Defining and Assessing Student Learning Outcomes for Academic Programs

Developed by the Office of the Vice Provost in collaboration with the Division of Institutional Effectiveness



Goals of Workshop



As a result of attending this workshop, you should be able to:

- Explain what a student learning outcome (SLO) is
- Explain how SLOs are to be articulated
- Identify assessments that effectively evaluate student learning
- Identify how to use assessment results to improve student learning





SLO = What students can *do*

An Academic Program SLO:

- Ensures a coherent curriculum
- Defines what students can do as a result of successfully completing a *degree program/certificate/minor* <u>Course SLO</u> → What students can do after successfully completing a *course*

Example

Students will be able to interpret quantitative social science research data.



Goal of SLO Assessment: Student Learning

- Forms a coherent curriculum beyond just a set of courses
- Displays the development of student learning across the curriculum
- Helps instructors design their courses and develop course learning outcomes
- Provides a basis for curriculum mapping
- Helps programs identify action to take to improve student learning





Evaluating Student Learning Outcomes

Questions:

- Can the SLO be measured?
- Is learning being demonstrated?
- Is learning meaningful?

For example:

Students will value exercise as a stress reduction tool.

VS.

Students will be able to explain how exercise affects stress.



Direct Methods of Assessment

Performance Assessment with a rubric

- Provides an opportunity for direct observation and feedback
- Can be a course-embedded assessment
- Examples: case study, demonstration, external reviewer evaluation, internship evaluation, juried activities, pre- and post-tests, presentation, project, simulation, etc.

Exam/Portion of an Exam

- Relates directly to the SLO
- Can be a course-embedded assessment
- Examples: national certification exam, senior exit exam, etc.

<u>Letter grades are not an acceptable form of assessment since they do not</u> provide the level of specificity needed to evaluate student learning.



Indirect Methods of Assessment

- Reflection on experience
- Used to supplement direct assessment data
- Examples
 - Self-assessment questionnaire
 - Satisfaction questionnaire
 - Group interview without a rubric
 - Focus group



- Exit interview/exam on students' satisfaction with program



Direct Assessment Examples

Assessment Method	Measurement Tool	Evaluation of student performance
Test/Quiz	Test/Quiz given in X Course covering Y material	Score on test/quiz with item analysis (not a letter grade)
Embedded items on a test/quiz	Items on a test/quiz	Percentage of items correct on relevant exam items testing a particular skill/understanding
Pre- and post-test	Pre-test and post-test given in X Course covering Y material	Results of performance change reflected in comparison of pre-test score and post-test score (overall, sub-scores, or both)
Written artifact (essay, lab report, research paper, lit review, honor's thesis, marketing campaign, business start-up plan, etc.)	Appropriate Rubric	Evaluation of student's performance on X criteria on rubric
Oral presentation (individual or group)		
Creative product (visual artwork, short story, musical composition, short film, etc.)		
Performance in real time (musical, athletic, dramatic, clinical simulation, the teaching of a lesson, etc.)		
Case Study		
Portfolio (ENGL portfolio, digital portfolio of artworks or graphic designs, etc.)		
Capstone Project		
Supervisor evaluation (observation of a student's internship, performance, etc.)		

Each SLO should be evaluated using at least two direct assessments, but both measures do not need to be administered to the same student. (Beginning in FY22: Stand-alone certificates and stand-alone minors require the use of at least one direct assessment for each SLO in the threeyear assessment cycle.)

Any number of indirect assessments (i.e.: student self-assessment and survey responses) may be administered to provide supporting data.

