

This template intends to make our annual assessment and its reports simple, clear, and of high quality not only for this academic year but also for the years to come. Thus, it explicitly specifies some of the best assessment practices and/or expectations implied in the four WASC assessment rubrics we have used in the last few years (see the information below* that has appeared in Appendices 1, 2a, 2b, and 7 in the *Feedback for the 2011-2012 Assessment Report*; Appendix 2 in the *Feedback for the 2012-2013 Assessment Report*, and Appendices 5 to 8 in the *2013-2014 Annual Assessment Guideline*).

We understand some of our programs/departments have not used and/or adopted these best practices this year, and that is okay. You do not need to do anything extra this year, and ALL YOU NEED TO DO is to report what you have done this academic year. However, we hope our programs will use many of these best practices in the annual assessment in the future.

We also hope to use the information from this template to build a digital database that is simple, clear, and of high quality. If you find it necessary to modify or refine the wording or the content of some of the questions to address the specific needs of your program, please make the changes and highlight them in red. We will consider your suggestion(s). Thank you!

If you have any questions or need any help, please send an email to Dr. Amy Liu (liuqa@csus.edu), Director of University Assessment. We are looking forward to working with you.

*The four WASC rubrics refer to: 1) WASC “Rubric for Assessing the Quality of Academic Program Learning Outcomes”; 2) WASC “Rubric for Assessing the Use of Capstone Experience for Assessing Program Learning Outcomes”; 3) WASC “Rubric for Assessing the Use of Portfolio for Assessing Program Learning Outcomes”; and 4) WASC “Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews”.

Part 1: Background Information

B1. Program name: [__ Master of Social Work____]

B2. Report author(s): [__Robin Kennedy____]

B3. Fall 2012 enrollment: [__258__]

Use the *Department Fact Book 2013* by OIR (Office of Institutional Research) to get the fall 2012 enrollment: (<http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html>).

B4. Program type: [SELECT ONLY ONE]

	1. Undergraduate baccalaureate major
	2. Credential
X	3. Master’s degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

Part 2: Six Questions for the 2013-2014 Annual Assessment

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed **in 2013-2014**.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess **in 2013-2014**? (See 2013-2014 Annual Assessment Report Guidelines for more details). **[CHECK ALL THAT APPLY]**

	1. Critical thinking (WASC 1) *
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
X	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were assessed in 2013-2014 but not included above: a. b. c.

* One of the WASC's new requirements is that colleges and universities report on the level of student performance **at graduation** in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:

Social Work is a professional degree; students are expected to have certain competencies and practice skills upon graduation. Students' demonstrate their ability to integrate and apply the knowledge from all their coursework in their 2nd and final year of Field work. The data used in this assessment is provided by students' Field Instructors in their final semester of coursework, prior to graduation.

Q1.2. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

X	1. Yes
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	2. No (If no, go to Q1.4)
	3. Don't know (Go to Q1.4)

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

X	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile (DQP)** to develop your PLO(s)?

	1. Yes
	2. No, but I know what DQP is.
X	3. No. I don't know what DQP is.
	4. Don't know

* **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:

http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf and
<http://www.learningoutcomeassessment.org/DQPNew.html>.

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed in **2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

X	1. Yes, we have developed standards/expectations for ALL PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for SOME PLOs assessed in 2013-14.
	3. No (If no, go to Q2.2)
	4. Don't know (Go to Q2.2)
	5. Not Applicable (Go to Q2.2)

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

PLO #16: Integrative and applied learning

The MSW II Field Evaluation examines 3 areas of “integrative and applied learning” in Social Work practice: *Engagement* (4 competencies), *Assessment* (4 competencies), and *Intervention* (4 competencies). Competencies are measured on a scale 1-5:

1 = Unacceptable Performance: Student shows little evidence of understanding of the concept and/or demonstration of skill development.

2 = Beginning Skill Development: Student shows some understanding the concept and is beginning to recognize in hindsight how it may have been applied in practice situations.

3 = Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to exhibit consistency.

4 = Consistent Demonstration of High Level of Skill Development: Understands the concept and demonstrates the skills with consistency.

