

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English	242	ENG 242 06/04/2019- Multicultural Literature for Youth
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English & College Readiness	Mary Mullalond
Date of Last Filed Assessment Report		10/26/2016

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

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

Yes

Yes, on 10/25/2016.

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

The results of the previous report showed that not enough students were using literary elements to analyze literature.

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

The action plan suggested adding more outcomes to the course that better reflect the multicultural and teaching aspects of the course. It also suggested adjusting some class assignments to provide students with more opportunities to practice literary vocabulary and analysis. Finally, it suggested making the Inquiry Assignment directions/requirements clearer/more explicit so students know to demonstrate those skills in the assignment they are assessed in.

When I was completing the Master Syllabus revisions (proposed May 2017; approved March 2018), I ended up not only adding new outcomes to the course, but removing the previous outcomes, since they were not valuable outcomes for me to measure for this course.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify outstanding authors and illustrators of diverse children's literature.

- Assessment Plan
 - Assessment Tool: Project or learning activity
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will score 73% or higher
 - Who will score and analyze the data: Departmental faculty

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	

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

# of students enrolled	# of students assessed
28	26

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.

Two students withdrew from the course after the semester began, which is why I only assessed 26 of the 28 students enrolled in this course.

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.

Only one day section of this course is offered each semester.

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

A rubric along with Blackboard's Goal Performance tool was used to assess this outcome. I aligned specific Blackboard rubric items, used to assess student assignments, with this particular outcome and Blackboard generated a report for each student, based on this outcome, using the following scale: Needs

Improvement 0-54%; Foundational 55-74%; Proficient 75-89%; Distinguished 90-100%.

I matched up the Blackboard Goals Performance Scale with the assessment rubric I developed (see attachment). The scale used by Blackboard was slightly different from what I needed for my assessment. My outcome states that “An overall rubric score of 70% or higher will constitute individual success in this course.”

Unfortunately, Blackboard’s scale, which I could not customize, had a Foundational level from 55-74% and a Proficient level from 75-89%. Because I couldn’t easily see how many of my students had reached at least a 70% score on this outcome, I used the 75% score and higher outcome to assess this course.

I preferred to use the Blackboard Goals tool, even though it didn’t exactly align with my Master Syllabus Outcome assessment, because I was able to assess 15 assignments for this one outcome, providing me with a much richer data set that more accurately measures students’ achievement of each outcome.

See attached image for example of the Blackboard Goals tool I used.

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

92% of students met Outcome 1: Identify outstanding authors and illustrators of diverse children’s literature.

8% of students did not meet the standard of success for this outcome.

This outcome is deemed successful since well over 70% of students achieved this outcome.

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

Over 75% (77%) of my students met the outcome with the highest quality work. Part of the reason for this success is because I assessed this outcome through 15 different assignments. The multiple assignments that assessed this outcome allowed students many opportunities to demonstrate their mastery of the outcome, instead of using just one assignment to assess this mastery.

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.

I will continue to make minor changes to assignment directions, clarifying them more, to help more students achieve this outcome.

Outcome 2: Evaluate the quality of diverse children's literature based on authenticity, dominant culture, power, control, disadvantage, difference, and/or privilege

- Assessment Plan
 - Assessment Tool: Project or learning activity
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All
 - Number students to be assessed: Random sample of 20% of students from all sections with a minimum of one full section.
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will score 73% or higher
 - Who will score and analyze the data: Departmental faculty

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	

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

# of students enrolled	# of students assessed
28	26

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.

Two students withdrew, so only 26 students remained in the course to be assessed.

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.

Only one day section of this course is offered.

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

A rubric along with Blackboard's Goal Performance tool was used to assess this outcome. I aligned specific Blackboard rubric items, used to assess student assignments, with this particular outcome. Blackboard generated a report for each student, based on this outcome, using the following scale: Needs Improvement 0-54%; Foundational 55-74%; Proficient 75-89%; Distinguished 90-100%.

I matched up the Blackboard Goals Performance Scale with the assessment rubric I developed (see attachment). My outcome states that "75% of the students must score at least one point for each item in the rubric." This is old Master Syllabus language that should have been updated during the last cycle, but was missed. This should have read that "An overall rubric score of 70% or higher will constitute individual success in this course," like Outcome 1 and Outcome 3 state. For this assessment, I used Blackboard's scale, which had a Foundational level from 55-74% and a Proficient level from 75-89%. Because I couldn't easily see how many of my students had reached at least a 70% score on this outcome, I used the 75% score and higher outcome to assess this course.

