Discipline	Course Number	Title
Academic Skills (new)	151	ACS 151 07/17/2020-Student Success: In and Beyond the Classroom
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English & College Readiness	Jessica Hale
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

   No

2. Briefly describe the results of previous assessment report(s).

   3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

   5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Increase self-awareness related to career interests, values, goals, personality preferences and skills.

- Assessment Plan
    - Assessment Tool: Career Planning Portfolio
    - Assessment Date: Fall 2015
    - Course section(s)/other population: One section
    - Number students to be assessed: All students receiving a grade
    - How the assessment will be scored: departmentally-developed rubric

- o Standard of success to be used for this assessment: 75% of students who complete the course will receive 70% or higher on the Career Planning Portfolio.

- o Who will score and analyze the data: Academic and Career Skills instructors will score and analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2019	2020	2019

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
92	23

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

This assessment report will examine the DL sections of ACS 151 for Summer 2019 (15 enrolled), Fall 2019 (15 enrolled), and Winter 2020 (18 enrolled).

Special sections of this course were run in Fall and Winter at Ypsilanti High School. These sections are not included in this assessment report.

A total of 23 students across all three sections submitted all of the components of the career portfolio. In terms of the students not assessed, 3 student submitted incomplete career planning portfolios, 22 students did not submit the career portfolio, and 5 were faculty or student withdrawals.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This assessment report will examine the DL sections of ACS 151 for Summer 2019 (15 enrolled), Fall 2019 (15 enrolled), and Winter 2020 (18 enrolled).

Special, face-to-face, sections of this course were run in Fall and Winter at Ypsilanti High School. These sections are not included in this assessment report.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Career Planning Portfolio is comprised of three components: a cover letter, a resume, and a log of time management activities over the course of 10 weeks. To create the cover letter and resume, students must first complete an assessments of skills, interests, and learning styles. Then students are asked to research careers that match their results and examine sample resumes and cover letters in one chosen field. They also receive instruction on how to develop strong resumes and cover letters as well as feedback on their work prior to submitting it as a part of the Career Planning Portfolio.

A departmentally-developed rubric was used to evaluate each of the three components. The faculty member graded the student work using the rubrics (embedded in Bb) as a part of the course. These grades were then uploaded by the instructor into the ACS Instructor Resource Site for analysis across sections.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>

When examining the Career Planning Portfolio scores as a whole, students met the standard for success as 83% (19/23) of students received a 70% or higher.

The standard of success was also met at the section level, with 80% of students (4/5) receiving a 70% or higher in Summer 2019, 100% (4/4) receiving a 70% or higher in Fall 2019, and 79% of students (11/14) receiving a 70% or higher in Winter 2020.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to meet and exceed the standard for success for the Career Planning Portfolio.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The students that completed the Career Planning Portfolio did very well. However, a limitation of the data presented in this report is that it is based on a very small sample size. For the future, increased emphasis needs to be placed on getting more students to complete this work.

To increase the number of students that complete the Career Planning Portfolio, the reviewer examined the scaffolding for this activity built within the course. Students are introduced to resumes and asked to complete a sample resume in

week 6 of the course. Students are introduced to cover letters and asked to produce one in week 7 of the course. When comparing the numbers of students that completed drafts to the number of students that completed the Career Planning Portfolio, the numbers of students that completed drafts is higher.

Fall:

- o   Draft Resume: 6
- o   Draft Cover Letter: 5
- o   Completed Portfolio: 4

Summer:

- o   Draft Resume: 8
- o   Draft Cover Letter: 7
- o   Completed Portfolio: 5

Winter:

- o   Draft Resume: 17
- o   Draft Cover Letter: 14
- o   Completed Portfolio: 14

It would be worthwhile to offer students the opportunity to revise their work for additional points within days of receiving grading feedback. The reduction in time between draft and final submissions might simplify the act of compiling the portfolio, provide students with additional feedback, and result in a greater number of completed projects.

Outcome 2: Identify and improve current personal and academic strengths.

