

## Degree Program Student Learning Report (rev. 7/14)

Fall 2013 – Spring 2014

# The Department of History & Political Science in the School of Liberal Arts Public Administration, B.A.

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

### PART 1 (A & B)

#### Relationship of Degree Program Learning Outcomes to Departmental and University Missions

##### A. Clearly state the school, department and degree program missions.

| University Mission  | School Mission   | Department Mission  | Degree Program Mission   |
|---|--|---|--|
| Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities. | The mission of the School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community, and in the region. | The mission of the Department of History and Political Science is to support discipline-specific degree programs as well as the University's general education program. | The Bachelor of Arts Degree in Public Administration is designed to provide students with the organizational, administrative, and time management skills to excel in public service and nonprofit sectors. |

- B.** Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

| <b>University Commitments</b>   | <b>School Purposes</b>  | <b>Department Purposes</b>   | <b>Student Learning Outcomes</b>  |
|---|---|--|---|
| To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking. | The School will offer innovative degrees which focus upon developing skills in oral and written communication, critical thinking, and creativity.   | Offers innovative and quality teaching both within the classroom and through distance education.                                   |   |
| To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.  | The School will educate liberal arts majors to think critically, creatively, and independently and have the skills to work in all types of situations and communicate with all types of people. | Foster the skills of critical thinking, writing, research, and oral communication among our students.                              | Students will demonstrate an ability to analyze and critique a variety of approaches to understanding public policies.          |
| To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.   | The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.   | Serve the University and the community through the provision of quality general education courses.                                 | Students will demonstrate an ability to apply knowledge and understanding of different views regarding culture and society."    |
| To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.  | The School will foster a community of scholars among the faculty and students of the institution.   | Foster values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students. | Students will integrate public administration-oriented research into their understanding and practice of public administration. |
| To provide university-wide student services, activities and resources that complement academic programs.  |   |  |   |

| <b>University Commitments</b>   | <b>School Purposes</b>  | <b>Department Purposes</b>   | <b>Student Learning Outcomes</b>   |
|---|---|--|--|
| To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.   |   |  |  |
| To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves. | The School will offer and promote art, cultural, and public affairs events on the campus and in the region. | Attract and retain high quality traditional and nontraditional students. | Students will be included as stakeholders in the ongoing assessment of the BA-PA degree program. |

## PART 2

### Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

| <b>Instructional or Assessment Changes</b>   | <b>Changes Implemented (Y/N)</b> | <b>Impact of Changes on Degree Program Curriculum or Budget</b> |
|--|----------------------------------|---|
| The focus group has been eliminated as a measure, although the practice will be continued because of its benefit to the department.  | Y                                | None  |
| The internship site journal maintained in <i>Internship I</i> (SBS 4033), was not used this cycle as a measure of SLO #3 ("Students will integrate public administration-oriented research into their understanding and practice | Y                                | None  |

of public administration.”). The faculty question the linkage between an internship experience and its relationship with public administration research. The remaining measure of SLO #3, the papers written in *Policy and Program Evaluation* (POLS 4993), are an adequate measure of the integration of the two variables described in the student learning outcome. All SLOs in the Public Administration program are being evaluated, as discussed in Part 5 of this report.

### PART 3

#### **Discussion About the University Assessment Committee's 2012-2013 Peer Review Report**

The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state “No changes were recommended.”

| <b>Feedback and Recommended Changes from the University Assessment Committee</b> | <b>Suggestions Implemented (Y/N)</b> | <b>Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented</b> |
|--|--------------------------------------|---|
| Regarding Part 1 (A):<br>“School Mission: word ‘state’ has a space in it.”       | Y                                    | The correction has been made.   |
| Regarding Part 2:  | Y                                    | Correct. The BA-PA never <u>required</u> the SBS Capstone ( <i>Senior</i>                           |