I preferred to use the Blackboard Goals tool, even though it didn't exactly align with my Master Syllabus Outcome assessment, because I was able to assess 15 assignments for this one outcome, providing me with a much richer data set that more accurately measures students' achievement of each outcome.

See attached image for example of the Blackboard Goals tool I used.

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

96% of students met Outcome 2: Evaluates the quality of diverse children's literature based on authenticity, dominant culture, power, control, disadvantage, difference, and/or privilege.

4% of students did not meet the standard of success for this outcome.

This outcome is deemed successful since well over 75% of students achieved this outcome.

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

The overwhelming majority of students (98%) met the outcome, while 77% of my students met the outcome with the highest quality work at the distinguished level (earning 90-100% on the assessment rubric scale). Part of the reason for this success is because I assessed this outcome using 15 different assignments. The multiple assignments used to assess this outcome allowed students many opportunities to demonstrate their mastery of the outcome, instead of using just one assignment to assess mastery.

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.

I will continue to make minor changes to assignment directions, clarifying them more, to help more students achieve this outcome.

Outcome 3: Design appropriate learning activities that engage children from birth to age 13 with diverse children's literature.

- Assessment Plan
 - Assessment Tool: Project or learning activity
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will score 73% or higher
 - Who will score and analyze the data: Departmental faculty

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	

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

# of students enrolled	# of students assessed
28	26

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.

Two students withdrew, so only 26 students remained in the course to be assessed.

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.

Only one day section of this course is offered.

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

I matched up the Blackboard Goals Performance Scale with the assessment rubric I developed (see attachment). The scale used by Blackboard was slightly different from what I needed for my assessment. My outcome states that “An overall rubric score of 70% or higher will constitute individual success in this course.”

Unfortunately, Blackboard’s scale, which I could not customize, had a Foundational level from 55-74% and a Proficient level from 75-89%. Because I couldn’t easily see how many of my students had reached at least a 70% score on this outcome, I used the 75% score and higher outcome to assess this course.

I preferred to use the Blackboard Goals tool, even though it didn’t exactly align with my Master Syllabus Outcome assessment, because I was able to assess 15 assignments for this one outcome, providing me with a much richer data set that more accurately measures students’ achievement of each outcome.

See attached image for example of the Blackboard Goals tool I used.

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

81% of students met Outcome 3: Design appropriate learning activities that engage children (0-13 years old) with diverse children’s literature

19% of students did not meet the standard of success for this outcome.

This outcome is deemed successful since well over 70% of students achieved this outcome.

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

Though 81% of my students met the outcome, only 58% met the outcome with the highest quality work, and nearly 20% did NOT meet this learning outcome. Though an adequate percentage of students met the outcome, it was the lowest percentage of the three outcomes for this course. Unlike the other outcomes that had 15 assignments I used to assess mastery, there were only 2 assignments used to assess 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.

I will look for ways to add more opportunities to assess students' mastery of this outcome, by adding more assignments that are assessed for this outcome.

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.

The changes to the Learning Outcomes, based on the last report, made a huge difference. I changed the outcomes to better reflect the key concepts covered in the course, and students met each standard of success, compared to the last assessment where they only met the standard of success for one of the two learning outcomes.

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?

This course is doing well at meeting the needs of students and teaching them the new learning outcomes. Creating more online grading opportunities to assess learning outcomes is helping me better assess my students' learning because I can leverage Blackboard's goal tool to assess multiple assignments throughout the semester, instead of just one or two.

