

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015?** [Check all that apply]

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 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, specify any PLOs that were assessed in 2014-2015 but not included above:

- a.
- b.
- c.

Q1.3. Are your PLOs closely aligned with the mission of the university?

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

Q1.4. Is your program externally accredited (other than through WASC)?

- 1. Yes
- 2. No (Go to **Q1.5**)
- 3. Don't know (Go to **Q1.5**)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

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

Q1.5. Did your program use the [Degree Qualification Profile \(DQP\)](#) to develop your PLO(s)?

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

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

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

<p>Q1.2. Please provide more detailed background information about EACH PLO you checked above and other information such as how your specific PLOs were explicitly linked to the Sac State BLGs:</p> <p>PLO 2: . Overall competencies in the major/discipline</p> <p>Video Communication Film students demonstrate a mastery of video communication:</p> <p>Area 1-Develop clear video concepts Area 2- implement effective organizational strategies Area 3-Use video technique effectively including; sound, cinematography and editing Area 4- use appropriate cinematic conventions to convey meaning</p>	<p>Q1.2.1. Do you have rubrics for your PLOs?</p> <p><input type="checkbox"/> 1. Yes, for all PLOs <input checked="" type="checkbox"/> 2. Yes, but for some PLOs <input type="checkbox"/> 3. No rubrics for PLOs <input type="checkbox"/> 4. N/A, other (please specify):</p>
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IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

<p>Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):</p> <p>Video Communication Rubric developed by program faculty.</p>	<p>Q2.2. Has the program developed or adopted explicit standards of performance for this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A</p>
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Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

See the rubric in Appendix I.

Standards of performance and expectations: 70% of undergraduate students should score at least 3.0.

Q2.4. Please indicate the category in which the selected PLO falls into.

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 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:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	PLO	Standards of Performance	Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO	1. <input checked="" type="checkbox"/>	2. <input checked="" type="checkbox"/>	3. <input type="checkbox"/>
2. In ALL course syllabi/assignments in the program that address the PLO	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
3. In the student handbook/advising handbook	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
4. In the university catalogue	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
5. On the academic unit website or in newsletters	1. <input checked="" type="checkbox"/>	2. <input checked="" type="checkbox"/>	3. <input type="checkbox"/>
6. In the assessment or program review reports, plans, resources or activities	1. <input checked="" type="checkbox"/>	2. <input checked="" type="checkbox"/>	3. <input checked="" type="checkbox"/>
7. In new course proposal forms in the department/college/university	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
8. In the department/college/university's strategic plans and other planning documents	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
9. In the department/college/university's budget plans and other resource allocation documents	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

- 1. Yes
- 2. No (Skip to **Q6**)
- 3. Don't know (Skip to **Q6**)
- 4. N/A (Skip to **Q6**)

Q3.2. If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

- 1. Yes
- 2. No (Skip to **Q6**)
- 3. Don't know (Skip to **Q6**)
- 4. N/A (Skip to **Q6**)

<p>Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO? 1</p>	<p>Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300]</p> <p>Seven faculty-vetted rubrics were used to evaluate seven senior capstone projects from 2014/2015 Academic Year. These rubrics assess the work of 4-7 students participating on group projects. Therefore, over 35 students were assessed.</p>
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Q3A: Direct Measures (key assignments, projects, portfolios)

<p>Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.7) <input type="checkbox"/> 3. Don't know (Go to Q3.7)</p>	<p>Q3.3.1. Which of the following direct measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences <input checked="" type="checkbox"/> 2. Key assignments from required classes in the program <input checked="" type="checkbox"/> 3. Key assignments from elective classes <input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques <input type="checkbox"/> 5. External performance assessments such as internships or other community based projects <input type="checkbox"/> 6. E-Portfolios <input type="checkbox"/> 7. Other portfolios <input type="checkbox"/> 8. Other measure. Specify:</p>
<p>Q3.3.2. Please attach the direct measure you used to collect data.</p> <p>Capstone video projects created by students at the most advanced level of the curriculum (see Appendix II).</p>	

