



HLC Accreditation Evidence

Title: Assessment Process Timeline

Office of Origin: Vice President of Instruction - Assessment of Student Learning

Note: Biannual review by instructors, Deans, and OAC conducted in September and February. The Course/Institutional Assessment results from faculty are then compiled by the Coordinator, presented to the Board of Trustees, send resulting data to Institutional Research for inclusion in Kansas Board of Regents reporting.

The review process focuses on determining whether or not the data meet or exceed the 70% baseline goal established by the Board of Trustees.

Assessment of Student Learning Process Timeline

BARTON COMMUNITY COLLEGE

*Updated/Reviewed Annually:
2017*

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Assessment Process Timeline

The information that follows describes the expected activities throughout the year for the Outcomes Assessment Committee relating to the assessment of Student Learning at Barton Community College.

Monthly

- OAC will work in partnership with the Quality Initiative Group participating in the HLC Assessment Academy to meet their goals and objectives

August

- Deliver Professional Development Presentations on Assessment
- Send out reminder emails to Faculty to report on their Spring/Summer CATs
- Send out reminder emails to Course Coordinators to report on their Spring Course/Institutional Assessment
- Send out reminder emails to Faculty and Staff to report on their Spring/AY Co-Curricular Assessment

September

- Compile/review the Course/Institutional Assessment results from faculty, present results to BOT, and send resulting KBOR data to IR
- Compile Course/Classroom Assessment AY Documentation Report and disseminate for review by the committee
- Compile information for the Institutional Assessment Spotlight for the Annual Barton Report and send to PR

October

- Compile Co-Curricular Assessment Report for review
- Deliver Professional Development Presentations on Assessment
- Review BOT feedback on Course/Institutional Assessment results and discuss possible actions with the VP
- Approve Course/Classroom Assessment AY Documentation Report

November

- Approve Co-Curricular Assessment Report
- Course/Classroom Assessment AY Documentation Report and discuss possible actions with the VP
- Review CSSEE data and discuss possible actions with the VP
- Review Graduation Survey data and discuss possible actions with the VP

December

- Send out initial reminder emails to Faculty to report on their Fall CATs
- Send out initial reminder emails to Course Coordinators to report on their Fall Course/Institutional Assessment
- Send out initial reminder emails to Faculty and Staff to report on their Fall Co-Curricular Assessment

January

- Deliver Professional Development Presentations on Assessment
- Send out reminder emails to Faculty to report on their Fall CATs
- Send out reminder emails to Course Coordinators to report on their Fall Course/Institutional Assessment
- Send out reminder emails to Faculty and Staff to report on their Fall Co-Curricular Assessment

February

- Compile/review the Fall Course/Institutional Assessment results from faculty

March

- Deliver Professional Development Presentations on Assessment
- Review OAC Charter, Roles/Responsibilities, Process Timeline, and membership

April

- Attend Regional Assessment Conference
- Approve OAC Charter, Roles/Responsibilities, Process Timeline, and membership

May

- Send out initial reminder emails to Faculty to report on their Spring CATs
- Send out initial reminder emails to Course Coordinators to report on their Spring Course/Institutional Assessment
- Send out initial reminder emails to Faculty and Staff to report on their Spring/AY Co-Curricular Assessment

June/July

- Participate in Barton's Annual Strategic Planning Session
- Send respective KBOR information to IR as requested

Sample Data - Biannual Review Process

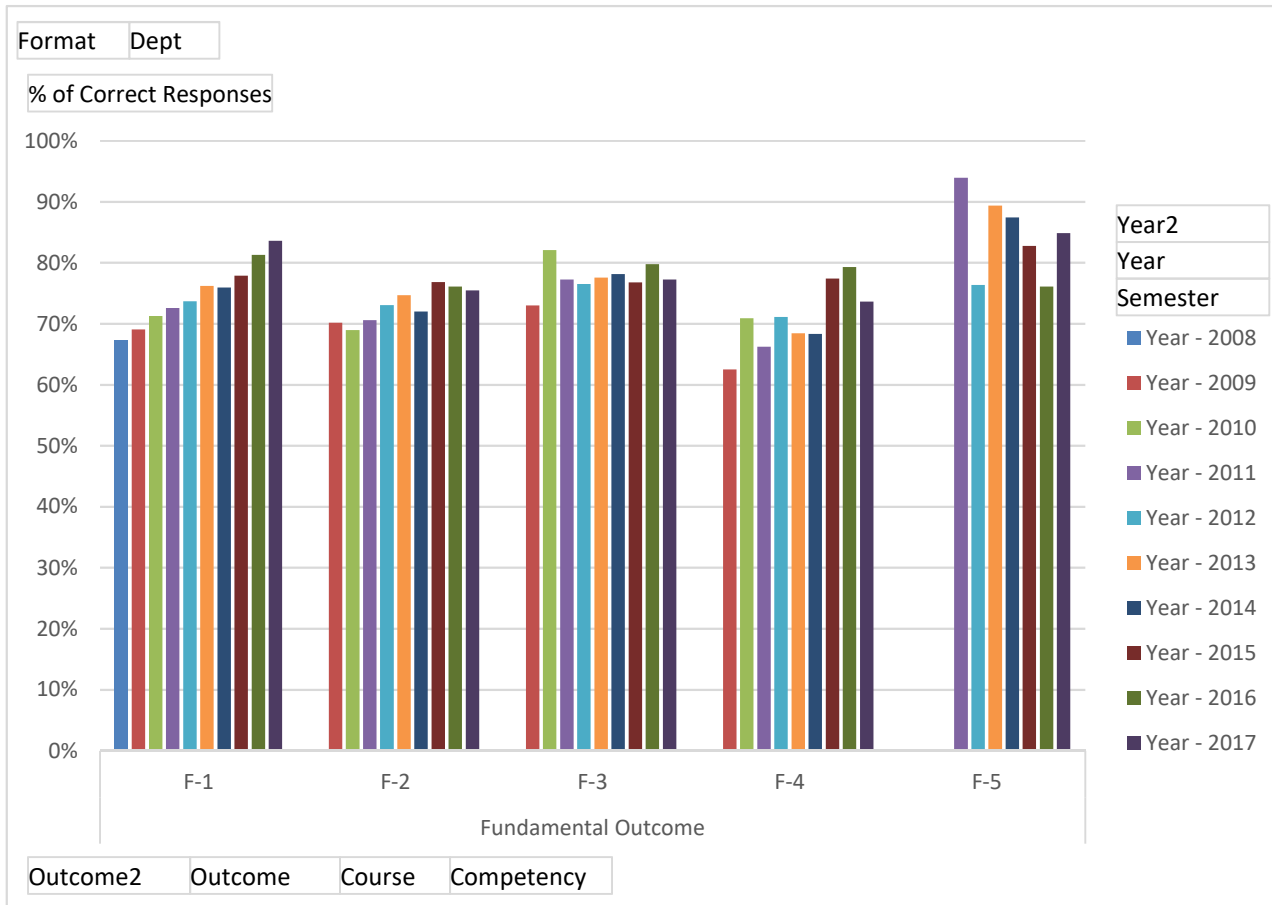
These data are success rates on a given question; not pass rates. Rather than looking at exam averages, instructors are conducting item analysis. For example, if the class average on an exam is 80%, the 80% doesn't reveal as much as the analysis, "everyone missed item number 1 - finding zeros." The latter statement is the result of the item analysis process. The goal is to identify issues (weaknesses) so that faculty can narrow their focus for incremental improvements which overall and over time result in larger institutional improvements in student learning.

