

PROGRAM ASSESSMENT REPORT

East Central University

Program Name: Human Development, Hospitality & Food Science

College/School Name: CEP

Academic Year Assessed: 2020/2021

Assessment Report Requirements:

- 1. Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
- 2. Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
 - Assessing through the program gives you the ability to identify weak points for improvement.
- 3. Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
- 4. Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
- 5. Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
 - *The Office of Institutional Effectiveness pays for external testing.*
- 6. Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
- 7. Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
- 8. File Name:** Use the following format to name this file before uploading:
 - Program Name Degree Level Asmt Report AY XXXX-XX
 - e.g., Art BFA Asmt Report AY 2020-21
 - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
- 9. Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

See Glossary of Terms for further explanation:

UGRP_ECU Unit Assessment Team >> General channel >> Files.

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Assessment Plan, Data, and Analysis

Mission Statements & Goals

EAST CENTRAL UNIVERSITY MISSION STATEMENT:

We educate and empower students to understand and transform our world.

PROGRAM GOAL(S):

ASSESSMENT ACROSS THE PROGRAM STATEMENT:

The Framework for 21st Century Learning (<https://www.rexpublishing.com.ph/articles/2018/04/p21-framework-for-21st-century-learning/>) is the foundation of the HHFS department. The framework's creation involved collaboration with educators and industry leaders to crystalize skills and knowledge needed for success in career, life, and community. It includes 1) Life and career skills, 2) Learning and innovation skills—5c's (critical thinking, communication, collaboration, creativity, character), and 3) Information, media, and technology skills. Important themes and subjects for this framework include global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.

#1. SWBAT demonstrate knowledge and skills needed for career and life success through core subject knowledge of health literacy. Data are collected throughout the program; HHFS 1513 Basic Nutrition (general education course), and HHFS 3114 Food Science: Service, Safety and Sanitation, and the Senior Survey.

#2. SWBAT creatively communicate content knowledge and digital literacy through the creation of educational media products. Data are collected from HHFS 3013 Consumerism and HHFS 3233 Introduction to the Hospitality Industry.

#3. SWBAT apply learning and innovation skills – 5c's (critical thinking, communication, collaboration, creativity, character), to formulate real-life solutions. Data are collected from HHFS 3813 Internship and Senior Survey.

EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:

If YES, provide name of instrument *and* whether instrument is currently used for assessment.

If NO, state No.

YES. ServSafe Manager Certification from the National Restaurant Association. It is used.

STUDENT LEARNING OUTCOME 1:

SWBAT demonstrate core subject knowledge of health literacy through the study of the science of food and nutrition.

Criterion 1.1: SWBAT demonstrate subject knowledge expertise in Nutrition.

Instrument/Measurement: HHFS 1513 Basic Nutrition final course grades. (Direct measure) A schedule of assignments for the semester is attached.

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Population: All students enrolled in HHFS 1513 Basic Nutrition in FA 19 (2 sections), SP 20 (3 sections) and SU 20 (1 section).

Standard: HHFS 1513 Basic Nutrition students will achieve 80% as a final course grade (using Thompson & Manore [2018] with Mastering Nutrition Blackboard integration for MyDietAnalysis food/beverage log).

Table: Unit 4 exam scores

Course	n	Range of scores	SD	mean	% pass rate
FA, SP, SU 2018/19 (5 sections)	224	0-100	15.23	76.24	68.8
FA, SP, SU 2019/20 (6 sections)	284	0-100	17.88	81.16	88
FA, SP, SU 2020/21 (7 sections)	308	0-100	14.5	83.48	93.3

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Preliminary analysis comparing the three years thus far demonstrates gains in student enrollment, mean, and pass rate.
3. Discuss possible reasons why the unit performed as it did this year.	It is unclear from this data whether the gains are related to the textbook, or the addition of more online sections. Fall and Spring Nutrition courses in 2018/19 used the Smith & Collene (2016) textbook, while the Summer course used the Thompson & Manore (2019) text. The new textbook offers a Pearson integration called “Mastering Nutrition” and allows students to input a three-day food/beverage log and to apply textbook learning (macro and micronutrients) to their personal food/beverage log. However, data after 2019/20 is more consistent due to all faculty and adjunct using identical Blackboard shells as the course completed Quality Matters external review in 2020.

