



GENERAL EDUCATION ASSESSMENT REPORT

Appreciation of the Ethical Dimensions of Humankind

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Reviewed by –
Data Collection - Spring, 2018

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DRAFT

General Education Assessment

Appreciation of the Ethical Dimensions of Humankind

CSA105 & CSC 101

I. Introduction

Planning for the Appreciation of the Ethical Dimensions of Humankind Assessment (to be referred to in this document as Ethics Assessment) began in the fall 2017 semester with subcommittee meetings and general planning sessions. During spring 2018 the team moved to implementation.

1. Identify the General Education outcomes that were chosen for assessment.

For this assessment, professionally accredited and NEASC only accredited programs were split into different categories. Given the varied nature of courses and the diverse accreditation, each professionally accredited program was allowed to independently determine their assessment outcomes, methods and reporting. Programs without professional accreditation were given more specific instructions regarding the structure of the assessment and outcome to be assessed.

Class	Lead Person	Number of Sections	Student Enrollment Spring 2018	Percent	Professionally Accredited Program
CSA* 105 Intro to Software Applications	Peter Cisek	17	311		NO
CSC* 101 Introduction to Computers	Sandra Eddy	13	233		NO
DAT* 101 Intro to Digital Arts	Ray Leite	4	49		NO
ECN* 101 Principles of Macroeconomics	Donna Marotti	7	195		NO
ECN* 102 Principles of Microeconomics	Donna Marotti	3	91		NO
NUR* 101 Introduction to Nursing Practice	Lisa Anderson	1	125	Est. Fall	YES
TCN* 101 Intro to Engineering Technology	Narendra Sharma	2	31		YES
ECE* 109 Science & Math for Children	Cynthia Meo	1	19		? YES
EET* 104 & EET* 294 taken sequentially	Kristen L. Dagan McGee	2	24		YES
EET* 110 Electric Circuits I	Kristen L. Dagan McGee	1	8		YES
RSP* 141 - Principles of Resp Care	Margaret Guerrera	2	15		YES
TOTALS		53	1101		
Total NEASC Only Accredited		44	879	80%	
Total for Professionally Accredited		9	222	20%	

The following are the BOR learning outcomes for the category of Ethical Dimensions. It must be noted that this category is an “embedded” competency and is directly linked to Continuing Learning and Information Literacy (CL/IL) which is a full credit bearing category. Ethics is a non-credit bearing category in the general education.

BOR TAP’s Learning Outcomes – Ethical Dimensions

1. Recognize and reflect critically on ethical issues.
2. Apply appropriate concepts and terminology in identifying ethical problems and proposing and defending solutions to them.
3. Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence.
4. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.

For the NEASC only accredited courses, outcome #1 was chosen to be assessed. As stated above, accredited programs would vary depending on the needs of their individual accreditation bodies.

[2. Explain how these outcomes align with course outcomes.](#)

For this section of the report the focus will be only on CSA105 and CSC101. Other classes will follow this report with individual results. Below please see the outcome mappings for each course.

BOR TAP’s Learning Outcomes Ethics	Corresponding Outcomes CSA 105
1. Recognize and reflect critically on ethical issues.	Evaluate and respond to the ethical, social, legal, and economic issues surrounding information technologies.
2. Apply appropriate concepts and terminology in identifying ethical problems and proposing and defending solutions to them.	Evaluate and respond to the ethical, social, legal, and economic issues surrounding information technologies.
3. Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence.	Plan, create and modify presentations with the understanding of common business and educational requirements appropriate to the need(s) of the audience. Use commands and skills to generate proper professional and academic documents. Show evidence of research including

4. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.

accurate documentation of sources and selection of appropriate information for the needs of the audience.

Plan, create and modify information to broaden knowledge to identify and solve problems or enhance decision-making. Plan, create and modify presentations with the understanding of common business and educational requirements appropriate to the need(s) of the audience.

Additional Outcomes

- Identify key concepts and terminology of relevant productivity technologies.
- Use current, relevant productivity tools and technologies to solve problems and enhance decision-making.
- Demonstrate competency in computer technology in the following eight areas:
 1. Computer Operation Basics;
 2. Word Processing;
 3. Presentation Software;
 4. Spreadsheets;
 5. Databases;
 6. Graphics and Multimedia;
 7. Internet - Web Basics;
 8. Electronic Communications.

Manage files and folders in an electronic environment.

BOR TAP's Learning Outcomes Ethics

1. Recognize and reflect critically on ethical issues.
2. Apply appropriate concepts and terminology in identifying ethical problems and proposing and defending solutions to them.
3. Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence.
4. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.

Corresponding Outcomes CSC101

Evaluate and respond to the ethical, social, legal, and economic issues surrounding information technologies.

Evaluate and respond to the ethical, social, legal, and economic issues surrounding information technologies.

Write and defend arguments to respond to the ethical, social, legal, and economic issues surrounding information technologies.

Use relevant and appropriate technologies for personal, educational, professional and technical problem solving. Demonstrate appropriate use of information for academic research, communication, training, and development.

Show evidence of research including accurate documentation of sources and selection of appropriate information for the needs of the audience.

Synthesize information to broaden knowledge in solving problems and enhancing decision-making, both in groups and independently.

Additional Outcomes

Use technology concepts, components and terminology to solve problems.

Apply current, relevant technology tools to model, solve and evaluate results and alternatives of business problems.

Apply current, relevant technology tools to model, solve and evaluate results and alternatives of business problems.

Show evidence of research including accurate documentation of sources and selection of appropriate information for the needs of the audience.

Demonstrate competency in computer technology in the following eight areas:

1. Computer Operation Basics;
2. Word Processing;
3. Presentation Software;
4. Spreadsheets;
5. Databases;
6. Graphics and Multimedia;
7. Internet - Web Basics;
8. Electronic Communications.

Use a computer operating system, both on an individual workstation and in a networked environment.

3. Describe your assessment tool (i.e. rubric) and provide a copy of it in your appendix. Explain how the tool was developed.

Beginning in academic year 2013-2014 the department began to evaluate computer assisted technology for all CSA and CSC101 classes. The CSC and CSA Technology Project has allowed for implementation of an agile model to move to a computer supported/integrated curriculum for all CSC101 and CSA105 sections. The rationale for the move was that the changes will increase student retention and flexibility while continuing to ensure courses are relevant with current technologies, business trends and market factors.

The goal was to develop a best in class technology implementation. Special consideration was given to assessment planning, modeling and evaluation.

Based on this curriculum move, the department looked at texts and software that included ethical dimensions outcomes relating to technology. All of the material was implemented in a fully interactive lab environment, supported by Pearson MyITLab.

For this assessment we met with Pearson technical leaders and discussed assessments that had been performed by other schools using the MyITLab. Data from UMass Dartmouth as well as another unnamed school were shared with our team. For these schools, part of the assessment used hands on projects, and for the ethical portion multiple choice was the tool. After careful review, we choose a common multiple-choice test to be distributed to all sections on CSA105 and CSC101 using the MyITLab.

Assessment questions can be found in the appendix.

4. If an assessment has been conducted in the past, provide a brief overview and explain any adjustments that were made for this assessment.

No assessment had been completed prior to this effort.

5. Describe any professional development offered to faculty in response to previous assessment data.

n/a – no previous assessment.

But of note...

Professional development was done with both implementations of MyITLab. For the second implementation of MyITLab 2016, a MyITLab Train-a-Thon Day was delivered. In this 11-hour train-a-thon, together we were able to train ALL Full Time CIS/BA faculty and 97% of our teaching adjuncts, for a total of 28 people up and ready to go on the new MyITLab for fall 2017.

6. Identify assessment committee members.

Peter Cisek

Sandra Eddy

Ray Leite

Donna Marotti

Lisa Anderson

Narendra Sharma

Cynthia Meo

Kristen L. Dagan McGee

Margaret Guerrero

II. Assessment Methodology

1. Describe your assessment method.

Common exam questions linked to outcomes was completed for these non-accredited classes. In order to develop the set of questions common to both CSA105 and CSC101, faculty were queried to participate in the compiling and evaluation of questions.

2. What instructions were given to faculty?

General information has been discussed in staff meeting and by email for multiple semesters. Below are the substantive emails.

Assessment for Ethical Dimensions

NV - CIS BA 2017 to 2018 Faculty

Wed 3/21/2018 9:24 AM

Hello to all faculty teaching CSA105 and CSC101,

The purpose of this email is to keep you informed about the work that is in progress with assessment:

The General Education competency of *Appreciation of Ethical Dimensions of Humankind* is currently moving forward with assessment. We are collecting data from students by the end of this semester. Each of you has a different way of assuring these outcomes are met. I would suggest that those in CSC101 take care to look at the material in Chapter 3 and Chapter 8 of TIA as that is the best source of ethics information for our text (chapter 8 will be added back on the master syllabus for the fall - please just find a place to add the ethics portion for this semester). For CSA105, we will continue to evaluate the 2 chapters of ethics that are included on your CSA105 shell. All assessments will be done on MyITLab so we can easily roll information. We only care about the 550 students as a whole who are enrolled in CSA105 and CSC101 this semester.

We will be assessing competency areas 1 & 4 listed below (see rubric at end of document). There is still some debate on doing number 4 or 2...so stay tuned on that.

Other courses that will be part of this assessment are listed below with their leaders.