5 = Exceptional Demonstration of Skill Development: The skill is an integrated part of the student's stance and style. Student exhibits independence, creativity, and flexibility in the use of the skills.

Graduating MSW students are expected to score 4 or above on all Practice competencies, indicating the student understands and can demonstrate the practice skill. The Division of Social Work has set a benchmark of 90% of MSW II students score 4 or above on Practice skills.

Q2.2. Have you published the **PLO(s)/expectations/rubric(s)** you assessed in 2013-2014?

X	1. Yes
	2. No (If no, go to Q3.1)

Q2.2.1. If yes, where were the **PLOs/expectations/rubrics** published? [CHECK ALL THAT APPLY]

	1. In SOME course syllabi/assignments in the program that claim to introduce/develop/master the PLO(s)
	2. In ALL course syllabi/assignments in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
X	5. On the academic unit website or in the newsletters
	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents
	10. In other places, specify:

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence collected for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.2. If yes, was the data scored/evaluated for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.3. If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary

of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time.
[WORD LIMIT: 600 WORDS FOR EACH PLO]

#16 Integrative and applied learning is assessed in item 9.1--9.12 of the MSW II Field Evaluation (see Q4.3.2).

N = 79

Benchmark = 4 or above for 90% or more of students.

MSW II Practice Skills					
Category	Mean	Median	Above Benchmark	Below Benchmark	Missing Data
9.1 Establishes effective working relationships with clients/client systems	4.6	5.0	76 (96%)	2 (3%)	1
9.2 Able to develop and maintain trust, communicate empathy and respect	4.7	5.0	76 (96%)	2 (3%)	1
9.3 Effectively prepares for work with clients	4.7	5.0	74 (93%)	2 (3%)	3
9.4 Develops mutually agreed upon focus of work and desired outcomes with clients	4.6	5.0	76 (96%)	1 (1%)	2
9.5 Collects, organizes and interprets client data	4.4	4.0	71 (90%)	4 (5%)	2
9.6 Assesses client strengths and limitations	4.6	5.0	73 (92%)	2 (3%)	4
9.7 Develops mutually agreed on intervention goals and objectives	4.5	4.9	74 (92%)	2 (3%)	3
9.8 Selects appropriate intervention strategies	4.4	4.0	75 (95%)	1 (1%)	3
9.9 Implements intervention strategies	4.5	4.0	73 (92%)	3 (4%)	3
9.10 Helps clients resolve problems	4.5	5.0	73 (93%)	2 (2%)	4
9.11 Negotiates, mediates, and advocates for clients.	4.5	5.0	74 (93%)	3 (4%)	2
*9.12 Facilitates transitions and endings for clients.	4.3	4.0	66 (83%)	7 (9%)	6
*Did not meet benchmark					

Strengths: Evaluation results indicate students are strongest in the following areas: 1) developing trust and communicating empathy and respect, and 2) Effectively preparing for work with clients. An area that indicates a need for attention is: Facilitates transitions and ending for clients. Client termination is often a subject covered at the end of the school year, when second year students are encountering a number of distractions. The Practice Committee will consider the results of the Field Evaluation when they meet in the Fall and make needed changes in curriculum, assignments and rubrics.

Q3.4. Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

	1. Exceed expectation/standard
X	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Q3.4.2. Second PLO: [_____]

	1. Exceed expectation/standard
	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Q4.1. How many PLOs in total did your program assess in the 2013-2014 academic year? [1]

	1. Critical thinking (WASC 1) ¹
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline

	19. Other PLO. Specify:
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Direct Measures

Q4.3. Were direct measures used to assess this PLO?

X	1. Yes
	2. No (If no, go to Q4.4)
	3. Don't know (Go to Q4.4)

Q4.3.1. Which of the following **DIRECT** measures were used? **[Check all that apply]**

	1. Capstone projects (including theses, senior theses), courses, or experiences
	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
X	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
	8. Other measure. Specify:

Q4.3.2. Please provide the direct measure(s) **[key assignment(s)/project(s)/portfolio(s)]** that you used to collect the data. **[WORD LIMIT: 300 WORDS]**

MSW students are evaluated on a number of competencies in the MSW II Field Evaluation (see attached); “integrative and applied learning” is addressed in item #9: ***Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations and communities.***
Students receive a score between 1-5 described earlier in Q2.1.1.