Note the Division by 0 errors are the result of missing data due to one of the following issues.

- the class might not have been offered,
- issues with the eCollege to Canvas Conversion, or
- faculty selected other competencies and no longer collect data for the designated competency.

Format	(All)
Dept	(All)

% of Correct Responses	Column Labels										Overall	
	Year	2008	2009	2010	2011	2012	2013	2014	2015	2016		2017
Row Labels												
Fundamental Outcome		67%	70%	71%	72%	74%	76%	75%	77%	79%	81%	75%
F-1		67%	69%	71%	73%	74%	76%	76%	78%	81%	84%	76%
F-2		#DIV/0!	70%	69%	71%	73%	75%	72%	77%	76%	75%	74%
F-3		#DIV/0!	73%	82%	77%	77%	78%	78%	77%	80%	77%	78%
F-4		#DIV/0!	63%	71%	66%	71%	68%	68%	77%	79%	74%	72%
F-5		#DIV/0!	#DIV/0!	#DIV/0!	94%	76%	89%	87%	83%	76%	85%	84%
Grand Total		67%	70%	71%	72%	74%	76%	75%	77%	79%	81%	75%





HLC Accreditation Evidence

Title: Institutional Level Assessment Process and Data

Office of Origin: Vice President of Instruction - Assessment of Student Learning

Assessment of Barton's Fundamental Outcomes serve as an indicator of the essential skills retained by our students and their ability to lead productive lives. Barton has five Fundamental Outcomes that direct not only the general education courses, but the entire curriculum. These outcomes and their assessment are reviewed biannually by the Outcomes Assessment Committee and annually by the Board of Trustees.

The contents of this document include

- The Institutional Level Assessment (ILA) section of the Barton *Assessment Process Handbook*
- Institutional Level Assessment data - Six pages are included as an example; the database exceeds 300 pages.

III. Institutional Level Assessment (ILA)

Background:

- Barton Community College's Board of Trustees (BOT) has several ENDS expectations as part of the policies and procedures of the college. These are all in support of the college's Mission Statement:
 - *The Mission of Barton Community College is to provide quality educational opportunities that are accessible, affordable, continuously improving and student focused. Barton is driven to provide an educational system that is learning-centered, innovative, meets workforce needs, and strengthens communities.*
- Within the ENDS category of ESSENTIAL SKILLS it is stated that Students will acquire the skills needed to be successful for the program they are in. One of the three identifiers tied to this states that Students will have the essential skills to lead productive lives.
- Subsequently, it is stated that Assessment of Barton's Fundamental Outcomes will serve as an indicator of the essential skills retained by our students and their ability to lead productive lives. Barton has five fundamental outcomes that direct not only the general education courses, but also the entire curriculum. These outcomes and their assessment are reviewed biannually by the Outcomes Assessment Committee and annually by Barton's Board of Trustees.
- The five fundamental outcomes are as follows:
 1. **Critical Thinking**
Study a given subject critically, including processes to analyze and synthesize important parts of the subject, to ask appropriate and useful questions about the study of this subject, and to solve problems within the subject area.
 2. **Life-Long Learning**
Relate the relevance of a given subject to the individual student's life, to develop habits that encourage life-long, responsible and independent learning, and to apply appropriate and useful knowledge of the values, conventions, and institutions within an academic discipline.
 3. **Historical Perspective**
Describe how history works, including how historical perspective can strengthen understanding of a given academic subject, and how the history of human endeavor has helped develop that subject.

4. **Technological Perspective**

Explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.

5. **Cultural Perspective**

Explain how culture develops through various aspects of human endeavor, how culture develops understanding of a given subject, and how a given subject develops within different cultures.

- Consequently, Institutional Level Assessment serves to assess these Fundamental Outcomes as directed by our Board of Trustees.