|   |   |  |
|---|---|--|
| <p>Very well. Just to be clear, PPO has replaced the SBS Capstone in the degree as well as for the assessment measure, right? That's significant.</p>   |   | <p><i>Capstone: Senior Seminar</i>), although a few PA majors were encouraged to take it as one of their free electives. And, yes, the HPS faculty was considering using <i>Policy and Program Evaluation</i> as a capstone class. However, ongoing discussions within the faculty may eliminate or reaffirm the inclusion of a capstone class. More details on this and a related but significantly broader discussion occurs in Part 5 of this report.</p>   |
| <p>Regarding Part 4 (A):</p> <p>Might be a slight discrepancy between SLOs and assessment measures. Are SLOs capturing exactly what you want students to do? Are the measures showing them doing those things, or doing other things that are based on mastery of the SLOs?</p>   | Y | <p>The question raised by the peer review team is provocative. The measures as stated may in fact be assuming that SLO knowledge and skills have already been obtained and are required in order to meet the measurements. The HPS faculty will be reviewing the PA SLOs and the measures associated with them, an intention which is reiterated in Part 5 of this report.</p>   |
| <p>Regarding Part 4 (B):</p> <p>SLO # 2 assessment measure is a paper that should reflect ethical dilemmas in public administration. Will the paper also incorporate the ethical dilemmas faced by different cultures? Is this a good measure of the SLO discussing the broader topic of cultural and societal differences?</p> | Y | <p>As stated above, the HPS faculty will be reviewing the PA SLOs and the measures associated with them. More discussion appears in Part 5 of this report. Regarding the specific inquiry about whether the papers on ethical thinking reflect dilemmas faced by people of different cultures, this is an instructor-dependent variable. It is probably necessary for the PA coordinator to make sure the instructor of this course is clearly aware of the multi-cultural dimension of the course's student learning outcome.</p> |
| <p>Regarding Part 4 (G):</p> <p>Two majors, and neither one completed survey or focus? This is the second year in a row that students did not participate. Are there ways to increase participation in the future, or is a different measure needed?</p>  | Y | <p>As reported above in Part 2, a different measure will replace the focus group. It is the School of Liberal Arts Graduating Student Survey. The Public Administration Exit survey was administered.</p>  |
| <p>Faculty listed, roles and signatures not detailed. Make sure final copy shows approvals (faculty, DH, dean).</p>   | Y | <p>The copy of the 2012-2013 Student Learning Report reviewed by the peer review team did not include the signature page; however, it was completed when the report was completed and delivered to the dean.</p>   |

## PART 4

### Analysis of Evidence of Student Learning Outcomes

For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw relevant conclusions related to strengths and weaknesses of their performance.

| A.<br>Student<br>Learning<br>Outcomes   | B.<br>Assessment<br>Measures  | C.<br>Performance<br>Standards  | D.<br>Sampling<br>Methods             | E.<br>Sample<br>Size<br>(N) | F.<br>Results  | G.<br>Conclusions   | H.<br>Performance<br>Standards Met<br>(Y/N) |
|---|---|---|---------------------------------------|-----------------------------|--|---|---|
| 1. Students will demonstrate an ability to analyze and critique a variety of approaches to understanding public policies. | The course grade earned by PA majors who completed <i>Introduction to Public Administration</i> (POLS 3023) | At least 80% of BA-PA majors will earn an average grade of 75% or better in the course. | All majors in the class are included. | 2                           | Both students exceeded the performance standard. One earned 90% and the other 81%. | The course that is usually associated with this SLO is <i>Introduction to Public Policy</i> (POLS 3033). However, it was not taught in 2013-2014. <i>Introduction to Public Administration</i> (POLS 3023) as taught in Spring 2014 serves as an acceptable substitute because of the class requirements. Students were tested over 11 of the 12 chapters in a well known textbook, which included policy-specific case studies in every chapter. A secondary text consisted of classic essays, and each essay was accompanied by a policy-oriented case study. Reaction papers of current events, which were related to public policies, were also | Y   |

