





<b>Program Assessment Report for Instructional Programs</b> Directions: All items should be addressed in a clear and concise manner. The completed report should be uploaded to the <a href="#">Moodle Assessment Course Shell</a> as a single PDF or Word document. Be sure to include relevant graphs/charts/tables. Please also attach minutes that document departmental discussions about assessment.	
<b>Assessment Coordinator</b>	June N. Price-Shingles
<b>Program</b>	Parks, Recreation and Sports Administration
<b>Academic Year of Evaluation</b>	AY 2022-2023
<b>Program Mission Statement</b>	The Recreation Program at Chicago State University serves an urban community traditionally underrepresented in parks, recreation, and the leisure profession. The Recreation Program provides quality undergraduate education and partners with a wide variety of recreation and leisure providers within the Chicago Metropolitan Area. The faculty provides knowledge, training, and supportive research to the profession to further the development of leisure and recreation opportunities in the community.
<b>Program Goals</b> <i>Please list the general or broadly stated goals/objectives of your program</i>	<ol style="list-style-type: none"> <li>1. To provide students with a conceptual foundation of the leisure and recreation profession laying the groundwork for them to be successful in a recreation related position.</li> <li>2. To strengthen students' academic and lifelong learning skills (e.g., communication, technology, study, time management, library and research, reading, mathematics).</li> <li>3. To increase the number of under-represented professionals in the field of recreation.</li> <li>4. To provide students with the tools needed to organize and prepare programs and events to all populations.</li> <li>5. To provide students with the skills and abilities to be effective managers in the recreation profession.</li> <li>6. To provide students with 'hands on' experiences during their education which give them a firsthand knowledge of the expectations in the recreation profession.</li> <li>7. To conduct a mid-program evaluation of every recreation student to ensure the graduation of qualified recreation professionals.</li> <li>8. To support and participate in the CSU and COE recruitment and retention goals and efforts.</li> </ol>
<b>Program-Level Student Learning Outcomes (PSLOs)</b> <i>Please list all PSLOs</i>	<ol style="list-style-type: none"> <li>1. Articulate conceptual foundations of play, recreation, and leisure and the breadth and benefits of leisure services.</li> <li>2. The ability to plan, lead, and evaluate recreation programs/events/activities for all populations.</li> <li>3. Demonstrate the skills and knowledge necessary for successful employment as a professional in leisure services. Students who are part of an under-represented culture will find employment in a recreation profession of their choice.</li> <li>4. Apply 550 hours of practical experiences gained prior to graduation to real world daily management functions.</li> <li>5. Demonstrate professionalism and understanding of the expectations of the recreation profession.</li> <li>6. Plan, lead, and evaluate recreation programs/events/activities for all populations.</li> <li>7. Cite and discuss trends and issues related to the delivery of leisure services.</li> <li>8. Demonstrate an understanding of the knowledge and skills related to the management of leisure services.</li> <li>9. Utilize a variety of communication, technology, and research skills reflective of a professional.</li> </ol>
<b>Alignment of Program-Level Student Learning Outcomes (PSLOs) to Program Mission and Goals</b>	<b>Briefly discuss the ways in which the PSLOs align with and/or reinforce your program's mission and goals.</b> Our PSLOs directly align with the overall mission of the university, HEPER Department and finally the standards adopted by the Recreation program taken from The Council On Accreditation, Professionalism, Recreation and Tourism (COAPRT), specifically the following

	statement by COAPRT: “To increase the number of under-represented professionals in the field of recreation.” Program faculty are intentional about increasing the number of under-represented professionals in recreation. Our PSLOs demonstrate our commitment to ensuring that upon graduation, students are able to articulate, demonstrate, assess, manage and lead in diverse communities within our profession. Recreation faculty maintain contact with professional organizations, practitioners, and various recreation agencies with diverse staff and community make-up, ensure students have volunteer opportunities, mentors and professional contacts.