1. CSA*105 Intro to Software Applications – Peter Cisek
2. CSC*101 Introduction to Computers – Sandra Eddy
3. DAT*101 Intro to Digital Arts – Ray Leite
4. ECN*101 Principles of Macroeconomics – Donna Marotti
5. ECN*102 Principles of Microeconomics - Donna Marotti
6. NUR*101 Introduction to Nursing Practice – Lisa Anderson
7. TCN*101 Intro to Engineering Technology- Narendra Sharma
8. ECE*109 Science & Math for Children - Cynthia Meo
9. EET*104 & EET*294 taken sequentially - Kristen L. Dagan McGee
10. EET*110 Electric Circuits I - Kristen L. Dagan McGee

After consideration, we are going to be using the method of Multiple Choice for this first assessment round. We have spent time reading and talking with people for Science and believe this best aligns with our model for this assessment. You can read other groups assessment reports on the website – look to the bottom of the page:

<https://www.nv.edu/Academics/Academic-Programs/General-Education>

[General Education Assessment and Curriculum Design](#)

www.nv.edu

Naugatuck Valley Community College considers general education an important component of its degree programs.

What we expect as the timeline with activities:

1. Multiple choice questions (we are suggesting 10 per Outcome – so 20 total) that will be used to assess outcomes one and four by March 27th, 2018 (week 9 of semester).
2. Tuning of questions – Weeks 10-12
3. Administer assessments Week 13 of semester (April 22-April 29).
4. Collect data in aggregate from each leader – We will need the grade that each student scored on Assessment 1 and Assessment 2. We will distribute an EXCEL sheet for each leader to populate. Data returned by end of semester.
5. Data will be aggregated over summer 2018. All who wish to be involved in findings can be involved.
6. Nursing data to be added 10/18.
7. Report target date 11/18.

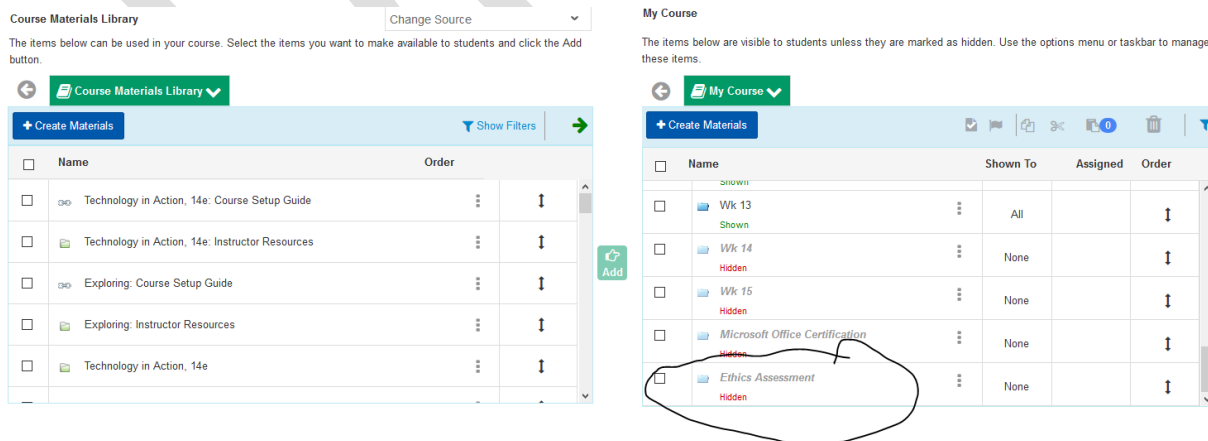
3. How and when were instructions conveyed?

It should be noted that for this project a NV Ethical Dimensions OUTLOOK GROUP was established to streamline and simplify the distribution of information. All faculty and project team members were included in the group.

After the questions were developed, each section had the material loaded into MyITLab. Below are the instructions to faculty regarding the implementation of the assessment:

Eddy, Sandra
 Mon 4/16/2018 8:47 AM
 Hello again to those teaching CSA105 and CSC101,

The assessment for Ethical Dimensions is currently populated in your MyITLab and ready for your students to take - IT IS AT THE END OF YOUR MY COURSE listings AFTER WEEK 15. The assessment is in a folder named Ethics Assessment (see screen shot below).



This assessment will be scaled after we are done collecting information. We will only be looking at data from our students as a whole. Currently we have 30 sections with just under 550 students in place - giving us over 62% of the non-accredited students in this competency (see section data below).

What we need from you before May 2nd.

1. Please schedule 15 minutes of class time to have your students take this test - it is only 20 questions, so that will be enough for most students (total time allowed is 30 minutes to cover accommodations etc)
2. Please stress the importance of the test so that students give this their full attention.
3. In order to release the test, you must make it visible.
4. Instruct students to not use other resources when taking the test.
5. If you are teaching online, please follow the same instructions. A 30 minute max is set with the test.
6. Please complete this by May 2nd.
7. Peter and I will be rolling all data together as a whole. Sections will not be included in our data.

Please remember that this assessment is for us to understand what our students know as of now. We do not have a baseline of what they knew when they started, so do not focus on their score. Take the test yourself (in your account in student view, so you can get your score), and you will most likely not have a perfect score! As a result of the assessment we as a group can better understand some things about our students....and hopefully continue to build on the quality of content of the courses.

4. [How were student artifacts collected?](#)

All assessment data was captured in the MyITLab. Given we moved to a centralized model, all sections are able to be viewed and consolidated at an administrative level.

5. [What percentage of course sections and instructors participated?](#)

87% of sections were represented in the assessment.

Sections Completing Assesement	
CSA 105	17
CSC 101	9
Total Sections	26
Not Completed	4
Total possible	30
% of Completed	87%

III. Assessment Data

1. Describe your sample size and sampling method.

The assessment was loaded in all 30 sections of classes. Instructors were asked to administer the exam prior to final exam completion (May, 2018).

2. How many student artifacts did you collect?

A total of 223 student artifacts were collected.

3. How did you ensure that scored artifacts were representative of typical student demographics in the assessed course? (i.e. Were artifacts scored for all students enrolled in the course or was a random sample taken?)

Artifacts were scored for all students who took the exam, and the exam was loaded for all enrolled. Given this assessment was performed at the end of semester when attendance is low, the sample size is smaller than projected.

4. How and when was scoring conducted?

Scoring was done by the computer program and all information was rolled up by question and by individual student.

5. How did you ensure inter-rater reliability? (i.e. What training, if necessary, did you provide scorers?)

Multiple Choice - Utilized answers given by industry experts from Pearson texts.

6. If scorers included faculty not on the assessment committee, identify names and titles.

n/a

7. What constraints or limitations did you encounter in your methodology?

Administering assessment at the end of the second semester had the challenges of decreased attendance in the classrooms. Overall, using the MyITLab software that we had in place, and populating the dashboards for each section, did help to increase participation by section to 87%, but overall artifact number was lower than projected. Faculty members teaching only needed to release the assessment to their section.

IV. Findings

1. Provide a spreadsheet of raw data in an appendix.

See appendix for multiple versions of raw data.

2. Highlight significant data (i.e. mean, median, and mode scores).

All scores are on a 100-point scale for the 20-question assessment.

CSA 105 and CSC 101 Ethics Assessment

Count	223
Min Score out of 100	5
Max Score out of 100	100
Average	68.8479%
St Deviation	16.0456 points
Median	70
Mode	80

3. Explain how data relate to student performance on course and General Education outcomes.

This first graph (figure 1) shows the total number of students who scored at each level between 5-100%. The majority of students are in the range of 70-80%. Number of scores per data point are shown in the frequency graph (figure 2).