Intentions:

- It is not the intention of Institutional Level Assessment for faculty to create yet another assessment tool to assess their students.
- Instead the intention is to use Course Assessments in a dual role.
- The fundamental outcomes are intended to give a complete picture of what a degree (or certificate for that matter) at Barton represents. That is, after a student has completed all their required courses, they should have met all of the stated Fundamental Outcomes.
- As such, no one course satisfies all of these outcomes with respect to their degree, but rather it is a collection of many courses.
- Likewise, a course is the sum of its competencies. The idea being that at the end of a course, a student should have met all of the stated competencies. Since the Course Assessment Project (CAP) already assesses several of stated competencies within a course, to save time, energy, and resources, it will be used to assess the fundamental outcomes as well.
- The goal then is to identify which of the assessed competencies within the CAP connect back to the fundamental outcomes. That is, what pieces of the Fundamental Outcomes does your course assess and where, specifically with which competencies.
- Just as with the course assessment project, where you were not expected to assess all the stated competencies of the course, you are not expected to assess all the fundamental outcomes in your course. Again, it takes many courses to get a degree, not just yours.

Creating an Institutional Level Assessment:

It is highly recommended, to save time that this task should be completed immediately following the creation of the Course Assessment for this course.

1. Arrange a meeting with the instructors teaching the course.

GoToMeeting is a video conferencing option if a face-to-face meeting is not reasonable. Instructors will need to bring a copy of the course assessment.

2. As a group, determine which fundamental outcomes, as instructors, you feel should be important/relevant to your course.

3. Have instructors look at course assessment and determine if the core competencies you are currently assessing can be tied back to these fundamental outcomes.

Note, just as one question may not assess all of a competency, a single competency may not assess all of a fundamental outcome. As such, you are not looking to assess the entire outcome, just to determine where your course and this competency fit into the bigger picture.

If it helps, look at the commas within the fundamental outcomes, it may help to break it up into smaller chunks, for instance:

Fundamental-1 (F-1):

- Study a given subject critically,
- including processes to analyze and synthesize important parts of the subject,
- to ask appropriate and useful questions about the study of this subject,
- and to solve problems within the subject area.

That is, does your competency tie back to one of these four items, if so, then you can consider it to assess this fundamental outcome as well.

As with the Course Assessment Project, you are looking for a single outcome per assessment item.

So for example, let's say question pool 1 (or question 1, if you don't use pools, or rubric category 1, etc.) has already been identified as assessing competency A.

- If as a group, you have determined that the competency ties back to F-1, perfect.

- However, if as a group you determined that competency ties back to F-1 and F-2, then without a clear winner, this competency/question pool/question will not be part of the Institutional Level Assessment tool and will be skipped.

Continue on in this fashion until all course assessment items have either been identified as assessing a single specific fundamental outcome, or skipped.

4. Finalize the list of Fundamental Outcomes being assessed.

After each faculty member has gone through and determined which of the fundamental outcomes are being assessed, if all faculty have found such instances that assess those identified in step 2, then congratulations, you now have an institutional level assessment! That is, you have tied the fundamental outcomes to at least some of the competencies currently being assessed in the course assessment.

If not, you may need to revisit the course assessment, or the list of fundamental outcomes identified in step 2 may need to be reduced.

Facilitate changes as necessary until as a group you have tied the fundamental outcomes to at least some of the competencies currently being assessed in the course assessment. At which point, congratulations, you now have an institutional level assessment!

5. Documenting Institutional Level Assessment:

Results and Adjustments/Improvements from each instructor on the core competencies will be documented using a database. What worked, what didn't, what are you trying next, etc.? If you have not done so already, contact the Outcomes Assessment Committee as the documentation software will need updated with to include your course.

Closing the loop:

- Annually, Barton's Assessment Coordinator will report to the Board of Trustees (BOT) on the Assessment of the Fundamental Outcomes at tied to the ENDS Statements as mentioned earlier.
- If the ENDS are met as determined by the BOT, the current Institutional Level Assessment model will continue to be used for an additional year. If not, adjustments/revisions will be made to the satisfaction of the BOT.
- Regardless, comments and/or feedback from the Board of Trustees will be relayed back to the respective faculty to take under advisement for the next year.

IV. An Example:

The following Institutional Level Assessment (ILA) data was presented to the Board of Trustees (BOT):

%_Correct					
Year					
	2008	2009	2010	2011	2012
Outcome					
F-1	67%	68%	70%	72%	73%
F-2	#DIV/0!	69%	68%	70%	72%
F-3	#DIV/0!	73%	82%	77%	77%
F-4	#DIV/0!	63%	71%	66%	71%
F-5	#DIV/0!	#DIV/0!	#DIV/0!	94%	76%
Grand Total	67%	69%	70%	72%	73%

The BOT has set a benchmark of 70%. Since all Outcomes fall above this value, no issues were identified by the BOT. Additionally, they determined that this assessment tool satisfied the criteria for the ENDS statement.

College Algebra is part of ILA and specifically assesses Fundamental Outcome F-1 resulting in the following data:

%_Correct					
Year					
	2008	2009	2010	2011	2012
Outcome					
F-1					
College Algebra	67%	70%	70%	75%	74%

As evident in the data, the percentage of correct responses has seen a decrease in this area. As such, efforts need to be made to isolate the issue and improve student learning with regards to F-1.

So let's take a look at F-1 and see where they can make improvements:

Outcome/Description	
F-1	Study a given subject critically, including processes to analyze and synthesize important parts of the subject, to ask appropriate and useful questions about the study of this subject, and to solve problems within the subject area.

Unfortunately, this is too broad of a topic to make direct adjustments in the classroom to improve student learning.

