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## My Reports - Assessment Report

General Information

Title	Fall 2017 Course Assessment
Institution	OR: Southwestern Oregon Community College
Assessment Rubric	173BCIS20CO - CIS20 Course 1718 (Piper Lisseveld) 173BCIS20CO - CIS23 Course 1718 (Piper Lisseveld) 174BCIS20CO - CIS23 Course 1718 (Piper Lisseveld) 175BCIS20CO - CIS23 Course 1718 (Piper Lisseve
Date Range	From September 1, 2017 to February 28, 2018
Inter-Rater	Y
	·

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#### Rubric: ANTH221 Course 1718

		Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identify concepts and approaches of anthropology.		13	4	1	0	3.667	4.000	0.577
Practice doing anthropology through participant-observation and other exercises.		0	0	0	0			
Gain more respect and tolerance for people of other cultures.	15	3	0	0	3.833	4.000	0.373	
Develop intellectual skills that will prove useful in interactions with people of other cultures in social settings, school, job interviews, business environments, and elsewhere.		13	5	0	0	3.722	4.000	0.448
Identify and discuss representative cultural systems.		14	4	0	0	3.778	4.000	0.416
Identify concepts and approaches of anthropology. NWCCU-2010-2.C.2	13 (72.22%)				4 (22.22%)		1 (5	.56%)
Practice doing anthropology through participant- observation and other exercises. NWCCU-2010-2C2								
Gain more respect and tolerance for people of other cultures.	15 (83.33%)					3 (1	6.67%)	

13 (72.22%)

Develop intellectual skills that will prove useful in interactions with people of other cultures in social settings, school, job interviews, business environments, and elsewhere.

NWCCU-2010-2.C.2

NWCCU-2010-2.C.2

Identify and discuss representative cultural systems. NWCCU-2010-2.C.2



5 (27.78%)

	Keene, Sara	Mean	Stdev
Identify concepts and approaches of anthropology.	3.667	3.667	0.000
Gain more respect and tolerance for people of other cultures.	3.833	3.833	0.000
Develop intellectual skills that will prove useful in interactions with people of other cultures in social settings, school, job interviews, business environments, and elsewhere.	3.722	3.722	0.000
Identify and discuss representative cultural systems.	3.778	3.778	0.000

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# Rubric: ART115 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency <i>(3 pts)</i>	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Explain the elements of art and principles of design and how they functio composition.	n in a 3	8	0	0	3.273	3.000	0.445
Interpret and explain the interaction of elements in a composition	4	7	0	0	3.364	3.000	0.481
Demonstrate beginning college-level skills in creating visual compositions	s. 5	5	1	0	3.364	4.000	0.643
Demonstrate effective verbal and/or written communication skills in critique	ue. 3	8	0	0	3.273	3.000	0.445
Demonstrate understanding of vocabulary and concepts of Basic Design	. 4	7	0	0	3.364	3.000	0.481
Demonstrate the correlation among participation, engagement, and stude success.	ent 3	8	0	0	3.273	3.000	0.445
Explain the elements of art and principles of design and how they function in a composition.	7.27%)	8 (72.73%)					
Interpret and explain the interaction of elements in a composition	6.36%)	7 (	63.64%)				
Demonstrate beginning college-level skills in creating visual compositions.	5.45%)		5 (45.45%)			1 (9	.09%)
Demonstrate effective verbal and/or written communication skills in critique.	7.27%)	8 (72.73%)					l
Demonstrate understanding of vocabulary and concepts of Basic Design.	6.36%)	7 (	63.64%)				l
Demonstrate the correlation among participation, engagement, and student success.	7.27%)	8 (72.73%)					
	kemplary roficiency	Marginal Proficiency	Emerging Proficien	•	Demonstrate ency	ed	

	Tremonti, Joseph	Mean	Stdev
Explain the elements of art and principles of design and how they function in a composition.	3.273	3.273	0.000
Interpret and explain the interaction of elements in a composition	3.364	3.364	0.000
Demonstrate beginning college-level skills in creating visual compositions.	3.364	3.364	0.000
Demonstrate effective verbal and/or written communication skills in critique.	3.273	3.273	0.000
Demonstrate understanding of vocabulary and concepts of Basic Design.	3.364	3.364	0.000
Demonstrate the correlation among participation, engagement, and student success.	3.273	3.273	0.000

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## **Rubric: Biology Microbiology Outcomes Rubric**

	Exemplary (O pts)	Developed (0 pts)	Marginal (0 pts)	Emerging (O pts)	Lacks demonstrated (O pts)	Mean	Mode	Stdev
Microbe ID	17	1	1	0	0	0.000	0.000	0.000
Microbe Requirements	19	0	0	0	0	0.000	0.000	0.000
Replication and Control	17	1	1	0	0	0.000	0.000	0.000
Microbe Genetics	17	0	1	0	1	0.000	0.000	0.000
Microbes and Humans	0	0	0	0	0			
Microbe ID		17 (89.47%)					1 (5.26%)	1 (5 26%)
		(					1 (3.2070)	1 (0.2070)
Microbe Requirements		19 (100.00%)					1 (0.2070)	1(3.2070)
Microbe Requirements  Replication and Control							1 (5.26%)	
·		19 (100.00%)						1 (5.26%)

Developed

Marginal

Emerging

Exemplary

Lacks demonstrated

	Brouse, Daniel	Mean	Stdev
Microbe ID	0.000	0.000	0.000
Microbe Requirements	0.000	0.000	0.000
Replication and Control	0.000	0.000	0.000
Microbe Genetics	0.000	0.000	0.000

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## **Rubric: Chemical Structure Rubric**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Profiency (2 pts)	Emerging Proficiency (1 pts)	y Lacks Demonstrated F (0 pts)	Proficiency <i>Mean</i>	Mode	Stdev
Electronic Structure	0	4	32	19	27	1.159	2.000	0.943
Molecular Geometry	0	1	4	41	36	0.634	1.000	0.635
Spectroscopic Analysis	0	0	0	15	35	0.300	0.000	0.458
Electronic Structure  GSLO-COMP1, GSLO-COMP2, GSLO-COMP3, GSLO-COMP4, GSLO-COMP5, GSLO-COMP6  4 (4.88%) 32 (39.02%) 19 (23.17%) 27 (32.93%)								
Molecular Geometry GSLO-COMP1, GSLO-COMP2 GSLO-COMP6	y 2, GSLO-COMP3, GSLO-COMP4, GSL0	1 (1.22%) 4 (	4.88%) 41 (50.00%	6)	36 (43	.90%)		
Spectroscopic Analy GSLO-COMP1, GSLO-COMP1 GSLO-COMP6	r <b>SiS</b> 2, GSLO-COMP3, GSLO-COMP4, GSLO	15 (30.00%)		35 (70.00%)				
		Exemplary Proficiency	Develope Proficien			Lacks Dei Proficiend		ted

	Springer, Michael	Mean	Stdev
Electronic Structure	1.159	1.159	0.000
Molecular Geometry	0.634	0.634	0.000
Spectroscopic Analysis	0.300	0.300	0.000

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#### Rubric: CIS120 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identify key components of computer hardware, their function, and how they interact with software to create a computer system.	0	0	0	0			
Describe the role of the computer operating system and typical user-level operations and configuration settings.	0	0	0	0			
Differentiate between various key software applications and demonstrate a basic skill in using them to solve common business problems.	4	3	1	0	3.375	4.000	0.696
Explain the benefits and risks of network computing and the use of typical Internet applications including web browsers and email programs.	0	0	0	0			
Demonstrate the desirable qualities of good cyber citizenship including respect for copyrights, ethical usage, and network etiquette.	2	1	3	2	2.375	2.000	1.111

Identify key components of computer hardware, their function, and how they interact with software to create a computer system.

NWCCU-2010-2.C.2

Describe the role of the computer operating system and typical user-level operations and configuration settings.

NWCCU-2010-2.C.2

Differentiate between various key software applications and demonstrate a basic skill in using them to solve common business problems.

NWCCU-2010-2.C.2

Explain the benefits and risks of network computing and the use of typical Internet applications including web browsers and email programs.

NWCCU-2010-2.C.2

Demonstrate the desirable qualities of good cyber citizenship including respect for copyrights, ethical usage, and network etiquette.

NWCCU-2010-2.C.2

4 (50.00%)	3 (37.50%)	1 (12.50%)

1 (12.50%)	3 (37.50%)		2 (25.00%)
Marginal	_	_	cks Demonstrated
	Marginal Proficiency		

	Lisseveld, Piper	Mean	Stdev
Differentiate between various key software applications and demonstrate a basic skill in using them to solve common business problems.	3.375	3.375	0.000
Demonstrate the desirable qualities of good cyber citizenship including respect for copyrights, ethical usage, and network etiquette.	2.375	2.375	0.000

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## Rubric: CIS250 Course 1718

		Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Articulate a process for taking a technology idea and finding a hig commercial opportunity.	gh-potential	7	4	2	1	3.214	4.000	0.939
Develop a basic business plan.		7	3	4	0	3.214	4.000	0.860
Discuss the traits of a successful entrepreneur, leader, and mana	iger.	7	4	3	0	3.286	4.000	0.795
Discuss legal and ethical considerations of business.		7	2	5	0	3.143	4.000	0.915
Identify productivity factors in a technology based business.		7	2	5	0	3.143	4.000	0.915
Articulate a process for taking a technology idea and finding a high-potential commercial opportunity.  NWCCU-2010-2.C.2	7 (50.00%)			4 (28.57%	) 2	2 (14.29%)	1 (7	7.14%)
Develop a basic business plan.  NWCCU-2010-2.C.2	7 (50.00%)			3 (21.43	4 (28	.57%)		
Discuss the traits of a successful entrepreneur, leader, and manager.  NWCCU-2010-2.C.2	7 (50.00%)			4 (28.57	<b>7%)</b>	3 (21.43)	%)	
Discuss legal and ethical considerations of business. NWCCU-2010-2.C.2	7 (50.00%)			2 (14.29	5 (35.71%)			
Identify productivity factors in a technology based business.	7 (50.00%)			2 (14.29	5 (35.71%)			
	Exemplary Proficience		Marginal Proficiency	Emerging Proficiency		Demonstrate ency	ed	

	Lisseveld, Piper	Mean	Stdev
Articulate a process for taking a technology idea and finding a high-potential commercial opportunity.	3.214	3.214	0.000
Develop a basic business plan.	3.214	3.214	0.000
Discuss the traits of a successful entrepreneur, leader, and manager.	3.286	3.286	0.000
Discuss legal and ethical considerations of business.	3.143	3.143	0.000
Identify productivity factors in a technology based business.	3.143	3.143	0.000

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### Rubric: CIS250 Course 1718

		Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Articulate a process for taking a technology idea and finding a hig commercial opportunity.	gh-potential	6	4	2	1	3.154	4.000	0.948
Develop a basic business plan.		6	3	4	0	3.154	4.000	0.863
Discuss the traits of a successful entrepreneur, leader, and mana	iger.	6	4	3	0	3.231	4.000	0.799
Discuss legal and ethical considerations of business.		6	2	5	0	3.077	4.000	0.917
Identify productivity factors in a technology based business.		6	2	5	0	3.077	4.000	0.917
Articulate a process for taking a technology idea and finding a high-potential commercial opportunity.  NWCCU-2010-2.C.2	6 (46.15%)			4 (30.77%)	2 (15	.38%)	1 (7	.69%)
Develop a basic business plan. wwccu-2010-2.c.2	6 (46.15%)			3 (23.08%)	4 (30.77%)			
Discuss the traits of a successful entrepreneur, leader, and manager.  NWCCU-2010-2.C.2	6 (46.15%)			4 (30.77%)	3(	23.08%)		
Discuss legal and ethical considerations of business. wwccu-2010-2.c.2	6 (46.15%)			2 (15.38%)	5 (38.46%)			
Identify productivity factors in a technology based business.	6 (46.15%)			2 (15.38%)	5 (38.46%)			
NWCCU-2010-2.C.2	Exemplar Proficien		Marginal Proficiency	Emerging Proficiency	Lacks Dem Proficience		ed	

	Lisseveld, Piper	Mean	Stdev
Articulate a process for taking a technology idea and finding a high-potential commercial opportunity.	3.154	3.154	0.000
Develop a basic business plan.	3.154	3.154	0.000
Discuss the traits of a successful entrepreneur, leader, and manager.	3.231	3.231	0.000
Discuss legal and ethical considerations of business.	3.077	3.077	0.000
Identify productivity factors in a technology based business.	3.077	3.077	0.000

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## Rubric: CJ100 Course 1718

		Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demon Proficiency (1 pts)		Mode	Stdev
Identify and compare the various methods of official data collection the United States	n used to measure crime	5	2	2	3	2.750	4.000	1.233
Understand the roles of law enforcement, courts and corrections American criminal justice system	•	8	0	3	1	3.250	4.000	1.090
Identify the flow and process of investigating and prosecuting a country punishing the offender	iminal offense, as well as	8	0	3	1	3.250	4.000	1.090
Better understanding of the emerging trend of victims' rights and justice system	services in the criminal	7	2	2	1	3.250	4.000	1.010
Identify key differences between the adult and juvenile justice sys	tems	0	0	0	1	1.000	1.000	0.000
Identify and compare the various methods of official data collection used to measure crime in the United States  WVCCU-2010-2.C.2	5 (41.67%)			2 (16.67%)	2 (16.67%)	3 (25.00%)		
Understand the roles of law enforcement, courts and corrections agencies within the American criminal justice system  NWCCU-2010-2.C.2	8 (66.67%)				3 (25.0	00%)	1 (8	3.33%)
Identify the flow and process of investigating and prosecuting a criminal offense, as well as punishing the offender  NWCCU-2010-2C2	8 (66.67%)				3 (25.0	00%)	1 (8	3.33%)
Better understanding of the emerging trend of victims' rights and services in the criminal justice system  NWCCU-2010-2.C.2	7 (58.33%)				2 (16.67%)	2 (16.67%)	1 (8	3.33%)
Identify key differences between the adult and juvenile justice systems  NWCCU-2010-2.C.2	1 (100.00%)							
	Exemplary Proficiency		ginal iciency	Emerging Proficience		acks Demonstrat roficiency	ed	