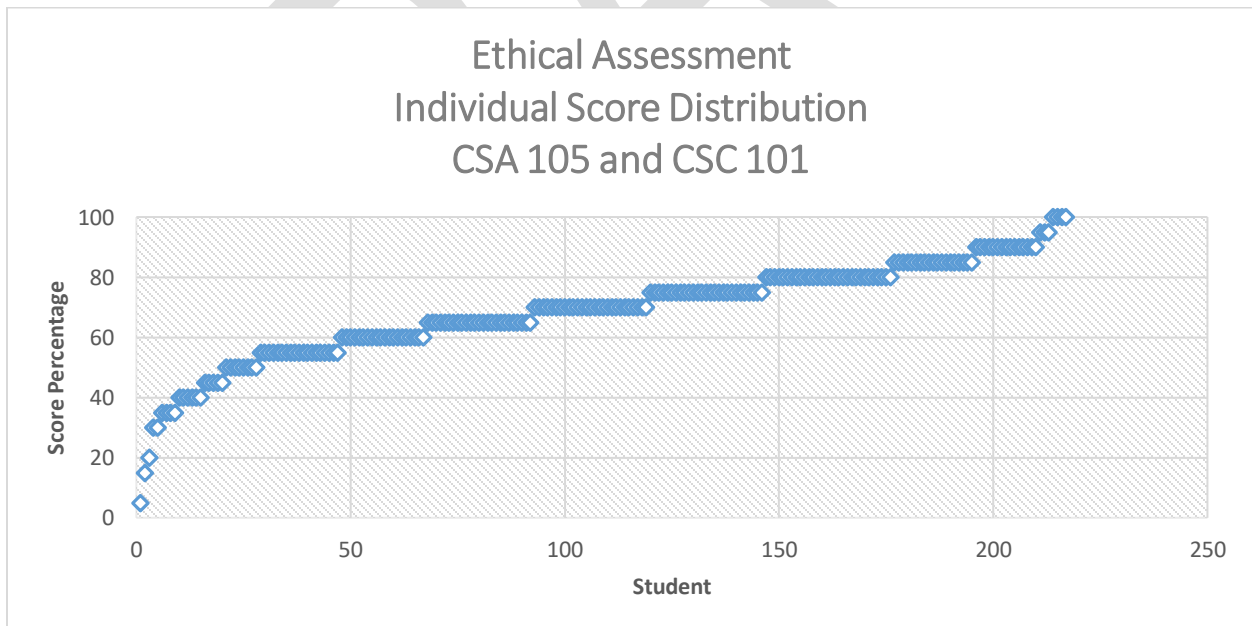


Figure 1: Graph of Score Distribution

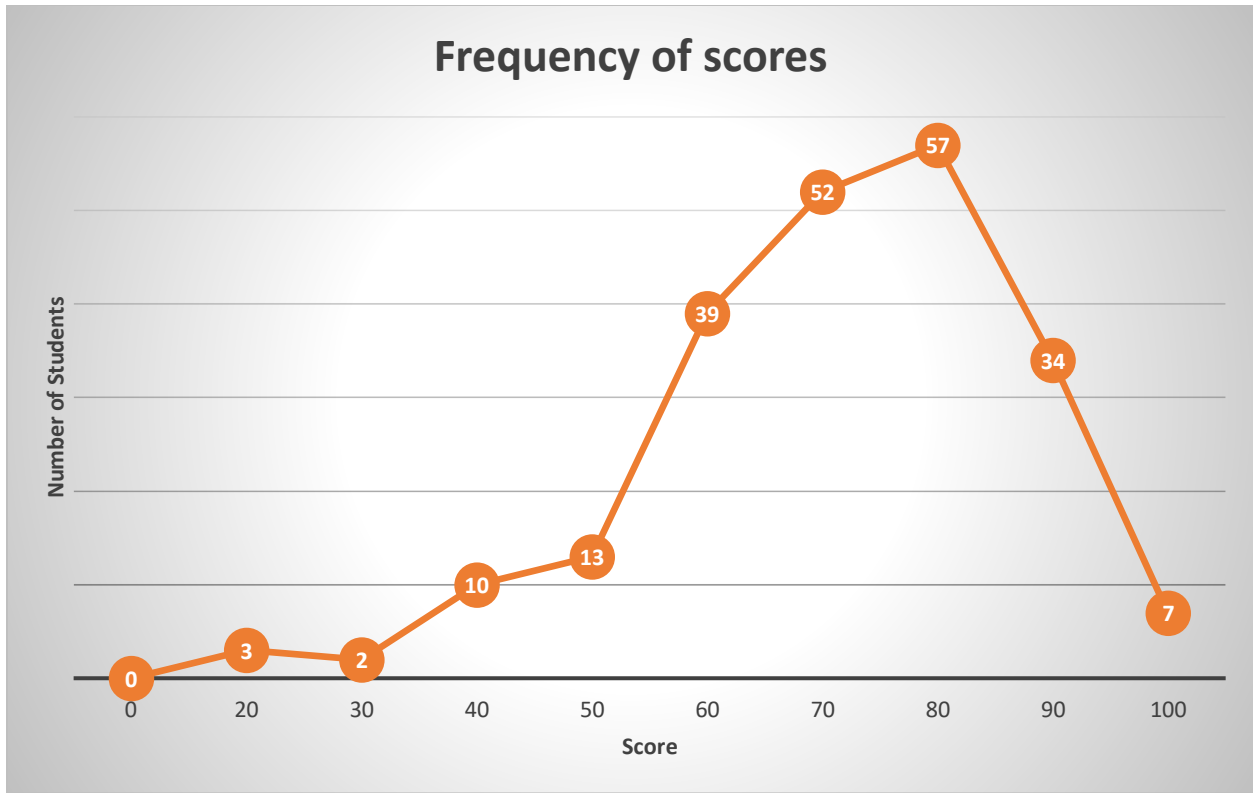


Figure 2: Frequency of scores

As shown in figure 2, the scores do reflect a bell curve centered around 80%. Given no incoming scores were available, being able to norm this data for growth is not possible. All questions utilized were obtained from college level texts and are vetted by professionals in the field. The tail of scores from 20% to 50% does decrease the mean score down. This is reflected by the higher median and mode, 70% and 80% respectively. To be noted, 67% of students scored over 70%.



Figure 3: Percent correct answered by question

The questions highlighted in red in the graph above show the four “outliers”, namely questions 1,2,6, and 15. Questions 1 and 2 involve distinguishing moral and ethics. These definitions have very fine lines. Many sources state the words are used interchangeably. Looking at the word origin of ethos and mos, shows the nuance.

Ethics

Morals

Origin Greek word "ethos" meaning "character" Latin word "mos" meaning "custom"

When we delve further, the nuance moves to:

Why we do it? Because society says it is the right thing to do.

Because we believe in something being right or wrong.

Source: https://www.diffen.com/difference/Ethics_vs_Morals

Consideration must be given to increasing vocabulary and use of these words in context.

Question 6 – discussion needed on the term “netiquette”.

Question 15 involves the determination of deciding which is the “false” choice – so three responses are true and one is false. This type of question structure can lead to lower results if the student does not carefully read the question.

4. If a previous assessment has been conducted, compare data sets.

n/a

V. Conclusion

1. Relate student performance on outcomes to course level pedagogy.

When CSA105 and CSC101 applied for the General Education area of CL/IT it was later determined that this category would also “house” the General Education category of Ethical Dimensions. At that point ethical discussions were part of the curriculum but no formal mapping had been performed. As a result of this course level change, formal material was evaluated and added to both courses to support these outcomes.

2. Indicate areas where professional development is needed to order to increase student learning in areas where assessment data shows weakness.

As a team, the faculty teaching CSA105 and CSC101 periodically come together to review technology, texts, and support material for all sections. Professional development specifically targeting this area can be discussed prior to the next review. The first step with this process was the consolidation of material, the use of a common platform, the collaboration needed to perform an assessment using a common technology platform, etc. The next step will be the sharing of the results with all faculty members and the informal conversations. After this is completed a more formal professional development plan can be developed from the assessment findings. Overall, the process has opened up lines of communication that never existed prior to formal assessment.

3. Indicate any possible need for changes to assessment tools or course outcomes.

Many in the community are very interested in exploring a “portfolio” type assessment tool, such as Aqua or Task Stream in order to attempt a case study. Using a case study assessment may provide a different lens to these course outcomes.

VI. Appendix

Sample questions CSC101 and CSA105

Submitted by Peter Cisek and Sandra Eddy 3/28/18

1. _____ involve(s) conforming to established or accepted ideas of right and wrong.

- A) Ethics
- B) Morals
- C) Laws
- D) Copyright

Reference: Objective 1: Define Ethics, Systems of Ethical Conduct, and Personal Ethics

2. Guidelines that you use to make decisions every day are _____ principles.

- A) moral
- B) ethical
- C) legal
- D) copyright

Reference: Objective 1: Define Ethics, Systems of Ethical Conduct, and Personal Ethics

3. Formal, written standards designed to apply to everyone are called _____.

- A) ethics
- B) morals
- C) injunctions
- D) laws

Reference: Objective 1: Define Ethics, Systems of Ethical Conduct, and Personal Ethics

4. An ethical business choice has to take the _____ into consideration.

- A) potential profit
- B) potential loss
- C) stakeholders
- D) administrative bonuses

Reference: Objective 2: Determine How to Make Ethical Choices

5. Posting a picture on Facebook and tagging your friend without his or her permission is _____.

- A) illegal
- B) ethical
- C) unethical

D) amoral

Reference: Objective 2: Determine How to Make Ethical Choices

6. The collection of guidelines for communicating and exchanging information over Internet services like e-mail and online chats is _____.

- A) an acceptable use policy
- B) netiquette
- C) fair use policy
- D) the Ten Commandments of Computer Ethics

Reference: Objective 3: Decide Which Cyberethics Guidelines to Follow

7. The biggest problem in cyberspace is _____.

- A) violations of netiquette
- B) flaming wars
- C) the theft of intellectual property
- D) the theft of real property

Reference: Objective 4: Define Intellectual Property and Copyright

8. Which of the following is protected by copyright law?

- A) common phrases
- B) old proverbs
- C) discoverable facts
- D) an original sound track

Reference: Objective 4: Define Intellectual Property and Copyright

9. Works without copyright protection are considered _____.

- A) fair use
- B) personal property
- C) real property
- D) public domain

Reference: Objective 4: Define Intellectual Property and Copyright

10. Any illegal use of copyrighted software is referred to as _____.

- A) software piracy
- B) amoral behavior
- C) plagiarism
- D) hacking

Reference: Objective 6: Describe Copyright Infringement

Reference: Objective 8: Define Fair Use

11. Which one of the following is NOT an example of plagiarism?

- A) turning in a paper written by another student
- B) identifying a direct quote within quotation marks

- C) falsifying a quotation source
 - D) turning in a paper in which too much content comes from other sources
- Reference: Objective 10: Define Plagiarism

12. The American Psychological Association (APA) and the Modern Language Association (MLA) are _____ styles.

- A) quotation
- B) indenting
- C) citation
- D) fair use

Reference: Objective 10: Define Plagiarism

13. If you are in possession of information about an individual and don't know if that person would want that information disclosed, you should _____.