| A.<br>Student<br>Learning<br>Outcomes  | B.<br>Assessment<br>Measures  | C.<br>Performance<br>Standards  | D.<br>Sampling<br>Methods             | E.<br>Sample<br>Size<br>(N) | F.<br>Results  | G.<br>Conclusions   | H.<br>Performance<br>Standards Met<br>(Y/N) |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
|--|---|---|---------------------------------------|-----------------------------|--|---|---|---------|--------|--------|---|-------|---|-------|---|-------|---|-----------|---|-------|---|----------------|--|--------|--------------|---------|------|---------|-----|---------|------|---|---|
|  |   |   |                                       |                             |  | required. There were no elements in the class not related to course-specific material. This explanation is offered as justification for why the course (as taught) and its requirements amply met the student learning outcome. |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
| 2. Students will demonstrate an ability to apply knowledge and understanding of different views regarding culture and society. | Student papers that reflect critical thinking regarding ethical dilemmas faced by public administrators in <i>Ethics in Public Service</i> (POLS 3243). | At least 75% of BA-PA majors will earn an average grade of $\geq C$ . | All majors in the class are included. | 8                           | <table border="1"> <thead> <tr> <th colspan="2">Current Period<br/>2013-2014</th> </tr> <tr> <th>Percent</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>7</td> </tr> <tr> <td>80-89</td> <td>-</td> </tr> <tr> <td>70-79</td> <td>1</td> </tr> <tr> <td>60-69</td> <td>-</td> </tr> <tr> <td><math>\leq 59</math></td> <td>-</td> </tr> <tr> <td>Total</td> <td>8</td> </tr> </tbody> </table><br><table border="1"> <thead> <tr> <th colspan="2">Recent History</th> </tr> <tr> <th>Period</th> <th>Met Standard</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>100%</td> </tr> <tr> <td>2012-13</td> <td>75%</td> </tr> <tr> <td>2010+11</td> <td>100%</td> </tr> </tbody> </table> | Current Period<br>2013-2014   |   | Percent | Number | 90-100 | 7 | 80-89 | - | 70-79 | 1 | 60-69 | - | $\leq 59$ | - | Total | 8 | Recent History |  | Period | Met Standard | 2013-14 | 100% | 2012-13 | 75% | 2010+11 | 100% | The students were required to prepare each week to role play, that is, debate and discuss a different case studies. This approach blended real world ethical challenges with interactive simulation. The reported grade is based on the two components of the final exam, a research paper and an oral presentation. Both were related to authentic situations that required developing multiple understandings of ethical demands. | Y |
| Current Period<br>2013-2014  |   |   |                                       |                             |  |   |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
| Percent  | Number  |   |                                       |                             |  |   |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
| 90-100   | 7   |   |                                       |                             |  |   |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
| 80-89  | -   |   |                                       |                             |  |   |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
| 70-79  | 1   |   |                                       |                             |  |   |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
| 60-69  | -   |   |                                       |                             |  |   |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
| $\leq 59$  | -   |   |                                       |                             |  |   |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
| Total  | 8   |   |                                       |                             |  |   |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
| Recent History   |   |   |                                       |                             |  |   |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
| Period   | Met Standard  |   |                                       |                             |  |   |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
| 2013-14  | 100%  |   |                                       |                             |  |   |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
| 2012-13  | 75%   |   |                                       |                             |  |   |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |
| 2010+11  | 100%  |   |                                       |                             |  |   |   |         |        |        |   |       |   |       |   |       |   |           |   |       |   |                |  |        |              |         |      |         |     |         |      |   |   |

| A.<br>Student<br>Learning<br>Outcomes  | B.<br>Assessment<br>Measures                                 | C.<br>Performance<br>Standards  | D.<br>Sampling<br>Methods                  | E.<br>Sample<br>Size<br>(N) | F.<br>Results   | G.<br>Conclusions  | H.<br>Performance<br>Standards Met<br>(Y/N) |
|--|--|---|--|-----------------------------|---|--|---|
|  |  |   |  |                             |   |  |   |
| 3. Students will integrate public administration-oriented research into their understanding and practice of public administration. | 3 (a) The final project in <i>Grant Writing</i> (POLS 3950B) | At least 80% of the students will earn at least 80% on their final project. | All majors in the class are included.      | 7                           | Every student earned 90% or above on the final project. | The project is an excellent measure of the student learning outcome. Specifically, it requires students to develop a theoretical model that links inputs, objectives, activities, outputs, outcomes, and impacts. It is a perfect exercise for upper-division public administration students. It requires matching a social problem with a theory of change, developing a logical model that demonstrates how the change will occur, and concludes with a plan for evaluation. | Y   |
|  | 3 (b). <i>Exit Examination</i> (POLS 4991).                  | 90% or more will earn a C or better on the comprehensive exit examination.  | All majors who take the exam are included. | 6                           | All students grades were 90% or higher.                 | The purpose of the exit exam is to serve as a review of the major sub-fields of public administration. This is accomplished in a two-part exam, which is the only requirement for the one-hour course. The first part requires the student to answer 1,250 questions drawn from a  | Y   |