<b>Curriculum Map</b> <i>Identify where, in the curriculum, learning is taking place</i>	<b>Please insert your Curriculum Map here or attach it to this document. SEE ATTACHED.</b>
<b>Assessment Methods &amp; Measures</b> <i>Check all that apply</i> <i>*Please note that at least two direct methods and one indirect method are required for each program being assessed</i>	<ul style="list-style-type: none"> <li>▪ Direct (students demonstrate their learning) REC 4300 and 4540</li> <li>▪ Indirect (students report, describe, or reflect on their learning) REC 4240 and Faculty Assessment Report (FAR).</li> </ul>
<b>Assessment Plan &amp; Procedures</b>	<p><b>Briefly outline the assessment plan for your program by <u>listing the steps</u> taken during the assessment process.</b></p> <p>Faculty meets monthly to discuss all program issues, of which assessment is a standing item on the agenda. See Recreation Program meeting minutes whereby assessment is the first item of the each agenda for AY 2022-2023. Additionally, once a semester (December and May), a more comprehensive curriculum meeting is held to discuss issues surrounding revision of assignments and other direct and indirect assessment instruments. All coursework is reviewed to ensure it aligns with standards from COAPRT, as well as NCTRC (National Council for Therapeutic Recreation Certification). Each core course for our program curriculum has at least one assignment earmarked for assessment. Evidence is collected via FAR reports at the conclusion of the fall and spring semester each AY. See appendices for completed FAR for Fall 2022 and Spring 2023.</p> <p><b>Be sure to describe how the assessments are administered.</b></p> <p>Assessment instruments are administered by faculty throughout the 16-week course(s) via assignments, exams, quizzes, class participation and group work.</p>
<b>Assessment Methods, Instrument, and Performance Indicator</b>	<p><b>List the assessment method(s) and instrument(s). Then, identify the performance indicator (specific and observable measurement used to determine achievement of SLOs). Please be sure to provide a separate response for <u>each</u> PSLO assessed.</b></p> <ul style="list-style-type: none"> <li> <b>Direct Instrument #1 (REC 4540):</b> The Seminar course is a culmination of artifacts students have created during their tenure as a recreation major here at CSU. The end product is a Portfolio containing core assignments from selected courses. This portfolio is designed such that it can be shared with potential employers during job interview.</li> <li> <b>Direct Instrument #2 (REC 4300):</b> This course engages students in discovering work tasks and responsibilities related to working with people with a wide range of disabilities in parks and recreation settings. Selection of content areas is based on established COE and HEPER approved professional Recreation Standards, NCTRC Job Task Analysis standards for curriculum prep, as well as student experience, interests, and applicability to the profession. Collaboration with outside agencies and prospective observation sites through professional engagement is embedded.</li> <li> <b>Indirect Instrument #1 (REC 4240):</b> The content of this course is designed to have students think and address the daily machinations of an Executive Director, knowing that the assignments reflect the type of major projects they will encounter as they move up the administrative ladder. Content instructed in this course will remain the same for the</li> </ul>

<p>next iteration of instruction.</p> <p> <b>Indirect Instrument #2:</b> The Faculty Assessment Report (FAR). The FAR is used to gather specific data from faculty. The data is shared with recreation faculty in formal meetings to make adjustments where needed regarding delivery, instruction, relevance of class material, etc.</p>				
Program-Level Student Learning Outcomes (PSLOs)	Assessment Method	Assessment Instrument	Performance Indicator	
1. Demonstrate the skills and knowledge necessary to be successfully employed as a professional in leisure services. Students who are part of an under-represented culture will find employment in a recreation profession of their choice.	As students matriculate through the curriculum, specific artifacts/ assignments are set aside as products for their e-portfolio and/or Binder hard copy compiled in REC 4540 the Seminar course. This course prepares students for interviews to locate internships	<b>Direct Instrument #1 (REC 4540)</b> The Seminar course is a culmination of artifacts students have created during their tenure as a recreation major here at CSU. The end product is a Portfolio containing core assignments from selected courses. This portfolio is designed such that it can be shared with potential employers during job interview.	"Target: A 90-100% " is mastery or above average evaluation in regard to student course work throughout the semester and is the performance measure that is most desirable by successful completion of course objectives as indicated by syllabus. "Acceptable: B or C 89-70%" refers to an average performance with potential to improve through increased practice and application of academic knowledge. "Unacceptable: Below 69%" refers to below average performance and indicate student failed to achieve the desired learning outcomes. As such, they must repeat the course.	