	Will Jr, Gary	Mean	Stdev
Identify and compare the various methods of official data collection used to measure crime in the United States	2.750	2.750	0.000
Understand the roles of law enforcement, courts and corrections agencies within the American criminal justice system	3.250	3.250	0.000
Identify the flow and process of investigating and prosecuting a criminal offense, as well as punishing the offender	3.250	3.250	0.000
Better understanding of the emerging trend of victims' rights and services in the criminal justice system	3.250	3.250	0.000
Identify key differences between the adult and juvenile justice systems	1.000	1.000	0.000

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#### Rubric: CJ231 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Discuss the value of forensic photography for crime scene preservation and evidentiary documentation.	8	0	0	3	3.182	4.000	1.336
Identify basic components and operation of camera systems most frequently encountered in forensic practice.	10	0	0	0	4.000	4.000	0.000
Compare and contrast digital, 35mm, and "instant" photography.	11	0	0	0	4.000	4.000	0.000
Critically examine photographs for composition and technical quality.	0	0	0	0			
Discuss factors which determine the admissibility of photographs as evidence.	0	0	0	0			
Discuss issues related to HIPAA, consent and medical photography.	0	0	0	0			
Describe various lighting methods, use of filters, and forensic light sources.	0	0	0	0			
Demonstrate procedure for accurately and adequately photographing injury.	0	0	0	0			
Convey the importance and proper use of scales and color standards.	0	0	0	0			
Discuss associated documentation and chain of custody protection.	0	0	0	0			
Explain basic concepts of crime scene photography.	0	0	0	0			

Discuss the value of forensic photography for crime scene preservation and evidentiary documentation. NWCCU-2010-2C2

8 (72.73%) 3 (27.27%)

Identify basic components and operation of camera systems most frequently encountered in forensic practice.

NWCCU-2010-2.C.2

Compare and contrast digital, 35mm, and "instant" photography.

NWCCU-2010-2.C.2

 $\label{lem:composition} \mbox{Critically examine photographs for composition and technical quality.}$ 

NWCCU-2010-2.C.2

Discuss factors which determine the admissibility of photographs as evidence.

NWCCU-2010-2.C.2

Discuss issues related to HIPAA, consent and medical photography.

NWCCU-2010-2.C.2

Describe various lighting methods, use of filters, and forensic light sources.

NWCCU-2010-2.C.2

Demonstrate procedure for accurately and adequately photographing injury.

NWCCU-2010-2.C.2

Convey the importance and proper use of scales and color standards.

NWCCU-2010-2.C.2

Discuss associated documentation and chain of custody protection.

NWCCU-2010-2.C.2

 $\label{prop:concepts} \textbf{Explain basic concepts of crime scene photography}.$ 

NWCCU-2010-2.C.2

Exemplary Proficiency Marginal Proficiency Emerging Proficiency

Lacks Demonstrated Proficiency

#### **Inter-Rater Summary**

	Will Jr, Gary	Mean	Stdev
Discuss the value of forensic photography for crime scene preservation and evidentiary documentation.	3.182	3.182	0.000

11 (100.00%)

10 (100.00%)

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Identify basic components and operation of camera systems most frequently encountered in forensic practice.	4.000	4.000	0.000
Compare and contrast digital, 35mm, and "instant" photography.	4.000	4.000	0.000

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### Rubric: DD160 Course 1718

		Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)		Mode	Stdev
Identify the computing resources needed and those available to sthe appropriate uses of each.	students on campus and	12	2	0	0	3.857	4.000	0.350
Produce a course of study leading to a career in Digital Design fie	eld.	10	4	0	0	3.714	4.000	0.452
Discuss the historical and technical evolution of digital design and the field and society.	d analyze its impact on	6	8	0	0	3.429	3.000	0.495
Compare and contrast graphic file specification, generation, and	compression.	1	0	0	0	4.000	4.000	0.000
Discuss the use of interactivity and programming within the digital	l design field.	9	5	0	0	3.643	4.000	0.479
Discuss time-based digital media.		8	6	0	0	3.571	4.000	0.495
Demonstrate appropriate use of the core terminology of digital de	sign.	10	4	0	0	3.714	4.000	0.452
Discuss the design development process.		9	5	0	0	3.643	4.000	0.479
Develop an educational plan to achieve career goals within the di	gital media field.	10	4	0	0	3.714	4.000	0.452
Discuss the uses of a professional portfolio.		8	5	1	0	3.500	4.000	0.627
Demonstrate strategies to keep a professional portfolio current.		9	5	0	0	3.643	4.000	0.479
Demonstrate effective team participation.		12	0	2	0	3.714	4.000	0.700
Identify appropriate content to be included in a professional portfo	olio.	11	3	0	0	3.786	4.000	0.410
Develop a professional portfolio template.		9	5	0	0	3.643	4.000	0.479
Identify the computing resources needed and those available to students on campus and the appropriate uses of each.	12 (85.71%)					2	(14.29	%)
Produce a course of study leading to a career in Digital Design field.	10 (71.43%)				4 (28	.57%)		
Discuss the historical and technical evolution of digital design and analyze its impact on the field and society.	6 (42.86%)			8 (57.14%)				
Compare and contrast graphic file specification, generation, and compression.	1 (100.00%)							
Discuss the use of interactivity and programming within the digital design field.	9 (64.29%)				5 (35.71%)			
Discuss time-based digital media.	8 (57.14%)				6 (42.86%)			
Demonstrate appropriate use of the core terminology of digital design.	10 (71.43%)				4 (28	.57%)		
Discuss the design development process.	9 (64.29%)				5 (35.71%)			
Develop an educational plan to achieve career goals within the digital media field.	10 (71.43%)				4 (28	.57%)		
Discuss the uses of a professional portfolio.	8 (57.14%)			5 (	(35.71%)		1 (7	.14%)
Demonstrate strategies to keep a professional portfolio current.	9 (64.29%)				5 (35.71%)			
Demonstrate effective team participation.	12 (85.71%)					2	(14.29	%)
Identify appropriate content to be included in a professional portfolio.	11 (78.57%)					3 (21.439	%)	
Develop a professional portfolio template.	9 (64.29%)				5 (35.71%)			
	Exemplary Proficiency		Marginal Proficiency	Emerging Proficiency		Demonstrate ency	ed	

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Identify the computing resources needed and those available to students on campus and the appropriate uses of each.	3.857	3.857	0.000
Produce a course of study leading to a career in Digital Design field.	3.714	3.714	0.000
Discuss the historical and technical evolution of digital design and analyze its impact on the field and society.	3.429	3.429	0.000
Compare and contrast graphic file specification, generation, and compression.	4.000	4.000	0.000
Discuss the use of interactivity and programming within the digital design field.	3.643	3.643	0.000
Discuss time-based digital media.	3.571	3.571	0.000
Demonstrate appropriate use of the core terminology of digital design.	3.714	3.714	0.000
Discuss the design development process.	3.643	3.643	0.000
Develop an educational plan to achieve career goals within the digital media field.	3.714	3.714	0.000
Discuss the uses of a professional portfolio.	3.500	3.500	0.000
Demonstrate strategies to keep a professional portfolio current.	3.643	3.643	0.000
Demonstrate effective team participation.	3.714	3.714	0.000
Identify appropriate content to be included in a professional portfolio.	3.786	3.786	0.000

3.643

3.643

0.000

Develop a professional portfolio template.

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# Rubric: ED 200, current events paper, FA

	Exemplary proficiency (4 pts)	Developed proficiency (3 pts)	Emerging proficiency (2 pts)	Lacks demonstrated proficien (1 pts)	cy <i>Mean</i>	Mode	Stdev
Definitions	6	8	1	0	3.333	3.000	0.596
Support or Examples	2	2	9	2	2.267	2.000	0.854
Implications/ connections to present	4	10	0	1	3.133	3.000	0.718
Conventions of academic writing	4	8	2	1	3.000	3.000	0.816
Definitions	6 (	40.00%)	8 (53.33	%)		1	(6.67%)
Command on Francoles							
Support or Examples	2(	13.33%) 2 (13.33%)	9 (60.00%)			2 (13.	33%)
Implications/ connections to pre		13.33%)     2 (13.33%)       26.67%)	9 (60.00%) 10 (66.67%)				.33%) (6.67%)
	esent 4 (				2 (13.33%	1	

	Fields, Mary	Mean	Stdev
Definitions	3.333	3.333	0.000
Support or Examples	2.267	2.267	0.000
Implications/ connections to present	3.133	3.133	0.000
Conventions of academic writing	3.000	3.000	0.000

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### Rubric: EMT296 Course 1718

		Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Assess the need for and initiate intravenous therapy and safely ac	dminister medications.	11	3	1	0	3.667	4.000	0.596
Differentiate between and among a wide variety of respiratory ailn ARDS, pneumonia, and respiratory failure and apply appropriate i		4	9	1	1	3.067	3.000	0.772
Identify and interpret ECG rhythms and demonstrate appropriate	treatment modalities.	10	4	0	1	3.533	4.000	0.806
Properly place and maintain an emergency advanced airway.		15	0	0	0	4.000	4.000	0.000
Perform complete and accurate patient assessments in a variety of	of settings.	11	3	1	0	3.667	4.000	0.596
Assess the need for and initiate intravenous therapy and safely administer medications.  NWCCU-2010-2.C.2	11 (73.33%)				3 (20.00%)		1 (6	.67%)
Differentiate between and among a wide variety of respiratory ailments to include but not limited to COPD, ARDS, pneumonia, and respiratory failure and apply appropriate interventions.  NWCCU-2010-2-C2	4 (26.67%) 9	(60.00%)				l (6.67%	6) 1 (6	.67%)
Identify and interpret ECG rhythms and demonstrate appropriate treatment modalities.  NWCCU-2010-2C2	10 (66.67%)				4 (26.67%)		1 (6	.67%)
Properly place and maintain an emergency advanced airway.  NWCCU-2010-2-C2	15 (100.00%)							
Perform complete and accurate patient assessments in a variety of settings.  NWCCU-2010-2C2	11 (73.33%)				3 (20.00%)		1 (6	.67%)
		Marginal Proficiency		rging iciency	Lacks Demo Proficiency	onstrate	ed	

	Ryan, Julie	Mean	Stdev
Assess the need for and initiate intravenous therapy and safely administer medications.	3.667	3.667	0.000
Differentiate between and among a wide variety of respiratory ailments to include but not limited to COPD, ARDS, pneumonia, and respiratory failure and apply appropriate interventions	3.067	3.067	0.000
Identify and interpret ECG rhythms and demonstrate appropriate treatment modalities.	3.533	3.533	0.000
Properly place and maintain an emergency advanced airway.	4.000	4.000	0.000
Perform complete and accurate patient assessments in a variety of settings.	3.667	3.667	0.000

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# Rubric: ENG107 Course 1718

		Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Demonstrate a knowledge of a representative cross section of a vision and values which inform the individual works and culture.	ncient and classical literature as well a	s the 4	5	1	0	3.300	3.000	0.640
Apply the tools of critical thinking and close textual analysis to so ancient and classical literature.	ome of the world's greatest works of	3	5	2	0	3.100	3.000	0.700
Know and apply the literary terms and the culture and thematic comentioned above.	oncerns of the literary movements	2	6	2	0	3.000	3.000	0.632
Recognize and explain literary quality.		2	4	1	0	3.143	3.000	0.639
Demonstrate a knowledge of a representative cross section of ancient and classical literature as well as the vision and values which inform the individual works and culture.  NWCCU-2010-2.C.2	4 (40.00%)		5 (50.00%)				1 (10	.00%)
Apply the tools of critical thinking and close textual analysis to some of the world's greatest works of ancient and classical literature.  NWCCU-2010-2C.2	3 (30.00%)	5 (50.009	%)			2 (20.0	0%)	
Know and apply the literary terms and the culture and thematic concerns of the literary movements mentioned above.  NWCCU-2010-2.C.2	2 (20.00%) 6 (0	60.00%)				2 (20.0	0%)	
Recognize and explain literary quality.  NWCCU-2010-2.C.2	2 (28.57%)	4 (57.14%)	)			1	(14.29	%)
	Exemplary Proficiency	Marginal Proficiency		erging oficiency	Lacks De Proficien		ed	

	Wilson, Mark	Mean	Stdev
Demonstrate a knowledge of a representative cross section of ancient and classical literature as well as the vision and values which inform the individual works and culture.	3.300	3.300	0.000
Apply the tools of critical thinking and close textual analysis to some of the world's greatest works of ancient and classical literature.	3.100	3.100	0.000
Know and apply the literary terms and the culture and thematic concerns of the literary movements mentioned above.	3.000	3.000	0.000
Recognize and explain literary quality.	3.143	3.143	0.000

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# Rubric: Essay Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Lacks Demonstrated Proficier (1 pts)	ncy <i>Mean</i>	Mode	Stdev
Argument and Analysis	21	8	4	0	3.515	4.000	0.702
Evidence and Citation	21	10	2	0	3.576	4.000	0.605
Organization	24	8	1	0	3.697	4.000	0.521
Clarity and Mechanics	13	14	6	0	3.212	3.000	0.729
Argument and Analys		21 (63.64%)		8 (2	4.24%)	4 (1	.2.12%)
Evidence and Citation	1	21 (63.64%)		10 (30.3	30%)	2	(6.06%)
Organization		24 (72.73%)		8	3 (24.24%)	1	(3.03%)
Clarity and Mechanic	S	13 (39.39%)	14	4 (42.42%)	6	(18.18%	)

	Keene, Sara	Mean	Stdev
Argument and Analysis	3.515	3.515	0.000
Evidence and Citation	3.576	3.576	0.000
Organization	3.697	3.697	0.000
Clarity and Mechanics	3.212	3.212	0.000

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#### Rubric: FA1718CIS120LISSEVELD

	Exemplary Proficiency (5 pts)	Marginal Proficiency (4 pts)	Emerging Proficiency (3 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Interpretation: Research and interpret data about the chosen topic in visual, diagrammatic, and written forms. Evidence shown supports the topic's purpose.	4	3	1	0	4.375	5.000	0.696
Completeness: Completion of 6 sections regarding a chosen topic (Introduction, Data Storage, Data Calculation, Visual Presentation, Documentation, and Conclusion) using applications in Word, Excel, Access and PowerPoint. Each application had individual requirements that needs to be met to be considered "complete".	1	6	1	0	4.000	4.000	0.500
Professionalism Format and Flow: Design of Final Project in its entirety fits the Student's topic and is aesthetically balanced	1	7	0	0	4.125	4.000	0.331
Project Life-Cycle: Evidence of Project Life-Cycle consists of Initiation, Planning, Execution, and Closing	2	2	3	1	3.500	3.000	1.225

4 (50.00%)

1 (12.50%) 7 (87.50%)

Interpretation: Research and interpret data about the chosen topic in visual, diagrammatic, and written forms. Evidence shown supports the topic's purpose.