- A) email the information to the individual's best friend
- B) keep the information confidential
- C) post the information on Facebook and wait for someone to post a reply
- D) Twitter the information for your followers to view

Reference: Objective 1: Define Privacy and the Associated Risks in Cyberspace

14. Which action is upholding privacy and demonstrating ethical behavior?

- A) deleting a video from your phone taken of a friend singing karaoke at an end of semester party without sending it to anyone or posting it anywhere
- B) taking a video of a friend singing karaoke at an end of semester party and sending it to his girlfriend
- C) posting the video from your phone to Facebook of a friend singing karaoke at an end of semester party
- D) burning a DVD of a video, taken with your smartphone, of a friend singing karaoke at an end of semester party and playing it as a surprise at your friend's graduation party

Reference: Objective 1: Define Privacy and the Associated Risks in Cyberspace

15. When evaluating the validity of information found on websites, which of the following is FALSE?

- A) You should assess that all web pages contain at least some valid information.
- B) You should verify information with other online and non-web sources.
- C) You should determine whether the information is biased.
- D) You should see if the site has the date when it was published.

16. An email that appears to be from a valid site like PayPal asking the email recipient to validate account numbers or credit card numbers is an example of _____.

- A) pretexting
- B) phishing
- C) hacking

D) malware

Reference: Objective 4: Describe Major Threats to Online Privacy and Methods to Combat the Threats

17. Stealing someone's personal information like their social security number and using that information to run up debts in their name is _____.

- A) hacking
- B) pretexting
- C) phishing
- D) identity theft

Reference: Objective 4: Describe Major Threats to Online Privacy and Methods to Combat the Threats

18. The perceived division between people who have digital technology and those who do not is referred to as the _____.

- A) digital divide
- B) physical access gap
- C) accessibility gap
- D) gap

Reference: Objective 7: Define the Digital Divide and Describe Methods for Bridging It

19. Which is NOT an essential piece of data to evaluate the accuracy of a website?

- A) the author's name
- B) the publisher
- C) the relation of the author to the publisher
- D) the country in which the author resides

Reference: Objective 8: Describe Methods to Evaluate the Accuracy of Digital Information

20. Identifying individuals in photos or videos that are posted online is called _____.

- A) a hoax
- B) tagging
- C) pretexting
- D) phishing

Reference: Objective 9: Define Online Reputation and Describe Methods for Protecting Your Online Reputation

Summary of Data by Question

Question: Type	Section No	Applicatio	Total No. o	Average T	% Correct	No. Corre	No. Incorr	Skipped
Ethics 1 Total			223	0:01	33.65%	79	144	0
Ethics 2 Total			229	0:00	36.76%	86	141	2
Ethics 3 Total			223	0:07	86.98%	199	20	4
Ethics 4 Total			223	0:17	49.12%	106	111	6
Ethics 5 Total			223	0:00	67.35%	153	63	7
Ethics 6 Total			223	0:01	30.87%	75	141	7
Ethics 7 Total			223	0:16	53.49%	122	93	8
Ethics 8 Total			223	0:00	84.57%	190	25	8
Ethics 9 Total			223	0:00	66.93%	147	68	8
Ethics 10 Total			223	0:00	55.96%	128	87	8
Ethics 11 Total			223	0:00	81.28%	178	37	8
Ethics 12 Total			223	0:00	85.25%	187	28	8
Ethics 13 Total			223	0:00	91.97%	207	8	8
Ethics 14 Total			223	0:00	87.45%	195	20	8
Ethics 15 Total			223	0:00	46.40%	112	103	8
Ethics 16 Total			223	0:00	71.00%	159	56	8
Ethics 17 Total			232	0:00	89.82%	212	11	9
Ethics 18 Total			223	0:00	66.57%	151	64	8
Ethics 19 Total			223	0:00	53.26%	122	93	8
Ethics 20 Total			223	0:00	90.78%	205	9	9
Grand Total			4475			3013	1322	140

Detail of Data by Question

Question:Standard	Section Number	TOTAL No. of Times Question Presented	Average Time	% Correct	No. Correct	No. Incorrect	Skipped
Ethics Question # 1	1	3	0.001389	67%	2	1	0
Ethics Question # 1	2	10	0.000694	40%	4	6	0
Ethics Question # 1	3	9	0	0%	0	9	0
Ethics Question # 1	4	12	0.000694	25%	3	9	0
Ethics Question # 1	5	20	0.000694	35%	7	13	0
Ethics Question # 1	6	17	0.000694	53%	9	8	0
Ethics Question # 1	7	14	0.000694	14%	2	12	0
Ethics Question # 1	8	4	0.001389	50%	2	2	0

Ethics Question # 1	9	5	0.000694	40%	2	3	0
Ethics Question # 1	10	6	0	17%	1	5	0
Ethics Question # 1	11	8	0.000694	63%	5	3	0
Ethics Question # 1	12	6	0.000694	33%	2	4	0
Ethics Question # 1	13	3	0.000694	33%	1	2	0
Ethics Question # 1	14	10	0.001389	40%	4	6	0
Ethics Question # 1	15	7	0.000694	29%	2	5	0
Ethics Question # 1	16	9	0.000694	56%	5	4	0
Ethics Question # 1	17	6	0.000694	17%	1	5	0
Ethics Question # 1	18	14	0.000694	71%	10	4	0
Ethics Question # 1	19	9	0.000694	22%	2	7	0
Ethics Question # 1	20	9	0.000694	78%	7	2	0
Ethics Question # 1	21	12	0.000694	8%	1	11	0
Ethics Question # 1	22	8	0	50%	4	4	0
Ethics Question # 1	23	9	0.001389	22%	2	7	0
Ethics Question # 1	24	3	0.000694	0%	0	3	0
Ethics Question # 1	25	8	0.000694	13%	1	7	0
Ethics Question # 1	26	2	0.000694	0%	0	2	0
Ethics Question # 1 TOTAL		223	0.000721	34%	79	144	0
Ethics Question # 2	1	10	0	70%	7	3	0
Ethics Question # 2	2	9	0	11%	1	8	0
Ethics Question # 2	3	4	0.000694	25%	1	2	1
Ethics Question # 2	4	3	0.000694	33%	1	2	0
Ethics Question # 2	5	20	0.000694	25%	5	15	0
Ethics Question # 2	6	14	0	43%	6	8	0
Ethics Question # 2	7	5	0.001389	40%	2	3	0
Ethics Question # 2	8	12	0	25%	3	9	0
Ethics Question # 2	9	17	0.000694	59%	10	7	0
Ethics Question # 2	10	9	0.001389	22%	2	7	0
Ethics Question # 2	11	9	0.000694	44%	4	5	0
Ethics Question # 2	12	6	0.000694	33%	2	4	0
Ethics Question # 2	13	6	0	50%	3	3	0
Ethics Question # 2	14	3	0.001389	67%	2	1	0
Ethics Question # 2	15	9	0.000694	22%	2	7	0
Ethics Question # 2	16	7	0	14%	1	6	0
Ethics Question # 2	17	10	0.000694	40%	4	6	0
Ethics Question # 2	18	12	0.000694	50%	6	6	0
Ethics Question # 2	19	8	0	25%	2	6	0
Ethics Question # 2	20	2	0	50%	1	1	0
Ethics Question # 2	21	9	0.000694	44%	4	5	0
Ethics Question # 2	22	14	0.000694	64%	9	5	0

Ethics Question # 2	23	6	0.000694	17%	1	4	1
Ethics Question # 2	24	9	0.001389	22%	2	7	0
Ethics Question # 2	25	7	0	14%	1	6	0
Ethics Question # 2	26	9	0.000694	44%	4	5	0
Ethics Question # 2 TOTAL		229	0.000561	37%	86	141	2
Ethics Question # 3	1	17	0	100%	17	0	0
Ethics Question # 3	2	12	0	92%	11	1	0
Ethics Question # 3	3	9	0	100%	9	0	0
Ethics Question # 3	4	10	0	100%	10	0	0
Ethics Question # 3	5	5	0.000694	80%	4	1	0
Ethics Question # 3	6	3	0.000694	100%	3	0	0
Ethics Question # 3	7	20	0.000694	80%	16	4	0
Ethics Question # 3	8	4	0	75%	3	0	1
Ethics Question # 3	9	14	0	93%	13	1	0
Ethics Question # 3	10	8	0	88%	7	1	0
Ethics Question # 3	11	6	0	83%	5	0	1
Ethics Question # 3	12	6	0	100%	6	0	0
Ethics Question # 3	13	6	0.000694	100%	6	0	0
Ethics Question # 3	14	12	0	83%	10	2	0
Ethics Question # 3	15	8	0	100%	8	0	0
Ethics Question # 3	16	9	0	100%	9	0	0
Ethics Question # 3	17	14	0	100%	14	0	0
Ethics Question # 3	18	9	0	89%	8	1	0
Ethics Question # 3	19	9	0	67%	6	2	1
Ethics Question # 3	20	9	0.000694	89%	8	1	0
Ethics Question # 3	21	7	0	86%	6	1	0
Ethics Question # 3	22	3	0.000694	100%	3	0	0
Ethics Question # 3	23	10	0.000694	70%	7	3	0
Ethics Question # 3	24	2	0	0%	0	2	0
Ethics Question # 3	25	8	0	88%	7	0	1
Ethics Question # 3	26	3	0	100%	3	0	0
Ethics Question # 3 TOTAL		223	0.004861	87%	199	20	4
Ethics Question # 4	1	17	0.001389	47%	8	9	0
Ethics Question # 4	2	14	0.000694	29%	4	10	0
Ethics Question # 4	3	12	0	33%	4	7	1
Ethics Question # 4	4	4	0.000694	50%	2	1	1
Ethics Question # 4	5	5	0.000694	40%	2	3	0
Ethics Question # 4	6	9	0	22%	2	7	0
Ethics Question # 4	7	3	0.000694	33%	1	2	0
Ethics Question # 4	8	10	0.000694	50%	5	5	0