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4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Five years of data does not exist as the department was refreshed and renamed in fall of 2019.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	The current plan of consistent Blackboard shells and monitoring enrollment, mean, and pass rate over time will allow for data-based decision making in the future.

Criterion 1.2: SWBAT demonstrate subject knowledge expertise in food safety and sanitation.

Instrument/Measurement: FCS 3114 Food Science: Service, Safety and Sanitation course practice exam for the National Restaurant Association’s ServSafe Manager exam. This is a 100-question paper/online exam which is administered at the end of the instruction on ServSafe practices. National cut score is 75%. (Direct measure)

A sample of the exam:

https://www.servsafe.com/ServSafe/media/ServSafe/Documents/Diagnostic_w_AnswerKey.pdf

Population: All students enrolled in HHFS 3114 Food Science: Service, Safety and Sanitation course.

Standard: All students will score 75% or 75 of 100 questions must be answered correctly on the online diagnostic exam to reflect the standards of the national cut score.

Table:

Course	n	Range of scores	SD	mean	% pass rate
FCS 2113 Foods SP 19	7	63-94	10.02	77.29	43%
HHFS 3114 Food Science SP 20	10	0-98.75	28.28	79.63	80%
HHFS 3114 Food Science SP 21	19	71.25-100	7.8	90.00	94.7%

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	94.7% of students passed the national practice exam and demonstrates positive progression over the three years of collected data.

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<p>3. Discuss possible reasons why the unit performed as it did this year.</p>	<p>In Spring 19 the FCS 2113 Foods course piloted a new textbook, additionally the ServSafe practice exam was piloted to determine instructional strategies for assisting students towards successful completion of the national ServSafe exam.</p>
<p>4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.</p>	<p>In the pilot year of 2019, students did not meet the standard. In 2019, the average score of the students met the standard, but two students scored 73 and 74 respectively and in a small class their scores heavily affected the pass rate percentage while stabilizing the mean. In 2020, pass rate nearly doubled, and would have more than doubled as one student did not take the exam and the zero (0) score heavily influenced the statistics in a small sample size. What the chart does not demonstrate is that six (6) students scored 92% or higher on the exam, and the one student that took the exam and did not meet the cut score was seven (7) points from meeting the standard.</p> <p>This data reveals that progress towards the shift from an education focused program to an industry preparation program is beginning to happen. The data also demonstrates student increases in subject knowledge in food safety. Five years of data does not exist as the department was refreshed and renamed in fall of 2019.</p> <p>In 2021, 19 students took the exam with 18 of 19 scoring 75% or higher. Only one student did not pass at the 75% cut score. The lowest score was 71.25%. This means that the 2021 standard is met with a higher mean score for participants and a higher pass rate.</p>
<p>5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)</p>	<p>There are no plans to change the current plan for the course as data-based decisions will be made as additional years of data begin to reveal trends.</p>

Criterion 1.3: SWBAT evaluate personal growth of their skills and abilities within health careers.

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Instrument/Measurement: Senior Survey. The quantitative instrument is a post/pre retrospective Likert scale (0=low, 4=high) survey of student perspectives on their growth within life and career knowledge and skills. (Indirect measure). Qualitative measure instrument is the Senior SSA (Summarize, Situation, Analysis) Assignment within the HHFS 3813 Internship course. See attached survey and SSA Assignment.

Population: All Seniors majoring in HHFS. Surveys are given within the HHFS 3813 Internship course (capstone course usually taken the last semester of the senior year).

Standard: Students will identify a 25% increase on indicators about health, nutrition, and career. Qualitative responses will detail assignments or courses that supported the health, nutrition, and career thematic survey data.

