2018 - 2019
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our **website**
or **contact us** for more help.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:
Please use the "Guidelines" and "Examples for Answering Open-Ended Questions" to answer each question in the template as you complete the report. Please provide and attach the following information:
1. PLO Assessed **(Q1.1, Q2.1)**
2. Definition of the PLO(s) **(Q2.1.1)**
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
4. Direct Measures **(Q3.3.2)**
5. Data Table(s) **(Q4.1)**
6. Curriculum Map **(Q21.1)**
7. Most Updated Assessment Plan **(Q20.2)**

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

Please begin by selecting your program name in the drop down.
If the program name is not listed, please enter it below:

BA Communications

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: All the Program Learning Outcomes Assessed

Q1.1.
Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs)or emboldened Graduate Learning Goals (GLGs) **did you assess?** [**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, Competency, and Perspectives**
☐ 13. Ethical Reasoning
☐ 14. Foundations and Skills for Lifelong Learning
☐ 15. **Global Learning and Perspectives**
☐ 16. Integrative and Applied Learning
☐ 17. Overall Competencies for GE Knowledge
☐ 18. **Overall Disciplinary Knowledge**
☐ 19. **Professionalism**
☐ 20. **Research**
☐ 21A. Other, specify any assessed PLOs not included above:

a. [   ]

b. [   ]

c. [   ]

☐ 21B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.
Are your PLOs closely aligned with the mission and/or the strategic plan of the university?

◉ 1. Yes
○ 2. No
○ 3. Don't know

[Undo]

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information for the Selected PLO

Q2.1.
Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the **correct box*** for this PLO in Q1.1):

Critical Thinking

If your PLO is **not listed, please enter it here**:

[   ]

Q2.1.1.
Please provide the definition for this PLO (**See Appendix 15 Sample Answer to Q2.1.1**).

Critical Thinking:

1. Explanation of issues

2. Selecting and using information to investigate a point of view or conclusion

3. Influence of context or assumptions

4. Student's positions (perspective, thesis/hypothesis)

5. Conclusions and related outcomes (implications and consequences)

Q2.2.

Has the program developed or adopted *explicit program standards of performance/expectations* for this PLO? (e.g. "We expect 80% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

[Undo]

Q2.2.a.
Please provide the standards of performance/expectations for this PLO:

> 100% of students will achieve 3.0 or better on each criterion.

Q2.3.
Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment**(**
See Appendix 15 Sample Answer to Q2.3):

📎 CriticalThinking rubric.pdf
87.58 KB   📎 Click here to attach a file

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard (stdrd)** of performance, and the **rubric** that was used to measure the PLO:
☑	☑	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☑	☑	☐	4. In the university catalogue
☑	☑	☐	5. On the academic unit website or in newsletters
☑	☑	☐	6. In the assessment or program review reports, plans, resources, or activities
☐	☐	☐	7. In 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. 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?

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

  Undo

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

  1

Q3.2.
Was the data **scored/evaluated** for this PLO?

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

  Undo

Q3.2.1.
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:

Instructors from 7 different senior seminar classes were asked to randomly select 5 student projects to evaluate.

Two instructors voluntarily sampled 10 student projects. Instructors then rated student's projects using the

rubric.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ⦿ 1. Yes
- ◯ 2. No (skip to **Q3.7**)
- ◯ 3. Don't know (skip to **Q3.7**)

  Undo

Q3.3.1.
Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

- ☑ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☑ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques

☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify:

[ ]

Q3.3.2.
Please **attach the assignment instructions that the students received to complete the assignment (**
See Appendix 1 Sample Answer to Q3.3.2):

Instructors were asked to use a capstone project but in cases where those projects were not yet submitted, other key assignments were used for evaluation.

The direct measures assess the Critical Thinking PLO by instructing students to appraise scholarly writings, evaluate what message components are necessary in order to support an argument, and distinguish different types of messages (e.g., scholarly vs. journalistic) when using the information to support conclusions.

A sample direct measure of a seminar class is attached.

📎 **Click here to attach a file**   📎 **Click here to attach a file**

Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

◉ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

[Undo]

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify:

[ ]

(skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

[Undo]

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

[Undo]

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Undo

Q3.5.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

[   ]

Q3.5.1.

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

[3   ]

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ○ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Undo

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Random sample from senior seminars.

Q3.6.1.

How did you **decide** how many samples of student work to review?

A precedent set by previous evaluations.

Q3.6.2a.

Please enter the number (#) of students *__from ONLY your program__* that were assessed for this program learning outcome (not all students in the class).

[   ]

Q3.6.3a.
Please enter the number (#) of samples of student work *__from ONLY your program__* that were evaluated for this program learning outcome.