Ethics Question # 4	9	20	0.000694	35%	7	13	0
Ethics Question # 4	10	14	0.001389	43%	6	8	0
Ethics Question # 4	11	9	0.001389	89%	8	1	0
Ethics Question # 4	12	9	0.000694	67%	6	3	0
Ethics Question # 4	13	12	0	83%	10	2	0
Ethics Question # 4	14	8	0.000694	50%	4	3	1
Ethics Question # 4	15	8	0	75%	6	2	0
Ethics Question # 4	16	3	0	67%	2	1	0
Ethics Question # 4	17	2	0	100%	2	0	0
Ethics Question # 4	18	7	0	71%	5	2	0
Ethics Question # 4	19	9	0	33%	3	6	0
Ethics Question # 4	20	10	0.000694	40%	4	5	1
Ethics Question # 4	21	6	0	50%	3	3	0
Ethics Question # 4	22	6	0	50%	3	2	1
Ethics Question # 4	23	8	0	25%	2	6	0
Ethics Question # 4	24	6	0.000694	50%	3	3	0
Ethics Question # 4	25	3	0.000694	0%	0	3	0
Ethics Question # 4	26	9	0	44%	4	4	1
Ethics Question # 4 TOTAL		223	0.011806	49%	106	111	6
Ethics Question # 5	1	3	0.000694	67%	2	1	0
Ethics Question # 5	2	20	0.000694	55%	11	9	0
Ethics Question # 5	3	10	0	80%	8	2	0
Ethics Question # 5	4	12	0	58%	7	4	1
Ethics Question # 5	5	9	0	78%	7	2	0
Ethics Question # 5	6	5	0.000694	40%	2	2	1
Ethics Question # 5	7	14	0	64%	9	5	0
Ethics Question # 5	8	4	0.000694	50%	2	1	1
Ethics Question # 5	9	17	0.000694	82%	14	3	0
Ethics Question # 5	10	8	0	75%	6	2	0
Ethics Question # 5	11	2	0	50%	1	1	0
Ethics Question # 5	12	3	0	67%	2	1	0
Ethics Question # 5	13	6	0	83%	5	1	0
Ethics Question # 5	14	8	0	50%	4	4	0
Ethics Question # 5	15	12	0	83%	10	2	0
Ethics Question # 5	16	6	0	100%	6	0	0
Ethics Question # 5	17	8	0.000694	63%	5	2	1
Ethics Question # 5	18	9	0.000694	56%	5	4	0
Ethics Question # 5	19	9	0.000694	67%	6	3	0
Ethics Question # 5	20	9	0	67%	6	2	1
Ethics Question # 5	21	6	0	67%	4	1	1
Ethics Question # 5	22	9	0.000694	78%	7	2	0

Ethics Question # 5	23	14	0.000694	79%	11	3	0
Ethics Question # 5	24	10	0.000694	70%	7	2	1
Ethics Question # 5	25	3	0	67%	2	1	0
Ethics Question # 5	26	7	0.000694	57%	4	3	0
Ethics Question # 5 TOTAL		223	0.000321	67%	153	63	7
Ethics Question # 6	1	14	0.000694	21%	3	11	0
Ethics Question # 6	2	10	0.000694	20%	2	8	0
Ethics Question # 6	3	9	0.000694	11%	1	8	0
Ethics Question # 6	4	3	0.000694	33%	1	2	0
Ethics Question # 6	5	20	0.000694	30%	6	14	0
Ethics Question # 6	6	12	0	33%	4	7	1
Ethics Question # 6	7	4	0.000694	50%	2	1	1
Ethics Question # 6	8	5	0.000694	40%	2	2	1
Ethics Question # 6	9	17	0.000694	59%	10	7	0
Ethics Question # 6	10	3	0.000694	0%	0	3	0
Ethics Question # 6	11	14	0.001389	43%	6	8	0
Ethics Question # 6	12	9	0.001389	11%	1	8	0
Ethics Question # 6	13	12	0	33%	4	8	0
Ethics Question # 6	14	7	0.000694	43%	3	4	0
Ethics Question # 6	15	9	0.000694	33%	3	6	0
Ethics Question # 6	16	8	0.000694	13%	1	7	0
Ethics Question # 6	17	10	0.000694	30%	3	6	1
Ethics Question # 6	18	6	0	17%	1	5	0
Ethics Question # 6	19	6	0.000694	33%	2	4	0
Ethics Question # 6	20	9	0.002778	78%	7	2	0
Ethics Question # 6	21	9	0	33%	3	5	1
Ethics Question # 6	22	3	0	0%	0	3	0
Ethics Question # 6	23	8	0.001389	50%	4	3	1
Ethics Question # 6	24	2	0.000694	0%	0	2	0
Ethics Question # 6	25	8	0.000694	38%	3	5	0
Ethics Question # 6	26	6	0	50%	3	2	1
Ethics Question # 6 TOTAL		223	0.000694	31%	75	141	7
Ethics Question # 7	1	4	0.000694	50%	2	1	1
Ethics Question # 7	2	12	0	50%	6	5	1
Ethics Question # 7	3	9	0.000694	56%	5	4	0
Ethics Question # 7	4	5	0.000694	20%	1	3	1
Ethics Question # 7	5	3	0.000694	67%	2	1	0
Ethics Question # 7	6	14	0.000694	71%	10	4	0
Ethics Question # 7	7	20	0.000694	50%	10	10	0
Ethics Question # 7	8	10	0	70%	7	3	0

Ethics Question # 7	9	17	0.000694	82%	14	3	0
Ethics Question # 7	10	8	0.000694	50%	4	3	1
Ethics Question # 7	11	10	0.000694	50%	5	4	1
Ethics Question # 7	12	3	0.000694	100%	3	0	0
Ethics Question # 7	13	9	0.001389	44%	4	4	1
Ethics Question # 7	14	8	0	38%	3	5	0
Ethics Question # 7	15	3	0	67%	2	1	0
Ethics Question # 7	16	6	0	17%	1	5	0
Ethics Question # 7	17	6	0.000694	67%	4	2	0
Ethics Question # 7	18	6	0	17%	1	4	1
Ethics Question # 7	19	14	0.000694	64%	9	5	0
Ethics Question # 7	20	9	0.000694	44%	4	5	0
Ethics Question # 7	21	12	0	42%	5	7	0
Ethics Question # 7	22	2	0	50%	1	1	0
Ethics Question # 7	23	9	0	44%	4	5	0
Ethics Question # 7	24	9	0	78%	7	1	1
Ethics Question # 7	25	7	0.000694	29%	2	5	0
Ethics Question # 7	26	8	0	75%	6	2	0
Ethics Question # 7 TOTAL		223	0.011111	53%	122	93	8
Ethics Question # 8	1	20	0	90%	18	2	0
Ethics Question # 8	2	4	0	75%	3	0	1
Ethics Question # 8	3	10	0	90%	9	1	0
Ethics Question # 8	4	5	0.000694	80%	4	0	1
Ethics Question # 8	5	9	0	100%	9	0	0
Ethics Question # 8	6	14	0	86%	12	2	0
Ethics Question # 8	7	3	0.000694	100%	3	0	0
Ethics Question # 8	8	12	0	83%	10	1	1
Ethics Question # 8	9	17	0	94%	16	1	0
Ethics Question # 8	10	6	0	83%	5	1	0
Ethics Question # 8	11	3	0.000694	100%	3	0	0
Ethics Question # 8	12	8	0	100%	8	0	0
Ethics Question # 8	13	12	0	83%	10	2	0
Ethics Question # 8	14	9	0	67%	6	2	1
Ethics Question # 8	15	6	0	50%	3	2	1
Ethics Question # 8	16	9	0	89%	8	1	0
Ethics Question # 8	17	9	0	89%	8	0	1
Ethics Question # 8	18	6	0	100%	6	0	0
Ethics Question # 8	19	3	0	67%	2	1	0
Ethics Question # 8	20	10	0.000694	70%	7	2	1
Ethics Question # 8	21	7	0	100%	7	0	0
Ethics Question # 8	22	8	0	63%	5	3	0

