Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Geology	103	GLG 103 03/02/2025-Field Geology
College	Division	Department
Math, Science and Engineering Tech	Math, Science and Health	Physical Sciences
Faculty Preparer		Suzanne Albach
Date of Last Filed Assessment Report		03/21/2019

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

   Fall 2018

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

   The course was effectively meeting student needs, but the previous assessment process highlighted the need for refining assessment tools that will help identify specific topics where students struggle and allow for the development and inclusion of more learning resources, like an open educational resource.

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

   - The standard of success was 75% of the students will correctly answer 72.5% of the outcome-related questions for both outcomes one and two. This was changed to 70% of students will score an overall average of 72.5% or better on each assessment question. This will be changed again in the next master syllabus revision.
   - To analyze the data for individual questions in both the final exam and the practical laboratory exam. This has not been implemented yet.
   - Implementation of an open educational resource to save students money. This has been implemented.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize and identify introductory principles and concepts related to geology and hydrology, including mapping, minerals and rocks, fossils and geologic time, weathering and soil, Michigan glaciations, stream and groundwater dynamics, as well as the environmental concerns associated with each.

- Assessment Plan
    - Assessment Tool: Departmental exams
    - Assessment Date: Winter 2022
    - Course section(s)/other population: All sections
    - Number students to be assessed: All students
    - How the assessment will be scored: Multiple choice questions will be scored using the key. Essay and short answer questions will be scored using a departmentally-developed rubric.
    - Standard of success to be used for this assessment: 70% of students will score an overall average of 72.5% or better on each assessment question.
    - Who will score and analyze the data: Appropriate geology faculty will assess 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)
	2024	

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

# of students enrolled	# of students assessed
9	8

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.

All students were assessed, except one student that did not complete the 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 fully on-campus section ran in Winter 2024.

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

A departmental exam was used scored by an answer key. The standard of success stated that 70% of students would score an overall average of 72.5% or better on each assessment question. However, we instead assessed this outcome (and will update the master syllabus for future assessments) with the standard that all students assessed will score an overall average of 75% or better on the final exam (37.5/50 points).

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
All students scored 75% or higher on the exam, exceeding the standard of success for this outcome. The data shows that the class achieved an overall average of 91.5% on their final exam.

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

Students successfully met the standard for success for this outcome, achieving an average score of 91.5%. To support student learning, we provided online notes, in-class lectures, and field lectures to help them understand the course material and complete field activities. Since the last assessment, we also introduced an Open Educational Resource (OER) to offer students additional learning materials. The addition of the OER appears to have had a positive impact, as scores increased from 77.3% in the previous assessment to the current 91.5% average.

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.

Although we met the standard of success for this course, there are still opportunities for improvement to further increase the success rate. One strategy we discussed is implementing online quizzes throughout the semester via the learning management system. These quizzes would help ensure that students stay engaged with the learning material and readings. Additionally, we plan to analyze individual assessment questions on the final exam in future

assessments. This analysis will help identify specific areas where additional instruction and resources can further enhance student success.

Outcome 2: Apply appropriate principles, tools and concepts to solve problems. Construct and interpret maps, charts, diagrams and graphs both in the field and in the classroom.

- Assessment Plan
    - Assessment Tool: Departmental exams
    - Assessment Date: Winter 2022
    - Course section(s)/other population: All sections
    - Number students to be assessed: All students
    - How the assessment will be scored: Multiple choice questions will be scored using the key. Essay and short answer questions will be scored using a departmentally-developed rubric.
    - Standard of success to be used for this assessment: 70% of students will score an overall average of 72.5% or better on each assessment question.
    - Who will score and analyze the data: Appropriate geology faculty will assess 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)
	2024	

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

# of students enrolled	# of students assessed
9	8

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.

All students were assessed, except one student that did not complete the 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 fully on-campus section ran in Winter 2024.

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

A departmental practical (laboratory) exam was administered and scored using an answer key. The original standard of success required that 70% of students achieve an overall average of 72.5% or higher on each assessment question. However, we adjusted this standard (and will update the master syllabus accordingly) to require that all students assessed should achieve an overall average of 75% or higher on the entire final practical exam (93.75/125 points).

While not originally part of the current assessment plan, we also evaluated individual lab activities as an additional assessment tool, as these activities are directly linked to this outcome. This assessment method will be formally added to the next revision of the master syllabus. All students who completed the course were assessed, with the standard of success set at a 75% or higher average over all lab activities (18.75/25 points).

Additionally, a third assessment tool, the fossil collection and identification project, was used. This project is an important inclusion as it directly aligns with the second learning outcome. All students who completed the course were assessed, and the project was evaluated using a rubric (attached to this report). The standard of success required that all students assessed should achieve an overall average of 75% or higher on the project (93.75/125 points).