Tips for Assessment

- Evaluate assessment data at a granular level to identify
 - Areas in which students excelled
 - Areas in which students can improve their learning/performance
- Use course-embedded assessment
 - Allows a developmental approach across the curriculum
 - o Is efficient, effective, and "organic"



Tips for Creating High-Quality SLOs

- Define what students will be able to <u>do</u>: _____verb
 - Example: "Students will be able to present the results of their independent research clearly and effectively in written and oral forms."
- Structure the SLO to determine the <u>degree</u> to which students have achieved the desired outcome



Bloom's Cognitive Taxonomy of Student Learning





Action Words for Bloom's Taxonomy

Knowledge	Understand	Apply	Analyze	Evaluate	Create
Define	Explain	Solve	Analyze	Reframe	Design
Identify	Describe	Apply	Compare	Criticize	Compose
Describe	Interpret	Illustrate	Classify	Evaluate	Create
Label	Paraphrase	Modify	Contrast	Order	Plan
List	Summarize	Use	Distinguish	Appraise	Combine
Name	Classify	Calculate	Infer	Judge	Formulate
State	Compare	Change	Separate	Support	Invent
Match	Differentiate	Choose	Explain	Compare	Hypothesize
Recognize	Discuss	Demonstrate	Select	Decide	Substitute
Select	Distinguish	Discover	Categorize	Discriminate	Write
Examine	Extend	Experiment	Connect	Recommend	Compile
Locate	Predict	Relate	Differentiate	Summarize	Construct
Memorize	Associate	Show	Discriminate	Assess	Develop
Quote	Contrast	Sketch	Divide	Choose	Generalize
Recall	Convert	Complete	Order	Convince	Integrate
Reproduce	Demonstrate	Construct	Point out	Defend	Modify

Measurable Student Learning Outcomes at Different Levels

- Understand
 - Students will be able to explain key theories in political science.
- Apply
 - Students will be able to apply political science concepts to realworld policy and political questions.
- Evaluate
 - Students will be able to evaluate the credibility of knowledgebased claims.
- Create
 - Students will be able to compose professional communications.

Adapted from Rockhurst University's Political Science Degree SLOs

Examples of SLOs Needing Improvement

- 1. Students will be able to generalize foundational theories, principles, and methodologies to the execution of evidence-based clinical care, teaching, and research in one's profession.
- 2. Students will value exercise and its health benefits.
- 3. Students will be able to embrace the unique roles and experiences of the various healthcare professions, promoting a team-based approach to healthcare, teaching, and research.



Examples of Strong SLOs

- 1. Students will be able to demonstrate evidence-based knowledge of person-centered clinical care reflective of the professional standards in one's profession.
- 2. Students will be able to exhibit culturally sensitive behaviors that contribute to a safe environment for all individuals and communities.
- 3. Students will be able to employ critical thinking and innovation to analyze challenges to professional practice.
- 4. Students will be able to demonstrate a broad-based and integrative understanding of the basic science that prepares them for careers in health science.



Purpose of Assessment



SLO Assessment is *Formative*.

Formative: to provide feedback

- Identifies areas in which students can improve
- Informs next steps for ongoing improvement



Why use formative assessment?



Provides information about student learning as students progress through the program Informs the evaluator of opportunities to improve student learning along the way

Improves the learning / performance of future students

Goals of Formative Assessment:

- 1. Impacts student learning
- 2. Drives a continuous improvement process yielding actionable results

SACSCOC Expectations Standard 8.2.a.

The institution <u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking</u> <u>improvement</u> based on analysis of the results in the areas below:

a. Student learning outcomes for each of its educational program



SACSCOC Resource Manual for The Principles of Accreditation



To Avoid Pitfalls

Align the Expected Outcome, Assessment Method, and Results

Assessment method stated in percentage, but results report students' performance on section of rubric as an average of 4.2 on 5 point Likert scale

Results report on the assessment process rather than students' learning/achievement of the SLO

- Use a Variety of Assessments (at least 2 Direct Assessments per SLO)
 Over-reliance on capstone, senior exit exams
 Use of course grades or GPAs
- Provide Clear, Detailed Use of Results

Keporting vague actions

X Overuse of "continue to monitor"