Ethics Question # 8	23	14	0.000694	100%	14	0	0
Ethics Question # 8	24	8	0	63%	5	2	1
Ethics Question # 8	25	2	0	100%	2	0	0
Ethics Question # 8	26	9	0	78%	7	2	0
Ethics Question # 8 TOTAL		223	0.000134	85%	190	25	8
Ethics Question # 9	1	3	0.000694	67%	2	1	0
Ethics Question # 9	2	4	0	75%	3	0	1
Ethics Question # 9	3	14	0	79%	11	3	0
Ethics Question # 9	4	17	0.000694	71%	12	5	0
Ethics Question # 9	5	20	0.000694	60%	12	8	0
Ethics Question # 9	6	12	0	50%	6	5	1
Ethics Question # 9	7	9	0	78%	7	2	0
Ethics Question # 9	8	10	0	80%	8	2	0
Ethics Question # 9	9	5	0	40%	2	2	1
Ethics Question # 9	10	7	0	57%	4	3	0
Ethics Question # 9	11	14	0.000694	71%	10	4	0
Ethics Question # 9	12	9	0	67%	6	3	0
Ethics Question # 9	13	9	0.000694	67%	6	2	1
Ethics Question # 9	14	10	0	70%	7	2	1
Ethics Question # 9	15	9	0.000694	44%	4	5	0
Ethics Question # 9	16	3	0	100%	3	0	0
Ethics Question # 9	17	8	0.000694	50%	4	3	1
Ethics Question # 9	18	2	0	100%	2	0	0
Ethics Question # 9	19	12	0	83%	10	2	0
Ethics Question # 9	20	8	0	75%	6	2	0
Ethics Question # 9	21	8	0	63%	5	3	0
Ethics Question # 9	22	6	0	83%	5	1	0
Ethics Question # 9	23	3	0	67%	2	1	0
Ethics Question # 9	24	6	0	33%	2	4	0
Ethics Question # 9	25	6	0	67%	4	1	1
Ethics Question # 9	26	9	0	44%	4	4	1
Ethics Question # 9 TOTAL		223	0.000187	67%	147	68	8
Ethics Question # 10	1	12	0	42%	5	6	1
Ethics Question # 10	2	3	0	67%	2	1	0
Ethics Question # 10	3	17	0	65%	11	6	0
Ethics Question # 10	4	20	0	65%	13	7	0
Ethics Question # 10	5	4	0	75%	3	0	1
Ethics Question # 10	6	9	0	89%	8	1	0
Ethics Question # 10	7	14	0	21%	3	11	0
Ethics Question # 10	8	10	0	60%	6	4	0

Ethics Question # 10	9	5	0	40%	2	2	1
Ethics Question # 10	10	6	0	50%	3	3	0
Ethics Question # 10	11	3	0	33%	1	2	0
Ethics Question # 10	12	6	0	50%	3	3	0
Ethics Question # 10	13	8	0	38%	3	5	0
Ethics Question # 10	14	10	0	40%	4	5	1
Ethics Question # 10	15	7	0	71%	5	2	0
Ethics Question # 10	16	3	0	0%	0	3	0
Ethics Question # 10	17	12	0	42%	5	7	0
Ethics Question # 10	18	8	0	100%	8	0	0
Ethics Question # 10	19	6	0	67%	4	1	1
Ethics Question # 10	20	8	0.000694	75%	6	1	1
Ethics Question # 10	21	14	0.000694	71%	10	4	0
Ethics Question # 10	22	9	0.000694	56%	5	4	0
Ethics Question # 10	23	2	0	50%	1	1	0
Ethics Question # 10	24	9	0	33%	3	6	0
Ethics Question # 10	25	9	0	78%	7	1	1
Ethics Question # 10	26	9	0	78%	7	1	1
Ethics Question # 10 TOTAL		223	8.01E-05	56%	128	87	8
Ethics Question # 11	1	12	0	83%	10	1	1
Ethics Question # 11	2	9	0	89%	8	1	0
Ethics Question # 11	3	5	0	60%	3	1	1
Ethics Question # 11	4	17	0.000694	94%	16	1	0
Ethics Question # 11	5	20	0.000694	70%	14	6	0
Ethics Question # 11	6	10	0	80%	8	2	0
Ethics Question # 11	7	3	0	100%	3	0	0
Ethics Question # 11	8	4	0	75%	3	0	1
Ethics Question # 11	9	14	0.000694	86%	12	2	0
Ethics Question # 11	10	8	0	75%	6	1	1
Ethics Question # 11	11	2	0.000694	100%	2	0	0
Ethics Question # 11	12	8	0	75%	6	2	0
Ethics Question # 11	13	6	0	67%	4	2	0
Ethics Question # 11	14	10	0.000694	70%	7	2	1
Ethics Question # 11	15	3	0	100%	3	0	0
Ethics Question # 11	16	12	0	75%	9	3	0
Ethics Question # 11	17	6	0	67%	4	2	0
Ethics Question # 11	18	3	0	100%	3	0	0
Ethics Question # 11	19	8	0.000694	88%	7	1	0
Ethics Question # 11	20	9	0	56%	5	3	1
Ethics Question # 11	21	6	0	67%	4	1	1
Ethics Question # 11	22	9	0.000694	100%	9	0	0

Ethics Question # 11	23	9	0.000694	78%	7	1	1
Ethics Question # 11	24	9	0	89%	8	1	0
Ethics Question # 11	25	14	0.000694	71%	10	4	0
Ethics Question # 11	26	7	0	100%	7	0	0
Ethics Question # 11 TOTAL		223	0.00024	81%	178	37	8
Ethics Question # 12	1	17	0.000694	94%	16	1	0
Ethics Question # 12	2	10	0	90%	9	1	0
Ethics Question # 12	3	20	0	75%	15	5	0
Ethics Question # 12	4	14	0	71%	10	4	0
Ethics Question # 12	5	9	0	89%	8	1	0
Ethics Question # 12	6	4	0	75%	3	0	1
Ethics Question # 12	7	5	0	80%	4	0	1
Ethics Question # 12	8	12	0	92%	11	0	1
Ethics Question # 12	9	3	0.000694	100%	3	0	0
Ethics Question # 12	10	9	0	89%	8	0	1
Ethics Question # 12	11	6	0	50%	3	3	0
Ethics Question # 12	12	8	0	88%	7	1	0
Ethics Question # 12	13	6	0	83%	5	1	0
Ethics Question # 12	14	8	0	88%	7	0	1
Ethics Question # 12	15	3	0	100%	3	0	0
Ethics Question # 12	16	8	0	88%	7	1	0
Ethics Question # 12	17	12	0	75%	9	3	0
Ethics Question # 12	18	9	0	78%	7	2	0
Ethics Question # 12	19	7	0	100%	7	0	0
Ethics Question # 12	20	9	0.000694	89%	8	0	1
Ethics Question # 12	21	2	0	100%	2	0	0
Ethics Question # 12	22	6	0	83%	5	0	1
Ethics Question # 12	23	14	0	93%	13	1	0
Ethics Question # 12	24	9	0	78%	7	2	0
Ethics Question # 12	25	3	0	100%	3	0	0
Ethics Question # 12	26	10	0	70%	7	2	1
Ethics Question # 12 TOTAL		223	8.01E-05	85%	187	28	8
Ethics Question # 13	1	14	0	93%	13	1	0
Ethics Question # 13	2	4	0	75%	3	0	1
Ethics Question # 13	3	3	0	100%	3	0	0
Ethics Question # 13	4	5	0	80%	4	0	1
Ethics Question # 13	5	9	0	100%	9	0	0
Ethics Question # 13	6	10	0	100%	10	0	0
Ethics Question # 13	7	12	0	92%	11	0	1
Ethics Question # 13	8	20	0.000694	95%	19	1	0

Ethics Question # 13	9	17	0	100%	17	0	0
Ethics Question # 13	10	8	0	88%	7	0	1
Ethics Question # 13	11	8	0	88%	7	1	0
Ethics Question # 13	12	8	0	100%	8	0	0
Ethics Question # 13	13	6	0.000694	100%	6	0	0
Ethics Question # 13	14	3	0	100%	3	0	0
Ethics Question # 13	15	9	0	89%	8	0	1
Ethics Question # 13	16	10	0	90%	9	0	1
Ethics Question # 13	17	9	0.000694	100%	9	0	0
Ethics Question # 13	18	6	0	67%	4	1	1
Ethics Question # 13	19	14	0	100%	14	0	0
Ethics Question # 13	20	9	0	100%	9	0	0
Ethics Question # 13	21	9	0	78%	7	1	1
Ethics Question # 13	22	2	0	100%	2	0	0
Ethics Question # 13	23	7	0	100%	7	0	0
Ethics Question # 13	24	12	0	92%	11	1	0
Ethics Question # 13	25	3	0	100%	3	0	0
Ethics Question # 13	26	6	0	67%	4	2	0
Ethics Question # 13 TOTAL		223	8.01E-05	92%	207	8	8
Ethics Question # 14	1	10	0.000694	100%	10	0	0
Ethics Question # 14	2	20	0.000694	80%	16	4	0
Ethics Question # 14	3	4	0	75%	3	0	1
Ethics Question # 14	4	14	0.000694	86%	12	2	0
Ethics Question # 14	5	9	0.000694	89%	8	1	0
Ethics Question # 14	6	3	0.000694	100%	3	0	0
Ethics Question # 14	7	12	0	92%	11	0	1
Ethics Question # 14	8	17	0.000694	94%	16	1	0
Ethics Question # 14	9	5	0.000694	80%	4	0	1
Ethics Question # 14	10	9	0.000694	100%	9	0	0
Ethics Question # 14	11	3	0.000694	100%	3	0	0
Ethics Question # 14	12	9	0	78%	7	1	1
Ethics Question # 14	13	6	0	67%	4	2	0
Ethics Question # 14	14	6	0	67%	4	2	0
Ethics Question # 14	15	10	0.000694	80%	8	1	1
Ethics Question # 14	16	9	0.000694	100%	9	0	0
Ethics Question # 14	17	7	0.000694	86%	6	1	0
Ethics Question # 14	18	8	0	75%	6	2	0
Ethics Question # 14	19	2	0.000694	100%	2	0	0
Ethics Question # 14	20	8	0	88%	7	0	1
Ethics Question # 14	21	12	0	83%	10	2	0
Ethics Question # 14	22	14	0.000694	100%	14	0	0