- Assessment Plan
  - o   Assessment Tool: Reflective Portfolio
  - o   Assessment Date: Winter 2015
  - o   Course section(s)/other population: All sections
  - o   Number students to be assessed: All students who receive a grade
  - o   How the assessment will be scored: departmentally-developed rubric

- o Standard of success to be used for this assessment: 75% of the students who complete the course will receive 70% or higher on the Reflective Portfolio.

- o Who will score and analyze the data: Academic and Career Skills instructors will score and analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2019	2020	2019

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
92	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

This assessment report will examine the DL sections of ACS 151 for Summer 2019 (15 enrolled), Fall 2019 (15 enrolled), and Winter 2020 (18 enrolled).

Special sections of this course were run in Fall and Winter at Ypsilanti High School. These sections are not included in this assessment report.

A total of 27 students across all three sections submitted all of the components of the reflective portfolio. In terms of the students not assessed, 16 students did not submit the career portfolio and 5 were faculty or student withdrawals.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This assessment report will examine the DL sections of ACS 151 for Summer 2019 (15 enrolled), Fall 2019 (15 enrolled), and Winter 2020 (18 enrolled).

Special, face-to-face, sections of this course were run in Fall and Winter at Ypsilanti High School. These sections are not included in this assessment report.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

As a culminating project for this course, students need to complete a Reflective Portfolio. The reflective portfolio is comprised of 7 journal entries (1 per course Unit) developed around the course outcomes and objectives. Students must revise

each of these journals using the feedback provided by the instructor and compile their best work in the Reflective Portfolio.

A departmentally-created rubric was used to evaluate the Reflective Portfolio. The course faculty member graded the student work using the rubric (embedded in Bb) as a part of the course. These grades were then uploaded by the instructor into the ACS Instructor Resource Site for analysis across sections.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

When examining the Reflective Portfolio scores as a whole, students met the standard for success as 100% (27/27) of students received a 70% or higher.

The standard of success was also met at the section level, with 100% of students (7/7) receiving a 70% or higher in Summer 2019, 100% (5/5) receiving a 70% or higher in Fall 2019, and 100% of students (15/15) receiving a 70% or higher in Winter 2020.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to meet and exceed the standard for success for the Reflective Portfolio. The Reflective Portfolio allowed students to identify current personal and academic strengths in their own words as well as document self-perceived improvement and develop success strategies for the future.

Students were able to meet the standard for success for this learning outcome in all but one category on the On Course Pre and Post Assessment. The average improvement score for Mastering Self-Management was a 4.44 rather than the 5 points needed to satisfy the standard for success.

While the On Course Pre and Post Assessment provides insight into self-perceived growth and is often a point of pride for students, the instrument has flaws that lead the reviewer to believe the Reflective Portfolio is a stronger measure of student achievement on this outcome.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The students that completed the Reflective Portfolio did exceptionally well. While more students completed the Reflective Portfolio than the Career Portfolio or On

Course Pre and Post Assessment than the other two components, the sample size is small. While there were no instances of incomplete reflection portfolios, an increased emphasis needs to be placed on getting more students to complete this work.

To increase the number of students that complete the Reflective Portfolio, the reviewer examined the scaffolding activities that culminate the completed Reflection Portfolio. Students are asked to complete journals in each of the 7 course units. Analysis of the number of journal entries submitted for each Unit showed a general downward trend (Unit 1 had the highest responses rate and Unit 7 the lowest), but no dramatic drops were observed from any one journal to the next (signifying a "sticking point" or problem area for students). Perhaps then, the key to increasing the number of student submissions for the reflection portfolio is to automatically flag students that miss a journal entry for academic intervention. Missed journal assignments could trigger automatic referral to success coaches, who ideally, would help address whatever issues are preventing their success (academic or otherwise), whenever it happens during the course. This policy could be included in the course syllabus and communicated at the beginning of the term.

As far as the Pre and Post Assessment tool is concerned, while the students met the standard for success in most areas, the reviewer has questions about the validity of the tool. Some limitations are outlined below:

1)   For student with high pre-assessment scores on any of the principles, the scale itself limits how much they can "improve" relative to other students because they are already at the top of the scale.