Articulate conceptual foundations of play, recreation, and leisure and the breadth and benefits of leisure services.	Students will conduct ADAAG Checklist assessment of a service provider site and make a summary with recommendations for improving accessibility.	<b>Direct Instrument #2 (REC 4300)</b> This course engages students in discovering work tasks and responsibilities related to working with people with a wide range of disabilities in parks and recreation settings. Selection of content areas is based on established COE and HEPER approved professional Recreation Standards, NCTRC Job Task Analysis standards for curriculum prep, as well as student experience, interests, and applicability to the profession. Collaboration with outside agencies and prospective observation sites through Professional engagement is embedded.	SAME AS ABOVE	

	Demonstrate an understanding of the knowledge and skills related to the management of leisure services.	3 of 5 assignments educate students on how to write a Grant, thus enhancing their ability to conduct a needs assessment. There is also a Public Relations and Grant writing assignment.	<b>Indirect Instrument #1 (REC 4240):</b> The content of this course is designed to have students think and address the daily machinations of an Executive Director, knowing that the assignments reflect the type of major projects they will encounter as they move up the administrative ladder. Content instructed in this course will remain the same for the next iteration of instruction.	SAME AS ABOVE
	Articulate conceptual foundations of play, recreation, and leisure and the breadth and benefits of leisure services.	Completion of FAR by faculty at the end of each semester for core courses instructed.	<b>Indirect Instrument #2: Faculty Assessment Report (FAR).</b> The FAR is used to gather specific data from faculty. The data is shared with all REC faculty in formal meetings to make adjustments where needed regarding delivery, instruction, relevance of class material.	<b>Performance Indicator</b> Sharing of data with program faculty. Adjustments to course curriculum for next cycle. Addition/Deletion of lecture(s) Change of textbook(s) Addition/deletion of assignment(s).
<b>Evaluation of Assessment Instrument Effectiveness</b>	<p><b>Is your program using the most effective assessment instrument to measure student achievement of PSLOs and GELOs?</b> We feel our assessment instruments are effective because they align with COAPRT, which has standards we use exclusively to measure our student's progress as they matriculate.</p> <p><b>Do your current instruments provide answers to the questions that you have about student learning in your program and general education courses?</b> Yes, as it relates to our program. Regarding general education courses, it is hard for us to assess that because typically students in our program transfer to CSU from other institutions, whereby they have already completed general education requirements. Notwithstanding, this academic year, we did make referrals to tutoring services for two international students. We believe there were some language barriers that impacted their learning while in REC courses, which likely carried over into their general education courses.</p> <p><b>Is your assessment instrument valid, reliable, and equitable?</b> Yes, as previously mentioned our instruments meet these criteria. We continue to be intentional about assessing our curriculum and assignment(s) by using the exact criteria as prescribed by COAPRT and NCTRS.</p>			
<b>Data Collection &amp; Analysis</b>	<p><b>Briefly describe the data collection and analysis process.</b> Each semester REC faculty completes a <b>FAR</b> for each core course instructed. The FAR is the key piece of information we use as we discuss how we will redesign and/or make course modifications. The <b>FAR</b> is submitted December 15<sup>th</sup> and May 15<sup>th</sup> by faculty to the Assessment Coordinator (including courses taught by the Assessment Coordinator). Once submitted, faculty convene to review and recommendations are suggested for modifications (if necessary). Our goal is to continuously assess and improve upon each course prior to the next offering. As a result, our goals are fluid for how we assess and move forward.</p>			