Disaggregate 100% At-A-Distance Data and Face-to-Face/Hybrid Data

Curriculum Maps



Curriculum Map Example

Program Student Learning					Requi	red Co	ourses				
Outcomes (I = Introduce; R = Reinforce; M = Master and A = Assessment Opportunity)	1101	1105	2105	2106	3310	3400	3450	4420	4421	4450	4820
Explain the historical and global contexts of the field of psychology.	I, A		R	R, A			R				M, A
Explain the biological bases of behavior and development.		I, A	R, A				R	М			
Develop an original research question that builds on an existing body of knowledge.	I	R, A		R		R, A		R	M, A		
Select a methodology appropriate to a particular research question.		1		R		R, A		R	M, A		
Document references and citations in proper APA style.		I, A		R		R		R	M, A		
Communicate effectively in the field of psychology.	I	R, A	R			R		R, A	R	R	M, A
Apply psychological principles to personal, social, and organizational issues	I	R	R, A		R	R, A		R		R	М, А

 $\checkmark\,$ SLOs are measureable and meaningful.

- $\checkmark\,$ SLO learning process progresses from I to R to M.
- \checkmark The levels at which SLOs are addressed are reasonable.

 $\checkmark\,$ Each course addresses at least one SLO.

- $\checkmark\,$ Each SLO has at least two times of assessment.
- ✓ Each assessment point is during an I, R, or M stage.

Assessment Calendar

Assessment Schedule in CL	FY19	FY20	FY21	FY22	FY23	FY24	FY25
1. The student will be able to		Х			х		
2. The student will be able to			Х			Х	
3. The student will be able to	X			Х		Х	
4. The student will be able to	Х			Х			Х
5. The student will be able to		Х			Х		
6. The student will be able to	X		Х			Х	
7. The student will be able to		Х		Х			Х
8. The student will be able to			Х		Х		X



Evaluating the Assessment Data

Program faculty meet and consider all the information gained from assessments to:

- Determine the degree to which the SLOs have been achieved by students
- Identify areas in which students excelled
- Identify opportunities to improve student learning
- Agree upon actions to address the identified learning opportunities (Use of Results)

How might a program improve student learning?

Examples include:

- Changes to curriculum, requirements, program structure, etc.
 - Examples: course sequencing, prerequisite requirements, and addition of content to cover in Course X
- Changes to pedagogy
 - Examples: incorporation of small group-based learning and adoption of innovative and evidence-based teaching practices
- Changes to policies or planning that support learning
 - Example: attendance policy
- More student support
 - Examples: tutoring and in-class presentation from Library representative on accessing resources
- Faculty development to address opportunities to improve student learning
 - Example: instructional delivery or design
- Examples *do not* include:
 - Changes to a rubric or assessment instrument
- Changes to a question on a quiz/exam



Step-by-Step SLO Process





Reminders for <u>FY21</u> SLO Reporting

- Report Assessment Data for each Measure
 - Direct and Indirect
 - Data at least from Fall 2020 to Summer 2021
- Report SLO Achievement Strengths, Opportunities to Improve Student Learning, and Use of Results
- Review curriculum map updating as needed
- Update to timeline: Deans' Sign-off required by 12/31/21

FY22 SLO Reporting – What IS NOT Changing

- Report Assessment Data on at least 3 SLOs annually
- Review curriculum map updating as needed
- Report assessment data and analyses at any time in the Anthology/Campus Labs reporting tool

Note: Certificates and minors that are embedded and aligned to a degree program do not need to develop a separate SLO report. However, deans are to review and approve this reporting decision annually.



FY22 SLO Reporting – What IS Changing (slide 1 of 2)

- Determine a range from 1 to 3 years for a full assessment cycle
 - This includes SLO Achievement Strengths, Opportunities to Improve Student Learning, and Use of Results.
 - Each SLO is not required to follow the same length of time for the assessment cycle.
- Assess each SLO in a full assessment cycle at least once (not twice) within a 7-year timeframe
- Use the "SLO Measure FY22, FY23, etc." item in the Anthology/Campus Labs reporting tool

Note: Stand-alone certificates and stand-alone minors require the use of at least 1 Direct Measure for each SLO (not 2 Direct Measures for each SLO).



FY22 SLO Reporting – What IS Changing (slide 2 of 2)

Required completion of form for each degree program/certificate/minor:

- Indicate if a certificate/minor is embedded and aligned to a corresponding degree program and its curriculum
- List the SLO Statements
- Select the length of the assessment cycle (range of 1 to 3 years)
 - Same Assessment Cycle Length
 - Mixed Assessment Cycle Length
- Complete an assessment calendar based on the selected length of the assessment cycle

Note: Form fulfills the assessment calendar requirement.