<p>Q3.4. How was the data evaluated? [Select only one]</p> <p><input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.4.3) <input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class <input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty <input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty <input type="checkbox"/> 5. The VALUE rubric(s) <input type="checkbox"/> 6. Modified VALUE rubric(s) <input checked="" type="checkbox"/> 7. Used other means. Specify: AAC&U VALUES rubrics + multiple-choice exams + rubrics pilot-tested and modified by a group of faculty</p>		
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<p>Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO? <input checked="" type="checkbox"/> 1. Yes</p>	<p>Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric? <input checked="" type="checkbox"/> 1. Yes</p>	<p>Q3.4.3. Was the rubric aligned directly and explicitly with the PLO? <input checked="" type="checkbox"/> 1. Yes</p>
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<input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	<input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	<input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A
<p>Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?</p> <p>5</p>	<p>Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? N/A</p> <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	
<p>Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]?</p> <p>7 randomly selected projects from the 2014/2015 academic year</p>	<p>Q3.6.1. How did you decide how many samples of student work to review?</p> <p>The faculty came to a <i>consensus</i> for a reasonable number of projects</p>	
<p>Q3.6.2. How many students were in the class or program?</p> <p>Each Senior Practicum has a minimum of 25 students</p>	<p>Q3.6.3. How many samples of student work did you evaluate?</p> <p>7 Group projects (35 students evaluated)</p>	<p>Q3.6.4. Was the sample size of student work for the direct measure adequate?</p> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
<p>Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)</p>		
<p>Q3.7. Were indirect measures used to assess the PLO?</p> <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Skip to Q3.8)	<p>Q3.7.1. Which of the following indirect measures were used? [Check all that apply]</p> <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:	
<p>Q3.7.2 If surveys were used, how was the sample size decided?</p>	<p>Q3.7.4. If surveys were used, what was the response rate?</p>	
<p>Q3.7.3. If surveys were used, briefly specify how you selected your sample.</p>		

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?

1. Yes
 2. No (Go to **Q3.8.2**)

Q3.8.1. Which of the following measures was used?

1. National disciplinary exams or state/professional licensure exams
 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. Other, specify:

Q3.8.2. Were other measures used to assess the PLO?

1. Yes
 2. No (Go to **Q3.9**)
 3. Don't know (Go to **Q3.9**)

Q3.8.3. If other measures were used, please specify:

Q3D: Alignment and Quality

Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

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

Q3.9.1. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

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

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III) [**Word limit: 600 for selected PLO**]

Data for the Video Production Rubric

Table 1:

Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Benchmark (0)	not Met
A1a Develop clear video Concepts	28.5%	71.5%	0%	0%	0%	
A2a Use video technique effectively: Audio Production	28.5%	14.28%	42.9%	0%	14.28%	
A2b Use video technique effectively, Editing and Post	57.14%	14.28%	14.28%	0%	14.28%	
A2c Use video technique effectively, Cinematography	28.5%	42.9%	14.28%	0%	14.28%	
A2d Use video technique effectively, Structure Storytelling	57.14%	14.28%	0%	28.5%	0%	

Based on the standards and criteria from the faculty vetted Video Production (Capstone) Rubric, most of the

students met or exceeded the milestone for each area of Video Production.

For A1 Use video technique effectively Audio Production criterion, **ALL** of the students demonstrated adequate or a strong communication of concept and knowledge of target audience

For A2a Use Video Technique effectively: Audio Production: Most students did reach milestone 2 and above for this skill, while 14.28% did not meet the benchmark at all. Most students in this category met Milestone 1 at 42.9% and Capstone at 28.5%

For A2b Use Video Technique Effectively: Editing and post, the most frequently rated category was Capstone where students consistently showed skill in the use of rhythm, transitions, and effects that complimented the project.