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

I will bring the results of this assessment to our next Department meeting in Fall 2019.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	I'd like to change the standard of success to 75% or higher for each outcome, based on Blackboard's Goal Performance reports.	Currently two of my outcomes state the standard of success as a rubric score of 70% or higher and one of my outcomes states 75% of students must score at least one point for each item on the rubric. I'd like all three of my outcomes to use the same standard of success and align that standard with the new Blackboard Goals Performance tool that I'm using to assess my students' learning.	2019
Course Assignments	I need to require that their final Portfolio assignment get turned in through Blackboard so I can use the Goal Alignment tool.	This change will allow me to use the rubric and aligned goals tools to better assess students' mastery of Outcome 3.	2019
Course Assignments	I'd like to adjust the language and layout of some of my assignments to clarify outcome expectations.	These adjustments should help students better understand what they need to do to both complete the assignment and demonstrate mastery of learning outcomes.	2019

Other: Course Name Change	I'd like to rename this course Diverse Children's Literature.	The major changes in the field of multicultural literature has resulted in the preferred term "diverse" rather than "multicultural," since this field now encompasses not only race and culture, but economic status, disability, religion, gender, and sexuality.	2020
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[ENG 242 Assessment Rubric Results W19](#)

Faculty/Preparer: Mary Mullalond **Date:** 06/20/2019
Department Chair: Carrie Krantz **Date:** 06/24/2019
Dean: Kimberly Jones **Date:** 07/25/2019
Assessment Committee Chair: Shawn Deron **Date:** 10/10/2019

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	242	ENG 242 08/25/2016- Multicultural Literature for Youth
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Mary Mullalond
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate critical thinking skills of observations, explanation and interpretation to evaluate multicultural children's literature appropriate for preschool youth through age 13.

- Assessment Plan
 - Assessment Tool: Formal or informal piece of writing, analyzing a work of multicultural children's literature
 - Assessment Date: Winter 2013
 - Course section(s)/other population: All
 - Number students to be assessed: Random sample of 20% of students from all sections with a minimum of one full section.
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of the students must score at least one point for each item on the rubric.
 - Who will score and analyze the data: Departmental faculty 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)
	2015	

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

# of students enrolled	# of students assessed
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28

13

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.

28 Students were enrolled in the class at the beginning of the term. By the end of the semester 5 of those students had withdrawn, which left 23 eligible students to be assessed. I randomly selected 13 of those students for assessment (56% of students).

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.

Only one day section of this course was offered during Winter 2015.

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

A rubric was used to assess this outcome, determining whether students met this outcome (score of 1) or did not meet the outcome (score of 0). I reviewed students' Inquiry Project Assignment, using this rubric.

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

77% of students met the standard of success for this outcome.

23% of students did not meet the standard of success for this outcome.

More than $\frac{3}{4}$ of the students are meeting the first learning outcome, Demonstrate critical thinking skills of observations, explanation and interpretation to evaluate multicultural children's literature appropriate for preschool youth through age 13.

The standard of success is 75% of the students must score at least one point for each item on the rubric, so this outcome meets the standard of success.

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

More than $\frac{3}{4}$ of the students are meeting the first learning outcome, “Demonstrate critical thinking skills of observations, explanation and interpretation to evaluate multicultural children's literature appropriate for preschool youth through age 13.”

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.

Making directions more explicit and giving students more opportunity to demonstrate critical thinking skills in smaller assignments should help more students meet this outcome.

Outcome 2: Use literary vocabulary to analyze multicultural children's literature.

- Assessment Plan
 - Assessment Tool: Formal or informal piece of writing, analyzing a work of multicultural children's literature
 - Assessment Date: Winter 2013
 - Course section(s)/other population: All
 - Number students to be assessed: Random sample of 20% of students from all sections with a minimum of one full section.
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of the students must score at least one point for each item on the rubric.
 - Who will score and analyze the data: Departmental faculty 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)
	2015	

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

# of students enrolled	# of students assessed
28	13

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.

28 Students were enrolled in the class at the beginning of the term. By the end of the semester 5 of those students had withdrawn, which left 23 eligible students to be assessed. I randomly selected 13 of those students for assessment (56% of students).

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.

Only one day section of this course was offered during Winter 2015.

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

A rubric was used to assess this outcome, determining whether students met this outcome (score of 1) or did not meet the outcome (score of 0). I reviewed students' Inquiry Project Assignment, using this rubric.

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

54% of students met the standard of success for this outcome.

46% of students did not meet the standard of success for this outcome.

Almost half the students are not meeting the second learning outcome, "Use literary vocabulary to analyze multicultural children's literature."

The standard of success is 75% of the students must score at least one point for each item on the rubric, so this outcome does not meet the standard of success.

