

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Economics	211	ECO 211 08/11/2016- Principles of Economics I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Science	Gregg Heidebrink
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Apply the concepts of scarcity, opportunity cost, and comparative advantage.

- Assessment Plan
  - Assessment Tool: TUCE3 standardized exam
  - Assessment Date: Fall 2013
  - Course section(s)/other population: Rotating odd-even sections
  - Number students to be assessed: All students in selected sections
  - How the assessment will be scored: Answer Key
  - Standard of success to be used for this assessment: The TUCE is nationally normed. More than 50% of the students should score above the national average performance.
  - Who will score and analyze the data: Full-time economics instructors will jointly score and analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2015	

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

# of students enrolled	# of students assessed
255	68

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 who completed the class were required to take the TUCE4. Completing the class was defined as taking the Final Exam. Of the 72 students who took the Final Exam, 4 failed to take the TUCE4.

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.

Students were selected from on campus daytime sections. It would be worthwhile to include evening class on campus sections going forward. Currently, there is no mechanism available for assessing off campus and DL sections using this tool.

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

The Master Syllabus for ECO 211, Principles of Economics I, was developed by Randy LaHote in 2011. It specified that the Test of Understanding College Economics-Fourth Edition (TUCE4) be used as the assessment tool for this course. The TUCE4 is a nationally normed standardized exam given to students at two and four year institutions across the country. It was developed by the National Council on Economic Education NCEE and has two main objectives. It is designed “to offer a reliable and valid assessment instrument for students in principles of economics courses” and “to provide norming data for a large national sample of students in principles exams”. There are separate exams for macro and microeconomics courses. Each has 30 questions.

The TUCE4 was administered to 4 sections (approximately half) of ECO 211 students at the end of the semester. It was machine scored based on a NCEE provided key.

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

Learning outcome success per the Master Syllabus is demonstrated by having more than 50% of the class score higher than the national average on the TUCE4 Macro Exam.

The average score for the national cohort was 14.06 with a standard deviation of 5.28. Therefore, WCC's average of 19.7 exceeded the national average by a full standard deviation. On an individual level, 59 of the 68 WCC students who took the TUCE4 Macro scored higher than the national average. The standard of success was met.

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

Students who successfully completed the course showed, on average, a reasonable understanding of this material.

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.

Given that students clearly exceeded the standard for success, there are no plans to change the coverage or instruction of this material. Consideration will be given to ways in which a larger proportion of the students that start the class can be encouraged to complete the class.

Outcome 2: Apply the basic principles of supply and demand analysis.

- Assessment Plan
  - Assessment Tool: TUCE3 standardized exam
  - Assessment Date: Fall 2013
  - Course section(s)/other population: Rotating odd-even sections
  - Number students to be assessed: All students in selected sections
  - How the assessment will be scored: Answer Key
  - Standard of success to be used for this assessment: The TUCE is nationally normed. More than 50% of the students should score above the national average performance.
  - Who will score and analyze the data: Full-time economics instructors will jointly score and analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2015	

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

# of students enrolled	# of students assessed
255	68

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 who completed the class were required to take the TUCE4. Completing the class was defined as taking the Final Exam. Of the 72 students who took the Final Exam, 4 failed to take the TUCE4.

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.

Students were selected from on campus daytime sections. It would be worthwhile to include evening class on campus sections going forward. Currently, there is no mechanism available for assessing off campus and DL sections using this tool.

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

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The TUCE4 was administered to 4 sections (approximately half) of ECO 211 students at the end of the semester. It was machine scored based on a NCEE provided key.

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

Learning outcome success per the Master Syllabus is demonstrated by having more than 50% of the class score higher than the national average on the TUCE4 Macro Exam.

The average score for the national cohort was 14.06 with a standard deviation of 5.28. Therefore, WCC's average of 19.7 exceeded the national average by a full standard deviation. On an individual level, 59 of the 68 WCC students who took the TUCE4 Macro scored higher than the national average. The standard of success was met.

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

Students who successfully completed the course showed, on average, a reasonable understanding of this material.

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.

Given that students clearly exceeded the standard for success, there are no plans to change the coverage or instruction of this material. Consideration will be given to ways in which a larger proportion of the students that start the class can be encouraged to complete the class.

Outcome 3: Recognize the role of government in a capitalist economy.

- Assessment Plan
  - Assessment Tool: TUCE3 standardized exam
  - Assessment Date: Fall 2013
  - Course section(s)/other population: Rotating odd-even sections
  - Number students to be assessed: All students in selected sections
  - How the assessment will be scored: Answer Key
  - Standard of success to be used for this assessment: The TUCE is nationally normed. More than 50% of the students should score above the national average performance.
  - Who will score and analyze the data: Full-time economics instructors will jointly score and analyze the data.
- 1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2015	

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

# of students enrolled	# of students assessed
255	68

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.

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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.

Students were selected from on campus daytime sections. It would be worthwhile to include evening class on campus sections going forward. Currently, there is no mechanism available for assessing off campus and DL sections using this tool.