[   ]

Q3.6.4.
Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

◉ 1. Yes

○ 2. No

○ 3. Don't know

[Undo]

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q3.8**)

○ 3. Don't Know (skip to **Q3.8**)

[Undo]

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

☐ 1. National student surveys (e.g. NSSE)

☐ 2. University conducted student surveys (e.g. OIR)

☐ 3. College/department/program student surveys or focus groups

☐ 4. Alumni surveys, focus groups, or interviews

☐ 5. Employer surveys, focus groups, or interviews

☐ 6. Advisory board surveys, focus groups, or interviews

☐ 7. Other, specify:

[   ]

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

[   ]

📎 **Click here to attach a file**   📎 **Click here to attach a file**

Q3.7.2.
If surveys were used, how was the sample size **decided**?

Q3.7.3.
If surveys were used, how did you **select** your sample:

Q3.7.4.
If surveys were used, please enter the response rate:

Question 3C: 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 (skip to **Q3.8.2**)
- ○ 3. Don't Know (skip to **Q3.8.2**)

Undo

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

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

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

- ○ 1. Yes
- ◉ 2. No (skip to **Q4.1**)
- ○ 3. Don't know (skip to **Q4.1**)

Undo

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

📎 Click here to attach a file	📎 Click here to attach a file

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our Feedback Packet Example.) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

📎 Assessment18-19_May 26, 2019_21.xlsx 28.35 KB	📎 Click here to attach a file

Q4.2.
Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO (**See Appendix 15 Sample Answers to Q4.1-Q4.3**)?

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

Standards of performance and expectations: We expect 100% students to have scores of at least 3.0 in all areas of the AAC&U's VALUES Critical Thinking at the time of graduation. Based on the data in the table above our goal was partially met our goal in having students score at least 3.0 all areas, i.e., most of the students met the goal. Most problematic are students' rating for the **Conclusions** and **Selecting and Using Information** criteria where almost one-third or more of our sample did not meet the 3.0 expectation.

Looking elsewhere in the data, based on the standards and criteria from the Critical Thinking rubric, most students met or exceeded the milestone rating.

For **Explanation of Issues** criterion, 84.40% of students met the capstone rating as demonstrated in writing with a clear statement of the issue to be analyzed. Relative to the other four criteria, this was the strongest ratings of the five criteria.

For **Influence of Context** criterion, the second highest rated, 77.7% of students were rated at or above the benchmark, indicating a thorough evaluation of the relevance of the context of evidence.

Similarly, for **Student's Positions**, 76% of sampled students were rated at or above the benchmark where students consistently take into account the complexities of an issue.

Overall, in this sample, a minimum of 55% of students were rated as at least having met milestone 3 on any of the five criteria.

📎 Click here to attach a file   📎 Click here to attach a file

Q4.3.
For the 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/standard has been specified
- ○ 6. Don't know

Undo

Question 4A: Alignment and Quality

Q4.4.
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

Undo

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?
- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Undo

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

Q5.1.
As a result of the assessment effort and based on 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
○ 2. No (skip to **Q5.2**)
○ 3. Don't know (skip to **Q5.2**)

Undo

Q5.1.1.
Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

1. Since our goal of 100% meeting the Milestone of 3 or higher is still not being met, we will start evaluating Critical Thinking at the introductory and intermediate level, to get a sense of how well students are prepared as they enter the major and how well it is developed in the intermediate level courses. If we can determine that students are underprepared for their capstone courses, we can make curricular changes to help.

2. Next year we will increase the sample size to see if that changes our results significantly.

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

◉ 1. Yes, describe your plan:

○ 2. No
○ 3. Don't know

Undo

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas? Undo 1-12 Undo 12-23	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improved specific courses	○	○	◉	○	○
2. Modified curriculum	○	○	○	◉	○
3. Improved advising and mentoring	○	○	◉	○	○
4. Revised learning outcomes/goals	○	○	◉	○	○
5. Revised rubrics and/or expectations	○	○	◉	○	○

	1.	2.	3.	4.	5.
6. Developed/updated assessment plan	○	○	◉	○	○
7. Annual assessment reports	○	◉	○	○	○
8. Program review	○	○	◉	○	○
9. Prospective student and family information	○	○	○	◉	○
10. Alumni communication	○	○	○	◉	○
11. WSCUC accreditation (regional accreditation)	○	○	○	◉	○
12. Program accreditation	○	○	○	○	◉
13. External accountability reporting requirement	○	○	○	○	◉
14. Trustee/Governing Board deliberations	○	○	○	◉	○
15. Strategic planning	○	○	◉	○	○
16. Institutional benchmarking	○	○	○	◉	○
17. Academic policy development or modifications	○	○	◉	○	○
18. Institutional improvement	○	○	○	◉	○
19. Resource allocation and budgeting	○	○	◉	○	○
20. New faculty hiring	○	◉	○	○	○
21. Professional development for faculty and staff	○	◉	○	○	○
22. Recruitment of new students	○	○	◉	○	○
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 to consider the following changes:

1. Hiring – The Department hired three new faculty members (Journalism, Intercultural/Communication Studies, and Public Relations) and expects to hire two additional full-
time faculty members 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.)