| A.<br>Student<br>Learning<br>Outcomes   | B.<br>Assessment<br>Measures                            | C.<br>Performance<br>Standards   | D.<br>Sampling<br>Methods                     | E.<br>Sample<br>Size<br>(N)      | F.<br>Results   | G.<br>Conclusions  | H.<br>Performance<br>Standards Met<br>(Y/N) |
|---|---|--|---|----------------------------------|---|--|---|
|   |   |  |   |                                  |   | basic public administration textbook; they then take a test consisting of 75 questions from the 1,250-question test bank. The second part requires the student to choose between answering six essay questions which cover broad areas of the field, or developing a 20-minute presentation that involves a current issue in the field. The faculty believes the exit exam qualifies as a thorough review of the degree program. |   |
| 4. Students will be included as stakeholders in the ongoing assessment of the BA-PA degree program. | 4 (a). School of Liberal Arts Graduating Student Survey | 75% will express a high level of satisfaction with their educational experience in the BA-PA degree program. | All graduating BA-PA majors will be included. | 4 (all but one of the graduates) | There are three parts of the survey that are relevant to this report. The instrument presents statements and the respondents choose from one of four response choices, which range from "very satisfied" to "very unsatisfied." A score of 4 is the best possible, meaning the respondents were "very satisfied." Part I: Satisfaction with | The average on all parts was above a 3 ("somewhat satisfied"). The average score for Part 2 and Part 3 were much closer to a score of 4 ("very satisfied"). In Part 3, there was no area that consistently received lower than 4; which makes the survey results somewhat idiosyncratic. The principal difficulty in drawing meaningful conclusions is the low number of students who  | Y   |

| A.<br>Student<br>Learning<br>Outcomes | B.<br>Assessment<br>Measures | C.<br>Performance<br>Standards   | D.<br>Sampling<br>Methods                               | E.<br>Sample<br>Size<br>(N) | F.<br>Results   | G.<br>Conclusions   | H.<br>Performance<br>Standards Met<br>(Y/N) |
|---------------------------------------|------------------------------|--|---|-----------------------------|---|---|---|
|                                       |                              |  |   |                             | <p>the RSU experience. Average score: 3.25</p> <p>Part 2: Satisfaction with the HPS department experience: Average score: 3.75</p> <p>Part 3: This part poses 9 questions relating to satisfaction with different areas, such as accessibility to faculty, academic advising, and development of writing skills. Average score of all questions' scores combined: 3.69.</p>   | <p>responded to the survey. It was heartening to know that the HPS department score of 3.75 was the highest of the three.</p>   |   |
|                                       | 4 (b). Exit survey.          | The overall level of satisfaction will range between 4.0 and 4.5 points. | All BA-PA graduates will be given a survey to complete. | 5 (all of the graduates)    | <p>Twelve questions comprised the 5-point Likert scale survey. The composite average was 4.4, which is about midway between agreement and strong agreement with the 12 positively-stated questions. The questions covered areas such as critical thinking, writing skills, professor knowledge, professor quality, advising, oral presentations, preparation for graduate</p> | <p>The largest number of students to graduate from the program highly value the survey's variables. The area that achieved the lower scores related to whether the student would choose PA as a major if the choice could be made again, and whether they felt well prepared to begin entry-level employment or graduate school. Whereas these results reflect concern by the students, the scores on these measures were</p> | Y   |

| A.<br>Student<br>Learning<br>Outcomes | B.<br>Assessment<br>Measures | C.<br>Performance<br>Standards | D.<br>Sampling<br>Methods | E.<br>Sample<br>Size<br>(N) | F.<br>Results                                    | G.<br>Conclusions               | H.<br>Performance<br>Standards Met<br>(Y/N) |
|---------------------------------------|------------------------------|--------------------------------|---------------------------|-----------------------------|--|---------------------------------|---|
|                                       |                              |                                |                           |                             | school and employment, and overall satisfaction. | 4, which is still quite strong. |   |