Required Form (slide 1 of 4)

Student Learning Outcome (SLO) Assessment Reporting Form – Beginning in FY22
Beginning in the FY22 SLO Cycle (data collection beginning fall 2021), changes become effective to improve the reporting process. Please complete one form per degree program/certificate/minor. Send all completed forms to Institutional Effectiveness (IE@augusta.edu) by September 30, 2021.
Degree Program/Certificate/Minor:
College/School in which the Degree Program/Certificate/Minor is Academically Housed:
If the certificate/minor listed above is embedded and aligned to a corresponding degree program and its curriculum, please complete the information in the box below. You <u>do not</u> need to complete the remaining pages of this form.
As a reminder, a certificate/minor is embedded and aligned to a corresponding degree program and its curriculum when its SLOs are the same or a subset of the corresponding degree program's SLOs. Therefore, students earning the certificate/minor are assessed along with the students earning the corresponding degree.
I confirm that the certificate/minor listed above is embedded and aligned to the following corresponding degree program and its curriculum:
Therefore, the certificate/minor does not complete a separate SLO Assessment Report.
I understand that the dean responsible for the quality this certificate/minor must approve of this reporting decision annually.
Signature: 40 Date: 40
If you did not complete the box above, please complete the remaining pages of this form.



Required Form (slide 2 of 4)

List of Sl (For more	O Statements for the Degree Program/Certificate/Minor listed on page 1 of this form: han 10 SLOs, please send a separate document with a complete list of the SLO statements.)										
SLO #1:	5	SLO #2:									
SLO #3:		SLO #4:									
SLO #5:		SLO #6:									
SLO #7:		SLO #8:									
SLO #9:		SLO #10:									



Required Form (slide 3 of 4)

Selected Length of Assessment Cycle: Please note the following:

- Academic programs will continue to report assessment data on <u>at least three SLOs annually</u> in the Anthology/Campus Labs reporting tool.
- Academic programs will determine a range from one to three years for its full assessment cycle, which includes the evaluation of students' performance to identify SLO Achievement Strengths, Opportunities to Improve Student Learning, and Use of Results.
- Each SLO is not required to follow the same length of time for its assessment cycle.
- Each SLO is to be assessed in a full assessment cycle at least once (not twice) within a 7-year timeframe to correspond with the Academic Program Review process.

Please indicate the program's length of time for its full assessment cycle by selecting one of the two options below and completing the corresponding information.

ΟΟΡΤΙΟ	N 1: Selec	tion of th	e SAME A	ssessmen	it Cycle Le	ngth		$\left(\right)$	ΟΡΤΙΟ	N 2: Sele	ction of a l	MIXED As	sessment	Cycle Len	gth	
AL SLOs list	ted above	will be as	sessed in	a full asse	ssment cy	cle every	0	Di	fferent :	SLOs will b	oe assesse	d in a full a	assessmer	nt cycle us	ing a rang	e from
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								0	SLOs #	÷۱	will be asse	essed in a	full assess	sment cyc	le every 2	years.
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1	1 a							0	SLOs #	ŧ\	will alterna	ite the rep	porting of	a full asse	ssment cy	cle,
									report	ting a full a	assessmen	t every	years fo	pllowed by	y a full ass	essment
									every	years	- then rep	peating th	iose cycles	5.		
Sample: SL	Os follow	a 3-year o	ycle.					Sa	mple: Sl	LOs 1 and	2 follow a	3-year cy	cle, SLOs 4	4 and 5 fo	llow a 2-ye	ear cycle,
								an	nd SLO 3	alternate	s between	a 3-year	cycle and	a 2-year c	ycle to en	sure at
								le	ast three	e SLOs are	reported	on annua	lly.			
Assessment Schedule	FY22	FY23	FY24	FY25	FY26	FY27	FY28	A	ssessment Schedule	FY22	FY23	FY24	FY25	FY26	FY27	FY28
SLO 1	Report Data	Report Data	Report Full				Report Data	SI	LO 1	Report Data	Report Data	Report Full			Report Data	Report Data