<p>Engagement:</p> <p>9.1. Establishes effective working relationships with clients/client systems.</p> <p>9.2. Able to develop and maintain trust, communicate empathy, and respect.</p> <p>9.3. Effectively prepares for work with clients.</p> <p>9.4. Develops mutually agreed upon focus of work and desired outcomes with clients.</p>
<p>Assessment – Using the strengths and ecological perspectives:</p> <p>9.5. Collects, organizes and interprets client data.</p> <p>9.6. Assesses client strengths and limitations.</p> <p>9.7. Develops mutually agreed on intervention goals and objectives.</p>

9.8. Selects appropriate intervention strategies.
Intervention:
9.9. Implements intervention strategies.
9.10. Helps clients resolve problems.
9.11. Negotiates, mediates, and advocates for clients.
9.12. Facilitates transitions and endings for clients.

Q4.3.2.1. Was the direct measure(s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the rubric/criterion?

X	1. Yes
	2. No
	3. Don't know

Q4.3.3. Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.4. How was the evidence scored/evaluated? [Select one only]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
X	2. Use rubric developed/modified by the faculty who teaches the class
	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty
	5. Use other means. Specify:

Q4.3.5. What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? [Select one only]

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
X	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

Q4.3.6. Was the rubric/criterion aligned directly with the PLO?

	1. Yes
X	2. No
	3. Don't know

Q4.3.7. Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

X	1. Yes
	2. No

	3. Don't know
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Q4.3.8. Were there checks for inter-rater reliability?

	1. Yes
X	2. No
	3. Don't know

Q4.3.9. Were the sample sizes for the direct measure adequate?

X	1. Yes
	2. No
	3. Don't know

Q4.3.10. How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

All MSW II students are evaluated by their Field Instructors at the end of the Fall and Spring semesters. This report includes the end of the year (Spring) evaluation scores for MSW II students. These scores represent “exit” scores, as MSW students graduate. These scores most accurately represent graduating students “integrative and applied” Social Work practice skills at the time of graduation.
Note: the number of evaluations is less than the number of students currently enrolled; not all faculty members turned in their students evaluations to the office for data analysis.

Indirect Measures

Q4.4. Were indirect measures used to assess the PLO?

	1. Yes
X	2. No (If no, go to Q4.5)

Q4.4.1. Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

Q4.4.2. If surveys were used, were the sample sizes adequate?

	1. Yes
	2. No
	3. Don't know

Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?

Other Measures

Q4.5. Were external benchmarking data used to assess the PLO?

	1. Yes
X	2. No (If no, go to Q4.6)

Q4.5.1. Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
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	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

Q4.6. Were other measures used to assess the PLO?

	1. Yes
X	2. No (Go to Q4.7)
	3. Don't know (Go to Q4.7)

Q4.6.1. If yes, please specify: [_____]

Alignment and Quality

Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

All MSW II students attend their Field Placements 24 hours/week (SWRK 295c/d). Each student has an MSW supervisor (minimum 2 years postgraduate experience) that serves as their Field Instructor. The Field Instructor provides direct supervision and feedback a minimum of 2 hours/week. The faculty Field Liaison meets with both the student and the Field Instructor once in both Fall and Spring. At the end of the Spring semester, Field Instructors evaluate their MSW students' practice skills, using the MSW II Field Evaluation.

Each Field Instructor is required to attend Field Instructor Training (6 hours), where Field Instructor responsibilities and student expectations are clarified. Fair and objective completion of the MSW II Field Evaluation is a significant part of Field Instructor training. The data has face validity; the items on the Evaluation were derived from the competencies developed by the Council on Social Work Education. Field Instructors have been trained in scoring students competencies, however, each student was scored by only one instructor in their Field performance; reliability of scores is undetermined.

Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? [__1__]

NOTE: IF IT IS ONLY ONE, GO TO Q5.1.

Q4.8.1. Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

	1. Yes
	2. No
	3. Don't know

Q4.8.2. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

	1. Yes
	2. No
	3. Don't know

Question 5 (Q5): Use of Assessment Data.

Q5.1. To what extent have the assessment results **from 2012-2013** been used for? [**CHECK ALL THAT APPLY**]

	Very	Quite a	Some	Not at	Not
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	Much (1)	Bit (2)	(3)	all (4)	Applicable (9)
1. Improving specific courses			X		
2. Modifying curriculum			X		
3. Improving advising and mentoring			X		
4. Revising learning outcomes/goals				X	
5. Revising rubrics and/or expectations			X		
6. Developing/updating assessment plan			X		
7. Annual assessment reports	X				
8. Program review	X				
9. Prospective student and family information				X	
10. Alumni communication				X	
11. WASC accreditation (regional accreditation)			X		
12. Program accreditation	X				
13. External accountability reporting requirement	X				
14. Trustee/Governing Board deliberations					X
15. Strategic planning					X
16. Institutional benchmarking					X
17. Academic policy development or modification		X			
18. Institutional Improvement					X
19. Resource allocation and budgeting			X		
20. New faculty hiring				X	
21. Professional development for faculty and staff			X		
22. Other Specify:					

Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.

- 1) All Social Work faculty that teach Social Work Practice (SWRK 140c/d, 204a/b/c/d) and Social Work Field (SWRK 195a/b, 295a/b/c/d) sit on and attend meetings for the division's Practice and Field Committees. The results of the Field Evaluations are discussed at these meetings and curriculum revisions addressing student weaknesses and strengths are explored and syllabi are modified accordingly.
- 2) The Social Work Field Advisory Committee meets 1-2 times annually. The results of the Field Assessment are discussed; Committee members expound on their experiences with students and their Field Evaluations from their recent experience (often comparing to their long-term experience), making suggestions regarding procedural and curriculum revisions.

Q5.2. As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

	1. Yes
X	2. No (If no, go to Q5.3)
	3. Don't know (Go to Q5.3)

Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

Q5.2.2. Is there a follow-up assessment on these areas that need improvement?

	1. Yes
	2. No
	3. Don't know

Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?

X	1. Critical thinking (WASC 1) ¹
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to assess but not included above : a. b. c.

Part 3: Additional Information

A1. In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
	2. 2007-2008
X	3. 2008-2009 (last CSWE reaccreditation)
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet developed a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
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	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
X	9. Have not yet updated the assessment plan

A3. Have you developed a curriculum map for this program?

X	1. Yes
	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

	1. Yes
X	2. No
	3. Don't know

A5. Does the program have any capstone class?

X	1. Yes
	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: [__SWRK 500, 501, & 502__]

A6. Does the program have **ANY** capstone project?

X	1. Yes
	2. No
	3. Don't know

A7. Name of the academic unit: [Master of Social Work (MSW)_]

A8. Department in which the academic unit is located: [__Social Work_]

A9. Department Chair's Name: [Robin Kennedy_]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: [__2__]

A11. College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
X	5. Health and Human Services
	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

Undergraduate Degree Program(s):

A12. Number of undergraduate degree programs the academic unit has: [__1__]

A12.1. List all the name(s): [____Bachelor of Arts in Social Work__(BASW)____]

A12.2. How many concentrations appear on the diploma for this undergraduate program? [__ 0__]

Master Degree Program(s):

A13. Number of Master's degree programs the academic unit has: [__1__]

A13.1. List all the name(s): [____Master of Social Work (MSW)____]

A13.2. How many concentrations appear on the diploma for this master program? [__0__]

Credential Program(s):

A14. Number of credential degree programs the academic unit has: [__1__]

A14.1. List all the names: [__PPS, School Social Work__]

Doctorate Program(s)

A15. Number of doctorate degree programs the academic unit has: [____0____]

A15.1. List the name(s): [____0____]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

	1. Yes
X	2. No

*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: _____

16.2. If yes, please specify the name of each diploma concentration: _____