	<p>We think our process is important because it give us the opportunity to critique each other's format with regards to instruction, assignments, course materials and delivery. Furthermore, it allows for a group discussion on why or why not an assignment or lecture should remain part of the course based upon new information obtained in the faculty assessment report and on-going discussion.</p> <p>Lastly, the information concluded in the <b>FAR</b> is used as data to compile university assessment reports, college program report and shared with Advisory Board members during our annual meeting to assist with effective dialogue during our meetings.</p>																								
<b>Assessment Findings</b> *Please use tables, charts, and/or graphs to indicate assessment findings (student achievement of PSLOs)	<p><b>What do the data reveal? Please insert any relevant tables/charts/graphs here.</b></p> <p><b>REC 4300: Overview of Therapeutic Recreation (DIRECT)</b></p> <table border="1"> <thead> <tr> <th>STUDENT WORK SAMPLE</th><th>STANDARD</th><th>RESULTS</th></tr> </thead> <tbody> <tr> <td>ADA Accessibility Guidelines Checklist Recommendations</td><td>Articulate conceptual foundations of play, recreation, and leisure and the breadth and benefits of leisure services</td><td>100% Target 0% Acceptable 0% Unacceptable</td></tr> </tbody> </table> <p><b>REC 4540: Seminar and Methods(DIRECT)</b></p> <table border="1"> <thead> <tr> <th>STUDENT WORK SAMPLE</th><th>STANDARD</th><th>RESULTS</th></tr> </thead> <tbody> <tr> <td>Professional Portfolio</td><td>Apply 550 hours of practical experiences gained prior to graduation to real world daily management functions.</td><td>100% Target 0% Acceptable 0% Unacceptable</td></tr> </tbody> </table> <p><b>REC 4240: Management and Supervisor of Leisure Services (INDIRECT)</b></p> <table border="1"> <thead> <tr> <th>STUDENT WORK SAMPLE</th><th>STANDARD</th><th>RESULTS</th></tr> </thead> <tbody> <tr> <td>Grant Proposal Legislative Project Public Relations Project (All three assignments are part of the work sample and weighted at the same percentage; 20% each)</td><td>Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</td><td>25% Target 75% Acceptable 0% Unacceptable</td></tr> </tbody> </table> <p><b>FAR REPORTS: See Fall 2022 and Spring 2023 Reports attached. (INDIRECT)</b></p> <table border="1"> <thead> <tr> <th>REC 4300 Fall 2022</th><th>REC 4540 Fall 2022</th><th>REC 4240 Spring 2023</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> </tbody> </table>	STUDENT WORK SAMPLE	STANDARD	RESULTS	ADA Accessibility Guidelines Checklist Recommendations	Articulate conceptual foundations of play, recreation, and leisure and the breadth and benefits of leisure services	100% Target 0% Acceptable 0% Unacceptable	STUDENT WORK SAMPLE	STANDARD	RESULTS	Professional Portfolio	Apply 550 hours of practical experiences gained prior to graduation to real world daily management functions.	100% Target 0% Acceptable 0% Unacceptable	STUDENT WORK SAMPLE	STANDARD	RESULTS	Grant Proposal Legislative Project Public Relations Project (All three assignments are part of the work sample and weighted at the same percentage; 20% each)	Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.	25% Target 75% Acceptable 0% Unacceptable	REC 4300 Fall 2022	REC 4540 Fall 2022	REC 4240 Spring 2023			
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Interpretation of Findings	<p><b>To what degree have students achieved the PSLOs?</b> Students have achieved the desired PSLOs by performing at either "acceptable or target" level.</p> <p><b>In what areas of the assessment do students do well?</b> Students did well in all areas that we assessed this cycle. This was demonstrated by their ability to cross-pollinate curriculum learned in one course and translate it to the next.</p> <p><b>In what areas of the assessment have students not succeeded?</b> PLEASE SEE AY 22/23 FAR REPORTS.</p> <p><b>Are there identifiable gaps in student learning?</b> This cycle we had several students that received</p>																								