2)   The range of score changes for an individual student varied greatly in both directions (indicating extreme growth as well as a steep decline). This variation could be the result of a number of factors, but it seems unusual to the reviewer that students would experience dramatic growth in 10 short weeks or that they would lose meaningful ground on principles for which they had already demonstrated strength.

3)   This instrument doesn't allow for students to explain their scores or how they approached answering the questions for the pre and post assessment, but rather reduces the learning experience to a number.

4)   That number is also problematic because the process of scoring the assessment has proved difficult for students and in several cases, the student reported scores that were not accurate.

Of the two instruments used to assess this outcome, it seems that the Reflective Portfolio is a more effective way for students to share their perceptions of growth

over time. Additionally, it doesn't utilize a scoring system that is subject to human mathematical error. In the interest of continuous improvement, it is recommended that this evaluation tool be discarded in favor of the Reflective Portfolio.

Outcome 2: Identify and improve current personal and academic strengths.

- Assessment Plan

  - o Assessment Tool: On Course Self Assessment pre- and post-test; either paper/pencil or online version

  - o Assessment Date: Winter 2015

  - o Course section(s)/other population: All sections

  - o Number students to be assessed: All students enrolled in the course

  - o How the assessment will be scored: On Course rubric

  - o Standard of success to be used for this assessment: An overall improvement of 5 points or more on the 80 point scale

  - o Who will score and analyze the data: Academic and Career Skills instructors will score and analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2019	2020	2019

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
92	25

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

This assessment report will examine the DL sections of ACS 151 for Summer 2019 (15 enrolled), Fall 2019 (15 enrolled), and Winter 2020 (18 enrolled).

Special sections of this course were run in Fall and Winter at Ypsilanti High School. These sections are not included in this assessment report.

A total of 25 students across all three sections submitted both the pre and post assessment scores. In terms of the students not assessed, 5 were not assessed

because they were faculty or student withdrawals, and the remaining 18 students were not assessed because they did not complete the pre-assessment, post-assessment, or both.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This assessment report will examine the DL sections of ACS 151 for Summer 2019 (15 enrolled), Fall 2019 (15 enrolled), and Winter 2020 (18 enrolled).

Special, face-to-face, sections of this course were run in Fall and Winter at Ypsilanti High School. These sections are not included in this assessment report.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The On Course Pre and Post Assessment is a self-report instrument provided by Cengage in the On Course textbook. It covers eight areas directly related to the objectives of the course: Accepting self-responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting life-long learning, employing emotional intelligence, and believing in yourself. The measurement has an 80-point scale. Students are asked to complete a pre-assessment at the beginning of the course (PRE) and a post assessment at the end of the course (POST).

The self-assessments are graded components of the course. The students receive a grade based on completion of the instrument, so as not to incentivize score inflation. To incentivize completion, the pre-and-post test is worth 5% of the final grade for the course. The section instructor is responsible for grading the assessments and uploading the scores to the ACS Instructor Resources site. The results are then compiled by the assessment report preparer for analysis.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The analysis of the scores for the On Course PRE and POST assessment revealed that ACS 151 students met the criteria for success (an average improvement of 5 points) on 7 of the 8 On Course principles: Accepting self-responsibility (6.16), discovering self-motivation (8.44), employing interdependence (5.12), gaining self-awareness (8.28), adopting life-long learning (7.16), employing emotional intelligence (7.68), and believing in yourself (6.00). The criteria for success was not met for mastering self-management (4.55).

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to meet and exceed the standard for success for the Reflective Portfolio. The Reflective Portfolio allowed students to identify current personal and academic strengths in their own words as well as document self-perceived improvement and develop success strategies for the future.

Students were able to meet the standard for success for this learning outcome in all but one category on the On Course Pre and Post Assessment. The average improvement score for Mastering Self-Management was a 4.44 rather than the 5 points needed to satisfy the standard for success.

While the On Course Pre and Post Assessment provides insight into self-perceived growth and is often a point of pride for students, the instrument has flaws that lead the reviewer to believe the Reflective Portfolio is a stronger measure of student achievement on this outcome.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The students that completed the Reflective Portfolio did exceptionally well. While more students completed the Reflective Portfolio than the Career Portfolio or On Course Pre and Post Assessment than the other two components, the sample size is small. While there were no instances of incomplete reflection portfolios, an increased emphasis needs to be placed on getting more students to complete this work.