Completeness: Completion of 6 sections regarding a chosen topic (Introduction, Data Storage, Data Calculation, Visual Presentation, Documentation, and Conclusion) using applications in Word, Excel, Access and PowerPoint. Each application had individual requirements that needs to be met to be considered "complete".

Professionalism Format and Flow: Design of Final Project in its entirety fits the Student's topic and is aesthetically balanced

Project Life-Cycle: Evidence of Project Life-Cycle consists of Initiation, Planning, Execution, and Closing

	1 (12.50%)

3 (37.50%)

1 (12.50%)

2 (25.00%)

2 (25.00%)

3 (37.50%)

1 (12

Exemplary Proficiency Proficiency Proficiency Proficiency Proficiency

	Lisseveld, Piper	Mean	Stdev
Interpretation: Research and interpret data about the chosen topic in visual, diagrammatic, and written forms. Evidence shown supports the topic's purpose.	4.375	4.375	0.000
Completeness: Completion of 6 sections regarding a chosen topic (Introduction, Data Storage, Data Calculation, Visual Presentation, Documentation, and Conclusion) using applications in Word, Excel, Access and PowerPoint. Each application had individual requirements that needs to be met to be considered "complete".	4.000	4.000	0.000
Professionalism Format and Flow: Design of Final Project in its entirety fits the Student's topic and is aesthetically balanced	4.125	4.125	0.000
Project Life-Cycle: Evidence of Project Life-Cycle consists of Initiation, Planning, Execution, and Closing	3.500	3.500	0.000

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### Rubric: FA1718CIS250LISSEVELD

		Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Concept and Vision: What problem are you solving? Why is there	a need?	4	7	2	0	3.154	3.000	0.662
Market Analysis: What industry/segment are you pursuing? What	is the market potential?	4	3	6	0	2.846	2.000	0.863
Customer Development: Who is your target customer? What are them?	their specific needs? How will you reach	5	6	2	0	3.231	3.000	0.697
Competition and Positioning: Who current serves the customers? future? What barriers to entry exist?	Who might serve this market in the	6	1	2	4	2.692	4.000	1.323
Business Model & Lean Startup Philosophy: How will you turn you make money? What risks do you need to address immediately?	ur idea into a business? How will you	5	5	3	0	3.154	4.000	0.769
Marketing Sample: What are the selling points of your business? to assist in generating interest?	What visual representation can you use	6	1	5	1	2.923	4.000	1.071
Learning and Adaption: What did you learn between the time you the final written report?	choose the business idea and produced	4	1	2	6	2.231	1.000	1.310
Overall Professional Appeal, Layout, and Design		6	1	4	2	2.846	4.000	1.167
Concept and Vision: What problem are you solving? Why is there a need?	4 (30.77%)	7 (53.85	5%)			2 (	15.38%	6)
Market Analysis: What industry/segment are you pursuing? What is the market potential?	4 (30.77%)	3 (23.08	8%)	6 (46.15	%)			
Customer Development: Who is your target customer? What are their specific needs? How will you reach them?	5 (38.46%)		6 (46.15%)			2	(15.38%	6)
Competition and Positioning: Who current serves the customers? Who might serve this market in the future? What barriers to entry exist?	6 (46.15%)		1 (7.6	9%) 2 (15.38	4 (30.77%)			
Business Model & Lean Startup Philosophy: How will you turn your idea into a business? How will you make money? What risks do you need to address immediately?	5 (38.46%)		5 (38.46%)		3 (2	3.08%)		
Marketing Sample: What are the selling points of your business? What visual representation can you	6 (46.15%)		1 (7.69	%) 5 (38.46%	6)		1 (7	.69%)
use to assist in generating interest?								
Learning and Adaption: What did you learn between the time you choose the business idea and produced the final written report?	4 (30.77%)	1 (7.69%	2 (15.38%)	6 (46.15	5%)			
Overall Professional Appeal, Layout, and Design	6 (46.15%)		1 (7.6	9%) 4 (30.77	7%) 	2	(15.38%	6)
		Marginal Proficiency		nerging oficiency	Lacks Demo Proficiency		ed	

	Lisseveld, Piper	Mean	Stdev
Concept and Vision: What problem are you solving? Why is there a need?	3.154	3.154	0.000
Market Analysis: What industry/segment are you pursuing? What is the market potential?	2.846	2.846	0.000
Customer Development: Who is your target customer? What are their specific needs? How will you reach them?	3.231	3.231	0.000
Competition and Positioning: Who current serves the customers? Who might serve this market in the future? What barriers to entry exist?	2.692	2.692	0.000
Business Model & Lean Startup Philosophy: How will you turn your idea into a business? How will you make money? What risks do you need to address immediately?	3.154	3.154	0.000
Marketing Sample: What are the selling points of your business? What visual representation can you use to assist in generating interest?	2.923	2.923	0.000
Learning and Adaption: What did you learn between the time you choose the business idea and produced the final written report?	2.231	2.231	0.000
Overall Professional Appeal, Layout, and Design	2.846	2.846	0.000

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5 (31.25%)

Developed Proficiency

8 (50.00%)

3 (18.75%)

**Exemplary Proficiency** 

2 (12.50%)

# **Rubric: Fire Prevention Education Project Rubric**

		Lacks Demonst (Opts)	Emerging Proficiency (O pts)	Developed Proficiency (O pts)	Exemplary Proficiency (O pts)	Mean	Mode	Stdev
Apply critical-thinking and decision-making skills relevant to fire s	ervice scenarios.	1	9	4	2	0.000	0.000	0.000
Apply core fire science knowledge to prevention, training, operat relevant to the fire service.	oly core fire science knowledge to prevention, training, operational, and administrative situations evant to the fire service.		9	4	2	0.000	0.000	0.000
Define the national fire problem and role of fire prevention		7	2	5	2	0.000	0.000	0.000
Identify and describe fire prevention organizations and association	ons	0	6	7	3	0.000	0.000	0.000
Describe the history and philosophy of fire prevention		1	3	9	3	0.000	0.000	0.000
Organization		0	8	5	3	0.000	0.000	0.000
Language		0	6	8	2	0.000	0.000	0.000
Apply critical-thinking and decision-making skills relevant to fire service scenarios.	1 (6.25%) 9 (56.25%)				4 (25.00%)		2 (12.	50%)
Apply core fire science knowledge to prevention, training, operational, and administrative situations relevant to the fire service.	1 (6.25%) 9 (56.25%)				4 (25.00%)		2 (12.	50%)
Define the national fire problem and role of fire prevention	7 (43.75%)		2 (1	12.50%) 5 (31.	25%)		2 (12.	50%)
Identify and describe fire prevention organizations and associations	6 (37.50%)		7 (43.75%	)		3 (18.	75%)	
Describe the history and philosophy of fire prevention	1 (6.25%) 3 (18.75%)	9 (56	5.25%)			3 (18.	75%)	

8 (50.00%)

6 (37.50%)

Lacks Demonst

## Inter-Rater Summary

Organization

Language

	Peters, Tony	Mean	Stdev
Apply critical-thinking and decision-making skills relevant to fire service scenarios.	0.000	0.000	0.000
Apply core fire science knowledge to prevention, training, operational, and administrative situations relevant to the fire service.	0.000	0.000	0.000
Define the national fire problem and role of fire prevention	0.000	0.000	0.000
Identify and describe fire prevention organizations and associations	0.000	0.000	0.000
Describe the history and philosophy of fire prevention	0.000	0.000	0.000
Organization	0.000	0.000	0.000
Language	0.000	0.000	0.000

**Emerging Proficiency** 

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# Rubric: Foundations of Nursing: Health Promotion Fall 2017 Nursing Portfolio

29 (100.00%)

Exemplary

	Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pts)	Mean	Mode	Stdev
Biographical Narrative	25	4	0	0	3.862	4.000	0.345
OCNE Competencies	27	2	0	0	3.931	4.000	0.253
Additional Documentation	29	0	0	0	4.000	4.000	0.000
Biographical Narrative	25	5 (86.21%)				4	(13.79%)
OCNE Competencies	27	7 (93.10%)					2 (6.90%)

Proficient

Partially Proficient

Incomplete

## Inter-Rater Summary

**Additional Documentation** 

	Finney, Robin	Sperry, Melissa	Mean	Stdev
Biographical Narrative	4.000	3.429	3.714	0.404
OCNE Competencies	4.000	3.714	3.857	0.202
Additional Documentation	4.000	4.000	4.000	0.000

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# Rubric: Geology Field Trip Report

	Exemplary (4 pts)	Marginal (3 pts)	Emerging (2 pts)	Lacks Demostrated Proficiency (1 pts)	Mean	Mode	Stdev
Discussion of Stops	9	12	18	5	2.568	2.000	0.939
References Quality & Quantity	6	10	19	8	2.326	2.000	0.933
Integration of resource material into paper	7	7	20	9	2.279	2.000	0.972
Discussion of Stops	9 (20.45%	) 1	2 (27.27%)	18 (40.91%)			5 (11.36%)
References Quality & Quantity	6 (13.95%	10 (23.2	6%)	19 (44.19%)		8 (18.60	%)
Integration of resource material into paper	7 (16.28%	7 (16.2	28%) 2	0 (46.51%)		9 (20.93%)	

	Metzger, Ronald	Mean	Stdev
Discussion of Stops	2.568	2.568	0.000
References Quality & Quantity	2.326	2.326	0.000
Integration of resource material into paper	2.279	2.279	0.000

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#### **Rubric: GSLO Communication 2016**

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Control of Syntax and Mechanics	27	2	0	0	3.931	4.000	0.253
Comprehension	20	9	0	0	3.690	4.000	0.463
Supporting Material	18	11	0	0	3.621	4.000	0.485
Analysis: Interacting with texts in parts and as wholes	18	11	0	0	3.621	4.000	0.485

Control of Syntax and Mechanics

GSLO-COMM1

Comprehension

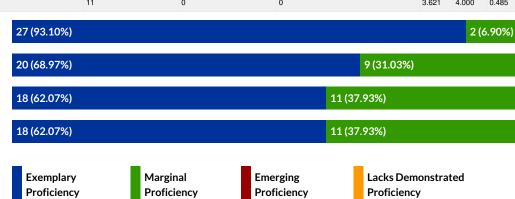
GSLO-COMM2

Supporting Material

GSLO-COMM3

Analysis: Interacting with texts in parts and as wholes

GSLO-COMM4



	Finney, Robin	Sperry, Melissa	Mean	Stdev
Control of Syntax and Mechanics	4.000	3.714	3.857	0.202
Comprehension	3.636	3.857	3.747	0.156
Supporting Material	3.636	3.571	3.604	0.046
Analysis: Interacting with texts in parts and as wholes	3.636	3.571	3.604	0.046

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## **Rubric: GSLO Communication 2017**

	Exemplary (4 pts)	Proficiency	Marginal Proficiency (3 pts)	Emerging Profic (2 pts)	iency Lacks Demonstra (1 pts)	ated Proficiency	Mean	Mode	Stdev
Control of Syntax and Mechanics	5		7	9	0		2.810	2.000	0.794
Comprehension	6		8	7	0		2.952	3.000	0.785
Supporting Material	8		1	7	5		2.571	4.000	1.218
Analysis: Interacting with texts in parts and as wholes	5		10	3	3		2.810	3.000	0.957
Control of Syntax and Mechanics  GSLO-COMM1, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, NWCCU-2	5 (I	23.81%)	7 (33.33	%)	9 (42.869	6)			
Comprehension  GSLO-COMM2, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, NWCCU-	6 (1	28.57%)	8 (3	88.10%)		7 (33.33%)			
Supporting Material  GSLO-COMM3, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10,	8 (i	38.10%)		1 (4.76%)	7 (33.33%)	5	(23.81%	5)	
Analysis: Interacting with texts in parts and as	5.0	23.81%)	10 (47.6	2%)		3 (14.2	9%)	3 (14.29	9%)
wholes	J (.	20.01707	10(47.0	_,~,		3 (14.2	,,,,		
,		20.01707	10 (47.0	_,,,		3 (14.2	770/		

	Lisseveld, Piper	Mean	Stdev
Control of Syntax and Mechanics	2.810	2.810	0.000
Comprehension	2.952	2.952	0.000
Supporting Material	2.571	2.571	0.000
Analysis: Interacting with texts in parts and as wholes	2.810	2.810	0.000