	<p>promotions at work during the school year, coupled with the two-week strike. The results of this most certainly presented some gaps in student learning due to work schedules and the actual timing of the strike, which was late in the spring semester. The gaps are not insurmountable but definitely need to be recaptured in upcoming fall/spring courses where applicable.</p> <p><b>In comparison to previous benchmark standards, or past performance trends, how successful were students in meeting the PSLOs?</b> Students have achieved the desired PSLOs.</p>																			
Review of Assessment Process & Instrument	<p><b>Does the assessment instrument effectively reveal data?</b> Yes.</p> <p><b>Is there enough data to identify a pattern?</b> Yes.</p> <p><b>Does the assessment plan, instrument(s), indicator(s), or method(s) require revision?</b> No.</p> <p><b>If so, what changes do you recommend?</b> NA.</p>																			
Conclusions & Data-Driven Decision Making <i>List all key "high-level" changes here</i>	<p><b>What can be done to help unsuccessful students achieve the PSLOs?</b> This cycle we did not have any students that were unsuccessful.</p> <p><b>What role can faculty play in improving student achievement of the PSLOs?</b> Faculty will continue to review assignment criteria to ensure it contributes to assessment data. Faculty will continue to share with our Recreation Advisory Board and Internship Agency Partners to verify that our curriculum is current, relevant, and realistic and mirrors current best practices.</p> <p><b>List all key "high-level" changes that will be made based upon assessment findings.</b> PLEASE SEE FAR REPORTS.</p>																			
Assessment and the Continuous Improvement of Student Learning	<p><b>In what specific ways do assessment data help you continuously improve student learning in your program?</b> We rely heavily on assessment data to inform us prior to the next offering of the same course. We also use that data to make sure we are reinforcing our PSLO. Our goal is to ensure faculty are connecting the dots to each other's courses and subsequently to the workplace and volunteer spaces, our students are in.</p> <p><b>How do assessment findings and changes relate to immediate or long-term budget requests?</b> I hope that we can add 2 full time faculty so we can start focusing on another concentration that focuses on outdoor recreation and environmental education.</p>																			
Data Sharing & Assessment as a Shared Responsibility	<p><b>How do you share assessment data?</b> We share data in meetings with Advisory Board, Internship Supervisors, and Practitioners. At the end of the semester, we ask students what they would've liked to have spent more time on or to share anything that didn't resonate. We also review student evaluations via course evaluations.</p> <p><b>How often is the program assessment process reviewed by faculty in your department?</b> Typically, our program meets monthly whereby assessment is a standing item on the agenda. However due to heavy course loads for AY 22/23, our program did not meet regularly as past practices dictates.</p> <p><b>What active role do faculty play in the refinement of your program assessment plans?</b> Faculty are required to submit a FAR at the end of each semester, followed by group discussion.</p>																			
Trend Data <i>Three-Year Assessment Cycle</i>	<p>Please provide an analysis of the trend data.</p> <table border="1"> <tr> <td>Assessment Instrument(s)</td><td>AY 21-22 Results</td><td>Summary of Actions Taken</td><td>AY 22-23 Results</td><td>Summary of Actions Taken</td><td>AY 23-24 Results</td><td>Summary of Actions Taken</td></tr> <tr> <td>Direct</td><td>100%</td><td>PLEASE SEE AY 21/22</td><td><b>REC 4300</b> 100% Target</td><td>PLEASE SEE AY 22/23</td><td>NA</td><td>NA</td></tr> </table>						Assessment Instrument(s)	AY 21-22 Results	Summary of Actions Taken	AY 22-23 Results	Summary of Actions Taken	AY 23-24 Results	Summary of Actions Taken	Direct	100%	PLEASE SEE AY 21/22	<b>REC 4300</b> 100% Target	PLEASE SEE AY 22/23	NA	NA