However, since BARTON uses the Course Assessment Project (CAP), for ILA, the College Algebra instructors have more information to go on. Specifically, their course assessment has identified seven competencies which are tied directly F-1:

%_Correct					
Year					
	2008	2009	2010	2011	2012
Outcome					
F-1					
College Algebra					
Finding the zeros of a function	57%	55%	59%	66%	63%
ID the Domain of a function	65%	72%	71%	76%	71%
Linear Application	54%	56%	54%	62%	63%
Solve an absolute value inequality	59%	67%	65%	73%	75%
Solving exponential equations	79%	81%	81%	84%	82%
Solving systems of equations	84%	88%	87%	90%	87%
Translation of a Graph	72%	72%	75%	75%	77%
Grand Total	67%	70%	70%	75%	74%

So instead of trying to tackle F-1, a broad topic, College Algebra instructors can now direct their attention to their part of F-1 in regards to the specific competencies that tie back to it.

From this list, two areas fell below the 70% range, however, the competency, Finding the Zeros of a Function, was the only one which saw a decrease in the percentage of correct responses.

However, this competency is covered over many sections of the course, which involves many class periods and/or lessons. Essentially, it is still too broad of a topic. Now, they need to break this competency down into day to day topics/lessons, just as F-1 was broken down into 7 competencies.

For instance, the following steps are part of the competency, Finding the Zeros of a Function:

To find the zeros of a function, the students must (1) set the equation equal to 0, then (2) solve the equation either by (2A) factoring, or (2B) using the quadratic formula.

Each of these can be assessed directly as they are covered using Classroom Assessment Techniques (CATs):

- **Nods/Audible**

- "So, to find the zeros of a function, we first set the equation equal to five, right?"
- "Oh, then to find the zeros of a function, we first evaluate the equation at zero."

This CAT isolates and assesses topic (1)

- **Background Knowledge Probe**

Write out the quadratic formula used to solve:

$$ax^2 + bx + c = 0$$

This CAT isolates and assesses topic (2B)

- **Documented Problem Solving/Walk-About**

- Solve the following equation for x, showing all steps:
 $3x - 6 = 0$
- Solve the following equation for x, showing all steps:
 $x^2 - 4x - 5 = 0$
- Solve the following equation for x, showing all steps:
 $x^2 - 3x - 7 = 0$

This CAT isolates and assesses topics (2A) and (2B). Note, how topic (1) is not included here, so any possible issues there will not affect the results.

By using these CATs, instructors can identify a specific issue and make immediate adjustments to improve student learning in the moment, as it happens.

So let's see how this all worked out. How did the data look in 2013?

%_Correct						
Year						
	2008	2009	2010	2011	2012	2013
Outcome						
F-1						
College Algebra						
Finding the zeros of a function	57%	55%	59%	66%	63%	73%
ID the Domain of a function	65%	72%	71%	76%	71%	77%
Linear Application	54%	56%	54%	62%	63%	68%
Solve an absolute value inequality	59%	67%	65%	73%	75%	73%
Solving exponential equations	79%	81%	81%	84%	82%	89%
Solving systems of equations	84%	88%	87%	90%	87%	92%
Translation of a Graph	72%	72%	75%	75%	77%	71%
Grand Total	67%	70%	70%	75%	74%	77%

As you can see, improvements were made in the category from the previous year.

Again, as College Algebra is a piece of the much bigger puzzles, F-1, they helped it to see an improvement as well:

%_Correct						
Year						
	2008	2009	2010	2011	2012	2013
Outcome						
F-1	67%	68%	70%	72%	73%	76%
F-2	#DIV/0!	69%	68%	70%	72%	74%
F-3	#DIV/0!	73%	82%	77%	77%	78%
F-4	#DIV/0!	63%	71%	66%	71%	68%
F-5	#DIV/0!	#DIV/0!	#DIV/0!	94%	76%	92%
Grand Total	67%	69%	70%	72%	73%	75%

From all of this, they have learned something about their teaching styles, made improvements to how they teach the competency which can carry over into future sessions and student learning at Barton has improved thereby closing the loop.