COVID-19 Pandemic: *During the pandemic, student internships were severely affected and some shifted to virtual placements, limited time in experience, and other disruptions. Thus, the data collected can only be termed as “outlier” and does not reveal data that might influence normal internships in the future. Therefore, data is not reported for the 2020/21 school year. The information below is from 2019/2020.*

Table:

2019/2020	N	Range of scores	Pre mean score	Post mean score	Change from pre to post
Indicators—Health/Nutrition					
I feel knowledgeable in basic nutrition concepts.	10	0-4	2.5	3.2	28%
I can prepare a healthy meal.	10	0-4	2.56	3.67	46.36%
Combined Health/Nutrition indicator scores			2.53	3.43	35.57%
2019/2020 Indicators--Career					
I spend time planning each day.	10	0-4	2.2	3.4	54.55%
I have skills in working with other people.	10	0-4	2.9	3.6	21.14%
I have a clear idea of what I want to accomplish during the week.	10	0-4	2.25	3.14	39.56%
Combined Career indicator scores			2.45	3.38	37.96%

Quantitative Analysis:

The standard is met. Five years of data does not exist as the Senior Survey was implemented in 2019/2020 as a part of the revamped department. This survey measures perceived gains from pre to post program which are demonstrated by 4 of 5 individual indicators met the standard of an increase of 25 percent for the n of 10 students. However, in examining the combined scores for Health/Nutrition, and Careers, percent gains of 35.57 and 37.96 percent exceed the standard and would qualify as a met. While the quantitative data reveals that students are experiencing positive

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growth, it is the qualitative analysis which pinpoints student perceptions of specific courses and assignments which are reasons for this growth.

Reasons why students met the standard: Qualitative Data-- Student responses to paragraph 4 of the Internship SSA Assignment where responses are to reflect and analyze HHFS coursework at ECU and its influence on the situations faced during the Internship experience. *[Through the courses/assignments I learned. . .]* The following samples are excerpts of assignment responses from the 10 participants in 2019/2020.

Student #1: "What foods make me healthy, 3 days food analysis, food safety, demonstrations related to chemistry helped with [Chickasaw Nation Internship] Get Fresh cooking shows.

Student #2: "Involving community in pie making, when and where to budget for a project. Time management is a top priority. Set a time daily to get homework done, stay on a routine in order to stay on track." "Learned how to work as a team and keep time on my side. Helped plan a large event for the Ada Community."

Student #3: "Learned management and leadership skills, how to cut down on calories, discussion boards were helpful to plan and stay organized. . . Food production taught me to plan ahead and measure out ingredients two days ahead of time. Tests helped me learn to plan ahead for study time. Learning to prepare different foods for different occasions."

Student #4: "Learned more about nutrition and how to eat healthy."

Student #5: "In the food production class assignments were given daily, such as determining how many pies to make, what ingredients to use, what utensils to use and who would do what task in each group all developed the skills needed for leadership. Doing these tasks forced us to communicate, problem solve, and make decisions. We were doing these things every week so we were constantly developing our skills." "Learning how to teach nutrition in classroom, researching a lesson, move out of my comfort zone, work in teams with people I didn't know to make the class run smoothly."

Qualitative Analysis: The 21st Century Learning Skills Framework involves collaboration with educators and industry leaders to crystalize skills and knowledge needed for success in career, life, and community. It includes 1) Life and career skills, 2) Learning and innovation skills—5c's (critical thinking, communication, collaboration, creativity, character), and 3) Information, media, and technology skills. Important themes and subjects for this framework include global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy. Analysis of the below identified themes is a report of the number of times student responses corresponded with the larger thematic discourse. Additionally, assignments/projects referenced are also listed.

Health literacy: 14 (discourse such as; healthy, food, food safety, nutrition, eat, calories, ingredients, etc.)

Critical Thinking/Career Skills: 23 (discourse such as; plan ahead, organize, mindful of small details, decision making, solve issues, manage time, budgeting)

Assignments: 21 (discourse such as; creation of flyers/posters, websites, presentations, foods lab, clothing construction lab, discussion boards, Canva.com, Sketchup, WIX, resumes, interviews, Gantt charting, researching)

Data-driven decisions: The mix of quantitative and qualitative responses preliminarily view project-based learning assignments as a reason for the gains in health literacy and career skills. Additional data needs to be collected in subsequent years to determine if the qualitative responses were indicative of the program or the specific student preferences of those surveyed.

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STUDENT LEARNING OUTCOME 2:

SWBAT creatively communicate content knowledge and digital literacy through the creation of educational media products.