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

All three assessment tools met the standard for success.

For assessment tool one, the data shows that the class achieved an overall average of 93.9% on their final practical exam, which exceeds our 75% or better average for our standard of success for this outcome.

For assessment tool two, the overall average for the activity scores was 87.2%, exceeding our 75% or better average overall for our standard of success for this outcome.

For assessment tool three, the fossil collection and identification project, the average was 82.6%, again exceeding our 75% or better average overall for our standard of success for this outcome.

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

With an average score of 93.9% on the practical laboratory exam (the first assessment tool), our current instructional methods are effectively meeting expectations. These methods include modeling correct laboratory procedures and providing ample hands-on practice with each field activity.

For the second assessment tool, individual module activities provide insight into specific strengths (see attached data sheet). Notable student success was observed in: Activity 1 (100%), Activity 2 (90.5%), Activity 3 (83.3%), Activity 4 (90.5%), Activity 5 (100%), Activity 8 (87.5%), Activity 9 (100%), Activity 10 (86.2%), Activity 11 (94.5%), Activity 12 (94.7%), Activity 13 (86.7%), and Activity 15 (87.5%).

For the third assessment tool, students achieved an overall average of 82.6%. The connected activities (Activities 8 and 9) played a key role in preparing students for this larger project, contributing to their success.

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.

While students are meeting the standard of success for this outcome, a deeper analysis of individual final practical laboratory exam questions could help identify specific areas where students struggled in the first assessment tool.

For the second assessment tool, students faced challenges in Activity 6 (Michigan Basin Bedrock), Activity 7 (Geologic Time and Dating), and Activity 14 (Water Testing). A closer look reveals that at least two students (of the eight total in the class) did not complete each of these activities, which significantly impacted the averages. However, when considering only the students who did complete these activities, the average scores improved dramatically—from 68.9% to 96.5% in Activity 6, 67.9% to 90.5% in Activity 7, and 60.1% to 90.1% in Activity 14. This data suggests that students who engage in these activities perform well, so the primary focus should be on identifying potential barriers to completion and implementing strategies to increase student participation.

A similar pattern emerged in the third assessment tool, where the overall average of 82.6% increased to 94.4% (when the zero score for the student who did not complete the fossil project was removed). This indicates that, as with the second assessment tool, the main challenge is ensuring that all students complete their assignments rather than a lack of understanding of the material.

To improve student engagement and reduce barriers to completion, several strategies will be implemented. First, assignment directions will be reviewed and clarified to ensure they are accessible and easy to understand. Additionally, students will be encouraged to reach out with questions to prevent misunderstandings that could lead to incomplete work. Finally, goal-setting techniques will be introduced, particularly for the fossil project, where periodic check-ins throughout the semester will help keep students on track. By applying these strategies, students will be more engaged, motivated, and likely to complete their assignments, ultimately leading to higher success rates.

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 course was effectively meeting student needs, but the previous assessment process highlighted the need for refining assessment tools that will help identify specific topics where students struggle and to include more learning resources, specifically an open educational resource.

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?

   Overall, students who complete their assignments demonstrate success across the course outcomes and objectives. The implementation of the open educational resource (OER) has clearly had a positive impact on student achievement. However, it has become evident that strategies are needed to improve assignment completion rates. The presence of zeroes not only affects course assessment but also negatively impacts student success and their ability to complete the course (and potentially their larger educational goals). Addressing this issue will be an essential goal for improving overall outcomes in future semesters.

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

   The data and insights from this assessment report have been shared with instructors teaching the course and will be shared at an upcoming department meeting. A larger department discussion on how to increase student assignment completion rates would be beneficial to all courses in our department.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Change the standard of success to '70% of students will score 75% or higher.'	Boilerplate alignment. Increasing the benchmark to 75% sets a higher expectation for learning and mastery and ensures that the entire class performance is included. The new approach ensures students understand the material as a whole, rather than performing well on certain easier questions or assessments but struggling with more complex concepts.	2025
Assessment Tool	Add both a second (module activities) and third assessment (fossil project) tool to the second outcome.	The single existing practical exam assessment tool doesn't provide as much to measure the outcome language. The inclusion of these additional assessment tools provides direct and more specific connections to the second outcome.	2025

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

Many thanks to Adjunct Vicky Hover for her help in updating this course, collecting assessment data for this report, and offering her insight on proposed changes.