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## **Rubric: GSLO Communication 2017**

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated (1 pts)	d Proficiency <i>Mean</i>	Mode	Stdev
Control of Syntax and Mechanics	32	81	33	5	2.927	3.000	0.747
Comprehension	39	51	32	13	2.859	3.000	0.944
Supporting Material	44	61	49	23	2.712	3.000	0.981
Analysis: Interacting with texts in parts and as wholes	40	52	31	13	2.875	3.000	0.943
Control of Syntax and Mechanics  GSLO-COMM1, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, NWCCU-2010-2.C.10	32 (21.19%)	81 (53.64%)			33 (21.85%)	5 (3	3.31%)
Comprehension GSLO-COMM2, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, NWCCU-2	39 (28.89%)	51	(37.78%)	32	(23.70%)	13 (9	9.63%)
Supporting Material  GSLO-COMM3, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10,	44 (24.86%)	61 (34.	46%)	49 (27.68	3%)	23 (12	2.99%)
Analysis: Interacting with texts in parts and as wholes  GSLO-COMM4, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, NW	40 (29.41%)	52	(38.24%)	31	1 (22.79%)	13 (9	9.56%)
	Exemplary Proficiency	_		erging oficiency	Lacks Demonstra Proficiency	ted	

	Coyner, Aaron	Keene, Sara	Peters, Tony	Tremonti, Joseph	Will Jr, Gary	Wilson, Mark	Wyman, Jedediah	Metzger, Ronald	Mean	Stdev
Control of Syntax and Mechanics	3.167	3.242	2.755	3.400	2.800	2.696	2.000		2.866	0.468
Comprehension	3.600	3.515	2.408	3.280	2.400	2.700	1.625		2.790	0.717
Supporting Material	3.000	3.606	2.347	3.400	2.667	3.000	1.667	2.111	2.725	0.658
Analysis: Interacting with texts in parts and as wholes	3.200	3.485	2.327	3.480	2.500	3.100	1.800		2.842	0.643

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#### **Rubric: GSLO Communication 2017-18**

	Exemplary Proficiency (4 pts)	Marginal Proficience (3 pts)	cy Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	' Mean	Mode	Stdev
Control of Syntax and Mechanics	6	6	3	0	3.200	4.000	0.748
Comprehension	0	0	0	0			
Supporting Material	2	2	10	1	2.333	2.000	0.789
Analysis: Interacting with texts in parts and as wholes	0	0	0	0			
Control of Syntax and Mechanics GSLO-COMM1	6 (40.00%)		6 (40.00%)	ı	3 (20.00%)		
Comprehension  GSLO-COMM2							
Supporting Material GSLO-COMM3	2 (13.33%)	2 (13.33%) 10	(66.67%)			1 (	6.67%)
Analysis: Interacting with texts in parts and as wholes  GSLO-COMM4							
	Exemplary	Mai	rginal Em	nerging Lacks De	emonstra	ted	

Proficiency

## Inter-Rater Summary

	Fields, Mary	Mean	Stdev
Control of Syntax and Mechanics	3.200	3.200	0.000
Supporting Material	2.333	2.333	0.000

Proficiency

Proficiency

Proficiency

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# Rubric: GSLO Community/Global Consciousness & Responsibility 2017

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated (1 pts)	Proficiency	Mean	Mode	Stdev
Interpersonal skills, respect, integrity, empathy	4	1	12	6		2.130	2.000	0.991
Ethical Self-Awareness	2	7	12	21		1.762	1.000	0.895
Self-esteem	0	0	10	5		1.667	2.000	0.471
Citizenship, community service	1	8	11	14		1.882	1.000	0.867
Cultural awareness	19	22	12	15		2.662	3.000	1.106
Lifelong learning	0	11	16	13		1.950	2.000	0.773
Interpersonal skills, respect, integrity, en GSLO-CGCR1, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, N	4(17.37/	1 (4.35%) 12	2 (52.17%)		6 (2	6.09%)		
Ethical Self-Awareness  GSLO-CGCR2, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, N	2 (4.76%)	7 (16.67%) 12	(28.57%)	21 (50.00%)				
Self-esteem GSLO-CGCR3, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, N	10 (66.67	%)			5 (33.33%)			
Citizenship, community service  GSLO-CGCR4, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, N 2.C.9	1 (2.94%)	8 (23.53%)	11 (32.35%)	14 (4	1.18%)			
Cultural awareness GSLO-CGCR5, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, N	19 (27.94	%) 2	22 (32.35%)	12 (17.0	55%) 1	5 (22.0	6%)	
Lifelong learning GSLO-CGCR6, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, N 2C.9	11 (27.50	%) 1	6 (40.00%)		13 (32.50%)			
	Exempl Proficie	· ·	_	merging Proficiency	Lacks Dem Proficienc		ted	

	Peters, Tony	Wozniak, Marta	Wyman, Jedediah	Wilson, Mark	Keene, Sara	Mean	Stdev
Interpersonal skills, respect, integrity, empathy	2.750	1.625	1.000			1.792	0.887
Ethical Self-Awareness	1.188	1.600	1.600	2.818		1.801	0.705
Self-esteem			1.167	2.000		1.583	0.589
Citizenship, community service	1.562	2.250	1.571	3.000	4.000	2.477	1.037
Cultural awareness	1.375	2.250	1.333	3.000	3.500	2.292	0.965
Lifelong learning	1.562	2.167	1.625	2.700		2.014	0.532

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### Rubric: GSLO Community/Global Consciousness & Responsibility 2017

Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
6	3	0	4	2.846	4.000	1.292
0	0	0	0			
3	4	5	1	2.692	2.000	0.910
0	0	0	0			
0	0	0	0			
3	7	7	4	2.429	2.000	0.955
	(4 pts) 6 0 3 0 0	(4 pts)     (3 pts)       6     3       0     0       3     4       0     0       0     0	(4pts)     (3pts)     (2pts)       6     3     0       0     0     0       3     4     5       0     0     0       0     0     0	(4pts)     (3pts)     (2pts)     (1pts)       6     3     0     4       0     0     0     0       3     4     5     1       0     0     0     0       0     0     0     0       0     0     0     0	(4 pts)     (3 pts)     (2 pts)     (1 pts)       6     3     0     4     2.846       0     0     0     0       3     4     5     1     2.692       0     0     0     0       0     0     0     0	(4 pts)     (3 pts)     (2 pts)     (1 pts)     Noted Noted Noted       6     3     0     4     2.846     4.000       0     0     0     0       3     4     5     1     2.692     2.000       0     0     0     0       0     0     0     0     0

Interpersonal skills, respect, integrity, empathy GSLO-CGCR1, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, NWCCU-2010-

6 (46.15%) 3 (23.08%)

4 (30.77%)

4 (30.77%)

**Ethical Self-Awareness** 

GSLO-CGCR2, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, NWCCU-2010-2.C.9

Self-esteem

GSLO-CGCR3, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, NWCCU-2010-2.C.9

Citizenship, community service

GSLO-CGCR4, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, NWCCU-2010-2.C.9

**Cultural awareness** 

GSLO-CGCR5, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, NWCCU-2010-2.C.9

Lifelong learning

GSLO-CGCR6, NWCCU-2010-2.C.1, NWCCU-2010-2.C.10, NWCCU-2010-2.C.9

7 (33.33%)

7 (33.33%)

5 (38.46%)

4 (19.05%)

Exemplary Proficiency

3 (14.29%)

3 (23.08%)

Marginal Proficiency Emerging Proficiency Lacks Demonstrated Proficiency

	Lisseveld, Piper	Mean	Stdev
Interpersonal skills, respect, integrity, empathy	2.846	2.846	0.000
Self-esteem	2.692	2.692	0.000
Lifelong learning	2.429	2.429	0.000
Lifelong rearring	2.423	2.423	0.000

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### **Rubric: GSLO Computation 2017**

Rubric. GSLO Comp	Julation 2017						
	Exemplary Proficiency (4 pts)	Marginal Proficien (3 pts)	cy Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Application / Analysis	6	4	9	2	2.667	2.000	0.992
Communication	8	6	5	2	2.952	4.000	0.999
Connections to Discipline	0	0	0	0			
Transfer	2	4	5	2	2.462	2.000	0.929
Define Problem	5	5	3	0	3.154	3.000	0.769
Propose Solutions/ Hypotheses	5	5	3	0	3.154	3.000	0.769
Implement Solution	4	6	3	0	3.077	3.000	0.730
Application / Analysis GSLO-COMP1, NWCCU-2010-2.C.1, NWC		6 (28.57%)	4 (19.05%)	9 (42.86%)		2	(9.52%
Communication  GSLO-COMP2, NWCCU-2010-2.C.1, NWC 2.C.9	CCU-2010-2.C.10, NWCCU-2010-	8 (38.10%)	6 (28	57%) 5 (23.81	%)	2	(9.52%)
Connections to Discipline GSLO-COMP3, NWCCU-2010-2.C.1, NWC 2.C.9	CCU-2010-2.C.10, NWCCU-2010-						
Transfer GSLO-COMP4, NWCCU-2010-2.C.1, NWC 2.C.9	CCU-2010-2.C.10, NWCCU-2010-	2 (15.38%) 4 (	30.77%)	5 (38.46%)		2 (15.3	8%)
Define Problem GSLO-COMP5, NWCCU-2010-2.C.1, NWC 2.C.9		5 (38.46%)	5 (38	.46%)	3 (23.08	3%)	
Propose Solutions/ Hypothes GSLO-COMP6, NWCCU-2010-2.C.1, NWC 2.C.9		5 (38.46%)	5 (38	.46%)	3 (23.08	3%)	
Implement Solution GSLO-COMP7, NWCCU-2010-2.C.1, NWC	CCU-2010-2.C.10, NWCCU-2010-	4 (30.77%)	6 (46.15%)		3 (23.08	3%)	
		Exemplary	Marginal	Emerging Lack	s Demonst	rated	

## Inter-Rater Summary

	Lisseveld, Piper	Mean	Stdev
Application / Analysis	2.667	2.667	0.000
Communication	2.952	2.952	0.000
Transfer	2.462	2.462	0.000
Define Problem	3.154	3.154	0.000
Propose Solutions/ Hypotheses	3.154	3.154	0.000
Implement Solution	3.077	3.077	0.000

Proficiency

Proficiency

Proficiency

Proficiency

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# **Rubric: GSLO Computation 2017**

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficien (1 pts)	cy <i>Mean</i>	Mode	Stdev
Application / Analysis	24	29	20	20	2.613	3.000	1.088
Communication	9	16	14	16	2.327	3.000	1.063
Connections to Discipline	6	13	17	18	2.130	1.000	1.001
Transfer	14	16	23	29	2.183	1.000	1.095
Define Problem	9	22	21	17	2.333	3.000	0.988
Propose Solutions/ Hypotheses	2	7	13	8	2.100	2.000	0.870
Implement Solution	2	11	13	6	2.281	2.000	0.838
Application / Analysis GSLO-COMP1, NWCCU-2010-2.C.1, NWC 2.C.9		24 (25.81%)	29 (31.18%)	20 (21.51%)	20 (2	1.51%)	
Communication GSLO-COMP2, NWCCU-2010-2.C.1, NWC 2.C.9	CU-2010-2.C.10, NWCCU-2010-	7 (16.36%) 16 (29	2.09%)	14 (25.45%)	16 (29.09%)		
Connections to Discipline GSLO-COMP3, NWCCU-2010-2.C.1, NWC 2.C.9	CU-2010-2.C.10, NWCCU-2010-	5 (11.11%) 13 (24.07%)	17 (31.48	3%) 18	(33.33%)		
Transfer GSLO-COMP4, NWCCU-2010-2.C.1, NWC 2.C.9	CU-2010-2.C.10, NWCCU-2010-	14 (17.07%) 16 (1	9.51%) 23 (28.0	29 (3:	5.37%)		
Define Problem  GSLO-COMP5, NWCCU-2010-2.C.1, NWC 2.C.9	CU-2010-2.C.10, NWCCU-2010-	7 (13.04%)	%)	21 (30.43%)	17 (24.64	<b>!%</b> )	
Propose Solutions/ Hypothes GSLO-COMP6, NWCCU-2010-2.C.1, NWC 2.C.9	4	2 (6.67%) 7 (23.33%)	13 (43.33%)		8 (26.67%)	)	
Implement Solution GSLO-COMP7, NWCCU-2010-2.C.1, NWC 2.C.9		2 (6.25%) 11 (34.38%)	1	13 (40.62%)	6	(18.75%)	
		Exemplary Proficiency	Marginal Proficiency		Lacks Demonst Proficiency	rated	

	Coyner, Aaron	Hackett, Halpin	Hutcherson, Sean	Truka, Brian	Wyman, Jedediah	Wozniak, Marta	Mean	Stdev
Application / Analysis	2.588	3.000	3.062	2.321	1.778		2.550	0.528
Communication	2.824			2.321	1.500		2.215	0.668
Connections to Discipline	2.353			2.261	1.500	1.833	1.987	0.396
Transfer	2.588	2.409		2.111	1.400	1.833	2.068	0.472
Define Problem	2.706			2.357	1.800	2.214	2.269	0.375
Propose Solutions/ Hypotheses	2.471			2.000	1.444		1.972	0.514
Implement Solution	2.471			2.400	1.900		2.257	0.311

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# Rubric: GSLO Creative, Critical & Analytical Thinking 2017