Semester	Year	Dept	Course	Outcome	Competency	# Correct	Total	Format
Fall	2016	COMM	Nonverbal Communication	F-1	Discuss the basic perspectives of nonverbal communication.	6	10	Online
Fall	2016	COMM	Nonverbal Communication	F-1	Explain differences in the effects of physical characteristics on	6	10	Online
Fall	2016	COMM	Nonverbal Communication	F-1	Identify effects of touch, eye contact, gestures, and vocal cues.	7	10	Online
Fall	2016	HIST	Women and the American Experience	F-1	Understand the impact of the American Revolution on America	11	16	Online
Fall	2016	HIST	Women and the American Experience	F-1	Identify the extent to which the Civil War had an impact on wo	14	16	Online
Fall	2016	HIST	Women and the American Experience	F-1	Assess the arguments for and against birth control in the 1920'	16	16	Online
Fall	2016	HIST	Women and the American Experience	F-1	Assess the extent of women's influence on the New Deal.	15	16	Online
Fall	2016	HIST	Women and the American Experience	F-1	Understand the impact of WWII on women in the workforce.	15	16	Online
Fall	2016	HIST	Women and the American Experience	F-1	Explain the concept of pay equity or comparable worth.	12	16	Online
Fall	2008	MATH	College Algebra	F-1	Finding the zeros of a function	2	3	F2F
Fall	2008	MATH	College Algebra	F-1	Finding the zeros of a function	2	4	F2F
Fall	2008	MATH	College Algebra	F-1	Finding the zeros of a function	7	9	F2F
Fall	2008	MATH	College Algebra	F-1	Finding the zeros of a function	8	14	F2F
Fall	2008	MATH	College Algebra	F-1	Finding the zeros of a function	12	17	F2F
Fall	2008	MATH	College Algebra	F-1	Finding the zeros of a function	8	21	F2F
Fall	2008	MATH	College Algebra	F-1	Finding the zeros of a function	10	23	F2F
Fall	2008	MATH	College Algebra	F-1	Finding the zeros of a function	9	14	Online
Fall	2008	MATH	College Algebra	F-1	Finding the zeros of a function	11	18	Online
Fall	2008	MATH	College Algebra	F-1	Finding the zeros of a function	14	22	Online
Fall	2008	MATH	College Algebra	F-1	ID the Domain of a function	3	3	F2F
Fall	2008	MATH	College Algebra	F-1	ID the Domain of a function	4	4	F2F
Fall	2008	MATH	College Algebra	F-1	ID the Domain of a function	6	9	F2F
Fall	2008	MATH	College Algebra	F-1	ID the Domain of a function	12	14	F2F
Fall	2008	MATH	College Algebra	F-1	ID the Domain of a function	14	17	F2F
Fall	2008	MATH	College Algebra	F-1	ID the Domain of a function	8	21	F2F
Fall	2008	MATH	College Algebra	F-1	ID the Domain of a function	16	23	F2F
Fall	2008	MATH	College Algebra	F-1	ID the Domain of a function	9	14	Online
Fall	2008	MATH	College Algebra	F-1	ID the Domain of a function	10	18	Online
Fall	2008	MATH	College Algebra	F-1	ID the Domain of a function	12	22	Online
Fall	2008	MATH	College Algebra	F-1	Linear Application	3	3	F2F
Fall	2008	MATH	College Algebra	F-1	Linear Application	2	4	F2F
Fall	2008	MATH	College Algebra	F-1	Linear Application	3	9	F2F
Fall	2008	MATH	College Algebra	F-1	Linear Application	8	14	F2F
Fall	2008	MATH	College Algebra	F-1	Linear Application	11	17	F2F
Fall	2008	MATH	College Algebra	F-1	Linear Application	7	21	F2F
Fall	2008	MATH	College Algebra	F-1	Linear Application	11	23	F2F
Fall	2008	MATH	College Algebra	F-1	Linear Application	10	14	Online
Fall	2008	MATH	College Algebra	F-1	Linear Application	12	18	Online
Fall	2008	MATH	College Algebra	F-1	Linear Application	12	22	Online
Fall	2008	MATH	College Algebra	F-1	Solve an absolute value inequality	3	3	F2F

Semester	Year	Dept	Course	Outcome	Competency	# Correct	Total	Format
Fall	2008	MATH	College Algebra	F-1	Solve an absolute value inequality	1	4	F2F
Fall	2008	MATH	College Algebra	F-1	Solve an absolute value inequality	4	9	F2F
Fall	2008	MATH	College Algebra	F-1	Solve an absolute value inequality	12	14	F2F
Fall	2008	MATH	College Algebra	F-1	Solve an absolute value inequality	9	17	F2F
Fall	2008	MATH	College Algebra	F-1	Solve an absolute value inequality	9	21	F2F
Fall	2008	MATH	College Algebra	F-1	Solve an absolute value inequality	14	23	F2F
Fall	2008	MATH	College Algebra	F-1	Solve an absolute value inequality	8	14	Online
Fall	2008	MATH	College Algebra	F-1	Solve an absolute value inequality	11	18	Online
Fall	2008	MATH	College Algebra	F-1	Solve an absolute value inequality	14	22	Online
Fall	2008	MATH	College Algebra	F-1	Solving exponential equations	3	3	F2F
Fall	2008	MATH	College Algebra	F-1	Solving exponential equations	2	4	F2F
Fall	2008	MATH	College Algebra	F-1	Solving exponential equations	5	9	F2F
Fall	2008	MATH	College Algebra	F-1	Solving exponential equations	12	14	F2F
Fall	2008	MATH	College Algebra	F-1	Solving exponential equations	11	17	F2F
Fall	2008	MATH	College Algebra	F-1	Solving exponential equations	17	21	F2F
Fall	2008	MATH	College Algebra	F-1	Solving exponential equations	17	23	F2F
Fall	2008	MATH	College Algebra	F-1	Solving exponential equations	14	14	Online
Fall	2008	MATH	College Algebra	F-1	Solving exponential equations	15	18	Online
Fall	2008	MATH	College Algebra	F-1	Solving exponential equations	19	22	Online
Fall	2008	MATH	College Algebra	F-1	Solving systems of equations	3	3	F2F
Fall	2008	MATH	College Algebra	F-1	Solving systems of equations	4	4	F2F
Fall	2008	MATH	College Algebra	F-1	Solving systems of equations	4	9	F2F
Fall	2008	MATH	College Algebra	F-1	Solving systems of equations	13	14	F2F
Fall	2008	MATH	College Algebra	F-1	Solving systems of equations	14	17	F2F
Fall	2015	HIST	Western Civilization to 1500	F-2	C3	3	7	F2F
Fall	2016	COMM	Nonverbal Communication	F-2	Discuss the role of nonverbal behavior in communication.	7	10	Online
Fall	2016	COMM	Nonverbal Communication	F-2	Discuss how nonverbal signals effect communication.	8	10	Online
Fall	2016	COMM	Nonverbal Communication	F-2	Discuss dynamics of nonverbal communication in social situations	6	10	Online
Fall	2008	MATH	College Algebra	F-1	Solving systems of equations	19	21	F2F
Fall	2008	MATH	College Algebra	F-1	Solving systems of equations	19	23	F2F
Fall	2008	MATH	College Algebra	F-1	Solving systems of equations	11	14	Online
Fall	2008	MATH	College Algebra	F-1	Solving systems of equations	17	18	Online
Fall	2008	MATH	College Algebra	F-1	Solving systems of equations	18	22	Online
Fall	2008	MATH	College Algebra	F-1	Translation of a Graph	3	3	F2F
Fall	2008	MATH	College Algebra	F-1	Translation of a Graph	2	4	F2F
Fall	2008	MATH	College Algebra	F-1	Translation of a Graph	6	9	F2F
Fall	2008	MATH	College Algebra	F-1	Translation of a Graph	14	14	F2F
Fall	2008	MATH	College Algebra	F-1	Translation of a Graph	10	17	F2F
Fall	2008	MATH	College Algebra	F-1	Translation of a Graph	11	21	F2F
Fall	2008	MATH	College Algebra	F-1	Translation of a Graph	21	23	F2F