III. Attached Files

GLG 103 Sample Practical Exam
GLG 103 Sample Module Activity
GLG 103 Exam Assessment Example
GLG 103 Fossil Project Rubric Example
GLG 103 Course Outline
GLG 103 Assessment Data

Faculty/Preparer:	Suzanne Albach	**Date:** 03/03/2025
Department Chair:	Suzanne Albach	**Date:** 03/03/2025
Dean:	Tracy Schwab	**Date:** 03/05/2025
Assessment Committee Chair:	Jessica Hale	**Date:** 02/10/2026

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Geology	103	GLG 103 01/30/2019-Field Geology
Division	Department	Faculty Preparer
Math, Science and Engineering Tech	Physical Sciences	Suzanne Albach
Date of Last Filed Assessment Report		

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

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

   No

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

   3.

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

   5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Students will be able to recognize and identify introductory principles and concepts related to geology and hydrology, including: mapping, minerals and rocks, fossils and geologic time, weathering and soil, Michigan glaciations, stream and groundwater dynamics, as well as the environmental concerns associated with each.

- Assessment Plan
  - Assessment Tool: Departmental Exams
  - Assessment Date: Spring/Summer 2010
  - Course section(s)/other population: entire section (only one section is offered per semester)
  - Number students to be assessed: 100% from section offered

- How the assessment will be scored: The departmental rubric is based on zero to four points for problem-solving and item analysis for subjective mapping and essay assignments.
- Standard of success to be used for this assessment: 100% of students from the section offered will be assessed and all sampled students should achieve a group average score of 75% or better per question
- Who will score and analyze the data: Appropriate geology faculty will assess 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)
2018		

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

# of students enrolled	# of students assessed
21	20

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.

Only one student was excluded from this assessment report because this student stopped attending and did not complete the semester.

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 section ran in Fall 2018, and that is a fully on-campus class.

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

The tool used to assess this outcome is the final exam in the course, which consists of a multiple-choice test. The current master syllabus for this course states that all sampled students should achieve a group average score of 75% or better per question. However, we instead assessed this outcome (and will update the master syllabus for future assessments) with the standard that all students assessed will score an overall average final exam score of 72.5% or better.

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
The data shows that the class achieved an overall average of 77.3% on their final exam, which exceeds our standard of success for this outcome.

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

Students met our standard for success for this objective with a 77.3% average. We offer online notes, lectures in class and in the field to help students learn the material for the class and what is necessary to complete the field activities. While we find these educational methods are effective, we do see that there is room for improvement by adding more open educational resources and perhaps weekly quizzes to help enforce learning and overall success rates.

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.

While we met the stand of success for this course, there is room for improvement to help raise the success rate further. One idea we discussed was creating on-line quizzes that are given throughout the semester via Blackboard to make sure students are keeping up on the learning material and readings. Another idea is to develop additional course material, perhaps open educational resources, where students would have access to more learning material since we do not require a textbook. Finally, we plan to analyze each question on the final exam in future assessments to look for specific areas where additional instruction and materials can help improve student success.

Outcome 2: Students will apply appropriate principles, tools and concepts to solve problems, as well as construct and interpret maps, charts, diagrams and graphs both in the field and in the classroom.

- Assessment Plan
    - Assessment Tool: Departmental Exams
    - Assessment Date: Spring/Summer 2010
    - Course section(s)/other population: entire section (only one section is offered per semester)
    - Number students to be assessed: 100% from section offered

- How the assessment will be scored: The departmental rubric is based on zero to four points for problem-solving and item analysis for subjective mapping and essay assignments.
- Standard of success to be used for this assessment: 100% of students from the section offered will be assessed and all sampled students should achieve a group average score of 75% or better per question
- Who will score and analyze the data: Appropriate geology faculty will assess 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)
2018		

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

# of students enrolled	# of students assessed
21	20

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.

Only one student was excluded from this assessment report because this student stopped attending and did not complete the semester.

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 section ran in Fall 2018, and that is a fully on-campus class.

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

The tool used to assess this outcome is the final practical exam in the course, which is a multi-part hands-on laboratory exam that covers material learned in labs over the entire semester. The current master syllabus for this course states that all sampled students should achieve a group average score of 75% or better per question. However, we instead assessed this outcome (and will update the master syllabus for future assessments) with the standard that all students assessed will score an overall average final practical exam score of 72.5% or better.

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
The data shows that the class achieved an overall average of 85.8% on their final exam, which exceeds our standard of success for this outcome.

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

With an average score of 85.8% on the final practical laboratory exam, we feel that our current methods are meeting our expectations. These methods include modeling correct laboratory procedures and providing plenty of hands-on practice with each field activity completed.

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.