Ethics Question # 14	23	8	0.000694	100%	8	0	0
Ethics Question # 14	24	3	0.000694	100%	3	0	0
Ethics Question # 14	25	6	0.000694	67%	4	1	1
Ethics Question # 14	26	9	0.000694	89%	8	0	1
Ethics Question # 14 TOTAL		223	0.000481	87%	195	20	8
Ethics Question # 15	1	17	0.000694	71%	12	5	0
Ethics Question # 15	2	3	0	67%	2	1	0
Ethics Question # 15	3	14	0.000694	36%	5	9	0
Ethics Question # 15	4	4	0.000694	75%	3	0	1
Ethics Question # 15	5	9	0.000694	89%	8	1	0
Ethics Question # 15	6	5	0.001389	20%	1	3	1
Ethics Question # 15	7	20	0.000694	40%	8	12	0
Ethics Question # 15	8	10	0.000694	40%	4	6	0
Ethics Question # 15	9	12	0.000694	42%	5	6	1
Ethics Question # 15	10	8	0	38%	3	5	0
Ethics Question # 15	11	6	0	33%	2	4	0
Ethics Question # 15	12	10	0.000694	50%	5	4	1
Ethics Question # 15	13	3	0.000694	0%	0	3	0
Ethics Question # 15	14	9	0	56%	5	3	1
Ethics Question # 15	15	9	0.000694	78%	7	1	1
Ethics Question # 15	16	9	0.000694	33%	3	6	0
Ethics Question # 15	17	14	0.000694	64%	9	5	0
Ethics Question # 15	18	6	0.000694	33%	2	3	1
Ethics Question # 15	19	7	0.000694	43%	3	4	0
Ethics Question # 15	20	12	0.000694	58%	7	5	0
Ethics Question # 15	21	8	0.000694	88%	7	0	1
Ethics Question # 15	22	3	0.000694	33%	1	2	0
Ethics Question # 15	23	9	0.000694	67%	6	3	0
Ethics Question # 15	24	6	0.000694	17%	1	5	0
Ethics Question # 15	25	8	0.000694	38%	3	5	0
Ethics Question # 15	26	2	0.000694	0%	0	2	0
Ethics Question # 15 TOTAL		223	0.000614	46%	112	103	8
Ethics Question # 16	1	14	0	57%	8	6	0
Ethics Question # 16	2	20	0	55%	11	9	0
Ethics Question # 16	3	10	0	90%	9	1	0
Ethics Question # 16	4	17	0.000694	100%	17	0	0
Ethics Question # 16	5	12	0	83%	10	1	1
Ethics Question # 16	6	3	0	100%	3	0	0
Ethics Question # 16	7	4	0	75%	3	0	1
Ethics Question # 16	8	5	0.000694	80%	4	0	1

Ethics Question # 16	9	9	0.000694	89%	8	1	0
Ethics Question # 16	10	9	0.000694	78%	7	1	1
Ethics Question # 16	11	6	0	50%	3	2	1
Ethics Question # 16	12	2	0.000694	100%	2	0	0
Ethics Question # 16	13	3	0.000694	33%	1	2	0
Ethics Question # 16	14	10	0.000694	80%	8	1	1
Ethics Question # 16	15	6	0.000694	67%	4	2	0
Ethics Question # 16	16	9	0	67%	6	2	1
Ethics Question # 16	17	6	0	67%	4	2	0
Ethics Question # 16	18	9	0.000694	44%	4	5	0
Ethics Question # 16	19	12	0	75%	9	3	0
Ethics Question # 16	20	8	0.000694	88%	7	0	1
Ethics Question # 16	21	8	0	63%	5	3	0
Ethics Question # 16	22	3	0	67%	2	1	0
Ethics Question # 16	23	8	0	63%	5	3	0
Ethics Question # 16	24	7	0.000694	43%	3	4	0
Ethics Question # 16	25	9	0.000694	56%	5	4	0
Ethics Question # 16	26	14	0.000694	79%	11	3	0
Ethics Question # 16 TOTAL		223	0.000347	71%	159	56	8
Ethics Question # 17	1	10	0	100%	10	0	0
Ethics Question # 17	2	12	0	92%	11	0	1
Ethics Question # 17	3	9	0	89%	8	1	0
Ethics Question # 17	4	20	0	100%	20	0	0
Ethics Question # 17	5	14	0	100%	14	0	0
Ethics Question # 17	6	3	0	100%	3	0	0
Ethics Question # 17	7	4	0	75%	3	0	1
Ethics Question # 17	8	17	0	100%	17	0	0
Ethics Question # 17	9	5	0	80%	4	0	1
Ethics Question # 17	10	9	0	67%	6	2	1
Ethics Question # 17	11	9	0	100%	9	0	0
Ethics Question # 17	12	6	0	50%	3	2	1
Ethics Question # 17	13	7	0	100%	7	0	0
Ethics Question # 17	14	14	0	100%	14	0	0
Ethics Question # 17	15	9	0	100%	9	0	0
Ethics Question # 17	16	9	0	89%	8	0	1
Ethics Question # 17	17	3	0	100%	3	0	0
Ethics Question # 17	18	12	0	92%	11	1	0
Ethics Question # 17	19	6	0	83%	5	1	0
Ethics Question # 17	20	2	0	100%	2	0	0
Ethics Question # 17	21	8	0	100%	8	0	0
Ethics Question # 17	22	8	0	75%	6	2	0

Ethics Question # 17	23	8	0	88%	7	0	1
Ethics Question # 17	24	10	0	90%	9	0	1
Ethics Question # 17	25	9	0	100%	9	0	0
Ethics Question # 17	26	9	0	67%	6	2	1
Ethics Question # 17 TOTAL		232	0	90%	212	11	9
Ethics Question # 18	1	3	0.000694	67%	2	1	0
Ethics Question # 18	2	17	0	94%	16	1	0
Ethics Question # 18	3	12	0	92%	11	0	1
Ethics Question # 18	4	4	0	75%	3	0	1
Ethics Question # 18	5	9	0.000694	78%	7	2	0
Ethics Question # 18	6	10	0.000694	70%	7	3	0
Ethics Question # 18	7	14	0	36%	5	9	0
Ethics Question # 18	8	20	0	70%	14	6	0
Ethics Question # 18	9	5	0.000694	40%	2	2	1
Ethics Question # 18	10	3	0	67%	2	1	0
Ethics Question # 18	11	9	0.000694	56%	5	4	0
Ethics Question # 18	12	9	0.000694	78%	7	2	0
Ethics Question # 18	13	7	0.000694	57%	4	3	0
Ethics Question # 18	14	12	0	75%	9	3	0
Ethics Question # 18	15	6	0	67%	4	1	1
Ethics Question # 18	16	8	0.000694	63%	5	2	1
Ethics Question # 18	17	9	0	67%	6	2	1
Ethics Question # 18	18	14	0	93%	13	1	0
Ethics Question # 18	19	2	0.000694	100%	2	0	0
Ethics Question # 18	20	8	0	63%	5	3	0
Ethics Question # 18	21	9	0	56%	5	3	1
Ethics Question # 18	22	6	0	33%	2	4	0
Ethics Question # 18	23	8	0	38%	3	5	0
Ethics Question # 18	24	10	0.000694	50%	5	4	1
Ethics Question # 18	25	6	0	83%	5	1	0
Ethics Question # 18	26	3	0.000694	67%	2	1	0
Ethics Question # 18 TOTAL		223	0.000294	67%	151	64	8
Ethics Question # 19	1	9	0	67%	6	3	0
Ethics Question # 19	2	12	0	58%	7	4	1
Ethics Question # 19	3	5	0	20%	1	3	1
Ethics Question # 19	4	10	0	30%	3	7	0
Ethics Question # 19	5	14	0	50%	7	7	0
Ethics Question # 19	6	17	0	65%	11	6	0
Ethics Question # 19	7	20	0.000694	50%	10	10	0
Ethics Question # 19	8	4	0	50%	2	1	1