	Exemplary Pro (4 pts)	oficiency	Marginal Proficiency (3 pts)	Emerging Proficien (2 pts)	cy Lacks Demonstrated (1 pts)	l Proficiency <i>Mea</i>	n Mode	Stdev
Identifies and explains issues	7		7	7	0	3.000	2.000	0.816
Recognizes contexts and assumptions	0		10	9	2	2.381	3.000	0.653
Recognizes perspectives	0		0	1	0	2.000	2.000	0.000
Evaluates evidence to reach conclusions	4		3	6	0	2.846	2.000	0.863
Identifies and explains issues  GSLO-CCAT1, NWCCU-2010-2.C.1, NWCCU-2010-2. 2C.9	C.10, NWCCU-2010-	7 (33.33	3%)	7 (33.33%)		7 (33.33%)		
Recognizes contexts and assumption GSLO-CCAT2, NWCCU-2010-2.C.1, NWCCU-2010-2.C.2		10 (47.6	52%)		9 (42.86%)		2	(9.52%)
Recognizes perspectives  GSLO-CCAT3, NWCCU-2010-2.c.1, NWCCU-2010-2.c.9	C.10, NWCCU-2010-	1 (100.0	00%)					
Evaluates evidence to reach conclusi GSLO-CCAT4, NWCCU-2010-2.C.1, NWCCU-2010-2.C.9		4 (30.77	7%)	3 (23.08%)	6 (46.15%)			
		Exem Profic	plary ciency	Marginal Proficiency	Emerging Proficiency	Lacks Demons Proficiency	trated	

	Lisseveld, Piper	Mean	Stdev
Identifies and explains issues	3.000	3.000	0.000
Recognizes contexts and assumptions	2.381	2.381	0.000
Recognizes perspectives	2.000	2.000	0.000
Evaluates evidence to reach conclusions	2.846	2.846	0.000

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# Rubric: GSLO Creative, Critical & Analytical Thinking 2017

	Exemplary Prof (4 pts)	iciency Mar (3 p	rginal Proficiency ots)	Emerging Proficiency (2 pts)	Lacks Demor	nstrated Proficiency	Mean	Mode	Stdev
Identifies and explains issues	43	67		45	15		2.812	3.000	0.914
Recognizes contexts and assumptions	34	57		55	17		2.663	3.000	0.922
Recognizes perspectives	38	63		44	21		2.711	3.000	0.957
Evaluates evidence to reach conclusions	38	63		40	14		2.806	3.000	0.909
Identifies and explains issues  GSLO-CCAT1, NWCCU-2010-2.C.1, NWCCU-2010-2.C.2	C.10, NWCCU-2010-	43 (25.29%)	67	(39.41%)		45 (26.47%)		15 (	8.82%)
Recognizes contexts and assumption GSLO-CCAT2, NWCCU-2010-2.C.1, NWCCU-2010-2.C.9		34 (20.86%)	57 (34.	97%)	55 (3	3.74%)		17 (1	0.43%)
Recognizes perspectives  GSLO-CCAT3, NWCCU-2010-2.C.1, NWCCU-2010-2.C.2  2.C.9	C.10, NWCCU-2010-	38 (22.89%)	63 (3	37.95%)		44 (26.51%)		21 (1	2.65%)
Evaluates evidence to reach conclusi GSLO-CCAT4, NWCCU-2010-2.C.1, NWCCU-2010-2.C.2		38 (24.52%)	63	(40.65%)		40 (25.81%)		14(	9.03%)
		Exemplary Proficience		larginal roficiency	Emerging Proficiency	Lacks De Proficier		ated	

	Clemens, Chelsea	Coyner, Aaron	Keene, Sara	Peters, Tony	Tremonti, Joseph	Will Jr, Gary	Wilson, Mark	Wyman, Jedediah	Mean	Stdev
Identifies and explains issues	2.870	2.913	3.485	1.909	3.440	2.200	2.667	2.200	2.710	0.581
Recognizes contexts and assumptions	2.696	2.696	3.424	1.727	3.160	2.400	2.667	1.889	2.582	0.576
Recognizes perspectives	2.652	2.727	3.424	1.636	3.520	2.400	2.933	1.800	2.637	0.682
Evaluates evidence to reach conclusions	2.609	2.870	3.606	1.848	3.360	2.400	3.000	1.000	2.587	0.844

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# Rubric: GSLO Creative, Critical & Damp; Analytical Thinking 2016

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identifies and explains issues	52	18	4	2	3.579	4.000	0.712
Recognizes contexts and assumptions	34	30	10	2	3.263	4.000	0.784
Recognizes perspectives	45	25	3	2	3.507	4.000	0.700
Evaluates evidence to reach conclusions	46	19	9	2	3.434	4.000	0.800
Identifies and explains issues	52 (68	.42%)		18 (23.68%)	4 (5.2	6%) 2 (	(2.63%)
Recognizes contexts and assumption GSLO-CCAT2	34 (44	.74%)	30 (39.	47%)	10 (13.16	5%) 2 (	(2.63%)
Recognizes perspectives  GSLO-CCAT3	45 (60	.00%)		25 (33.33%)	3 (4.0	0%) 2 (	(2.67%)
Evaluates evidence to reach conclusion GSLO-CCAT4	ons 46 (60	.53%)		19 (25.00%)	9 (11.84	4%) 2 (	(2.63%)
			Marginal Proficiency	Emerging Lacks I Proficiency Profici	Demonstra ency	ated	

	Davies, Cheryl	Douda, Nathaniel	Finney, Robin	Ryan, Julie	Sperry, Melissa	Thurman, Bryan	Wick, Pamela	Mean	Stdev
Identifies and explains issues	2.000	3.733	4.000	3.933	3.714	2.846	4.000	3.461	0.759
Recognizes contexts and assumptions	2.000	3.200	3.650	3.667	3.429	2.615	4.000	3.223	0.694
Recognizes perspectives	2.000	3.667	3.700	3.867	3.714	2.923	4.000	3.410	0.710
Evaluates evidence to reach conclusions	2.000	3.467	3.700	3.933	4.000	2.615	4.000	3.388	0.782

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### **Rubric: Math Program Learning Outcomes - UPDATED**

	Highly developed: Exemplary Proficiency (4 pts)	Developed: Proficient (3 pts)	Developing: Marginal Proficient (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Outcome 1: Communication	0	0	0	0	0			
Outcome 2: Symbolic Language	0	0	0	0	0			
Outcome 3: Mathematical Reasoning	5	9	0	2	0	3.062	3.000	0.899
Outcome 4: Estimation	0	0	0	0	0			
Outcome 5: Technology	0	0	0	0	0			
Outcome 6:Demonstrate an appreciation for mathematics as a rich theoretical and applied discipline.	0	0	0	0	0			

Outcome 1: Communication

Outcome 2: Symbolic Language

Outcome 3: Mathematical Reasoning

5 (31.25%) 9 (56.25%) 2 (12.50%)

Outcome 4: Estimation

Outcome 5: Technology

Outcome 6:Demonstrate an appreciation for mathematics as a rich theoretical and applied discipline.

Highly developed:
Exemplary Proficiency

Developed:
Proficient

Developing:
Marginal
Proficient

Developing:
Proficiency

Demonstrated
Proficiency

	Hutcherson, Sean	Mean	Stdev
Outcome 3: Mathematical Reasoning	3.062	3.062	0.000

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#### Rubric: MTH243 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Explain how descriptive and inferential statistics can be used to analyze data.	0	0	0	0			
Explain the strengths and weaknesses of predictions made for a population based on sampled data.	0	0	0	0			
Explain how the techniques of hypothesis testing is used to support or reject a claim about a population based on sample data.	0	0	0	0			
Display and interpret data in tables and graphs.	0	0	0	0			
Evaluate and interpret formulas for the basic statistical quantities: mean, median, mode, standard deviation, standard score, confidence intervals and hypothesis test values.	0	0	0	0			
Read and utilize statistical tables to make predictions about normally or approximately normally distributed data.	12	4	2	5	3.000	4.000	1.216
Explain biased versus random samples.	0	0	0	0			
Describe the analytical and interpretive power of statistical calculations as well as their limitations.	0	0	0	0			

Explain how descriptive and inferential statistics can be used to analyze data.

NWCCU-2010-2.C.2

Explain the strengths and weaknesses of predictions made for a population based on sampled data.

NWCCU-2010-2.C.2

Explain how the techniques of hypothesis testing is used to support or reject a claim about a population based on sample data.

NWCCU-2010-2.C.2

Display and interpret data in tables and graphs.

NWCCU-2010-2.C.2

Evaluate and interpret formulas for the basic statistical quantities: mean, median, mode, standard deviation, standard score, confidence intervals and hypothesis test values.

NWCCU-2010-2.C.2

Read and utilize statistical tables to make predictions about normally or approximately normally distributed data.

NWCCU-2010-2.C.2

Explain biased versus random samples.

NWCCU-2010-2.C.2

Describe the analytical and interpretive power of statistical calculations as well as their limitations.

NWCCU-2010-2.C.2

12 (52.17%) 4 (17.39%) 2 (8.70%) 5 (21.74%)



Emerging Proficiency

Lacks Demonstrated Proficiency

	Hackett, Halpin	Mean	Stdev
Read and utilize statistical tables to make predictions about normally or approximately normally distributed data.	3.000	3.000	0.000

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#### Rubric: MTH60 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Execute arithmetic operations with signed numbers, algebraic expressions, and polynomials	0	0	0	0			
Simplify and evaluate algebraic expressions	0	0	0	0			
Solve linear equations and inequalities	0	0	0	0			
Use the properties of exponents and simplify expressions containing exponents	0	0	0	0			
Simplify and evaluate polynomial expressions	2	1	1	6	1.900	1.000	1.221
Classify polynomials and find proper factorizations	0	0	0	0			
Solve quadratic equations	2	1	1	6	1.900	1.000	1.221

Execute arithmetic operations with signed numbers, algebraic expressions, and polynomials

NWCCU-2010-2.C.2

Simplify and evaluate algebraic expressions

NWCCU-2010-2.C.2

Solve linear equations and inequalities

NWCCU-2010-2.C.2

Use the properties of exponents and simplify expressions containing exponents

NWCCU-2010-2.C.2

Simplify and evaluate polynomial expressions

NWCCU-2010-2.C.2

Classify polynomials and find proper factorizations

NWCCU-2010-2.C.2

Solve quadratic equations

NWCCU-2010-2.C.2

2 (20.00%) 1 (10.00%) 4 (60.00%)

Exemplary Proficiency

2 (20.00%)

Marginal Proficiency

1 (10.00%) 1 (10.00%) 6 (60.00%)

Emerging Proficiency Lacks Demonstrated Proficiency

	Hackett, Halpin	Mean	Stdev
Simplify and evaluate polynomial expressions	1.900	1.900	0.000
Solve quadratic equations	1.900	1.900	0.000

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#### **Rubric: MTH81 Course 1718**

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Use the vocabulary and symbolism of Algebra.	0	0	0	0			
Apply computation skills and algebra concepts to recipe conversions and applied problems.	3	4	1	4	2.500	3.000	1.190
Calculate and forecast purchase and preparations requirements.	0	0	0	0			
Explain the relationship between production and baking formulas.	0	0	0	0			
Solve linear equations and graph real-world application problems.	0	0	0	0			
Perform recipe yield conversions.	6	1	2	3	2.833	4.000	1.280
Convert between the metric and American measurement systems.	0	0	0	0			
Analyze Purchased (AP) vs. Edible Portion (EP).	7	1	1	3	3.000	4.000	1.291
Use analytical reasoning, critical thinking, arithmetic, and algebra in the workplace.	0	0	0	0			

Use the vocabulary and symbolism of Algebra.

NWCCU-2010-2.C.2

Apply computation skills and algebra concepts to recipe conversions and applied problems.

NWCCU-2010-2.C.2

Calculate and forecast purchase and preparations requirements.

NWCCU-2010-2.C.2

Explain the relationship between production and baking formulas.

NWCCU-2010-2.C.2

Solve linear equations and graph real-world application problems.

NWCCU-2010-2.C.2

Perform recipe yield conversions.

NWCCU-2010-2.C.2

Convert between the metric and American measurement systems.

NWCCU-2010-2.C.2

Analyze Purchased (AP) vs. Edible Portion (EP).

NWCCU-2010-2.C.2

Use analytical reasoning, critical thinking, arithmetic, and algebra in the workplace.

