Mohawk Valley Community College
Self-Study Addendum
February 19, 2018

As the complete Self-Study document was distributed to the visiting evaluation Team on January 17, 2018, the work of the College continues that warrants this update on issues that have evolved since that time.

2007-2017 Summary of Accomplishments

With the conclusion of the Self-Study process, various conversation led to the compilation of collective accomplishments at the College since the last comprehensive Self-Study. While many do not directly address the Standards, together, they provide a high-level review of the accelerating activity and success. A summary document to highlight these accomplishments and the Self Study work is being distributed to the college community. *(Addendum Attachment 1)*

Labor Relations

Five unions have collective bargaining agreements (CBA) with the College. The CBA with the administrators union (AMVA) is currently settled and in the final stages of negotiations for a renewal. The two civil service units (UPSEU blue and white collar) are in the same bargaining unit with our sponsor, Oneida County, and are currently in active negotiations. The CBA with the Adjunct and Part-time Association (APA) expired in August 2017 and we are currently in negotiations. The College's CBA with the Professional Association (PA), representing the full-time faculty and professional staff, is currently at impasse. The CBA expired August 31, 2016. Negotiations were progressing into October 2016 when the College discovered that the contract language granting non-exempt, 12-month staff priority overload was in direct conflict with the federal Fair Labor Standards Act (FLSA) and required the College pay non-exempt staff a blended hourly rate instead of the long-standing negotiated overload rate. The PA disagrees with this interpretation of the FSLA.

Both sides continue to explore every possible angle to resolve this issue, but thus far, all efforts have been unsuccessful. Given the financial implications of this issue, it has delayed overall negotiations. The PA is pursuing arbitration to try to resolve this matter, while the College continues to pay the blended rate for teaching assignments. While we are at impasse with negotiations (headed toward fact-finding) and going to arbitration for the FLSA matter, both sides remain open to conversation. The College President and the President of the PA have met to initiate on-going communication efforts to continue exchanging ideas and proposal possibilities in an effort to resolve both issues. Some PA members have exercised their rights to hang posters on their office doors or workspaces to symbolize their frustration, which is shared by the College, in this very complex set of circumstances. Despite the challenges with this round of negotiations, there is no visible or tangible sign of distraction from the work at the College. Progressive efforts with Guided Pathways, OERs, assessment, and curriculum development continues at a solid pace.

Dual Credit Billing

The College has offered college courses in local high schools for more than twenty years. As SUNY community colleges have evolved multiple models of delivering and billing their dual

credit programs with high school students, SUNY recently affirmed their interpretation of educational law and SUNY policy. This communication from SUNY requires MVCC to begin billing dual credit students directly for tuition. With more than 2,000 high school students enrolled in dual credit, this represents close to fifteen percent of our overall FTE enrollment. The change to have dual credit students paying tuition will produce new revenue; however, it is almost certain that enrollment will decline and result in a decrease of state aid revenue. Exactly how much this change will impact dual credit enrollment is still unknown. The College is currently identifying scholarship dollars from the MVCC Foundation, the Oneida County sponsor, and schools that are able to contribute in hopes of offsetting the cost of tuition for students on free-and-reduced lunch.

Dual Credit Course Evaluations
As noted in the Self Study, return rates for Dual Credit course Student Class Surveys have been low during past years. The hiring of a Project Coordinator – Dual Credit in spring 2017 helped to ensure that the high school surveys were delivered and picked up in a timely manner. This led to an increased return rate for most high schools; however, MVCC is seeking an alternative online method that would help facilitate increased and timely reporting from the high schools. A pilot program was initiated during fall 2017 and the attached narrative and results show promise for obtaining consistent student feedback within the courses. *(Addendum Attachment 2)*

Assessment Reporting
The Self Study review process noted that the collection of student learning assessment results, for both General Education and the assessment of academic programs, was often inconsistent among the faculty involved in teaching the courses. Discussions on the Institutional Effectiveness Council and the Work Group addressing Standard V lead to a Self Study Commitment to investigate adopting an electronic submission process to streamline reporting assessment results by faculty. This would ensure more regular reporting among full-time as well as part-time faculty, as well as the monitoring of results for improvement. Commercially developed products examined by the Assessment Liaison and Director of Research and Analysis proved to be cost-prohibitive during a time when the College is closely monitoring fiscal resources. As a result, the Assessment Liaison has been working with the College IT department for the development of an in-house system through the ARGOS reporting structure. It is anticipated that faculty training on how to input results would occur before the end of the spring semester, with implementation during the 2018-19 academic year. *(Addendum Attachment 3)*

MVCC
MOHAWK VALLEY COMMUNITY COLLEGE

Self Study 2018

This executive summary provides an overview of the major findings of the Mohawk Valley Community College (MVCC) 2018 Self Study Report. As a two-year, comprehensive process, the self study examined what we have achieved over the last 10 years, who we are today, and where we are headed as a dynamic anchor institution for our community.

