents, not from textbooks. These documents provide us with a “window to the past.” They are the voices of the past, telling us what they have seen, what they have experienced, and that it was important enough to record for future generations. These documents are the raw materials from which the historical record is re-created.

ASSIGNMENT:
Each student will be asked to pick one particular aspect of the World War II period. This must come from one of four areas; the War in the Pacific, the War in Europe, the Holocaust, or the U.S. Homefront. You will collect four (4) primary resources that somehow relate to the chosen topic. This may include letters, newspaper articles, government reports, eyewitness testimony, radio or movie broadcasts (transcribed), and oral interviews (transcribed). Your topic should be broad enough to make sure there is enough documentary evidence but narrow enough that you do not lose sight of the overall understanding of the period.

Using these documents, you will create a research study on the political, economic, cultural, social, philosophical, & religious aspects of your specific area of interest and then evaluate how these documents add to our overall understanding of World War II. This should be guided by a research question—what is it that you want to know? How will these documents help guide your answer?

SPECIFICS:
- ALL topics must be pre-approved by the instructor
- ALL documents must be included as appendices to your paper
- ALL sources must be documented using either MLA or APA formats
- Papers MUST be typed, 1 inch margins, 12 point, Times New Roman
- Please use internal citations referring to documents
- Please include Bibliography; should include 4 primary documents and any secondary sources such as your textbook or other reference materials
- Should be 4 to 6 pages in length to make sure all topics are addressed
- Remember to discuss following aspects as they apply to the time period; politics, economics, social/cultural movements, philosophy, religion, government
## Appendix 17

**HIST 102G – Grading Rubric**

**World War II Document-Based Research Study**

<table>
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<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>F</th>
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<tr>
<td><strong>CONTENT &amp; TOPIC</strong></td>
<td>Excellent coverage of topic (150 pts)</td>
<td>Good coverage of topic (125 pts)</td>
<td>Moderate coverage of topic (100 pts)</td>
<td>Minimal coverage of topic (75-0 pts)</td>
</tr>
<tr>
<td><strong>INTEGRATION OF</strong></td>
<td>Excellent coverage of topic/excellent integration of facts (100 pts)</td>
<td>Good coverage of topic/good integration of facts (75 pts)</td>
<td>Moderate coverage of topic/some integration of facts (50 pts)</td>
<td>Minimal coverage of topic/no integration of facts (25-0 pts)</td>
</tr>
<tr>
<td><strong>POLITICAL, SOCIAL, CULTURAL ISSUES</strong></td>
<td><strong>INTEGRATION OF PRIMARY DOCUMENTS</strong></td>
<td>Excellent coverage of topic/excellent integration of facts (100 pts)</td>
<td>Good coverage of topic/good integration of facts (75 pts)</td>
<td>Moderate coverage of topic/some integration of facts (50 pts)</td>
</tr>
<tr>
<td><strong>USE OF SECONDARY SOURCES</strong></td>
<td>Excellent coverage of topic/excellent integration of facts (100 pts)</td>
<td>Good coverage of topic/good integration of facts (75 pts)</td>
<td>Moderate coverage of topic/some integration of facts (50 pts)</td>
<td>Minimal coverage of topic/no integration of facts (25-0 pts)</td>
</tr>
<tr>
<td><strong>APA/MLA STYLE</strong></td>
<td>Excellent use of internal citations, correct format (50 pts)</td>
<td>Good use of internal citations, correct format (35 pts)</td>
<td>Moderate use of internal citations, correct format (20 pts)</td>
<td>Minimal or no use of internal citations, incorrect format (10-0 pts)</td>
</tr>
<tr>
<td><strong>CORRECT FORMAT</strong></td>
<td>Typed, correct margins, font and overall neatness (50 pts)</td>
<td>Typed, correct margins, font and overall neatness (35 pts)</td>
<td>Typed, correct margins, font and overall neatness (20 pts)</td>
<td>Not typed, incorrect margins, font, sloppiness (10-0 pts)</td>
</tr>
<tr>
<td><strong>OVERALL PRESENTATION</strong></td>
<td>Excellent evidence of effort and integration (50 pts)</td>
<td>Good evidence of effort and integration (35 pts)</td>
<td>Moderate evidence of effort and integration (20 pts)</td>
<td>Minimal evidence of effort and integration (10-0 pts)</td>
</tr>
</tbody>
</table>