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

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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: <u>Yes</u>
Learning outcome success per the Master Syllabus is demonstrated by having more than 50% of the class score higher than the national average on the TUCE4 Macro Exam.
The average score for the national cohort was 14.06 with a standard deviation of 5.28. Therefore, WCC's average of 19.7 exceeded the national average by a full standard deviation. On an individual level, 59 of the 68 WCC students who took the TUCE4 Macro scored higher than the national average. The standard of success was met.

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

Students who successfully completed the course showed, on average, a reasonable understanding of this material.
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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.

Given that students clearly exceeded the standard for success, there are no plans to change the coverage or instruction of this material. Consideration will be given to ways in which a larger proportion of the students that start the class can be encouraged to complete the class.
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Outcome 4: Describe the measurement and determination of employment, inflation, and output.

- Assessment Plan
  - Assessment Tool: TUCE3 standardized exam
  - Assessment Date: Fall 2013
  - Course section(s)/other population: Rotating odd-even sections
  - Number students to be assessed: All students in selected sections
  - How the assessment will be scored: Answer Key
  - Standard of success to be used for this assessment: The TUCE is nationally normed. More than 50% of the students should score above the national average performance.

- Who will score and analyze the data: Full-time economics instructors will jointly score and analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
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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.

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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.

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

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

Students who successfully completed the course showed, on average, a reasonable understanding of this material.

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.

Given that students clearly exceeded the standard for success, there are no plans to change the coverage or instruction of this material. Consideration will be given to ways in which a larger proportion of the students that start the class can be encouraged to complete the class.

Outcome 5: Demonstrate how money is created in a fractional reserve system and describe money's role in a modern economy.

- Assessment Plan
  - Assessment Tool: TUCE3 standardized exam
  - Assessment Date: Fall 2013
  - Course section(s)/other population: Rotating odd-even sections
  - Number students to be assessed: All students in selected sections
  - How the assessment will be scored: Answer Key

- Standard of success to be used for this assessment: The TUCE is nationally normed. More than 50% of the students should score above the national average performance.
- Who will score and analyze the data: Full-time economics instructors will jointly score and analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
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5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

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

Students who successfully completed the course showed, on average, a reasonable understanding of this material. Review of scores on questions indicates that student understanding of this material is somewhat weaker than the material related to earlier outcomes.

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.

Given that students exceeded the standard for success, there are no plans for significant changes the coverage or instruction of this material. Some additional practice exercises or simulations may be incorporated as time permits.

Outcome 6: Differentiate the mechanisms of fiscal and monetary policy and their effectiveness.

- Assessment Plan
  - Assessment Tool: TUCE3 standardized exam

- Assessment Date: Fall 2013
- Course section(s)/other population: Rotating odd-even sections
- Number students to be assessed: All students in selected sections
- How the assessment will be scored: Answer Key
- Standard of success to be used for this assessment: The TUCE is nationally normed. More than 50% of the students should score above the national average performance.
- Who will score and analyze the data: Full-time economics instructors will jointly score and analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

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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.

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

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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

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The average score for the national cohort was 14.06 with a standard deviation of 5.28. Therefore, WCC’s average of 19.7 exceeded the national average by a full standard deviation. On an individual level, 59 of the 68 WCC students who took the TUCE4 Macro scored higher than the national average. The standard of success was met.

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

A review of student performance on individual questions indicated that students had more difficulty with questions related to this outcome. This is not unexpected. Answering these questions correctly requires the highest level of mastery of the material as well as the strongest analytical skills.

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.

Within the time constraints of the course, some additional emphasis will be given to covering material related to fiscal and monetary policy, which are frequently squeezed in at the end of the semester.

## II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

The WCC student average exceeded the national sample average by more than a standard deviation. That indicates that students who are completing the course are doing well. Individual analysis of some test questions indicates that more emphasis could be given to fiscal and monetary policy.

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

The results of this assessment will be shared with the Social Science Department generally in departmental meetings. More detailed results will be provided to the Economics Faculty via email and through discussions.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

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

5.

### III. Attached Files

[TUCE4 Macro Results W15](#)

[TUCE\\$ Macro Sample Questions W15](#)

**Faculty/Preparer:** Gregg Heidebrink **Date:** 08/11/2016  
**Department Chair:** Gregg Heidebrink **Date:** 08/11/2016  
**Dean:** Kristin Good **Date:** 08/25/2016  
**Assessment Committee Chair:** Michelle Garey **Date:** 10/25/2016

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: ECO 211  
 Course Title: Principles of Economics I  
 Division/Department Codes: Social Science
  
2. Semester assessment was conducted (check one):  
 Fall 20\_\_  
 Winter 2010\_\_  
 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.

- Yes. The TUCE 4 used this year is an updated version of the TUCE 3.
5. Indicate the number of students assessed/total number of students enrolled in the course.  
 • 49
  
  6. Describe how students were selected for the assessment.  
 • All students in the 3 sections who completed the course were assessed.

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 • "Policy Matters" were given additional emphasis.
  