Self Study Process

To ensure that the self study would be a useful learning experience for the College, the Steering Committee carried out its work to be inclusive, integrated, and accurate. The process began in February 2016 when seven committees were formed to examine the College as related to the Middle States Commission on Higher Education's seven standards that define an effective and vibrant college.

Committees gathered, analyzed data, and submitted their findings, which were reflected in multiple drafts of the report. In the past two years, nearly 200 employees from both campuses have volunteered to participate by serving on committees, providing information, or contributing to the report in some other manner.

The Steering Committee reviewed drafts and made recommendations for each chapter. Drafts were posted on the internal shared drive for all employees to review and comment during all phases of the report's development.

At the conclusion of the self study process and prior to the team site visit, all full-time employees participated in staff development sessions by discussing and reviewing the strengths and challenges identified with each criterion.

Summary of Accomplishments

Over the past 10 years, the College has undergone tremendous change and transformation to thrive in a new era where colleges are expected to do more and better with less. MVCC has done just that as demonstrated by the following examples of change since the last accreditation review in 2007:

Student Success

• Increased three-year graduation rate from 24% (2005-2008 cohort) to 31% (2013-2016 cohort).

• Closed the achievement gap for Black (8% to 18%) and Hispanic (14% to 25%) students.

• Managed recession-induced enrollment surge: 27% increase (Fall 2007 to Fall 2011) and respective 15% decline (Fall 2011 to Fall 2017).

• Managed recession-induced personnel surge: 17% increase in personnel FTE (2007 to 2013) and respective 7% decline (2012 to 2016).

• Increased minority student percentage from 8.5% (Fall 2007) to 15% (Fall 2017).

• Granted 9,119 degrees and 1,682 certificates.

• Received the College's first-ever Title III grant ($2.2 million).

Planning and Finance
• Completed two strategic planning cycles and actively engaged in a third cycle.
• Developed a nationally recognized comprehensive professional development program for faculty and staff.
• Increased annual grants under management from $1,323,296 to $7,060,287 (434% increase).
• Increased community and workforce education (Corporate and Community Education/CCED) budget from $1,129,931 to $1,482,133 (31% increase).
• Increased MVCC Foundation annual scholarship distribution from $228,000 to $315,000.
• Increased MVCC Foundation endowment from $3.5 million to $5.2 million.

Facilities
• Constructed two new buildings totaling $46 million (Jorgensen Center $15 million/Rome Plumley Complex $30 million) with $22 million on the horizon for two additional projects ($10 million outdoor athletic field renovation and $12 million Science & Technology Building).
• Completed 15 significant renovation projects totaling $7.9 million.
• Renovated 104 classrooms and related learning spaces.
• Updated the Facilities Master Plan twice.
• Maintained strong residence hall occupancy (Fall 2007 101% full to Fall 2017 89% full) while competition rose; the number of other State University of New York (SUNY) community colleges with housing went from six to 21.

Academics and Athletics
• Developed 12 new academic programs and discontinued 27 academic programs.
• Launched a nationally recognized Diversity and Global View graduation requirement.
• Secured designation as a National Center of Academic Excellence in Cyber Defense Two-Year Education (CAE2Y) by the National Security Agency and the Department of Homeland Security. MVCC is one of only 40 community colleges nationwide to hold this distinction.
• Launched the nationally recognized Pathways in Technology Early College High School (P-TECH) partnership program.
• Successfully managed two academic reorganizations in response to significant shifts in enrollment.
• Joined the national Achieving the Dream Network (ATD) and the American Association of Community Colleges (AACC) Guided Pathways 2.0 cohort.
• Won 10 national titles in four different sports.