While students are meeting our standard of success for this outcome, we could dig deeper to look at the individual questions on the final practical laboratory exam to see specific areas where students struggled with a specific lab. In looking at the lab scores for each field activity individually, we do see one field activity, wastewater treatment, for example, where students scored an overall average of 70.3%. The water quality field experience was another lab, where students earned an average of 79%. We plan to take a look at these field experiences to see how we can improve the success rate for these field activities, and we believe in doing so will help improve the overall final practical laboratory exam scores.

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.

Not applicable.

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?

I believe this course is meeting the needs of our students, based on our assessment. The assessment process brought to light that we need to develop a better tool for future assessments where we can analyze individual questions in our exams to

look for areas where students are scoring lower. With that information, we can add additional learning resources and activities to increase student success.

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

The data for this report has been shared with all faculty that teach this course.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	We plan to change the standard of success to 75% of the students will correctly answer 72.5% of the outcome-related questions for both outcomes one and two.	The previous wording was not specific as to what students needed to score the minimum average in, and we wanted to use the 72.5% minimum threshold to align with the standard for success in other geology courses.	2019
Assessment Tool	For the actual assessment tools of exams, we plan to analyze the data for each question in both the multiple-choice final exam and the practical laboratory exam, rather than just viewing a general overall score.	By analyzing specific questions, we will better be able to identify potential problem areas so they can be addressed and rectified to help support student learning.	2019
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Additional open educational resources will be included (in lieu of a textbook), as well as adding weekly quizzes.	Currently, we use notes to help students learn the material without the aid of additional learning resources. By identifying and implementing the use of open	2019

		educational resources, we will allow our students to dig deeper into content areas. In addition, pairing this with "concept check" quizzes will encourage or students to use these resources and will help with their overall learning experience as well.	

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

A big thanks to Vicky Hover, part-time geology faculty and lead instructor for this course-- she provided the data and contributed many of the ideas in this report to continue to improve this course. Her dedication to her students is inspiring and commendable!

III. Attached Files

GLG 103 Assessment Data

Faculty/Preparer:	Suzanne Albach	**Date:**	02/24/2019
Department Chair:	Suzanne Albach	**Date:**	02/24/2019
Dean:	Kristin Good	**Date:**	03/04/2019
Assessment Committee Chair:	Shawn Deron	**Date:**	03/21/2019

COURSE ASSESSMENT REPORT

Background Information

1. Course assessed:
   Course Discipline Code and Number: GLG103
   Course Title: Field Geology
   Division/Department Codes: MNB

2. Semester assessment was conducted (check one):
   - ☐ Fall 20__
   - ☒ Winter 2006
   - ☐ 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):
   - ☐ 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.
   no

5. Indicate the number of students assessed/total number of students enrolled in the course.
   13 of the 13 students of one section were assessed

6. Describe how students were selected for the assessment.
   All studentswere required to take the departmental final exam.

Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
   none

2. State each outcome from the master syllabus that was assessed.
   Rock and Fossil Identification, Glacial Geology and Field Mapping

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.
   The departmental exam was given to all students in the course, questions varied from mathematical to multiple choice. The students were asked to calculate field related problems and to collect, identify and organize specimens as described in course objectives. Of the these outcomes, the goal was to show that 75% of the students could recognize the specific concept. For all concepts, the students satisfied 2 of the 3 requirements.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.
   For each outcome, 75% of the students were expected to achieve this goal. Rock and Fossil Collecting - 79%; Glacial Geology - 89%; Field Mapping - 73%, these percentages represent the number of students who correctly answered the questions. This indicates that we succeeded in two of the three outcomes.

Please return completed form to the Office of Curriculum & Assessment, SC 247.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
   Strengths: The students were able to show understanding in two of the three oucomes

   Weaknesses: Students fell slightly below expectations in Field Mapping

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, along with a timeline for these actions.
   We will improve our preparation of students in Field Mapping.

2. Identify any other 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.
   - ☐ Master syllabus
     Change/rationale:
   - ☐ Curriculum
     Change/rationale:
   - ☐ Course syllabus
     Change/rationale:
   - ☐ Course assignments
     Change/rationale:
   - ☐ Course materials (check all that apply)
     - ☐ Textbook
     - ☐ Handouts
     - ☐ Other:

     Change/rationale:
   - ☐ Instructional methods
     Change/rationale:
   - ☐ Other:
     Change/rationale:

Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
   The assessment tool helps the geology department to locate student weaknesses. This assessment tool will be modified in the future in order to improve student success.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Submitted by:

Name: _____ Date: 6/29/06

Department Chair: _____ Date: 6/29/06

Dean: _____ Date: 7/3/06

Please return completed form to the Office of Curriculum & Assessment, SC 247.