Ethics Question # 19	9	3	0.000694	33%	1	2	0
Ethics Question # 19	10	7	0.000694	57%	4	3	0
Ethics Question # 19	11	9	0.000694	44%	4	5	0
Ethics Question # 19	12	14	0.000694	64%	9	5	0
Ethics Question # 19	13	2	0	0%	0	2	0
Ethics Question # 19	14	8	0.000694	50%	4	3	1
Ethics Question # 19	15	12	0	75%	9	3	0
Ethics Question # 19	16	8	0	25%	2	6	0
Ethics Question # 19	17	6	0	50%	3	3	0
Ethics Question # 19	18	9	0.000694	67%	6	2	1
Ethics Question # 19	19	3	0.000694	67%	2	1	0
Ethics Question # 19	20	9	0	44%	4	5	0
Ethics Question # 19	21	8	0	63%	5	3	0
Ethics Question # 19	22	10	0.000694	50%	5	4	1
Ethics Question # 19	23	9	0	56%	5	3	1
Ethics Question # 19	24	3	0	100%	3	0	0
Ethics Question # 19	25	6	0	67%	4	1	1
Ethics Question # 19	26	6	0	83%	5	1	0
Ethics Question # 19 TOTAL		223	0.00024	53%	122	93	8
Ethics Question # 20	1	10	0	100%	10	0	0
Ethics Question # 20	2	20	0	95%	19	1	0
Ethics Question # 20	3	9	0	100%	9	0	0
Ethics Question # 20	4	5	0	80%	4	0	1
Ethics Question # 20	5	4	0	75%	3	0	1
Ethics Question # 20	6	17	0.000694	100%	17	0	0
Ethics Question # 20	7	12	0	92%	11	0	1
Ethics Question # 20	8	14	0	93%	13	1	0
Ethics Question # 20	9	3	0	100%	3	0	0
Ethics Question # 20	10	9	0	78%	7	1	1
Ethics Question # 20	11	3	0.001389	100%	3	0	0
Ethics Question # 20	12	6	0	67%	4	1	1
Ethics Question # 20	13	3	0	100%	3	0	0
Ethics Question # 20	14	2	0.000694	100%	2	0	0
Ethics Question # 20	15	8	0.000694	100%	8	0	0
Ethics Question # 20	16	9	0	89%	8	0	1
Ethics Question # 20	17	14	0	100%	14	0	0
Ethics Question # 20	18	7	0.000694	86%	6	1	0
Ethics Question # 20	19	9	0	100%	9	0	0
Ethics Question # 20	20	8	0	63%	5	3	0
Ethics Question # 20	21	6	0	67%	4	1	1
Ethics Question # 20	22	6	0	100%	6	0	0

Ethics Question # 20	23	9	0.000694	100%	9	0	0
Ethics Question # 20	24	10	0	90%	9	0	1
Ethics Question # 20	25	8	0	88%	7	0	1
Ethics Question # 20	26	12	0	100%	12	0	0
Ethics Question # 20 TOTAL		223	0.000187	91%	205	9	9
Grand TOTAL		4475			3013	1322	140

CSC 101 Individual Scores

STUDENT	SCORE OUT OF 100%
Student 1	100% (20/20)
Student 2	100% (20/20)
Student 3	100% (20/20)
Student 4	100% (20/20)
Student 5	15% (3/20)
Student 6	35% (7/20)
Student 7	35% (7/20)
Student 8	35% (7/20)
Student 9	40% (8/20)
Student 10	40% (8/20)
Student 11	45% (9/20)
Student 12	45% (9/20)
Student 13	45% (9/20)
Student 14	50% (10/20)
Student 15	50% (10/20)
Student 16	55% (11/20)
Student 17	55% (11/20)
Student 18	55% (11/20)
Student 19	55% (11/20)
Student 20	55% (11/20)
Student 21	55% (11/20)
Student 22	55% (11/20)
Student 23	55% (11/20)
Student 24	55% (11/20)
Student 25	60% (12/20)
Student 26	60% (12/20)
Student 27	60% (12/20)
Student 28	60% (12/20)
Student 29	65% (13/20)
Student 30	65% (13/20)

Student 31	65% (13/20)
Student 32	65% (13/20)
Student 33	65% (13/20)
Student 34	65% (13/20)
Student 35	65% (13/20)
Student 36	65% (13/20)
Student 37	65% (13/20)
Student 38	65% (13/20)
Student 39	65% (13/20)
Student 40	70% (14/20)
Student 41	70% (14/20)
Student 42	70% (14/20)
Student 43	70% (14/20)
Student 44	70% (14/20)
Student 45	70% (14/20)
Student 46	70% (14/20)
Student 47	70% (14/20)
Student 48	70% (14/20)
Student 49	70% (14/20)
Student 50	70% (14/20)
Student 51	70% (14/20)
Student 52	70% (14/20)
Student 53	75% (15/20)
Student 54	75% (15/20)
Student 55	75% (15/20)
Student 56	75% (15/20)
Student 57	75% (15/20)
Student 58	75% (15/20)
Student 59	75% (15/20)
Student 60	75% (15/20)
Student 61	75% (15/20)
Student 62	75% (15/20)
Student 63	75% (15/20)
Student 64	75% (15/20)
Student 65	75% (15/20)
Student 66	75% (15/20)
Student 67	75% (15/20)
Student 68	75% (15/20)
Student 69	80% (16/20)
Student 70	80% (16/20)
Student 71	80% (16/20)

Student 72	80% (16/20)
Student 73	80% (16/20)
Student 74	80% (16/20)
Student 75	80% (16/20)
Student 76	80% (16/20)
Student 77	80% (16/20)
Student 78	80% (16/20)
Student 79	80% (16/20)
Student 80	80% (16/20)
Student 81	80% (16/20)
Student 82	85% (17/20)
Student 83	85% (17/20)
Student 84	85% (17/20)
Student 85	85% (17/20)
Student 86	85% (17/20)
Student 87	90% (18/20)
Student 88	90% (18/20)
Student 89	90% (18/20)
Student 90	90% (18/20)
Student 91	90% (18/20)
Student 92	95% (19/20)

CSA 105 Individual Scores

STUDENT	SCORE OUT OF 100%
Student 1	20% (4/20)
Student 2	30% (6/20)
Student 3	30% (6/20)
Student 4	35% (7/20)
Student 5	40% (8/20)
Student 6	40% (8/20)
Student 7	40% (8/20)
Student 8	40% (8/20)
Student 9	45% (9/20)
Student 10	45% (9/20)
Student 11	5% (1/20)
Student 12	50% (10/20)

Student 13	50% (10/20)
Student 14	50% (10/20)
Student 15	50% (10/20)
Student 16	50% (10/20)
Student 17	50% (10/20)*
Student 18	55% (11/20)
Student 19	55% (11/20)
Student 20	55% (11/20)
Student 21	55% (11/20)
Student 22	55% (11/20)
Student 23	55% (11/20)
Student 24	55% (11/20)
Student 25	55% (11/20)
Student 26	55% (11/20)
Student 27	55% (11/20)
Student 28	60% (12/20)
Student 29	60% (12/20)
Student 30	60% (12/20)
Student 31	60% (12/20)
Student 32	60% (12/20)
Student 33	60% (12/20)
Student 34	60% (12/20)
Student 35	60% (12/20)
Student 36	60% (12/20)
Student 37	60% (12/20)
Student 38	60% (12/20)
Student 39	60% (12/20)
Student 40	60% (12/20)
Student 41	60% (12/20)
Student 42	60% (12/20)
Student 43	60% (12/20)
Student 44	65% (13/20)
Student 45	65% (13/20)
Student 46	65% (13/20)
Student 47	65% (13/20)
Student 48	65% (13/20)
Student 49	65% (13/20)
Student 50	65% (13/20)
Student 51	65% (13/20)
Student 52	65% (13/20)
Student 53	65% (13/20)

Student 54	65% (13/20)
Student 55	65% (13/20)
Student 56	65% (13/20)
Student 57	65% (13/20)
Student 58	70% (14/20)
Student 59	70% (14/20)
Student 60	70% (14/20)
Student 61	70% (14/20)
Student 62	70% (14/20)
Student 63	70% (14/20)
Student 64	70% (14/20)
Student 65	70% (14/20)
Student 66	70% (14/20)
Student 67	70% (14/20)
Student 68	70% (14/20)
Student 69	70% (14/20)
Student 70	70% (14/20)
Student 71	70% (14/20)
Student 72	75% (15/20)
Student 73	75% (15/20)
Student 74	75% (15/20)
Student 75	75% (15/20)
Student 76	75% (15/20)
Student 77	75% (15/20)
Student 78	75% (15/20)
Student 79	75% (15/20)
Student 80	75% (15/20)
Student 81	75% (15/20)
Student 82	75% (15/20)
Student 83	80% (16/20)
Student 84	80% (16/20)
Student 85	80% (16/20)
Student 86	80% (16/20)
Student 87	80% (16/20)
Student 88	80% (16/20)
Student 89	80% (16/20)
Student 90	80% (16/20)
Student 91	80% (16/20)
Student 92	80% (16/20)
Student 93	80% (16/20)
Student 94	80% (16/20)

Student 95	80% (16/20)
Student 96	80% (16/20)
Student 97	80% (16/20)
Student 98	80% (16/20)
Student 99	80% (16/20)
Student 100	85% (17/20)
Student 101	85% (17/20)
Student 102	85% (17/20)
Student 103	85% (17/20)
Student 104	85% (17/20)
Student 105	85% (17/20)
Student 106	85% (17/20)
Student 107	85% (17/20)
Student 108	85% (17/20)
Student 109	85% (17/20)
Student 110	85% (17/20)
Student 111	85% (17/20)
Student 112	85% (17/20)
Student 113	85% (17/20)
Student 114	90% (18/20)
Student 115	90% (18/20)
Student 116	90% (18/20)
Student 117	90% (18/20)
Student 118	90% (18/20)
Student 119	90% (18/20)
Student 120	90% (18/20)
Student 121	90% (18/20)
Student 122	90% (18/20)
Student 123	90% (90/100)*
Student 124	95% (19/20)
Student 125	95% (19/20)