Technology
• Increased the number of computer labs from 21 to 33.
• Increased computer network speeds ten-fold, from 100Mbs to 1000Mbs.
• Increased tech-enabled classrooms from 25 to 102.
• Launched several major software packages including DegreeWorks, Starfish, Argos Data Reporting System, Purple Briefcase Careers System, Campus Bookstore (Follett) Systems, Cornerstone Human Resources Recruitment and Onboarding System, and completed two Banner upgrades.

Access and Support
• Established the University and Partners Transfer Center (UPTC) with five partner colleges offering bachelor's and master's degrees on the Utica Campus.
• Created the College Community Connection (C3) Program to meet the non-cognitive and basic life needs of underserved students.
• Established food pantries on both campuses.
• Increased disability services staff from one to three and transitioned to having two full-time mental health counselors.
• Created a New Directions program to become the only college in New York State with an intentional support program for formerly incarcerated individuals.
• Increased the number of sections delivered in hybrid format from five to 52.
• Established a daily shuttle between the Utica and Rome campuses.

Community Connections
• Established the Advanced Institute for Manufacturing (AIM) to meet the training needs of manufacturing in a six-county region.
• Launched The Home of Innovative New Companies (thINCubator) to support new business startups.
• Established the Education Outreach Center (EOC) to deliver college and workforce readiness programming and support in inner city Utica.
• Expanded community outreach to host signature community events like the Boilermaker Health Expo, All-Mohawk Valley All-Star Dinner, Business Startup Competition, Mohawk Valley Home Show, Karen New Year for refugees, and many more.

2018 Self Study Major Findings
The self study report presents extensive and comprehensive patterns of evidence that MVCC meets all standards for accreditation. Through the self study process, MVCC identified the following strengths and challenges related to the standards for accreditation:

Standard I – Mission and Goals

Commendations
• MVCC did an excellent job of encouraging collaborative participation in the development of its Mission and Strategic Goals. The Board of Trustees members, employees, and external constituents had multiple opportunities to discuss their ideas.
• MVCC recognizes that strong and diverse students create strong and diverse communities, and vice versa, and has thereby required a focus on diversity and inclusion in its Mission and Strategic Goals.
• The development of an Excel Planning Pivot Table, a spreadsheet with department objectives/measures from the budget packets, enables the Strategic Planning Council (SPC) to receive the information accurately and review it more quickly, as well as use this information for the next year of the Strategic Plan.
• The annual Strategic Plan objectives are gleaned from the departmental objectives and provide clarity to the coordination of priorities across the College. Because of this process, the Strategic Plan objectives are focused and measurable.
• The institutional goals are broad enough while still focused enough to provide direction for departments to write plans that encourage individual and collaborative pursuit of scholarly inquiry and creative activity.

Commitments
Commitment 1a
MVCC commits to exploring better ways of enabling the College Wide Curriculum Committee (CWCC) to review a proposed academic program, in terms of how the program links to the Strategic Goals and how it integrates with the Mission of the College.
Commitment 1b
MVCC commits to investigating new methods of communicating the Mission and Strategic Goals of the College, and to reviewing the Mission with the development of the next Strategic Plan, commencing with the 2019-2020 academic year.

Mission

Mission Statement Mohawk Valley Community College provides accessible, high-quality educational opportunities to meet the diverse needs of our students. We are the community's college, committed to student success through partnerships, transfer and career pathways, and personal enrichment.

Vision Statement

Transforming lives through learning.

Core Values

Model the Way | Inspire Confidence | Encourage Excellence | Embrace our Community

Standard II – Ethics and Integrity

Commendations

• The Board of Trustees has well-defined policies that are readily available on the College website, are adhered to, and that cover the working aspects of the College. These policies have been recently reviewed and updated where appropriate.

• The Human Resources web page, which houses all employment-related forms, is well-organized and accessible to all employees.

• The College offers walk-up services in the Utica Student Service Center and the newly renovated Rome Student Services Center.

• Student Affairs has been able to offer services to meet the needs of the diverse groups of students. Offices such as Adult Learner Services, New Directions, Veteran Services, Upward Bound, and STEP/CSTEP have been instrumental in assisting students on their educational journey.

• MVCC's Foundation scholarships have been instrumental in helping students finance their education. In the 2016-2017 academic year, $314,954 in scholarship money was awarded.

Commitments

Commitment 2a

MVCC commits to ensuring that all documents, both in print and online, contain accurate and consistent information, and that all academic program displays in the catalog and publications clearly delineate program requirements and tracks.