2. Will assess introductory and intermediate courses to get a sense of how prepared students are for their capstone.

Q5.3. To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas? Undo 1-9	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	○	○	◉	○	○
2. Standards of Performance	○	◉	○	○	○
3. Measures	○	○	◉	○	○
4. Rubrics	○	○	○	◉	○
5. Alignment	○	○	◉	○	○
6. Data Collection	○	○	◉	○	○
7. Data Analysis and Presentation	○	○	◉	○	○
8. Use of Assessment Data	○	◉	○	○	○

9. Other, please specify:

| ○ | ○ | ○ | ○ | ○ |

Q5.3.1.
Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

The department is no longer considering the idea of modifying program standards as suggested by OAPA, so we will be attempting to improve our overall scores through the strategies above.

(**Remember:** Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.
If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

📎 Click here to attach a file   📎 Click here to attach a file

Q6.1.
Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

Q7.
What PLO(s) do you plan to assess next year? [**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, Competency, and Perspectives**
☐ 13. Ethical Reasoning
☐ 14. Foundations and Skills for Lifelong Learning
☐ 15. **Global Learning and Perspectives**
☐ 16. Integrative and Applied Learning
☐ 17. Overall Competencies for GE Knowledge
☐ 18. **Overall Disciplinary Knowledge**
☐ 19. **Professionalism**
☐ 20. **Research**
☐ 21. Other, specify any PLOs not included above:

a. _____

b. _____

c. _____

Q8.
Please explain how this year's assessment activities help you address recommendations from your department's last program review?

```



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Q9. Please attach any additional files here:

| 📎 Click here to attach a file | 📎 Click here to attach a file |

| 📎 Click here to attach a file | 📎 Click here to attach a file |

Q9.1.
If you have attached **any** files to this form, please list **every** attached file here:

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Section 4: Background Information about the Program

<div style="border:1px solid black">

Program Information (**Required**)

</div>

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.
Program/Concentration Name: [skip if program name is already selected or appears above]

BA Communications

Q11.
Report Author(s):

Jenny Stark

Q11.1.
Department Chair/Program Director:

Jenny Stark

Q11.2.
Assessment Coordinator:

Jenny Stark

Q12.
Department/Division/Program of Academic Unit (select):

Comm. Studies

Q13.
College:

College of Arts & Letters

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

Q15.
Program Type:

- ⦿ 1. Undergraduate baccalaureate major
- ○ 2. Credential
- ○ 3. Master's Degree
- ○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ○ 5. Other, specify:

Undo

Q16. Number of **undergraduate degree programs** the academic unit has?

4

Q16.1. List all the names:

Bachelor of Arts in Communication Studies-General
Communication concentration

Bachelor of Arts in Communication Studies-Public
Relations concentration

Bachelor of Arts in Journalism

Bachelor of Arts in Film (Assessed with
Communication Studies this Year)

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

0

Q17. Number of **master's degree programs** the academic unit has?

1

Q17.1. List all the names:

Q17.2. How many concentrations appear on the diploma for this master's program?

0

Q18. Number of **credential programs** the academic unit has?

0

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

When was your **Assessment Plan**...	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Undo								
Q20. Developed?	◉	○	○	○	○	○	○	○

Q20.1. Last updated?	◉	○	○	○	○	○	○	○

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

📎 **Click here to attach a file**

Q21.
Has your program developed a **curriculum map? Please note: A curriculum map is not a roadmap. A roadmap is a graphical representation of the courses students must take to graduate. A curriculum map is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.**

◉ 1. Yes
○ 2. No
○ 3. Don't know

Undo

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

📎 2018_COMS_General Communication Studies BA ROADMAP.docx
144.76 KB

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

◉ 1. Yes
○ 2. No
○ 3. Don't know

Undo

Q23.
Does your program have a capstone class?

◉ 1. Yes, specify:

[   ]

○ 2. No
○ 3. Don't know

Undo

Q23.1.
Does your program have a capstone project(s)?

◉ 1. Yes
○ 2. No
○ 3. Don't know

Undo

Q24.
BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:

☑ 1. PLO Assessed **(Q1.1, Q2.1)**
☑ 2. Definition of the PLO(s) **(Q2.1.1)**
☑ 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
☑ 4. Direct Measures **(Q3.3.2)**
☑ 5. Data Table(s) **(Q4.1)**
☑ 6. Curriculum Map **(Q21.1)**
☑ 7. The Most Updated Assessment Plan **(Q20.2)**

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!

(**Remember**: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.**11**.19