Criterion 2.1: Through the use of a free web creation platform (www.wix.com) SWBAT create informational websites to demonstrate the integration of content and technological skill proficiency.

Instrument/Measurement: Final “Stay Here” Project – design and implementation of an Airbnb within student’s local community. (Direct measure) See attached assignment and rubrics.

Population: Students in HHFS 3233 Introduction to the Hospitality Industry

Standard: All students will obtain 80% or a score of 40/50.

Table:

Course	n	Range of scores	SD	mean	% pass rate
HHFS 3233 Intro to Hosp Ind SP 20	47	0-50	16.34	37.198	85.1
SP 21	31	0-50	17.63	25.65	38.7%

NOTE: Five years of data does not exist as the department was refreshed and renamed in fall of 2019.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Not met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Of the 31 students in the course, 9 did not complete the assignment thus skewing the mean score. Two more students completed the assignment late which also decreased the mean.
3. Discuss possible reasons why the unit performed as it did this year.	The class is in the second 8-week session of the spring semester and the data does not reflect a clear reason for the failure to complete the assignment. However, this course was taught at the end of the pandemic and the assignment may have been overwhelming under the circumstances.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	5 years of data does not exist.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	The integration of content and technology skills shows preliminary promise as an assessment for subject content knowledge and digital literacy, however, additional study is needed to design

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	similar integrated assessments of digital literacy in other courses.
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Criterion 2.2:

Through the use of various free online platforms (www.canva.com, www.postermywall.com) SWBAT create digital posters/fliers to communicate the integration of content and technology skills.

Instrument/Measurement: Consumer Behavior Flier Assignment Guide and Rubric
See attachments: “Consumer Behavior Flier Assignment and Rubric”, “1 plus 3 DP assignment guide and Peer Review Table”, “1 plus 3 assessment DP instructor Rubric”. (Direct measure)

Population: All students in HHFS 3013 Consumerism.

Standard: 80% of students will obtain 80% on the Consumer Behavior Flier assignment or a 40 out of 50.

Table:

Course	n	Range of scores	SD	mean	% pass rate
SU 19 HHFS 3013	19	10-50	9.4	44.08	89
SU 20 Course not offered	n/a	n/a	n/a	n/a	n/a
SU 21 HHFS 3013	16	0-50	11.9	45.25	93.7

NOTE: Five years of data does not exist as the department was refreshed and renamed in fall of 2019.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	With a mean score of 45.25 compared to the standard of 40, students are performing above the expectation and the standard mean and pass rate is met.
3. Discuss possible reasons why the unit performed as it did this year.	In this online course, digital fliers integrated subject content learning. The fliers utilized self and peer review rubrics that required students to identify content concepts within the flier design.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	5 years of data does not exist.

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5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)

When surveyed within the course reflection, students commented that they worked harder on their fliers because they knew the rest of the class would be viewing and peer reviewing them. They preferred the project assessment (compared to a test) and expected to fear the peer review but stated that they enjoyed it as the review structure assured there would be positive feedback and suggested edits without negative criticism. The design of the self and peer review was effective on this digital literacy assignment. Peer-review student to student interaction in an online course should be further explored to determine if potential exists to repeat this instructional strategy to increase pass rates.

Criterion 3.1: SWBAT creatively communicate the environmental advantages of eco-friendly building materials by solving real-life issues within the case study based on Oklahoma’s Choctaw Nation Promise Zone.

Instrument/Measurement: Sustainable Housing Project assignment guide and unit one rubric. (Direct measure) See Assignment directions Sustainable Housing Project, and Module 1 Sustainable Housing Project rubric.

Population: All students in HHFS 4313 Issues in Housing.

Standard: Mean student scores on this assessment are 80% (or 40/50) on the final sustainable housing project presentation.