Commitment 2b

MVCC commits to continuing to pursue and implement strategies to maintain and strengthen communications to address labor/management concerns.

Commitment 2c

MVCC commits to increasing the security of confidential materials across all departments of the College.

Standard III – Design and Delivery of the Student Learning Experience

Commendations

• MVCC's award-winning Diversity and Global View program continues to be a point of pride for the College.

• MVCC does an excellent job of leveraging community outreach through its non-credit offerings, either through assistance to businesses, children's workshops, adult professional development, updating workforce skills, or enrichment programs. Using third-party providers allows CCED to offer more programs to meet community needs.

• MVCC sponsors an extensive professional development infrastructure that provides a variety of venues and sessions available to all faculty and staff.

Commitments

Commitment 3a

MVCC commits to continuous review of all programs for compliance with the SUNY, State Education, and accreditation requirements.

Commitment 3b

MVCC commits to having CCED, EOC, thINCubator, and AIM review and revise assessment processes for all offerings.

Standard IV – Support of the Student Experience

Commendations

• The College has opened a new Learning Commons on both the Utica and Rome campuses. Modern and state-of-the-art learning spaces complete with advisement, tutoring, library, and technology services, as well as faculty offices, are in the Commons to support student success efforts.

• C3 has developed partnerships within the local community, particularly the Compassion Coalition, Inc., which has allowed the College to provide a student pantry to assist students in need. The pantry is just one of the ways C3 is helping to remove barriers for students so they can stay focused on their studies.

• The College's involvement in ATD, Completion Day, and Pathways to Graduation shows its continued commitment not just to access, but also to completion for all students.

• MVCC is one of the first community colleges in SUNY to implement DegreeWorks. Since 2011, every matriculated student has had the ability to track their own completion progress in their SIRS account using DegreeWorks.

Commitments

Commitment 4a

MVCC commits to monitoring its adjusted policy on the acceptance of transfer credit for efficiency and compliance with all state and regional policies and guidelines.

Commitment 4b

MVCC commits to refining and expanding the process to increase student access to credit for prior learning services and opportunities.

Commitment 4c

MVCC commits to exploring and implementing new ways of informing students of financial literacy issues in an effort to reduce financial aid default rates.

Commitment 4d

MVCC commits to monitoring the success of the student orientation and advisement programs, including coordinating advisement efforts to improve communication between Admissions, Student Service Center advisors, and faculty advisors.

Commitment 4e

MVCC commits to re-evaluating its developmental courses in light of recent national research to ensure student success in

subsequent college-level courses and to integrate developmental skills work into credit-bearing courses.

Commitment 4f
MVCC commits to continuing the process of identifying and assessing student learning outcomes for all Student Affairs areas of the College.

Standard V – Educational Effectiveness Assessment

Commendations
• MVCC was a pioneer in New York State in developing College-wide Competencies that represent institutional-level learning goals expected of all graduates, at a level of learning appropriate to their earned degree.
• MVCC has a comparatively longstanding history of focusing on the periodic assessment of the effectiveness of programs of student learning, providing access to documents and statistical information regarding program review and assessment of student learning outcomes, and promoting a culture of assessment.

Commitments
Commitment 5a
MVCC commits to an expansion of communication efforts regarding assessment of student learning and the use of results.
Commitment 5b
MVCC commits to implementing an electronic submission process for reporting academic and General Education assessment results, and to increasing training of faculty and academic leadership on the collection of student learning assessment data.
Commitment 5c
MVCC commits to more consistent examination of data and documentation of changes made as a result of assessment processes.
Commitment 5d
MVCC commits to strengthening the guidelines used to evaluate the effectiveness of the assessment processes. The SUNY Council on Assessment (SCoA) rubrics are possible resources.