Semester	Year	Dept	Course	Outcome	Competency	# Correct	Total	Format
Fall	2008	MATH	College Algebra	F-1	Translation of a Graph	12	14	Online
Fall	2008	MATH	College Algebra	F-1	Translation of a Graph	10	18	Online
Fall	2008	MATH	College Algebra	F-1	Translation of a Graph	16	22	Online
Fall	2009	BSTC	Computer Concepts and Applications	F-4	Define spreadsheet concepts and terminology	6	8	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-4	Define spreadsheet concepts and terminology	5	8	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-4	Define spreadsheet concepts and terminology	8	11	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-4	Define spreadsheet concepts and terminology	14	15	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-4	Define spreadsheet concepts and terminology	16	17	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-1	Create, modify, save, and output professional looking document	8	8	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-1	Create, modify, save, and output professional looking document	7	8	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-1	Create, modify, save, and output professional looking document	11	11	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-1	Create, modify, save, and output professional looking document	14	15	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-1	Create, modify, save, and output professional looking document	15	17	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-1	Use spreadsheet application features	8	8	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-1	Use spreadsheet application features	7	8	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-1	Use spreadsheet application features	10	11	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-1	Use spreadsheet application features	15	15	F2F
Fall	2009	BSTC	Computer Concepts and Applications	F-1	Use spreadsheet application features	17	17	F2F
Fall	2010	BSTC	Computer Concepts and Applications	F-4	Define spreadsheet concepts and terminology	7	11	F2F
Fall	2010	BSTC	Computer Concepts and Applications	F-4	Define spreadsheet concepts and terminology	9	13	F2F
Fall	2010	BSTC	Computer Concepts and Applications	F-4	Define spreadsheet concepts and terminology	11	15	F2F
Fall	2010	BSTC	Computer Concepts and Applications	F-4	Define spreadsheet concepts and terminology	21	23	Online
Fall	2010	BSTC	Computer Concepts and Applications	F-4	Define spreadsheet concepts and terminology	45	52	Online
Fall	2010	BSTC	Computer Concepts and Applications	F-4	Define spreadsheet concepts and terminology	47	57	Online
Fall	2010	BSTC	Computer Concepts and Applications	F-1	Create, modify, save, and output professional looking document	11	11	F2F
Fall	2010	BSTC	Computer Concepts and Applications	F-1	Create, modify, save, and output professional looking document	12	13	F2F
Fall	2010	BSTC	Computer Concepts and Applications	F-1	Create, modify, save, and output professional looking document	13	15	F2F
Fall	2010	BSTC	Computer Concepts and Applications	F-1	Create, modify, save, and output professional looking document	18	23	Online
Fall	2010	BSTC	Computer Concepts and Applications	F-1	Create, modify, save, and output professional looking document	48	52	Online
Fall	2010	BSTC	Computer Concepts and Applications	F-1	Create, modify, save, and output professional looking document	54	57	Online
Fall	2010	BSTC	Computer Concepts and Applications	F-1	Use spreadsheet application features	11	11	F2F
Fall	2010	BSTC	Computer Concepts and Applications	F-1	Use spreadsheet application features	12	13	F2F
Fall	2010	BSTC	Computer Concepts and Applications	F-1	Use spreadsheet application features	15	15	F2F
Fall	2010	BSTC	Computer Concepts and Applications	F-1	Use spreadsheet application features	22	22	Online
Fall	2010	BSTC	Computer Concepts and Applications	F-1	Use spreadsheet application features	50	52	Online
Fall	2010	BSTC	Computer Concepts and Applications	F-1	Use spreadsheet application features	53	57	Online
Fall	2016	COMM	Nonverbal Communication	F-3	Identify the roots of nonverbal behavior.	9	10	Online
Fall	2016	HIST	Women and the American Experience	F-3	Describe the lives of widows in the 18th century colonies.	15	16	Online
Fall	2016	HIST	Women and the American Experience	F-3	Identify the 'women question' in the anti-slavery movement.	15	16	Online
Fall	2016	HIST	Women and the American Experience	F-3	Describe the difference at the outset between the National Wc	15	16	Online