**TOTAL POINTS:** ________/600  
**PERCENTAGE:** __________________  
**LETTER GRADE:** __________________  
**COMMENTS:**
## ART 101G – Orientation in Art

### Appendix 18

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding 4</th>
<th>Advanced 3</th>
<th>Adequate 2</th>
<th>Limited 1</th>
<th>Flawed 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content/Topic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly identifies and analyzes important aspects of observed works of art with understanding and unbiased opinions</td>
<td>Identifies and analyzes important aspects of observed works of art with an openness and understanding with a very limited bias</td>
<td>Identifies and analyzes some important aspects of observed works of art with a limited bias</td>
<td>Does not identify or analyze most of the important aspects of observed works of art, has some analysis but it is biased and inappropriate</td>
<td>Does not present a critique based on logical analysis</td>
<td></td>
</tr>
<tr>
<td>Develops ideas cogently, organizes them logically, and connects them with clear transitions</td>
<td>Develops ideas cogently and connects them with some appropriate transitions</td>
<td>Develops some ideas but is limited in making appropriate transitions</td>
<td>Does not develop or analyzes appropriate ideas although some analysis is present</td>
<td>Does not develop any analysis appropriate to critique</td>
<td></td>
</tr>
<tr>
<td>Effectively supports main arguments of critique using insightful and advanced points as well as concrete examples</td>
<td>Supports main argument with appropriate points and good examples</td>
<td>Supports argument with some points and a few adequate examples</td>
<td>Supports an irrelevant issue and has limited support and examples</td>
<td>Does not present an argument or examples that show an understanding of the subject matter</td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an excellent understanding of art terminology</td>
<td>Demonstrates and understanding of art terminology</td>
<td>Demonstrates an adequate understanding of art terminology</td>
<td>Does not demonstrate a clear understanding of art terminology</td>
<td>Does not demonstrate an understanding of art terminology</td>
<td></td>
</tr>
<tr>
<td>Clearly uses art terminology to support observations made of art work</td>
<td>Uses art terminology to support observations made of works of art</td>
<td>Limited on use of art terminology to support observations made of works of art</td>
<td>Uses art terminology inappropriately with little relevance and value for points of the critique</td>
<td>Does not present or support any observations</td>
<td></td>
</tr>
<tr>
<td>Effectively critiques works of arts using advanced language with out preconceived biases</td>
<td>Critiques works of art using adequate language and limited preconceived biases</td>
<td>Critiques works of art with adequate language but limited skill and use of bias</td>
<td>Does not provide an appropriate critique and is highly biased</td>
<td>Does not provide a critique</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 19

MUSIC 101G
Essay Question

In your own words, summarize the sweeping changes in musical styles from the Medieval (Middle Ages) to the Twentieth Century. Include elements such as instrumentation, harmonies, melodic lines, what was popular during specific time periods, and/or what external influences – politics, economics, scientific developments – had impact on music?

Grading Rubric for Essay Question

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Period</td>
<td>Name 2-3 periods; not in chronological order</td>
<td>Name 4+ periods; not in chronological order</td>
<td>Name all 6 periods; in chronological order</td>
</tr>
<tr>
<td>Elements</td>
<td>List some elements; not 1 for each period</td>
<td>List at least one musical element for each period</td>
<td>List 3+ elements for each historical period</td>
</tr>
<tr>
<td>External Influences</td>
<td>Describe at least 1 outside influence on 1 historical period</td>
<td>Describe at least 1 outside influence on 3 periods</td>
<td>Describe impact of at least 1 outside influence on all 6 periods</td>
</tr>
</tbody>
</table>
Appendix 20

PHIL 101G, THTR 101G
Rubric for Area V Core Competency 2

3 = Superior
A superior project
a) Demonstrates keen awareness of historical periods and/or structures
b) Uses language appropriate to level of learning and course objectives
c) Articulates above average understanding of modes of thought, expressions, and processes

2 = Satisfactory
A mediocre project
a) Demonstrates some awareness of historical periods and/or structures
b) Displays only some of language appropriate to level of learning and course objectives
c) Articulates satisfactory understanding of modes of thought, expressions, and processes

3 = Poor
A poor project
a) Demonstrates little, if any, awareness of historical periods and/or structures
b) Exhibits little, if any, of language appropriate to course objectives
c) Lacks understanding of modes of thought, expressions, and processes