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

Just over half of the students are meeting this second learning outcome, "Use literary vocabulary to analyze multicultural children's literature."

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.

Students need more instruction and practice with using and discussing literary vocabulary.

II. Course Summary and Action Plans Based on Assessment Results

1. 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?

This course is clearly not meeting the students' needs in teaching them the use of literary elements to analyze literature. I'd like to rethink the learning outcomes for this course and possibly add more.

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

I will bring the results of this assessment to our next Department meeting in September 2016.

- 3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	I'd like to consider adding another outcome or two that get at the multicultural and teaching aspect of this course.	This course is a multicultural literature course, so I wonder if there's a way to assess their expanded knowledge of that in an outcome. This course is also focusing on helping students think about teaching MC lit., so that also seems like a learning outcome might make sense for that.	2017
Course Assignments	I'd like to adjust some smaller course assignments to require more practice with literary vocabulary and analysis. Then	With some scaffolded learning opportunities and more explicit instructions for the assessed project, students should be	2017

	I'd like to work on the Inquiry Project assignment (that gets assessed for this course), and try to make the requirements more explicit so students are more likely to demonstrate that they know how to use literary vocabulary to analyze texts.	able to meet the course outcomes for this course.	
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4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[Rubric](#)

Faculty/Preparer: Mary Mullalond **Date:** 08/25/2016
Department Chair: Carrie Krantz **Date:** 08/26/2016
Dean: Kristin Good **Date:** 08/29/2016
Assessment Committee Chair: Michelle Garey **Date:** 10/25/2016

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:

Course Discipline Code and Number: **ENG 242**
 Course Title: **Multicultural Literature for Youth**
 Division/Department Codes: **HSS**

2. Semester assessment was conducted (check one):

- Fall 20**06**
- Winter 20__
- Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.

- Portfolio
- Standardized test
- Other external certification/licensure exam (specify):
- Survey
- Prompt
- Departmental exam
- Capstone experience (specify): **Final Project (outline and bibliography cards)**
- Other (specify):

4. Have these tools been used before?

- Yes
- No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.

Twelve students were assessed. Twenty-seven were enrolled in the course at the end of the term.

6. Describe how students were selected for the assessment.

The two readers independently each selected six Final Projects from all that were submitted.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

There hasn't been a previous assessment. In revising the Master Syllabus for this course last summer under Liz Carlson's direction, I developed the "Rubric for Youth Literature Final Report" which was used.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed. **Students will analyze and evaluate a variety of youth literature that emphasizes the experience of 5-6 major groups of American minorities, especially African, Asian, Jewish, Latino/a, Middle Eastern, and Native American. (Outcome)**

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*

All of the students reviewed are achieving the outcome listed above.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

The standard of success was 75% achieving 76-100%. One hundred percent of the Final Projects were scored at 76% or higher.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: **All of the students reviewed are capable (76% or above) analyzing and evaluating these youth literature books.**

Weaknesses: **Improvement is always possible. An urgent area of concern is not indicated.**

COURSE ASSESSMENT REPORT

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

None were identified.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change. See 1.

a. [] Outcomes/Assessments on the Master Syllabus
Change/rationale:

b. [] Objectives/Evaluation on the Master Syllabus
Change/rationale:

c. [] Course pre-requisites on the Master Syllabus
Change/rationale:

d. [] 1st Day Handouts
Change/rationale:

e. [] Course assignments
Change/rationale:

f. [] Course materials (check all that apply)
[] Textbook
[] Handouts
[] Other:

g. [] Instructional methods
Change/rationale:

h. [] Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions? See 1.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course. They were effective but very cumbersome. It took more than an hour and many sheets of paper to copy the archives for two readers.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments. I welcome your suggestions.

3. Which outcomes from the master syllabus have been addressed in this report?

All [] Selected [x]

If "All", provide the report date for the next full review: _____

If "Selected", provide the report date for remaining outcomes: Outcome 2 Fall 2007; Outcome 3 Fall 2008.

Submitted by:

Name: Edith M. Croake Edith M. Croake Date: 4/2/07
Print/Signature

Department Chair: Carrie Krantz Fischer Date: 4/4/07
Print/Signature

Dean: [Signature] Date: APR 06 2007
Print/Signature