Semester	Year	Dept	Course	Outcome	Competency	# Correct	Total	Format
Fall	2016	HIST	Women and the American Experience	F-3	Explain the progress of the woman's suffrage movement betw	15	16	Online
Fall	2016	HIST	Women and the American Experience	F-3	Explain what happened to the woman's suffrage movement du	16	16	Online
Fall	2016	HIST	Women and the American Experience	F-3	Explain Title VII of the Civil Rights Act of 1964	15	16	Online
Fall	2016	HIST	Women and the American Experience	F-3	Explain the significance of the Roe vs. Wade court ruling and it:	11	16	Online
Fall	2009	LIFE	Anatomy & Physiology	F-1	Explain the basic concept of homeostasis and how homeostati	9	28	F2F
Fall	2009	LIFE	Anatomy & Physiology	F-1	Understand the scope of the studies in anatomy and physiolog	25	28	F2F
Fall	2009	BUSI	Business Law I	F-2	Explain law creation, enforcement & interpretation	11	14	F2F
Fall	2009	LIFE	Anatomy & Physiology	F-1	Understand the scope of the studies in anatomy and physiolog	22	28	F2F
Fall	2009	LIFE	Anatomy & Physiology	F-1	Understand the scope of the studies in anatomy and physiolog	17	28	F2F
Fall	2009	LIFE	Anatomy & Physiology	F-1	Understand the scope of the studies in anatomy and physiolog	23	28	F2F
Fall	2009	BUSI	Business Law I	F-1	Analyze components of sales contracts	12	14	F2F
Fall	2009	BUSI	Business Law I	F-1	Analyze components of sales contracts	2	2	Online
Fall	2009	BUSI	Business Law I	F-1	Analyze components of sales contracts	4	4	Online
Fall	2009	BUSI	Business Law I	F-1	Analyze components of sales contracts	7	7	Online
Fall	2009	BUSI	Business Law I	F-1	Analyze elements of contract	9	14	F2F
Fall	2009	BUSI	Business Law I	F-1	Analyze elements of contract	10	14	F2F
Fall	2009	BUSI	Business Law I	F-1	Analyze elements of contract	1	14	F2F
Fall	2009	BUSI	Business Law I	F-1	Analyze elements of contract	2	2	Online
Fall	2009	BUSI	Business Law I	F-1	Analyze elements of contract	2	2	Online
Fall	2009	BUSI	Business Law I	F-1	Analyze elements of contract	0	2	Online
Fall	2009	BUSI	Business Law I	F-1	Analyze elements of contract	4	4	Online
Fall	2009	BUSI	Business Law I	F-1	Analyze elements of contract	3	4	Online
Fall	2009	BUSI	Business Law I	F-1	Analyze elements of contract	0	4	Online
Fall	2009	BUSI	Business Law I	F-1	Analyze elements of contract	7	7	Online
Fall	2009	BUSI	Business Law I	F-1	Analyze elements of contract	7	7	Online
Fall	2009	BUSI	Business Law I	F-1	Analyze elements of contract	0	7	Online
Fall	2009	BUSI	Business Statistics	F-1	Construct a Confidence Interval for a Proportion	5	5	F2F
Fall	2009	BUSI	Business Statistics	F-1	Construct a Confidence Interval for a Proportion	10	10	F2F
Fall	2009	BUSI	Business Statistics	F-1	Construct a Confidence Interval for a Sample Mean	4	5	F2F
Fall	2009	BUSI	Business Statistics	F-1	Construct a Confidence Interval for a Sample Mean	10	10	F2F
Fall	2009	BUSI	Business Statistics	F-1	Determine Probabilities for a D.R.V.	5	5	F2F
Fall	2009	BUSI	Business Statistics	F-1	Determine Probabilities for a D.R.V.	5	10	F2F
Fall	2009	BUSI	Business Statistics	F-1	Determine Probabilities for Binomial Distributions	1	5	F2F
Fall	2009	BUSI	Business Statistics	F-1	Determine Probabilities for Binomial Distributions	7	10	F2F
Fall	2009	MATH	College Algebra	F-1	Finding the zeros of a function	2	5	F2F
Fall	2009	MATH	College Algebra	F-1	Finding the zeros of a function	4	7	F2F
Fall	2009	MATH	College Algebra	F-1	Finding the zeros of a function	5	9	F2F
Fall	2009	MATH	College Algebra	F-1	Finding the zeros of a function	4	11	F2F
Fall	2009	MATH	College Algebra	F-1	Finding the zeros of a function	5	12	F2F
Fall	2009	MATH	College Algebra	F-1	Finding the zeros of a function	8	13	F2F

Semester	Year	Dept	Course	Outcome	Competency	# Correct	Total	Format
Fall	2009	MATH	College Algebra	F-1	Finding the zeros of a function	6	16	F2F
Fall	2009	MATH	College Algebra	F-1	Finding the zeros of a function	7	16	F2F
Fall	2009	MATH	College Algebra	F-1	Finding the zeros of a function	10	24	F2F
Fall	2009	MATH	College Algebra	F-1	Finding the zeros of a function	16	24	Online
Fall	2009	MATH	College Algebra	F-1	Finding the zeros of a function	21	29	Online
Fall	2009	MATH	College Algebra	F-1	Finding the zeros of a function	13	30	Online
Fall	2009	MATH	College Algebra	F-1	ID the Domain of a function	3	5	F2F
Fall	2009	MATH	College Algebra	F-1	ID the Domain of a function	3	7	F2F
Fall	2009	MATH	College Algebra	F-1	ID the Domain of a function	8	9	F2F
Fall	2009	MATH	College Algebra	F-1	ID the Domain of a function	9	11	F2F
Fall	2009	MATH	College Algebra	F-1	ID the Domain of a function	9	12	F2F
Fall	2009	MATH	College Algebra	F-1	ID the Domain of a function	9	13	F2F
Fall	2009	MATH	College Algebra	F-1	ID the Domain of a function	8	16	F2F
Fall	2009	MATH	College Algebra	F-1	ID the Domain of a function	6	16	F2F
Fall	2009	MATH	College Algebra	F-1	ID the Domain of a function	23	24	F2F
Fall	2009	MATH	College Algebra	F-1	ID the Domain of a function	20	24	Online
Fall	2009	MATH	College Algebra	F-1	ID the Domain of a function	22	29	Online
Fall	2009	MATH	College Algebra	F-1	ID the Domain of a function	25	30	Online
Fall	2009	MATH	College Algebra	F-1	Linear Application	0	5	F2F
Fall	2009	MATH	College Algebra	F-1	Linear Application	5	7	F2F
Fall	2009	MATH	College Algebra	F-1	Linear Application	5	9	F2F
Fall	2009	MATH	College Algebra	F-1	Linear Application	5	11	F2F
Fall	2009	MATH	College Algebra	F-1	Linear Application	6	12	F2F
Fall	2009	MATH	College Algebra	F-1	Linear Application	8	13	F2F
Fall	2009	MATH	College Algebra	F-1	Linear Application	12	16	F2F
Fall	2009	MATH	College Algebra	F-1	Linear Application	10	16	F2F
Fall	2009	MATH	College Algebra	F-1	Linear Application	9	24	F2F
Fall	2009	MATH	College Algebra	F-1	Linear Application	18	24	Online
Fall	2009	MATH	College Algebra	F-1	Linear Application	17	29	Online
Fall	2009	MATH	College Algebra	F-1	Linear Application	18	30	Online
Fall	2009	MATH	College Algebra	F-1	Solve an absolute value inequality	4	5	F2F
Fall	2009	MATH	College Algebra	F-1	Solve an absolute value inequality	4	7	F2F
Fall	2009	MATH	College Algebra	F-1	Solve an absolute value inequality	4	9	F2F
Fall	2009	MATH	College Algebra	F-1	Solve an absolute value inequality	6	11	F2F
Fall	2009	MATH	College Algebra	F-1	Solve an absolute value inequality	7	12	F2F
Fall	2009	MATH	College Algebra	F-1	Solve an absolute value inequality	9	13	F2F
Fall	2009	MATH	College Algebra	F-1	Solve an absolute value inequality	14	16	F2F
Fall	2009	MATH	College Algebra	F-1	Solve an absolute value inequality	10	16	F2F
Fall	2009	MATH	College Algebra	F-1	Solve an absolute value inequality	15	24	F2F
Fall	2009	MATH	College Algebra	F-1	Solve an absolute value inequality	20	24	Online