To increase the number of students that complete the Reflective Portfolio, the reviewer examined the scaffolding activities that culminate the completed Reflection Portfolio. Students are asked to complete journals in each of the 7 course units. Analysis of the number of journal entries submitted for each Unit showed a general downward trend (Unit 1 had the highest responses rate and Unit 7 the lowest), but no dramatic drops were observed from any one journal to the next (signifying a "sticking point" or problem area for students). Perhaps then, the key to increasing the number of student submissions for the reflection portfolio is to automatically flag students that miss a journal entry for academic intervention. Missed journal assignments could trigger automatic referral to success coaches, who ideally, would help address whatever issues are preventing their success (academic or otherwise), whenever it happens during the course. This policy could be included in the course syllabus and communicated at the beginning of the term.

As far as the Pre and Post Assessment tool is concerned, while the students met the standard for success in most areas, the reviewer has questions about the validity of the tool. Some limitations are outlined below:

1)   For student with high pre-assessment scores on any of the principles, the scale itself limits how much they can "improve" relative to other students because they are already at the top of the scale.

2)   The range of score changes for an individual student varied greatly in both directions (indicating extreme growth as well as a steep decline). This variation could be the result of a number of factors, but it seems unusual to the reviewer that students would experience dramatic growth in 10 short weeks or that they would lose meaningful ground on principles for which they had already demonstrated strength.

3)   This instrument doesn't allow for students to explain their scores or how they approached answering the questions for the pre and post assessment, but rather reduces the learning experience to a number.

4)   That number is also problematic because the process of scoring the assessment has proved difficult for students and in several cases, the student reported scores that were not accurate.

Of the two instruments used to assess this outcome, it seems that the Reflective Portfolio is a more effective way for students to share their perceptions of growth over time. Additionally, it doesn't utilize a scoring system that is subject to human mathematical error. In the interest of continuous improvement, it is recommended that this evaluation tool be discarded in favor of the Reflective Portfolio.

Outcome 3: Identify proven strategies for academic and personal success.

- Assessment Plan
    - o Assessment Tool: Reflective Portfolio
    - o Assessment Date: Winter 2015
    - o Course section(s)/other population: All sections
    - o Number students to be assessed: All students who receive a grade for ACS 151
    - o How the assessment will be scored: departmentally-developed rubric
    - o Standard of success to be used for this assessment: 75% of the students who receive a grade will have a 70% or higher on the Reflective Portfolio.

- o Who will score and analyze the data: Academic and Career Skills instructors will score and analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2019	2020	2019

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
92	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

This assessment report will examine the DL sections of ACS 151 for Summer 2019 (15 enrolled), Fall 2019 (15 enrolled), and Winter 2020 (18 enrolled).

Special sections of this course were run in Fall and Winter at Ypsilanti High School. These sections are not included in this assessment report.

A total of 27 students across all three sections submitted all of the components of the career portfolio. In terms of the students not assessed, 16 students did not complete the career portfolio and 5 were faculty or student withdrawals.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This assessment report will examine the DL sections of ACS 151 for Summer 2019 (15 enrolled), Fall 2019 (15 enrolled), and Winter 2020 (18 enrolled).

Special, face-to-face, sections of this course were run in Fall and Winter at Ypsilanti High School. These sections are not included in this assessment report.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

As a culminating project for this course students need to complete a Reflective Portfolio. The Reflective Portfolio is comprised of 7 journal entries (1 per course Unit) developed around the course outcomes and objectives. Students must revise each of these journals using the feedback provided by the instructor and compile their best work in the Reflective Portfolio.

A departmentally-created rubric was used to evaluate the Reflective Portfolio. The course faculty member graded the student work using the rubric (embedded in Bb) as a part of the course. These grades were then uploaded by the instructor into the ACS Instructor Resource Site for analysis across sections.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

When examining the Reflective Portfolio scores as a whole, students met the standard for success as 100% (27/27) of students received a 70% or higher.