Regarding A2c **Cinematography,** most students again met milestone 2 and above indicating consistent use of skillful cinematographic technique including Lighting, Camera moves, with a demonstrated ability to create a mood appropriate to the video's meaning

Finally, **A2d** criterion was rated by most in the Capstone category at 57.14% showing a thorough understanding and mastery of time-based structure with the Films' conclusions having significant impact. That said, a larger percentage of this group only met the Benchmark at 28.5%.

In all areas, students are meeting Milestone 1 and above. The strongest areas are story structure and editing/post. The areas that need the most work are: Audio Production and Story Structure (stratified outcome

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Generally, results show that students are meeting or exceeding expectations. However,) 14.28% of students are not meeting the Benchmark in the areas of Audio, Editing and Cinematography.

Each year, we attempt to improve the introductory and development curriculum to better prepare students for the rigors of the capstone course. It has been difficult, because we have had inconsistent part-time instruction in the intermediate level courses. We hope that our new Digital Video hire will help us improve these areas.

Q4.3. For **selected** PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation or standard has been specified
- 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

1. Yes * (see Q5.1.1.)
 2. No (Go to **Q5.3**)
 3. Don't know (Go to **Q5.3**)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

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

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

*These assessment data have to potential to inform curricular needs. As we move toward Program Review and with the consent of the full faculty, we can work toward addressing at least some of these assessment issues in the coming year (2015-2016). Specifics changes include:

1) Identify PLOs that are a priority, along with evaluating current criteria

Assessing the impact of this change can be evaluated at next year's assessment by the inclusion of new PLOs and evaluation criteria.

Q5.2. How have the assessment data from last year (2013 - 2014) been used so far? **[Check all that apply]**

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

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

The Department will use assessment data from 2014-2015 to consider the following changes.

1. Curriculum – The Film Program will be combining the two majors: ComS Digital Video and Film: Digital Film Video Production to help make the core and option more consistent. The proposed change will help us control the curriculum and will also help simplify and make more transparent the assessment process.
2. Hiring – The Department hired two new faculty (one Digital Video and one Public Relations) *and* expects to hire additional full-time faculty in the coming year. The assessment data will be useful in determining what areas the Department needs to focus in order to meet our PLO(s.)
3. See Findings. The Department will continue to modify its assessment measures (noted in that section of this report) as we prepare to collect data for 2014-2015.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

Q7. What PLO(s) do you plan to assess next year?

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 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, specify any PLOs **not included above**:
 - a.
 - b.
 - c.

Q8. Have you attached any appendices? If yes, please list them all here:
 All 7 Video Production Rubrics are attached

Program Information

P1. Film: Digital Film/Video Production Concentration	P2. Report Authors: Jenny Stark
P3. Academic unit: Department, Program, or College: Film Program	P4. College: Arts & Letters
P5. Fall 2014 enrollment for Academic unit (<i>See Department Fact Book 2014 by the Office of Institutional Research for fall 2012 enrollment: 1544</i>)	P6. Program Type: [Select only one] <input checked="" type="checkbox"/> 1. Undergraduate baccalaureate major <input type="checkbox"/> 2. Credential <input type="checkbox"/> 3. Master’s degree <input type="checkbox"/> 4. Doctorate (Ph.D./Ed.d) <input type="checkbox"/> 5. Other. Please specify:
Undergraduate Degree Program(s):	Master Degree Program(s):

P7. Number of undergraduate degree programs the academic unit has: 3 P7.1. List all the name(s): ComS: Digital Video 107 Film: Digital Film/Video Production 114 P7.2. How many concentrations appear on the diploma for this undergraduate program? 2				P8. Number of Master's degree programs the academic unit has: 0 P8.1. List all the name(s): n/a P8.2. How many concentrations appear on the diploma for this master program? n/a						
Credential Program(s): P9. Number of credential programs the academic unit has: 0 P9.1. List all the names: n/a				Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: 0 P10.1. List the name(s): n/a						
When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P12. Last updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
								1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?								<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?								<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P15. Does the program have any capstone class?								<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P16. Does the program have ANY capstone project?								<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>