NWCCU-2010-2.C.2

3 (25.00%)

4 (33.33%)

1 (8.33%) 4 (33.33%)

6 (50.00%) 1 (8.33%) 2 (16.67%)

7 (58.33%) 1 (8.33%) 1 (8.33%) 3 (25.00%)

Exemplary Proficiency

Marginal Proficiency Emerging Proficiency

**Lacks Demonstrated Proficiency** 

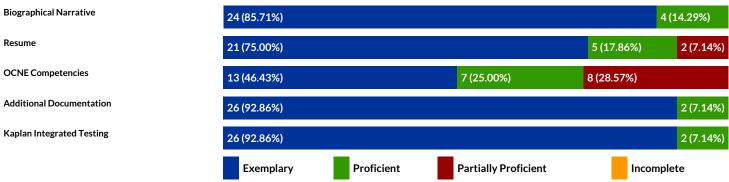
	Hackett, Halpin	Mean	Stdev
Apply computation skills and algebra concepts to recipe conversions and applied problems.	2.500	2.500	0.000
Perform recipe yield conversions.	2.833	2.833	0.000
Analyze Purchased (AP) vs. Edible Portion (EP).	3.000	3.000	0.000

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## Rubric: NRS222 Foundations of Nursing: Acute Care II and End of Life Fall 2017 Portfolio

	Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pts)	Mean	Mode	Stdev
Biographical Narrative	24	4	0	0	3.857	4.000	0.350
Resume	21	5	2	0	3.679	4.000	0.601
OCNE Competencies	13	7	8	0	3.179	4.000	0.847
Additional Documentation	26	2	0	0	3.929	4.000	0.258
Kaplan Integrated Testing	26	2	0	0	3.929	4.000	0.258



	Finney, Robin	Sperry, Melissa	Wick, Pamela	Mean	Stdev
Biographical Narrative	4.000	3.429	4.000	3.810	0.330
Resume	3.950	2.857	4.000	3.602	0.646
OCNE Competencies	3.050	3.429	4.000	3.493	0.478
Additional Documentation	4.000	3.714	4.000	3.905	0.165
Kaplan Integrated Testing	3.950	3.857	4.000	3.936	0.072

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# Rubric: outcome 1 psy 201

	Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pts)	no knowledge (0 pts)	Mean	Mode	Stdev
history, research, neuropsychology	1	1	3	0	0	2.600	2.000	0.800
sensation perception	0	1	1	1	2	1.200	0.000	1.166
consciousness	0	1	2	1	1	1.600	2.000	1.020
learning	1	3	0	1	0	2.800	3.000	0.980
GSLO: critical thinking	0	1	2	1	1	1.600	2.000	1.020
history, research, neuropsychology		1 (20.00%)	1 (20.00%)	3 (60.00%)				
sensation perception		1 (20.00%)	1 (20.00%)	1 (20.00%)	2 (40.00%)			
consciousness		1 (20.00%)	2 (40.00%)		1 (20.00%)		1 (20.00%	)
learning		1 (20.00%)	3 (60.00%)				1 (20.00%	)
GSLO: critical thinking		1 (20.00%)	2 (40.00%)		1 (20.00%)		1 (20.00%	)
		Exemplary	Proficient	Partially Proficient	Incomple	te	no knowl	edge

	Davies, Cheryl	Mean	Stdev
history, research, neuropsychology	2.600	2.600	0.000
sensation perception	1.200	1.200	0.000
consciousness	1.600	1.600	0.000
learning	2.800	2.800	0.000
GSLO: critical thinking	1.600	1.600	0.000

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## Rubric: PH201 Course 1718

		Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Apply knowledge of linear motions, forces, energy, and circular mand related technological advances.	otion to explain natural physical proces	ses 3	7	2	0	3.083	3.000	0.640
Use an understanding of algebraic mathematics along with physic encountered in everyday life, further study in science, and in the		ms 2	7	3	0	2.917	3.000	0.640
Design experiments and acquire data in order to explore physica and critically evaluate related scientific studies.	principles, effectively communicate res	sults, 4	7	1	0	3.250	3.000	0.595
Apply knowledge of linear motions, forces, energy, and circular motion to explain natural physical processes and related technological advances.  NWCCU-2010-2.C.2	3 (25.00%)	7 (58.33%)				2 (1	6.67%)	
Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.  NWCCU-2010-2C2	2 (16.67%) 7 (58.33	%)			3 (2	5.00%)		
Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.	4 (33.33%)	7 (58.33	3%)				1 (8	3.33%)
MMCC-2010-26.2	Exemplary Proficiency	Marginal Proficiency		rging iciency	Lacks Den Proficience		ed	

	Coyner, Aaron	Mean	Stdev
Apply knowledge of linear motions, forces, energy, and circular motion to explain natural physical processes and related technological advances.	3.083	3.083	0.000
Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.	2.917	2.917	0.000
Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.	3.250	3.250	0.000

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#### Rubric: PH211 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Understand how to represent and analyze motion for objects that can be modeled as a point.	0	7	4	0	2.636	3.000	0.481
Apply Newton's laws and conservation laws (energy and momentum) to analyze the behavior of physical systems under certain conditions, and to understand when to apply these laws.	0	6	5	0	2.545	3.000	0.498
Make observations of physical systems and find explanations that are consistent with the observations, apply these explanations and established laws to make predictions about the outcomes of experiments, and test the explanations and laws through experimentation.	d 0	8	3	0	2.727	3.000	0.445
Represent information in multiple ways (diagrams, graphs, words, equations, etc.) and move from one representation to another, use these representations to set up solutions to problems, predict the behaviors of physical systems, and to check the solutions to problems.	0	9	2	0	2.818	3.000	0.386
Use critical thinking skills.	0	5	6	0	2.455	2.000	0.498

Understand how to represent and analyze motion for objects that can be modeled as a point.

NWCCU-2010-2.C.2

Apply Newton's laws and conservation laws (energy and momentum) to analyze the behavior of physical systems under certain conditions, and to understand when to apply these laws.

NWCCU-2010-2.C.2

Make observations of physical systems and find explanations that are consistent with the observations, apply these explanations and established laws to make predictions about the outcomes of experiments, and test the explanations and laws through experimentation.

NWCCU-2010-2.C.2

Represent information in multiple ways (diagrams, graphs, words, equations, etc.) and move from one representation to another, use these representations to set up solutions to problems, predict the behaviors of physical systems, and to check the solutions to problems.

NWCCU-2010-2.C.2

Use critical thinking skills.

NWCCU-2010-2.C.2



8 (72.73%) 3 (27.27%)

9 (81.82%) 2 (18.18%)



	Coyner, Aaron	Mean	Stdev
Understand how to represent and analyze motion for objects that can be modeled as a point.	2.636	2.636	0.000
Apply Newton's laws and conservation laws (energy and momentum) to analyze the behavior of physical systems under certain conditions, and to understand when to apply these laws.	2.545	2.545	0.000
Make observations of physical systems and find explanations that are consistent with the observations, apply these explanations and established laws to make predictions about the outcomes of experiments, and test the explanations and laws through experimentation.	2.727	2.727	0.000
Represent information in multiple ways (diagrams, graphs, words, equations, etc.) and move from one representation to another, use these representations to set up solutions to problems, predict the behaviors of physical systems, and to check the solutions to problems.	2.818	2.818	0.000
Use critical thinking skills.	2.455	2.455	0.000

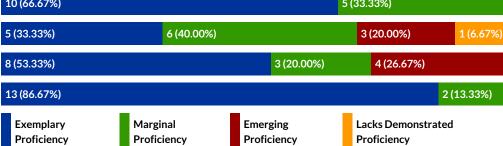
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#### Rubric: PSY201 WA3 FA2017

Thorough Explanation of Criteria	5/22/22	9/1	6 (40 00%)	3 (20.00	0%)	1/	۲ ۲۵۷۱
Thesis Statement	10 (66.6	7%)		5 (33.33%)			
Identification of Claim Journalist is Ma	15 (100.	00%)					
Grammar, Editing, APA Format, Readability	13	2	0	0	2.867	3.000	0.340
APA Style In-Text Citation and References	8	3	4	0	2.267	3.000	0.854
Thorough Explanation of Criteria	5	6	3	1	2.000	2.000	0.894
Thesis Statement	10	5	0	0	2.667	3.000	0.471
Identification of Claim Journalist is Making	15	0	0	0	3.000	3.000	0.000
	Exemplary Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (O pts)	Mean	Mode	Stdev

APA Style In-Text Citation and References

Grammar, Editing, APA Format, Readability



	Douda, Nathaniel	Mean	Stdev
Identification of Claim Journalist is Making	3.000	3.000	0.000
Thesis Statement	2.667	2.667	0.000
Thorough Explanation of Criteria	2.000	2.000	0.000
APA Style In-Text Citation and References	2.267	2.267	0.000
Grammar, Editing, APA Format, Readability	2.867	2.867	0.000

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#### Rubric: Research

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Response	8	7	0	0	3.533	4.000	0.499
Quality of Information	15	0	0	0	4.000	4.000	0.000
Organized Content	13	2	0	0	3.867	4.000	0.340
Mechanics	6	7	2	0	3.267	3.000	0.680
Response		8 (53.33%)		7 (46.6	57%)		
Quality of Information		15 (100.00%)					
Organized Content		13 (86.67%)					2 (13.33%)
Mechanics		6 (40.00%)		7 (46.67%)			2 (13.33%)
		Mastery	Accomplished	Deve	loping	Begi	nning

	Ryan, Julie	Mean	Stdev
Response	3.533	3.533	0.000
Quality of Information	4.000	4.000	0.000
Organized Content	3.867	3.867	0.000
Mechanics	3.267	3.267	0.000

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#### Rubric: Rubric

	Exemplary (4 pts)	Developed (3 pts)	Emerging (2 pts)	Does Not Meet Exp (1 pts)	ectations <i>Mean</i>	Mode	Stdev
Kinematics and Motion	1	11	5	0	2.765	3.000	0.546
Energy Momentum Conservation Laws	1	7	9	0	2.529	2.000	0.606
Forces and Newton's Laws	1	9	7	0	2.647	3.000	0.588
Conceptual Understanding/ Critical Thinking	0	5	8	4	2.059	2.000	0.725
Computational Understanding	2	13	1	1	2.941	3.000	0.639
Kinematics and Motion	1 (5.88%)	11 (64.71%)			5 (29.41	.%)	
Energy Momentum Conservation Laws	1 (5.88%)	7 (41.18%)		9 (52.	94%)		
Forces and Newton's Laws	1 (5.88%)	9 (52.94%)			7 (41.18%)		
Conceptual Understanding/ Critical Thinking	5 (29.41%)		8 (47.06	%)	4 (	23.53%)	
Computational Understanding	2 (11.76%)	13 (76.47%)				1 (5.88%)	1 (5.88%)
	Exempla	arv [	Developed	Emerging	Does Not Meet Exped	tations	

	Coyner, Aaron	Mean	Stdev
Kinematics and Motion	2.765	2.765	0.000
Energy Momentum Conservation Laws	2.529	2.529	0.000
Forces and Newton's Laws	2.647	2.647	0.000
Conceptual Understanding/ Critical Thinking	2.059	2.059	0.000
Computational Understanding	2.941	2.941	0.000

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#### Rubric: Rubric

	Exemplary (O pts)	Developed (O pts)	Marginal (0 pts)	Emerging (O pts)	Lacking (O pts)	Mean	Mode	Stdev
Provides Appropriate Scientific Context	4	1	1	0	0	0.000	0.000	0.000
Conveys Hypothesis and Findings Clearly	3	2	1	0	0	0.000	0.000	0.000
Relevance to Course Topics	3	3	0	0	0	0.000	0.000	0.000
Applications	3	3	0	0	0	0.000	0.000	0.000
Writing/Presentation Clarity	1	5	0	0	0	0.000	0.000	0.000
Citations	1	1	0	4	0	0.000	0.000	0.000
Provides Appropriate Scientific Context	4 (66.67%)					1 (16.67%)	1 (16.	67%)
Conveys Hypothesis and Findings Clearly	3 (50.00%)			2 (33.3	3%)		1 (16.	67%)
Relevance to Course Topics	3 (50.00%)			3 (50.0	0%)			
Applications	3 (50.00%)			3 (50.0	0%)			
Writing/Presentation Clarity	1 (16.67%)	5 (83.33%)						
Citations	1 (16.67%)	1 (16.67%)	4 (66.67%	)				
	Exemplary	Dev	eloped	Marginal		Emerging	La	king

	Coyner, Aaron	Mean	Stdev
Provides Appropriate Scientific Context	0.000	0.000	0.000
Conveys Hypothesis and Findings Clearly	0.000	0.000	0.000
Relevance to Course Topics	0.000	0.000	0.000
Applications	0.000	0.000	0.000
Writing/Presentation Clarity	0.000	0.000	0.000
Citations	0.000	0.000	0.000

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#### Rubric: Rubric

Qualified

Clear		8 (34		11 (47.83%)		4 (17.3	09/1
Arguable		9 (39	.13%)	9 (39.13%)	5 (	21.74%)	
Qualified	0	9	9	3	2.286	2.000	0.700
Clear	0	8	11	4	2.174	2.000	0.701
Arguable	0	9	9	5	2.174	2.000	0.761
	Exemplary Proficiency (4 pts)	Proficient (3 pts)	Emergining Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev

9 (42.86%)

Exemplary Proficiency Proficient Emergining Proficiency Lacks Demonstrated Proficiency

3 (14.29%)

9 (42.86%)

	Wilson, Mark	Wyman, Jedediah	Mean	Stdev
Arguable	2.462	1.800	2.131	0.468
Clear	2.385	1.900	2.142	0.343
Qualified	2.462	2.000	2.231	0.326

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#### Rubric: Rubric

Rubric. Rubric								
		Lacks Demonstrated Proficiency (O pts)	Emerging Proficiency (O pts)	Developed Proficiency (0 pts)	Exemplary Proficiency (0 pts)	Mean	Mode	Stdev
Apply critical-thinking and decision-making skills relevant to fire s	ervice scenarios.	1	6	9	0	0.000	0.000	0.000
Apply core fire science knowledge to prevention, training, operative relevant to the fire service.	onal, and administrative situations	1	6	9	0	0.000	0.000	0.000
Discuss fire behavior as it relates to strategies and tactics. (Mid-	Ferm Questions 1, 2, & 3)	1	5	10	0	0.000	0.000	0.000
Identify the basics of building construction and how they interrelat actics. (Mid-Term Questions 4 & 5)  Explain the main components of pre-fire planning and identify ste		3	5	8	0	0.000	0.000	0.000
(Mid-Term Question 6)	ps needed for a pre-fire plan review.	1	7	7	1	0.000	0.000	0.000
Describe the steps taken during size-up. (Mid-Term Questions 7,	8, & 9)	1	5	10	0	0.000	0.000	0.000
Identify the roles of the National Incident Management System (NCS) as it relates to strategy and tactics. (Final Questions 1 & 2)	NIMS) and Incident Command System	0	3	12	0	0.000	0.000	0.000
Examine the significance of fire ground communications. (Final C	Questions 5 & 6)	0	2	13	0	0.000	0.000	0.000
Apply critical-thinking and decision-making skills relevant to fire service scenarios.	1 (6.25%) 6 (37.50%)		9 (56.25)	%)				
Apply core fire science knowledge to prevention, training, operational, and administrative situations relevant to the fire service.	1 (6.25%) 6 (37.50%)		9 (56.25)	%)				
Discuss fire behavior as it relates to strategies and tactics. (Mid-Term Questions 1, 2, & 3)	1 (6.25%) 5 (31.25%)		10 (62.50%)					
Identify the basics of building construction and how they interrelate to pre-fire planning and strategy and tactics. (Mid-Term Questions 4 & 5)	3 (18.75%) 5 (31.	25%)	8 (50	0.00%)				
Explain the main components of pre-fire planning and identify steps needed for a pre-fire plan review. (Mid-Term Question 6)	1 (6.25%) 7 (43.75%)		7 (4:	3.75%)			1 (6	.25%)
Describe the steps taken during size-up. (Mid-Term Questions 7, 8, & 9)	1 (6.25%) 5 (31.25%)		10 (62.50%)					
Identify the roles of the National Incident Management System (NIMS) and Incident Command System (ICS) as it relates to strategy and tactics. (Final Questions 1 & 2)	3 (20.00%) 12 (8	30.00%)						
Examine the significance of fire ground communications. (Final Questions 5 & 6)	2 (13.33%) 13 (86.67%)							
	Lacks Demonstrated Proficiency	Emergi Profici		Developed Proficiency		Exempla Proficier	•	