The standard of success was also met at the section level, with 100% of students (7/7) receiving a 70% or higher in Summer 2019, 100% (5/5) receiving a 70% or higher in Fall 2019, and 100% of students (15/15) receiving a 70% or higher in Winter 2020.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to meet and exceed the standard for success for the Reflective Portfolio.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The students that completed the Reflective Portfolio did exceptionally well. While more students completed the Reflective Portfolio than the Career Portfolio or On Course Pre and Post Assessment than the other two components, the sample size is still small. While there were no instances of incomplete Reflection Portfolios, an increased emphasis needs to be placed on getting more students to complete this work.

To increase the number of students that complete the Reflective Portfolio, the reviewer examined the scaffolding activities that culminate in the completed Reflection Portfolio. Students are asked to complete journals in each of the 7 course units. Analysis of the number of journal entries submitted for each Unit showed a general downward trend (Unit 1 had the highest responses rate and Unit 7 the lowest), but no dramatic drops were observed from any one journal to the next (signifying a "sticking point" or problem area for students).

Perhaps then, the key to increasing the number of student submissions for the Reflection Portfolio is to automatically flag students that miss a journal entry for

academic intervention. Missed journal assignments could trigger automatic referral to success coaches, which ideally, would help address whatever issues are preventing their success (academic or otherwise), whenever it happens during the course. This policy could be included in the course syllabus and communicated at the beginning of the term.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

N/A

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Data indicates that, overall, this course is meeting the needs of students. That said, the process brought to light a few areas that could be improved.

1) The completion rate of the assessment tools was low, and participation differed by instrument. The Career Planning Portfolio and On Course Pre and Post Assessment were not completed by students at the same rate as the Reflective Portfolio. This disparity requires further investigation, but it seems that focusing on increasing the number of projects submitted should be an emphasis.

2) The student writing in the Reflective Portfolio seemed to more accurately address student progress towards course outcomes than the On Course Pre and Post Assessment. In addition, the structure of the On Course Pre and Post Assessment was problematic (limiting the room for student improvement for those with high pre-assessment scores and scores were cumbersome to accurately calculate).

3) The content of the Reflective Portfolio addressed both Outcome 2 and Outcome 3. As a result, it is recommended that these Outcomes be revised and combined.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The information brought to light in this assessment report will be shared at the English and College Readiness department meeting and made available through the ACS Instructor Resource site.

4.
   Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Revise and combine Outcomes 2 and 3.	The content of the Reflective Portfolio addressed both Outcome 2 and Outcome 3.	2021
Assessment Tool	Discontinue use of the On Course Pre and Post Assessment as an assessment tool.	The student writing in the Reflective Portfolio seemed to more accurately address student progress towards course outcomes. Additionally, the structure and scoring of the On Course Pre and Post Assessment was problematic.	2021
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Create a course policy that allows students to resubmit their resume and cover letter drafts for additional points immediately after receiving graded feedback. This policy could be included in the course syllabus and communicated at the beginning of the term.	The reduction in time between draft and final submissions might simplify the act of compiling the portfolio, provide students with additional feedback, and result in a greater number of completed projects.	2021
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Create an early intervention policy for students that do not submit journal entries. This policy could be included in the course syllabus and communicated at the beginning of the term.	Missed journal assignments could trigger referral to success coaches, who ideally, would help address whatever issues are preventing their success (academic or otherwise),	2021

		whenever it happens during the course.	

5. Is there anything that you would like to mention that was not already captured?

> 6.

III. Attached Files

PrePostAssessmentScores
Career and Reflective Portfolio Scores
Career and Reflective Portfolio Rubrics
Career Portfolio Instructions
Reflective Portfolio Instructions
Post Assessment
Pre Assessment
Journal Entries Submitted

Faculty/Preparer: Jessica Hale **Date:** 07/20/2020
Department Chair: Carrie Krantz **Date:** 07/22/2020
Dean: Scott Britten **Date:** 07/27/2020
Assessment Committee Chair: Shawn Deron **Date:** 09/21/2020