Table:

Course	n	Range of scores	SD	mean	% pass rate
FCS 4313	26	0-50	9.73	47.69	96
2019 HHFS 4313	18	0-50	11.36	44.83	94.44
2020	13	35-50	5.13	45.07	100
2021	13	20-50	8.2	44.23	92.3

NOTE: Five years of data does not exist as the department was refreshed and renamed in fall of 2019.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met

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2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The standard for mean was met at 44.23 in the current year compared to the standard of 40. Additionally, the pass rate of 92.3% is met.
3. Discuss possible reasons why the unit performed as it did this year.	Throughout the yearly assessment, pass rate percentages tend to be high on project-based learning that is grounded in real-life applications.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	5 years of data does not exist.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	While a data-based decision cannot be made at this point, it will be interesting to see if student performance trends follow preliminary tendencies.

Criterion 3.2: During the capstone experience (HHFS 3813 Internship) students will self-evaluate communication and collaboration skills.

Instrument/Measurement: Pre/Post Internship Assessment Survey. (Indirect measure)

Population: Students enrolled in HHFS 3813 Internship during the Fall, Spring, and Summer semesters.

Standard: Students will identify a 25% increase on indicators about communication and collaboration skills.

COVID-19 Pandemic: *During the pandemic, student internships were severely affected and some shifted to virtual placements, limited time in experience, and other disruptions. Thus, the data collected can only be termed as “outlier” and does not reveal data that might influence normal internships in the future. Therefore, data is not reported for the 2020/21 school year. The information below is from 2019/2020.*

Table:

2019/2020	N	Range of scores	Pre mean score	Post mean score	Change from pre to post
Indicators—Collaboration					
I feel familiar with human relationship situations	10	0-4	2.5	3.2	28%
I am comfortable participating in groups	10	0-4	3.1	3.4	9.68%
I feel connected to people at ECU HHFS.	10	0-4	2.2	3.6	63.64%
Combined Collaboration indicator scores			2.6	3.4	27.34%

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2019/2020 Indicators--Communication					
I can communicate my ideas to others in writing	10	0-4	2.9	3.6	24.14%
I can communicate my ideas to others verbally.	10	0-4	3.3	3.9	18.18%
I can efficiently use technology platforms to share my ideas.	10	0-4	2.8	3.4	21.43%
Combined Communication indicator scores			3.0	3.63	21.0%

Analysis:

The standard is not met. Students met the standard for collaboration with 27.34 percent, but not for communication as only 21 percent gain lagged the standard by four percent. With 2019/2020 being the first year using the instrument, some of the indicators may need to be clarified to garner better data. However, the HHFs 3813 Internship class has only been used for one year within a COVID-19 school year and data may not reflect the gains expected in a typical internship experience.

Five years of data does not exist as the department was refreshed and renamed in fall of 2019. Preliminary data demonstrates that students are making gains in 21st Century Learning Skills during the internship experience. However, the plan at this time is to continue the use of the instrument to determine if a non-COVID-19 experience might return the standard gains.

Summary Table of Student Learning Outcomes/Criteria/Instruments				
Student Learning Outcomes	Criteria/Instrument (modify table to fit your plan)	Direct/Indirect Measure	Met	Not Met
SL01:	1.1:			
	1.2:			
SL02:	2.1:			
	2.2:			
SL03:	3.1:			
	3.2:			

Student Information for this Academic Year	
Total, <i>unduplicated</i> number of students assessed this academic year	358
Program census for Fall	
Program census for Spring	
Total number of Fall Program graduates	
Total number of Spring/Summer graduates	
Mean major GPA of Fall graduates	
Mean major GPA of Spring/Summer graduates	

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NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

Faculty Meeting: List meeting date(s) and a roster of those in attendance.

Sharing with Stakeholders:

1. Stakeholders for this Program include: [**list** all within and without the ECU community]
2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:

https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz

This link will change Fall 21 since MyECU is being phased out – I will let you know what to change it to.

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

Academic Year	Summary of Actions/Changes from Report
2019-2020	
2018-2019	
2017-2018	
2016-2017	
2015-2016	

Academic Year	Summary of Annual Reviews of Dean and/or UAC (Reviews found in Teams folder; UAC <i>does not</i> review annually)	Updates in Response to Reviews
2019-2020		
2018-2019		
2017-2018		
2016-2017		

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2015- 2016		
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APPENDIX

Copy/paste screenshots or narrative of blank instruments (rubrics, surveys, data report requests, prepared spread sheets, etc) here.