## PART 5

### Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

| Student Learning Outcomes | Instructional or Assessment Changes  | Rationale for Changes  | Impact of Planned Changes on Student Learning and Other Considerations.   |
|---------------------------|--|--|---|
| All                       | The HPS department is currently in the midst of making important changes to the Public Administration degree. One possible alteration is to convert it from a stand-alone degree to an option of a new Public Affairs degree. Political science would constitute the other option. A second change is for the Public Administration degree to affiliate with OU-Tulsa. The 4+1 OU plan would permit successful RSU | The Public Administration degree is six years old and still struggling to attract the number of majors that is required of a stand-alone program. If it were an option in a Public Affairs degree, then both political science and public administration students would be counted for accreditation purposes. Beside this benefit, it would allow the Department of History and Political Science to develop a true Political Science | Students would benefit by being able to choose a true Political Science degree. If the 4+1 affiliation with OU-Tulsa materializes, it would increase the attractiveness of selecting RSU for an education in public administration. |

| Student Learning Outcomes | Instructional or Assessment Changes   | Rationale for Changes  | Impact of Planned Changes on Student Learning and Other Considerations. |
|---------------------------|---|--|---|
|                           | <p>Public Administration majors to obtain an OU Master of Public Administration degree in only one year. The 4+1 plan could occur regardless whether the RSU Public Administration degree remains a stand-alone program or becomes part of a new Public Affairs degree. As part of either or both changes, the SLOs associated with the Public Administration degree will be reevaluated. Also, as part of a new Public Affairs degree, consideration is again being given to the idea of <i>Policy and Program Evaluation</i> (POLS 4993) servicing as a capstone-like course for both Public Administration and Political Science majors.</p> | <p>degree rather than a Social Science degree with a Political Science option.</p> |   |

## PART 6

### Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

| Description   |
|---|
| Using current events to add to the relevancy of political science is not a new idea. However, if several elements are made a part of presenting |

| Description  |
|--|
| current events, they can help develop stronger interest among students. There are several principal elements that probably need to be included in order to increase the value of the instructor's effort. One is to provide context and explanation. Students are not generally well informed. Therefore, unless the relevancy and circumstance are provided, then the political cartoon lacks meaning. Another element is to present current events via different media, such as political cartoons, newspaper and magazine articles, and video and audio clips. A third element is to select current events that are easily digested by the student, which means they must be short and, when possible, dramatic, local, and important to students' lives, such as issues related to texting, health insurance, minimum wage, and so forth. The last element is encouraging student comment and discussion, which can be aided by personalizing the questions or making the questions provocative. |

## PART 7 (A & B)

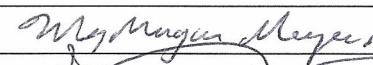
### Assessment Measures and Faculty Participation

#### A. Assessment Measures:

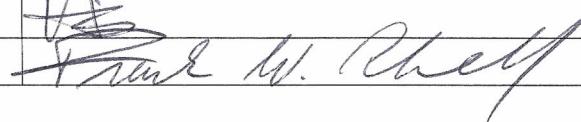
- 1) How many different assessment measures were used? 6
- 2) List the direct measures (see rubric): (1) course grade (2) essays (3) final project (4) exit exam
- 3) List the indirect measures (see rubric): (5) SLA Graduating Student Survey (6) PA Program Graduating Student Survey

#### B.

- 1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

| Faculty Members   | Roles in the Assessment Process<br>(e.g., collect data, analyze data, prepare report, review report, etc.) | Signatures   |
|-------------------|--|--|
| Steve Housel      | collected data & analyzed report   |   |
| Meg Morgan Meyers | prepared & reviewed report<br>Collected data   |   |
| Daniel Marangoni  | reviewed part unit's data  |  |

- 2) Reviewed by:

| Titles          | Names           | Signatures  | Date     |
|-----------------|-----------------|---|----------|
| Department Head | Ken Hicks       |  | 10/09/14 |
| Dean            | Frank W. Elwell |  | 10-2-14  |