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
  - The student will apply the concepts of scarcity, opportunity cost, and comparative advantage.
  - The student will manipulate supply and demand diagrams to identify the changes in price and quantity resulting from changes in market conditions.
  - The student will identify the roles that governments fulfill in a capitalist economy.
  - The student will calculate measures of unemployment, inflation, and output.
  - The student will demonstrate both an understanding of how money is created in a fractional reserve system and an understanding of money's role in a modern economy.
  - The student will identify components of fiscal and monetary policy and views of their effectiveness by various schools of economic thought.

**COURSE ASSESSMENT REPORT**

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.*
  - During the Winter 2010 semester, student learning in 3 sections of ECO 211 was evaluated using the TUCE 4 in accordance with the assessment plan specified by the approved Course Master Syllabus. The syllabus specified that "an above average performance by 50% of the students will indicate success." Of the 49 students who took the TUCE 4 as a posttest, 33 students (67% of those tested) scored higher than the national average. Furthermore, while the nationally normed average on the TUCE 4 upon completion of macroeconomics is 14.19, students in these three sections averaged 18.37. All data is attached.
  
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*
  - Please see the answer to question 3 above.
  
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
 

Strengths: The student assessment process indicates that students are exceeding the expectations.

Weaknesses: The student assessment process failed to identify any student weaknesses.

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.
  - No weaknesses were identified.
  
2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
  - a.  Outcomes/Assessments on the Master Syllabus  
Change/rationale:
  
  - b.  Objectives/Evaluation on the Master Syllabus  
Change/rationale:
  
  - c.  Course pre-requisites on the Master Syllabus  
Change/rationale:
  
  - d.  1<sup>st</sup> Day Handouts  
Change/rationale:
  
  - e.  Course assignments  
Change/rationale:
  
  - f.  Course materials (check all that apply)
    - Textbook
    - Handouts
    - Other:
  
  - g.  Instructional methods  
Change/rationale:
  
  - h.  Individual lessons & activities



COURSE ASSESSMENT REPORT

Change/rationale:

3. What is the timeline for implementing these actions?

- Not applicable.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

- The assessment tool highlights the fact that students who pass ECO 211 are performing at least as well as students at other schools.

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

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

All X Selected \_\_\_\_\_

If "All", provide the report date for the next full review: \_\_\_\_\_ Winter 2012 \_\_\_\_\_.

If "Selected", provide the report date for remaining outcomes: \_\_\_\_\_.

Submitted by:

Print: Gregg Heidebrink  
Faculty/Preparer

Signature [Handwritten Signature]

Date: 8-24-10

Print: RANDY LAHOTTE  
Department Chair

Signature [Handwritten Signature]

Date: 8-24-10

Print: [Handwritten Signature]  
Dean/Administrator

Signature [Handwritten Signature]

Date AUG 25 2010



**COURSE ASSESSMENT REPORT**

**Background Information**

1. Course assessed:  
Course Discipline Code and Number: ECO211  
Course Title: Principles of Economics I  
Division/Department Codes: H/SS
  
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.  
65/250
  
6. Describe how students were selected for the assessment.  
All students in even-numbered sections were given the tool.

**Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
Emphasize the effects of international trade on U.S. macroeconomic conditions.
  
2. State each outcome from the master syllabus that was assessed.  
All, since the standardized test used (TUCE III; Macroeconomics) tests across all macroeconomic content areas.
  
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 TUCE III; Macroeconomics test consists of 30 multiple-choice questions administered in a pre and post test format. The results show that 78.5% of those assessed had higher post test scores. Results show that, on average, post test scores were 96% higher than the pre test scores. See 'Data Summary and Comments' attached.
  
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.  
The criteria for success is two-fold. The department had set as a success indicator that 75% of those assessed achieve a higher post score. The results were that 78.5% did so. Further, the department had set as a success indicator a gain of 50% from pre test score to post test score. The average gain, across all sections, was 96.0%

**COURSE ASSESSMENT REPORT**

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

Strengths: 1) Identifying the factors fostering economic growth. 2) Identifying effect(s) of spending changes on macroequilibrium.

Weaknesses: 1) Identifying the relationship between federal deficits and inflation. 2) Identifying appropriate policy responses to inflation in a full-employment economy.

**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.  
Weaknesses were found in areas that are generally addressed at or near the end of the semester and may not be given sufficient time and/or emphasis. Greater emphasis should be given to such "policy matters" in presenting the course.

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: Either through homework (handout) assignments, or in-class discussion, greater emphasis on the appropriate policy responses to typical macroeconomic scenarios.

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.  
TUCE III is a standardized test in wide use to assess student performance in principles of economics courses. TUCE III tests knowledge that forms the core competencies indicative of student success in macroeconomic principles. The results indicated above are consistent with the expectations of the department.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.  
Note: An updated version of the TUCE test, TUCE IV, is forthcoming.

Submitted by:

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

**COURSE ASSESSMENT REPORT**

Name: Aandy M. La Hote

Date: 6/20/06

Department Chair: Aandy M. La Hote

Date: 6/20/06

Dean: BAK

Date: JUN 27 2006