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	Indirect	66%	PLEASE SEE AY 21/22 FAR REPORTS	<b>REC 4240</b> 25% Target 75% Acceptable 0% Unacceptable	PLEASE SEE AY 22/23 FAR REPORTS	NA	NA
Accomplishment and Challenges	<p><b>Please discuss your program's accomplishments and challenges in assessment.</b></p> <p>Students learned most concepts set forth by our internal recreation program course objectives and student learning outcomes. It is important to note that while we feel students have been mostly successful in understanding information presented in classes, it has been at varying degrees.</p> <p>Students presented their research at the Midwest Symposium Therapeutic Recreation Conference in March 2023.</p>						
Publicizing Student Learning <i>This answer <u>may</u> be the same for all of your general education courses</i>	<p><b>How do you inform the public about what students learn and how well they have learned it?</b></p> <p>The program has an Advisory Board that convenes annually, although not as consistent since the Covid-19 era. The strike this semester also affected planning for convening the board this summer. We will plan for late fall 2023.</p> <ul style="list-style-type: none"> <li>✚ <a href="#">Recreation Website</a> (FOR POSTED ASSESSEMNT DATA- <b>NEEDS TO BE UPDATED WITH CURRENT AY DATA</b>)</li> <li>✚ Department newsletter</li> <li>✚ Partner with the Chicago Park District Workforce Development Department</li> <li>✚ Partner with the After School Matters Program that employees over 3,500 11/12<sup>th</sup> graders in Chicago Public Schools</li> <li>✚ Regular visits (each semester) to two-year institutions in the area in conjunction with Articulation Agreements</li> <li>✚ Articulation agreement with two-year institutions: <ul style="list-style-type: none"> <li>○ Moraine Valley Community College</li> <li>○ Triton College</li> </ul> </li> </ul> <p>Mr. McNicholas and Price-Shingles are members of the Moraine Valley Recreation Management Advisory Board and also Triton College Health, Exercise and Recreation Advisory Board. We also publicize our student learning by participating in several local, regional and national conferences where our students present.</p> <p><b>What data or results do you use?</b> We use all data, but are always particularly interested in our advisory board members input and students as the end of the semester.</p> <p><b>Do you share information that publicizes student learning on departmental websites, brochures, media, social media, etc.?</b> <a href="#">Recreation Website</a></p> <p><i>You may include the hyperlink to your program's assessment page <a href="#">here</a> to allow quick access for review.</i></p>						
Supplemental Data <i>If applicable, please briefly explain how your assessment plan is impacted or informed by professional standards</i>	<p>Prior to October 2022, our program was accredited by <a href="#">The Council on Accreditation, Professionalism, Recreation and Tourism (COAPRT)</a>. They are seven (1.0-7.0) sets of standards, with the 7.0 series criteria being what we use to measure student learning outcomes for core courses.</p> <p>Unfortunately, the 1.0 series speaks to the amount of faculty required for accreditation. It states the</p>						

or requirements from your college, IBHE, accrediting bodies, or professional organizations.	following: 1.03 A minimum of two full-time faculty members and a minimum of one additional fulltime equivalent faculty position (FTE), which may be comprised of multiple individuals, shall be assigned to and instruct in the program. Suggested Evidence of Compliance: A record of faculty assignments to the unit. As a result, our program is no longer accredited by COAPRT. Nonetheless, our program will continue to adhere to COAPRT 7.0 series because we believe it is the best tool to measure academic rigor.
CoCurriculars	Please list all CoCurriculars in your program.

***Please attach minutes that document departmental discussions about assessment.***

#### **Appendices**

-  Curriculum Map
-  Recreation Program Minutes (December 2022 & May 2023)
-  Faculty Assessment Report Template
-  Faculty Assessment Reports: 4300,4540,4240
-  Recruitment Retention and Graduation Plan