Semester	Year	Dept	Course	Outcome	Competency	# Correct	Total	Format
Fall	2009	MATH	College Algebra	F-1	Solve an absolute value inequality	21	29	Online
Fall	2009	MATH	College Algebra	F-1	Solve an absolute value inequality	23	30	Online
Fall	2009	MATH	College Algebra	F-1	Solving exponential equations	3	5	F2F
Fall	2009	MATH	College Algebra	F-1	Solving exponential equations	7	7	F2F
Fall	2009	MATH	College Algebra	F-1	Solving exponential equations	8	9	F2F
Fall	2009	MATH	College Algebra	F-1	Solving exponential equations	11	11	F2F
Fall	2009	MATH	College Algebra	F-1	Solving exponential equations	11	12	F2F
Fall	2009	MATH	College Algebra	F-1	Solving exponential equations	10	13	F2F
Fall	2009	MATH	College Algebra	F-1	Solving exponential equations	12	16	F2F
Fall	2009	MATH	College Algebra	F-1	Solving exponential equations	11	16	F2F
Fall	2009	MATH	College Algebra	F-1	Solving exponential equations	23	24	F2F
Fall	2009	MATH	College Algebra	F-1	Solving exponential equations	23	24	Online
Fall	2009	MATH	College Algebra	F-1	Solving exponential equations	25	29	Online
Fall	2009	MATH	College Algebra	F-1	Solving exponential equations	26	30	Online
Fall	2009	MATH	College Algebra	F-1	Solving systems of equations	5	5	F2F
Fall	2009	MATH	College Algebra	F-1	Solving systems of equations	5	7	F2F
Fall	2009	MATH	College Algebra	F-1	Solving systems of equations	9	9	F2F
Fall	2009	MATH	College Algebra	F-1	Solving systems of equations	9	11	F2F
Fall	2009	MATH	College Algebra	F-1	Solving systems of equations	8	12	F2F
Fall	2009	MATH	College Algebra	F-1	Solving systems of equations	12	13	F2F
Fall	2009	MATH	College Algebra	F-1	Solving systems of equations	14	16	F2F
Fall	2009	MATH	College Algebra	F-1	Solving systems of equations	13	16	F2F
Fall	2009	MATH	College Algebra	F-1	Solving systems of equations	23	24	F2F
Fall	2009	MATH	College Algebra	F-1	Solving systems of equations	21	24	Online
Fall	2009	MATH	College Algebra	F-1	Solving systems of equations	27	29	Online
Fall	2009	MATH	College Algebra	F-1	Solving systems of equations	29	30	Online
Fall	2009	MATH	College Algebra	F-1	Translation of a Graph	2	5	F2F
Fall	2009	BUSI	Business Law I	F-2	Explain law creation, enforcement & interpretation	14	14	F2F
Fall	2009	BUSI	Business Law I	F-2	Explain law creation, enforcement & interpretation	1	2	Online
Fall	2009	BUSI	Business Law I	F-2	Explain law creation, enforcement & interpretation	1	2	Online
Fall	2009	BUSI	Business Law I	F-2	Explain law creation, enforcement & interpretation	1	4	Online
Fall	2009	BUSI	Business Law I	F-2	Explain law creation, enforcement & interpretation	4	4	Online
Fall	2009	MATH	College Algebra	F-1	Translation of a Graph	6	7	F2F
Fall	2009	MATH	College Algebra	F-1	Translation of a Graph	9	9	F2F
Fall	2009	MATH	College Algebra	F-1	Translation of a Graph	5	11	F2F
Fall	2009	MATH	College Algebra	F-1	Translation of a Graph	3	12	F2F
Fall	2009	MATH	College Algebra	F-1	Translation of a Graph	9	13	F2F
Fall	2009	MATH	College Algebra	F-1	Translation of a Graph	9	16	F2F
Fall	2009	MATH	College Algebra	F-1	Translation of a Graph	8	16	F2F
Fall	2009	MATH	College Algebra	F-1	Translation of a Graph	21	24	F2F