	Peters, Tony	Mean	Stdev
Apply critical-thinking and decision-making skills relevant to fire service scenarios.	0.000	0.000	0.000
Apply core fire science knowledge to prevention, training, operational, and administrative situations relevant to the fire service.	0.000	0.000	0.000
Discuss fire behavior as it relates to strategies and tactics. (Mid-Term Questions 1, 2, & 3)	0.000	0.000	0.000
Identify the basics of building construction and how they interrelate to pre-fire planning and strategy and tactics. (Mid-Term Questions 4 & 5)	0.000	0.000	0.000
Explain the main components of pre-fire planning and identify steps needed for a pre-fire plan review. (Mid-Term Question 6)	0.000	0.000	0.000
Describe the steps taken during size-up. (Mid-Term Questions 7, 8, & 9)	0.000	0.000	0.000
Identify the roles of the National Incident Management System (NIMS) and Incident Command System (ICS) as it relates to strategy and tactics. (Final Questions 1 & 2)	0.000	0.000	0.000
Examine the significance of fire ground communications. (Final Questions 5 & 6)	0.000	0.000	0.000

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#### Rubric: Rubric

			Lack (0 pts)	Emerging Proficiency (O pts)	Developed Proficiency (0 pts)	Exemplary Proficiency (0 pts)	Mean	Mode	Stdev
Apply core fire science knowledge to prevention, training, operati relevant to the fire service.	ional, and adminis	strative situations	1	2	10	4	0.000	0.000	0.000
Illustrate and explain the history and culture of the fire service.			1	2	10	4	0.000	0.000	0.000
Organization			1	2	10	4	0.000	0.000	0.000
Language			0	7	7	3	0.000	0.000	0.000
Apply core fire science knowledge to prevention, training, operational, and administrative situations relevant to the fire service.	1 (5.88%)	2 (11.76%)	10 (58.82%	6)			4 (23.53%)	)	
Illustrate and explain the history and culture of the fire service.	1 (5.88%)	2 (11.76%)	10 (58.82%	6)			4 (23.53%)	)	
Organization	1 (5.88%)	2 (11.76%)	10 (58.82%	6)			4 (23.53%)	)	
Language	7 (41.18%)	)		7 (4	11.18%)		3 (17	7.65%)	
	Lack	Emerging	Proficiency	Dev	eloped Proficienc	y Exem	plary Profi	ciency	

	Peters, Tony	Mean	Stdev
Apply core fire science knowledge to prevention, training, operational, and administrative situations relevant to the fire service.	0.000	0.000	0.000
Illustrate and explain the history and culture of the fire service.	0.000	0.000	0.000
Organization	0.000	0.000	0.000
Language	0.000	0.000	0.000

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## Rubric: Rubric

	Lacks Demonstrated Proficiency (Opts)	Emerging Proficiency (O pts)	Developed Proficiency (Opts)	Exemplary Proficiency (Opts)	Mean	Mode	Stdev
Demonstrate technical proficiency in fundamental firefighting skills.	0	4	8	0	0.000	0.000	0.000
Apply critical-thinking and decision-making skills relevant to fire servi scenarios.	o 0	4	0	8	0.000	0.000	0.000
Demonstrate behaviors consistent with professional and employer expectations.	0	0	4	8	0.000	0.000	0.000
Demonstrate technical proficiency in fundamental firefighting skills.	1 (33.33%)	8 (66.67%	)				
Apply critical-thinking and decision-making skills relevant to fire service scenarios.	1 (33.33%)	8 (66.67%	)				
Demonstrate behaviors consistent with professional and employer expectations.	1 (33.33%)	8 (66.67%	)				
	Lacks Demonstrated Proficiency	Emerging Proficien		loped ciency	Exempla Proficier	•	

	Peters, Tony	Mean	Stdev
Demonstrate technical proficiency in fundamental firefighting skills.	0.000	0.000	0.000
Apply critical-thinking and decision-making skills relevant to fire service scenarios.	0.000	0.000	0.000
Demonstrate behaviors consistent with professional and employer expectations.	0.000	0.000	0.000

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## Rubric: SMAW Mid term/ final

	Exemplary (O pts)	Developed (0 pts)	Marginal (0 pts)	Emerging Proficiency (0 pts)	Lacks Demonstrated Prof (O pts)	iciency	Mean	Mode	Stdev
Safe Operation of Equipment	6	4	1	0	0		0.000	0.000	0.000
Proper Setup of Equipment	2	5	4	0	0		0.000	0.000	0.000
Quality of Welds	0	4	7	0	0		0.000	0.000	0.000
Safe Operation of Equipment		6 (54.	55%)		4 (36.369	6)			1 (9.09%)
Proper Setup of Equipment		2 (18.	18%)	5 (45.45%)		4 (36.36%)			
						1 (00.0070)			
Quality of Welds		4 (36.	36%)		3.64%)	1 (00.0070)			

	Clemens, Chelsea	Mean	Stdev
Safe Operation of Equipment	0.000	0.000	0.000
Proper Setup of Equipment	0.000	0.000	0.000
Quality of Welds	0.000	0.000	0.000

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#### Rubric: SOC204 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identify the core concepts, terminology, and major figures in the field of sociology.	9	4	2	0	3.467	4.000	0.718
List and describe the major sociological theories.	0	0	0	0			
Identify and apply the nature and methods of sociological inquiry.	0	0	0	0			
Identify the role sociology plays in critical inquiry and public policy regarding class, race, gender, family, religion, the media, education, crime, etc.	8	4	3	0	3.333	4.000	0.789
Develop/refine the ability to synthesize personal reality with the larger realities of the social world.	8	5	2	0	3.400	4.000	0.712

9 (60.00%)

Identify the core concepts, terminology, and major figures in the field of sociology.

4 (26.67%) 2 (13.33%)

NWCCU-2010-2.C.2

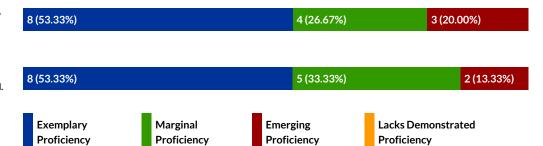
List and describe the major sociological theories.

Identify and apply the nature and methods of sociological inquiry.

NWCCU-2010-2.C.2

Identify the role sociology plays in critical inquiry and public policy regarding class, race, gender, family, religion, the media, education, crime, etc. NWCCU-2010-2.C.2

Develop/refine the ability to synthesize personal reality with the larger realities of the social world. NWCCU-2010-2C-2



	Keene, Sara	Mean	Stdev
Identify the core concepts, terminology, and major figures in the field of sociology.	3.467	3.467	0.000
Identify the role sociology plays in critical inquiry and public policy regarding class, race, gender, family, religion, the media, education, crime, etc.	3.333	3.333	0.000
Develop/refine the ability to synthesize personal reality with the larger realities of the social world.	3.400	3.400	0.000

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#### Rubric: Stick Mid term/ final

	Exemplary (O pts)	Developed (O pts)	Marginal (0 pts)	Emerging (O pts)	Lacks Demonstrated Proficiency (O pts)	Mean	Mode	Stdev
Safe Operation of Equipment	11	2	0	0	0	0.000	0.000	0.000
Proper Setup of Equipment	2	10	1	0	0	0.000	0.000	0.000
Quality of Welds	0	8	4	1	0	0.000	0.000	0.000



	Thurman, Bryan	Mean	Stdev
Safe Operation of Equipment	0.000	0.000	0.000
Proper Setup of Equipment	0.000	0.000	0.000
Quality of Welds	0.000	0.000	0.000

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Demonstrates

Emerging

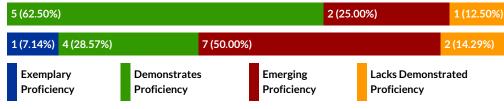
Exemplary

#### Rubric: SWOCCwritten communication rubric

	(4 pts)	(3 pts)	(2 pts)	(1 pts)	Mean	Mode	Stdev
audience, purpose, and the	1	5	6	2	2.357	2.000	0.811
	0	6	6	2	2.286	2.000	0.700
inherent in the expectations for	0	7	6	1	2.429	3.000	0.623
	0	5	2	1	2.500	3.000	0.707
	1	4	7	2	2.286	2.000	0.795
1 (7.14%) 5 (35.71%	6)	6	(42.86%)		2	(14.29	%)
6 (42.86%)		6 (4	12.86%)		2	(14.29	%)
7 (50.00%)			6 (42.86%)			1 (7	7.14%)
	6 (42.86%)	(4 pts) audience, purpose, and the  1 0 inherent in the expectations for 0 1 1 (7.14%) 5 (35.71%)	(4pts)       (3pts)         audience, purpose, and the       1       5         0       6         inherent in the expectations for       0       7         0       5         1       4             4       6	(4 pts)       (3 pts)       (2 pts)         audience, purpose, and the       1       5       6         0       6       6       6         inherent in the expectations for       0       7       6         0       5       2       1         1       4       7         1 (7.14%)       5 (35.71%)       6 (42.86%)	(4pts)       (3pts)       (2pts)       (1pts)         audience, purpose, and the       1       5       6       2         0       6       6       2         inherent in the expectations for       0       7       6       1         0       5       2       1         1       4       7       2            1 (7.14%)       5 (35.71%)       6 (42.86%)	(4pts)       (3pts)       (2pts)       (1pts)         audience, purpose, and the       1       5       6       2       2.357         0       6       6       2       2.286         inherent in the expectations for       0       7       6       1       2.429         0       5       2       1       2.500         1       4       7       2       2.286             1 (7.14%)       5 (35.71%)       6 (42.86%)       2	(4 pts)       (3 pts)       (2 pts)       (1 pts)         audience, purpose, and the       1       5       6       2       2.357       2.000         0       6       6       2       2.286       2.000         inherent in the expectations for 0       7       6       1       2.429       3.000         0       5       2       1       2.500       3.000         1       4       7       2       2.286       2.000         1 (7.14%)       5 (35.71%)       6 (42.86%)       2 (14.29

Sources and Evidence

Control of Syntax and Mechanics



Lacks Demonstrated

	Wozniak, Marta	Mean	Stdev
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	2.357	2.357	0.000
Content Development	2.286	2.286	0.000
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	2.429	2.429	0.000
Sources and Evidence	2.500	2.500	0.000
Control of Syntax and Mechanics	2.286	2.286	0.000

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# Rubric: Understanding Child Development Project

Rubric. Oriderstanding Critic Developi	nene i rojece							
	Highly Developed: Exemplary Proficiency (A) (1 pts)	Develope Proficient (0.800 pts	t (B) Marginal	Proficienc	Proficiency (F)	Mean	Mode	Stdev
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	1	1	0	0	1	0.600	1.000	0.432
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	1	1	0	0	1	0.600	1.000	0.432
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	1	1	0	0	1	0.600	1.000	0.432
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3	1	1	0	0	1	0.600	1.000	0.432
Child Development Standard 1b: : Explain the multiple influences on early development and learning	1	1	0	0	1	0.600	1.000	0.432
Child Development Standard 1b: Explain the multiple influences on early development and learning	1	1	0	0	1	0.600	1.000	0.432
Child Development Standard 1b: : Explain the multiple influences on early development and learning	1	1	0	0	1	0.600	1.000	0.432
Professional Presentation Grammar	1	1	0	0	1	0.600	1.000	0.432
GSLO: Communication 1	1	0	0	0	2	0.333	0.000	0.471
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	1 (33.33%)		1 (33.33%)		1 (33.33%)			
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	1 (33.33%)		1 (33.33%)		1 (33.33%)			
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	1 (33.33%)		1 (33.33%)		1 (33.33%)			
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3	1 (33.33%)		1 (33.33%)		1 (33.33%)			
Child Development Standard 1b: Explain the multiple influences on early development and learning	1 (33.33%)		1 (33.33%)		1 (33.33%)			
Child Development Standard 1b: Explain the multiple influences on early development and learning	1 (33.33%)		1 (33.33%)		1 (33.33%)			
Child Development Standard 1b: Explain the multiple influences on early development and learning	1 (33.33%)		1 (33.33%)		1 (33.33%)			
Professional Presentation Grammar	1 (33.33%)		1 (33.33%)		1 (33.33%)			
GSLO: Communication 1	1 (33.33%)		2 (66.67%)					
	Highly Developed: Exemplary Proficier (A)		Developed: Proficient (B)	Developing: Marginal Proficiency (C)	Emerging Proficiency (D)		onstrat ciency (	

	Rosengarden, Maidie	Mean	Stdev
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3.	0.600	0.600	0.000
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3.	0.600	0.600	0.000
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3.	0.600	0.600	0.000
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3	0.600	0.600	0.000
Child Development Standard 1b: : Explain the multiple influences on early development and learning	0.600	0.600	0.000
Child Development Standard 1b: : Explain the multiple influences on early development and learning	0.600	0.600	0.000
Child Development Standard 1b: : Explain the multiple influences on early development and learning	0.600	0.600	0.000
Professional Presentation Grammar	0.600	0.600	0.000

