Table A: Quality of Program Learning Outcomes* Criterion: Assessment Planning										
	Initial		Emerging		Developed		Highly Developed		Total	
Type of Program	N	%	N	%	N	%	N	%	N	%
Majors	2	11%	6	33%	9	50%	1	6%	18	100%
Stand Alone Minors	2	22%	3	33%	3	33%	1	11%	9	100%
Graduate Groups	1	50%	0	0%	1	50%	0	0%	2	100%
General Education (Core 1 & 100)	0	0%	0	0%	0	0%	1	100%	1	100%
Total	**5**	**17%**	**9**	**30%**	**13**	**43%**	**3**	**10%**	**30**	**100%**

* Assessed according to the WASC Rubric for Assessing the Quality of Academic Program Learning Outcomes Assessment Planning Criterion
Source: Center for Research on Teaching Excellence; Excel file Quality of Assessment Plan

Table B: Attributes of Submitted Assessment Plans**								
	Faculty Engagement		Multiple Tools for Assessing Student Work		Direct & Indirect Evidence		Curriculum Map	
Type of Program	N	%	N	%	N	%	N	%
Majors	16	100%	15	94%	14	88%	16	100%
Stand Alone Minors	7	100%	6	86%	6	86%	6	86%
Graduate Groups	1	50%	1	50%	1	50%	0	0%
General Education (Core 1 & 100)	1	100%	1	100%	1	100%	1	100%
Total* **	**25**	**100%**	**23**	**92%**	**22**	**88%**	**23**	**92%**

** Assessed according to the WASC document *Expectations for Two Reviews: Clarifying the Focus,* section *Assessment plans should be…*
*** This total includes only those assessment plans that were submitted and, thus, excludes the 5 assessment plans indicated as inititial in Table A.
Source: Center for Research on Teaching Excellence; Excel file *Quality of Assessment Plan*