Standard VI – Planning, Resources, and Institutional Improvement

Commendations
• Since the start of the Foundation's Major Gifts Campaign, the unrestricted funds available to the MVCC Foundation have increased, which has allowed the Foundation to exceed the 5 percent committed and increase the amount transferred to the College on an annual basis.
• MVCC has met the challenge of declining enrollment and funding revenue through intentional efforts to pursue additional funding sources and to preserve the core functions of the College.
• Portions of the Master Plan have already been completed, including a major $30 million renovation construction project from 2015 to 2017 on the Rome Campus. Also, when the College was awarded a $2.2 million Title III grant and a generous donation from an alumnus, the Master Plan projections for the Utica Campus were adjusted to incorporate the new Mandia Family Learning Commons.
• The College maintains a Sustainability Council, displaying its commitment to promote active participation from faculty, staff, and students in conserving energy and recycling efforts.
• In 2016, MVCC developed a comprehensive Diversity, Equity, and Inclusion Plan to document existing practices and solidify the College's commitment to advancing principles for creating a safe and welcoming environment for all students and employees.
• A six-step integrated marketing and communications process has been identified to help MVCC connect with its key audiences.
• The College has pursued and successfully obtained many outside grants to support various endeavors. The Grants Council coordinates grants planning and management activities and includes members from across the divisions of the College.
• MVCC has a resource allocation process in place to link budget requests to the current Strategic Plan and its underlying objectives and metrics. Budget requests are reviewed to ensure that available resources are linked to assessment data. The Budget Pivot Table allows analysis of past expenditures during the process of creating the budget, which allows the President's Cabinet to have alternate views of the budget lines and to conduct a line-by-line analysis while examining multiple budget scenarios.

Commitments
Commitment 6a
MVCC commits to adjusting the nomenclature of the current Facilities Master Plan, which refers to Academic Centers, to reflect the academic redesign to Departments.

Commitment 6b
MVCC commits to developing new, and monitoring all, revenue streams to ensure the long-term financial stability of the College.
Commitment 6c
MVCC commits to refining the Planning and Budgeting pivot tables for identifying and monitoring annual objectives that support the Strategic Plan and effective resource allocation across all departments.
Commitment 6d
MVCC commits to examining additional ways to ensure transparency of the resource allocation process.
Commitment 6e
MVCC commits to training budget managers to integrate operational goals and Program Outcomes Assessment Report (POAR) goals into one reporting model to enhance planning, assessment, and resource allocation processes.

Standard VII – Governance, Leadership, and Administration

Commendations
• MVCC has a Board of Trustees, President, and Administrative staff who are engaged in the work of the College and provide the appropriate leadership to allow the College to meet its Mission.
• MVCC has a College Senate and a Student Congress who are proactive in drafting policies and procedures to benefit the faculty, staff, and students.

Commitments
Commitment 7a
MVCC commits to continuing to actively identify ways to strengthen the effectiveness of the governance structure and processes.
Commitment 7b
MVCC commits to assessing the effectiveness of the administrative structure changes for the areas of Learning and Academic Affairs and Student Affairs.

Conclusion
The results of MVCC's 2018 self study are just a beginning for the College. The report and the work that it required is a point of departure toward the College's future success. The commendations provide a strong base from which we can build upon, and the commitments represent a priority list for future improvements that will continue to be integrated into planning efforts at the College.

Dual Enrollment Course Assessment Pilot Project Results – Spring 2018

Why Did We Run the Pilot?

Student Class Survey (SCS) return rates from our paper surveys in our Dual Credit (concurrent enrollment) program have consistently been low. Dual Credit currently operates in over 20 separate sites. Paper forms must be transmitted, and recollected, in the fall and spring terms. The paper forms often go astray in transit at either end. In addition, the high school terms do not align perfectly with the College's terms, so the distribution and collection periods for the paper forms often do not align with the high school course schedules. In checking with several other colleges that run substantial dual enrollment programs, they have used web based surveys via Survey Monkey to improve course evaluation return rates.

What Did We Do?

The paper survey used in all MVCC credit courses was recreated in Survey Monkey. The Director of Dual Credit identified two school districts (Oriskany and Holland Patent) who were willing to pilot the use of the web-based survey. Some instructors offered homework points to students who printed the last page of the survey as proof of completion.

The pilot survey was distributed to the two test sites in late fall 2017 semester. The survey web link was closed on 2-14-18.

Respondents had to pick their school from a drop-down menu, and enter the CRN (course registration number), subject code, course number and teacher name manually. We anticipated this would result in some data problems on the back end.

What Did We Find?