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0.333

0.000

GSLO: Communication 1 0.333

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# Rubric: Understanding Child Development Project

	Highly Developed: Exemplary Proficiency (A) (1 pts)	Developed: Proficient (B (0.800 pts)	Developing Marginal Proficiency (0.500 pts)	Proficienc	Proficiency (F)	Mean	Mode	Stdev
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	2	5	0	0	1	0.750	0.800	0.296
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	2	5	0	0	1	0.750	0.800	0.296
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	2	5	0	0	1	0.750	0.800	0.296
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3	2	5	0	0	1	0.750	0.800	0.296
Child Development Standard 1b: : Explain the multiple influences on early development and learning	2	5	0	0	1	0.750	0.800	0.296
Child Development Standard 1b: Explain the multiple influences on early development and learning	2	5	0	0	1	0.750	0.800	0.296
Child Development Standard 1b: : Explain the multiple influences on early development and learning	2	5	0	0	1	0.750	0.800	0.296
Professional Presentation Grammar	2	5	0	0	1	0.750	0.800	0.296
GSLO: Communication 1	2	5	0	0	1	0.750	0.800	0.296
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	2 (25.00%)	5 (62.5	0%)				1 (12.5	50%)
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	2 (25.00%)	5 (62.5	0%)				1 (12.5	50%)
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	2 (25.00%)	5 (62.5	0%)				1 (12.5	50%)
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3	2 (25.00%)	5 (62.5	0%)				1 (12.5	50%)
Child Development Standard 1b: : Explain the multiple influences on early development and learning	2 (25.00%)	5 (62.5	0%)				1 (12.5	50%)
Child Development Standard 1b: : Explain the multiple influences on early development and learning	2 (25.00%)	5 (62.5	0%)				1 (12.5	50%)
Child Development Standard 1b: : Explain the multiple influences on early development and learning	2 (25.00%)	5 (62.5	0%)				1 (12.5	50%)
Professional Presentation Grammar	2 (25.00%)	5 (62.5	0%)				1 (12.5	50%)
GSLO: Communication 1	2 (25.00%)	5 (62.5	0%)				1 (12.5	50%)
	Highly Developed: Exemplary Proficien (A)		veloped: oficient (B)	Developing: Marginal Proficiency (C)	Emerging Proficiency (D)		s onstrat ciency (	

	Rosengarden, Maidie	Mean	Stdev
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3.	0.750	0.750	0.000
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3.	0.750	0.750	0.000
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3.	0.750	0.750	0.000
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3	0.750	0.750	0.000
Child Development Standard 1b: : Explain the multiple influences on early development and learning	0.750	0.750	0.000
Child Development Standard 1b: : Explain the multiple influences on early development and learning	0.750	0.750	0.000
Child Development Standard 1b: : Explain the multiple influences on early development and learning	0.750	0.750	0.000
Professional Presentation Grammar	0.750	0.750	0.000

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0.750

0.000

GSLO: Communication 1 0.750

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## **Rubric: Welding Processes Midterm/Final**

	Exemplary (O pts)	Developed (0 pts)	Marginal (0 pts)	Emerging (O pts)	Lacks demonstrated Pr (0 pts)	oficiency	Mean	Mode	Stdev
Safe Equipment Operation	5	5	1	1	0		0.000	0.000	0.000
Proper Setup of Equipment	2	5	5	0	0		0.000	0.000	0.000
Quality of Cuts	0	6	5	1	0		0.000	0.000	0.000
Safe Equipment Operation		5 (41.67%)			5 (41.67%)		1	(8.33%)	1 (8.33%)
Proper Setup of Equipment		2 (16.67%)	5 (41	.67%)		5 (41.67%)			
Quality of Cuts		6 (50.00%)	)		5 (41.6	7%)			1 (8.33%)
		Exempla	ary Dev	reloped	Marginal Emergi	ng Lacks dem	onstrated	Proficie	псу

	Clemens, Chelsea	Mean	Stdev
Safe Equipment Operation	0.000	0.000	0.000
Proper Setup of Equipment	0.000	0.000	0.000
Quality of Cuts	0.000	0.000	0.000

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Marginal

Emerging

Emerging

Proficiency

Lacks Demonstrated

Lacks Demonstrated

Proficiency

Exemplary

#### Rubric: WLD100 Course 1718

		Proficiency (4 pts)	Proficiency (3 pts)	Proficiency (2 pts)	Proficiency (1 pts)	Mean	Mode	Stdev
Develop knowledge and skills of personal safety and safe shop p	ractices.	6	3	3	0	3.250	4.000	0.829
Develop knowledge in the techniques of oxy-acetylene welding a	nd cutting.	0	8	3	1	2.583	3.000	0.640
Develop knowledge in the techniques of GTAW welding.		0	0	11	1	1.917	2.000	0.276
Employ knowledge and understanding of basic metallurgy and th	e properties of metals.	0	7	4	1	2.500	3.000	0.645
Develop knowledge in the techniques of joining and separating moxyacetylene and plasma-arc processes.	etals with the	0	6	5	1	2.417	3.000	0.640
Develop knowledge and skills of personal safety and safe shop practices.  wwccu-2010-2.C.2	6 (50.00%)			3 (25.00	)%)	3 (25.00%)		
Develop knowledge in the techniques of oxyacetylene welding and cutting.  **MVCCU-2010-2.C.2**	8 (66.67%)				3 (25.00	)%)	1 (8	3.33%)
Develop knowledge in the techniques of GTAW welding.  NWCCU-2010-2.C.2	11 (91.67%)						1 (8	3.33%)
Employ knowledge and understanding of basic metallurgy and the properties of metals.  NWCCU-2010-2.C.2	7 (58.33%)				4 (33.33%)		1 (8	3.33%)
Develop knowledge in the techniques of joining and separating metals with the oxyacetylene and	6 (50.00%)			5 (41.67%	6)		1 (8	3.33%)

## Inter-Rater Summary

plasma-arc processes. NWCCU-2010-2.C.2

	Clemens, Chelsea	Mean	Stdev
Develop knowledge and skills of personal safety and safe shop practices.	3.250	3.250	0.000
Develop knowledge in the techniques of oxy-acetylene welding and cutting.	2.583	2.583	0.000
Develop knowledge in the techniques of GTAW welding.	1.917	1.917	0.000
Employ knowledge and understanding of basic metallurgy and the properties of metals.	2.500	2.500	0.000
Develop knowledge in the techniques of joining and separating metals with the oxyacetylene and plasma-arc processes.	2.417	2.417	0.000

Marginal

Proficiency

Exemplary

Proficiency

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## Rubric: WLD101 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Develop a knowledge of proper safety practices and procedures while a welding.	arc 21	2	1	0	3.833	4.000	0.471
Develop knowledge basic SMAW processes, settings, variables and techniques.	4	16	4	0	3.000	3.000	0.577
Develop a knowledge of proper weld techniques and sequence to a var of welds.	iety 1	15	8	0	2.708	3.000	0.538
Develop knowledge of weld defects, their causes and cures.	0	13	11	0	2.542	3.000	0.498
Demonstrate proper industrial safety practices when performing welding assignments.	15	7	2	0	3.542	4.000	0.644
Develop a knowledge of proper safety practices and procedures while arc welding.  NWCCU-2010-2.C.2	(87.50%)				2 (8.33%	1 (4	.17%)
Develop knowledge basic SMAW processes, settings, variables and techniques.  NWCCU-2010-2.C.2	16.67%) 16 (6	66.67%)			4(10	5.67%)	
Develop a knowledge of proper weld techniques and sequence to a variety of welds.  NWCCU-2010-2.C.2	4.17%) 15 (62.50%)	)		8 (33.33%)	)		
Develop knowledge of weld defects, their causes and cures.  NWCCU-2010-2.C.2	(54.17%)			11 (45.83%)			
Demonstrate proper industrial safety practices when performing welding assignments.  NWCCU-2010-2.C.2	(62.50%)			7 (29.17%)		2 (8	.33%)
	Exemplary Proficiency	Marginal Proficiency	Emergi Profici	_	monstrate cy	ed	

	Clemens, Chelsea	Thurman, Bryan	Mean	Stdev
Develop a knowledge of proper safety practices and procedures while arc welding.	3.727	3.923	3.825	0.138
Develop knowledge basic SMAW processes, settings, variables and techniques.	2.727	3.231	2.979	0.356
Develop a knowledge of proper weld techniques and sequence to a variety of welds.	2.455	2.923	2.689	0.331
Develop knowledge of weld defects, their causes and cures.	2.364	2.692	2.528	0.232
Demonstrate proper industrial safety practices when performing welding assignments.	3.273	3.769	3.521	0.351

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## Rubric: WR121 Course 1718

		Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stde
Demonstrate the composition process: prewriting, drafting, revisir essays.	ng, and editing personal and academic	2	4	10	5	2.143	2.000	0.888
Demonstrate the ability to adapt to different audiences and purpo essays.	ses when writing personal and academic	1	5	8	5	2.105	2.000	0.852
Demonstrate strategies for collecting information, shaping a thesi within personal and academic essays.	s, and developing and supporting ideas	1	8	11	7	2.111	2.000	0.831
Demonstrate effective sentence, paragraph, and essay structure subordinating and coordinating ideas within personal and acaden		2	4	10	6	2.091	2.000	0.900
Demonstrate strategies for developing effective, coherent, suppor ntroductions, and conclusions within personal and academic ess.		2	2	7	6	2.000	2.000	0.970
Demonstrate appropriate language usage, Standard American Er APA format within personal and academic essays.	-	1	8	11	6	2.154	2.000	0.818
Demonstrate the composition process: prewriting, drafting, revising, and editing personal and academic essays.  NWCCU-2010-2C.2	2 (9.52%) 4 (19.05%)	10 (47.629	%)		5	(23.81%)		
Demonstrate the ability to adapt to different audiences and purposes when writing personal and academic essays.  NWCCU-2010-2.C.2	1 (5.26%) 5 (26.32%)	8 (4	12.11%)		5 (2	6.32%)		
Demonstrate strategies for collecting information, shaping a thesis, and developing and supporting ideas within personal and academic essays.  NWCCU-2010-2C.2	1 (3.70%) 8 (29.63%)		11 (40.74%)		7 (:	25.93%)		
Demonstrate effective sentence, paragraph, and essay structure including effective transitions between subordinating and coordinating ideas within personal and academic essays.	2 (9.09%) 4 (18.18%)	10 (45.45%	5)		6 (27.	27%)		
Demonstrate strategies for developing effective, coherent, supported, and sequenced paragraphs, introductions, and conclusions within personal and academic essays.  NWCCU-2010-2.C.2	2(11.76%) 2(11.76%) 7	(41.18%)			6 (35.29%)			
Demonstrate appropriate language usage, Standard American English conventions, and current MLA or APA format within personal and academic essays.  NWCCU-2010-2C2	1 (3.85%) 8 (30.77%)		11 (42.31%)			6 (23.08%	6)	
		Marginal Proficiency		erging oficiency	Lacks De Proficien		ed	

	Wilson, Mark	Wozniak, Marta	Wyman, Jedediah	Mean	Stdev
Demonstrate the composition process: prewriting, drafting, revising, and editing personal and academic essays.	2.333	2.667	1.333	2.111	0.694
Demonstrate the ability to adapt to different audiences and purposes when writing personal and academic essays.	2.375	2.500	1.200	2.025	0.717
Demonstrate strategies for collecting information, shaping a thesis, and developing and supporting ideas within personal and academic essays.	2.273	2.500	1.700	2.158	0.412
Demonstrate effective sentence, paragraph, and essay structure including effective transitions between subordinating and coordinating ideas within personal and academic essays.	2.429	2.667	1.444	2.180	0.648
Demonstrate strategies for developing effective, coherent, supported, and sequenced paragraphs, introductions, and conclusions within personal and academic essays.	2.250	2.667	1.286	2.067	0.708
Demonstrate appropriate language usage, Standard American English conventions, and current MLA or APA format within personal and academic essays.	2.400	2.167	1.900	2.156	0.250

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#### Rubric: WR227 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Use efficient and effective search techniques to gather primary and secondary data	0	0	0	0			
Present findings in a well-written and sufficiently supported report tailored to the needs of a specific audience	0	0	0	0			
Demonstrate different formats, types and conventions of technical writing	0	0	6	2	1.750	2.000	0.433
Apply basic concepts of style and document design to increase readability of technical documents	0	0	7	1	1.875	2.000	0.331
Incorporate and accurately document paraphrase, summary, and quotations in reports	0	0	0	0			
Demonstrate collaborative writing skills	0	0	0	0			

Use efficient and effective search techniques to gather primary and secondary data

NWCCU-2010-2.C.2

Present findings in a well-written and sufficiently supported report tailored to the needs of a specific audience

NWCCU-2010-2.C.2

Demonstrate different formats, types and conventions of technical writing

NWCCU-2010-2.C.2

Apply basic concepts of style and document design to increase readability of technical documents

NWCCU-2010-2.C.2

Incorporate and accurately document paraphrase, summary, and quotations in reports

NWCCU-2010-2.C.2

 $Demonstrate\ collaborative\ writing\ skills$ 

NWCCU-2010-2.C.2

Exemplary Proficiency

6 (75.00%)

7 (87.50%)

Marginal Proficiency Emerging Proficiency Lacks Demonstrated Proficiency

2 (25.00%)

	Wozniak, Marta	Mean	Stdev
Demonstrate different formats, types and conventions of technical writing	1.750	1.750	0.000
Apply basic concepts of style and document design to increase readability of technical documents	1.875	1.875	0.000