Preliminary data was compiled on 2-15-18. This preliminary return rates calculated below do not include any record where a CRN was entered less than perfectly (in other words, full data cleaning would likely show slightly higher return rates for each CRN based on record reassignment to a CRN inferred from subject, course number and teacher name). Preliminary return rates for each school are shown below:

Fall 2018-Oriskany

Row Labels	Sum of SSBSECT_ENRL	Pilot total (Not cleaned)	% Returned	
Fall 2018-Oriskany				
11428.EN110	20	20	100.0%	
13007.PS101	17	14	82.4%	
15915.IS101	14	8	57.1%	
15916.IS101	14	0	0.0%	
16811.FA101	10	0	0.0%	
17880.MA115	15	15	100.0%	
17881.MA115	15	0	0.0%	
18188.PS101	16	13	81.3%	
18744.HI111	17	15	88.2%	
18745.HI111	15	15	100.0%	
18746.SP191	4	5	125.0%	*
18747.HI111	20	19	95.0%	
18919.BM100	12	10	83.3%	
Grand Total	**189**	134	70.9%	

*Student may have taken more than once OR bad CRN data entry

Fall 2018-Holland Patent

Row Labels	Sum of SSBSECT_ENRL	Pilot (Not cleaned)	Return Rate
10282.SP201	9	9	100.0%
11373.EN101	13	13	100.0%
13008.BM101	30	0	0.0%
15824.MA115	17	14	82.4%
15825.MA115	17	0	0.0%
15826.BM101	27	0	0.0%
15934.FR201	13	1	7.7%
16580.MA115	14	12	85.7%
16581.MA115	14	0	0.0%
17081.MT140	10	0	0.0%
17082.MT140	10	0	0.0%
17441.FR191	14	10	71.4%
17839.SP191	22	15	68.2%
18174.HI111	25	0	0.0%
18189.FR191	17	15	88.2%
18192.EN101	18	19	105.6%
18193.EN101	12	12	100.0%
18464.EN101	15	11	73.3%
18482.HI111	26	0	0.0%
18489.MA115	11	10	90.9%
18490.MA115	11	0	0.0%
18918.SP191	8	7	87.5%
Grand Total	**353**	148	41.9%

One CRN for Oriskany showed a higher than 100% return rate – this is a result of data entry error.

Results indicate that the pilot should be expanded, with iterative corrections to method as necessary to improve data quality. These return rates, while variable between schools, and among CRN's within schools, are improved over the rates using paper instruments.
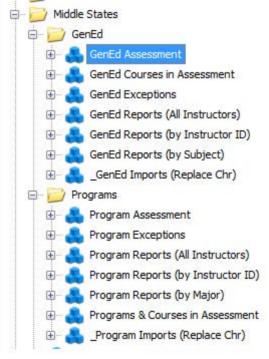
Next Steps:

As anticipated, relying on student respondents to fill information in correctly results in some back-end data quality problems. These are far from insurmountable, and there are potential fixes, such as pre-loading additional information as drop-downs. The Office of Institutional Research and Analysis (OIRA) will also test merging this data with the paper Scantron data from on-campus courses to make sure that data for all sections of a given course can be merged into one data system.

The OIRA will work with the Director of Dual Credit to re-run the survey in the next term (possibly adding a third school) and making some adjustments to the front end.

Another area that needs to be examined is "sustainability". Initial response rates are good, but this may be affected by the newness of the method, and a likely scenario is that response rates may decline as the method becomes more established. OIRA and the Director of Dual Credit will continue to work with high school faculty to establish and maintain student incentives to keep return rates high.

Prepared by Marie Miknavich, Director of Institutional Research and Analysis

- Middle States
  - GenEd
    - GenEd Assessment
    - GenEd Courses in Assessment
    - GenEd Exceptions
    - GenEd Reports (All Instructors)
    - GenEd Reports (by Instructor ID)
    - GenEd Reports (by Subject)
    - _GenEd Imports (Replace Chr)
  - Programs
    - Program Assessment
    - Program Exceptions
    - Program Reports (All Instructors)
    - Program Reports (by Instructor ID)
    - Program Reports (by Major)
    - Programs & Courses in Assessment
    - _Program Imports (Replace Chr)

GenEd Assessment
Norayne Rosero

Select or Enter Term:

Step#1 201708 - 2017 Fall Semester ▾   ☐ Show Future Terms

Select Course for Assessment:

Step#2

CRN	Course	Course_Title
17083	MA 110	Elementary Statistics
11272	MA 253	Calculus 3

Quick Preview of Students in Selected Major and Course:

M	Name_LFM	Major	Major_Desc
M1...	A... Abi...	34	Lib Arts&Sci-Gen Study- AS
M1...	Alc... Sarah	34	Lib Arts&Sci-Gen Study- AS
M1...	A... A...	00	Formerly Matriculated
M1...	B... Ashley N	34	Lib Arts&Sci-Gen Study- AS
M1...	Ba...	86	Lib Arts & Sci-Math&Sci AS-T
M1...	Be... Brian A	803	Comp Sci:Cybersecurity AS -T
M1...	Be... E...	5AH	LA&S:Adolescence Education AS

32 items

Select Outcome:

Step#3

OUT#	OUTCOME_DESC
1	Interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.
2	Represent mathematical information symbolically, visually, numerically and verbally.
3	Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.
4	Estimate and check mathematical results for reasonableness.
5	Recognize the limits of mathematical and/or statistical methods.

Select Criteria:

Step#4 Generally Correct ▾

You selected the following:

Course: MA 110   Elementary Statistics

Outcome: 3   Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.

Criteria: Generally Correct

Students#: 2

Enter Number Of Students:

Step#5 2   [Save Result]

GenEd Assessment
Norayne Rosero

Select or Enter Term:

Step#1 201708 - 2017 Fall Semester ▼   ☐ Show Future Terms

Select Course for Assessment:

Step#2

CRN	Course	Course_Title
17083	MA 110	Elementary Statistics
11272	MA 253	Calculus 3

Quick Preview of Students in Selected Major and Course:

M	Name_LFM	Major	Major_Desc
M1.........	A...	34	Lib Arts&Sci-Gen Study- AS
M1.........	Al....	34	Lib Arts&Sci-Gen Study- AS
M1.........	Al...	00	Formerly Matriculated
M1.........	B..... ...Ashley N	34	Lib Arts&Sci-Gen Study- AS
M1.........	Ba......	86	Lib Arts & Sci-Math&Sci AS-T
M1.........	Be... .... A.	803	Comp Sci:Cybersecurity AS -T
M1.......	Be.....	5AH	LA&S:Adolescence Education AS

32 items

Select Outcome:

Step#3

OUT#	OUTCOME_DESC
1	Interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.
2	Represent mathematical information symbolically, visually, numerically and verbally.
3	Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.
4	Estimate and check mathematical results for reasonableness.
5	Recognize the limits of mathematical and/or statistical methods.

Select Criteria:

Step#4 Generally Correct ▼
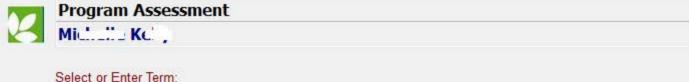
You selected the following:

Course: MA 110   Elementary Statistics

Outcome: 3   Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.

Criteria: Generally Correct

Students#: 2

Enter Number Of Students:

Step#5 2

Save Result

Program Assessment

Michelle Kelly

Step#1 Select or Enter Term:

201708 - 2017 Fall Semester ▼   ☐ Show Future Terms

Step#2 Select Course for Assessment:

CRN	Course	Course_Title
10100	RE 100	Intro Recreation
13702	RE 105	Rec Ldrshp & Activity Dvlpmnt
15045	RE 105	Rec Ldrshp & Activity Dvlpmnt
15299	RE 205	Rec Internship 1
15300	RE 205	Rec Internship 1

Quick Preview of Students in Selected Major and Course:

M	Name_LFM	MidTerm	Final	Major
M	Bo	B	A	76
M	Hag	F	C	76
M	Ha	F	F	76
M	La	C	B	76
M	Prin	F	D	76
M	Wc	A	A	76

6 items

Step#3 Select Major for Assessment:

Major	Major_Desc
76	Recreation &Leisure Serv AAS-T

Step#4 Select Outcome:

PRG_CODE	OUT#	OUTCOME_DESC
76	2a	Using a rubric, 80% of students who successfully complete RE105 will demonstrate competence (70% performance or better) in leading recreation activit…
76	3c	Using a rubric, 80% of students in RE 105 will have a score of 70% or higher on their individual activity projects.

Step#5 Select Criteria:

70% or greater ▼

You selected the following:

Major: 76   **Recreation &Leisure Serv AAS-T**

Course: RE 105   **Rec Ldrshp & Activity Dvlpmnt**

Outcome: 3c   **Using a rubric, 80% of students in RE 105 will have a score of 70% or higher on their individual activity projects.**

Criteria: 70% or greater

Students#: 2

Enter Number Of Students:

Step#6   2

Save Result