Assessment	FY22	FY23	FY24	FY25	FY26	FY27	FY28
Schedule							
SLO 1	Report Data	Report Data	Report Full				Report Data
			Assessment				
SLO 2	Report Data	Report Data	Report Full				Report Data
			Assessment				
SLO 3	Report Data	Report Data	Report Full	Report Data	Report Data	Report Full	Report Data
			Assessment			Assessment	
SLO 4				Report Data	Report Data	Report Full	
						Assessment	
SLO 5				Report Data	Report Data	Report Full	
						Accessment	

Assessment Schedule	FY22	FY23	FY24	FY25	FY26	FY27	FY28
SLO 1	Report Data	Report Data	Report Full Assessment			Report Data	Report Data
SLO 2	Report Data	Report Data	Report Full Assessment			Report Data	Report Data
SLO 3	Report Data	Report Data	Report Full Assessment	Report Data	Report Full Assessment	Report Data	Report Data
SLO 4				Report Data	Report Full Assessment		
SLO 5				Report Data	Report Full Assessment		



Required Form (slide 4 of 4)

Assessment Calendar: Based on your selected length for the assessment cycle, please indicate when each of the SLOs you listed above will (1) report assessment data and will (2) report full assessment (as provided in the samples above).

Please note that the completion of this form fulfills the assessment calendar requirement.

Assessment Schedule	FY22	FY23	FY24	FY25	FY26	FY27	FY28
SLO 1	-						
SLO 2							
SLO 3							
SLO 4							
SLO 5							
SLO 6							
SLO 7							
SLO 8							
SLO 9							
SLO 10							
SLO 11							
SLO 12							
SLO 13							
SLO 14							
SLO 15							
SLO 16							
SLO 17							
SLO 18							
SLO 19							
SLO 20							

I hereby certify that the above information is true and correct to the best of my knowledge. The program listed above will adhere to the reporting cycle indicated.

Signature:

Title

9h

Date: 9C

Send all completed forms to Institutional Effectiveness (IE@augusta.edu) by September 30, 2021.

For questions, please contact Brittany Cipollone (BCIPOLLO@augusta.edu).

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Anthology/Campus Labs Measure Template – Beginning in FY22 (slide 1 of 5)

FY 2022 / STUDENT LEARNING OUTCOMES	
Edit Plan Item	
Template: SLO Measure - FY22, FY23, etc.	
Academic Unit *	
C IE-Institutional Effectiveness	
Moscuro Number *	
Medsure Number "	
Identify the number assigned to the SLO Measure you are reporting. SLOs shou Measures for SLO 1 should be numbered 1.1 and 1.2 (e.g., OT 1.1 and OT 1.2).	Id be numbered 1.0, 2.0, and 3.0. SLO
Measure (Title) *	
Short description of the method used to assess student learning for the identifi Titles (e.g., Mid-Term Exam in OTHP 6100: Questions 5, 7, 10-15)	ed SLO - to be unique from all other Measure
New SLO Measure - FY22, FY23, etc. Item	
Start *	
07/01/2021	
End *	
06/30/2022	5
Responsible Person	
Leader responsible for this assessment	
Q Start typing a user's name	
No users have been added as recipients.	
Show 10 Viewing 0-0 of 0	



Anthology/Campus Labs Measure Template – Beginning in FY22 (slide 2 of 5)

Direct or Indirect Measure

Please select the type of Measure. Direct Measures require students to display their knowledge, behavior, or thought processes; are evaluated by a professional (e.g., faculty); and provide evidence of student learning. Examples of Direct Measures include but are not limited to embedded questions on an exam, case studies, and internship evaluations by supervisors. Indirect Measures require students to reflect upon their knowledge, behaviors, or thought processes and provide evidence of students' attitudes, perceptions, and experiences. Examples of Indirect Measures include but are not limited to student self-assessment questionnaires and student satisfaction questionnaires.

Direct Measure

Indirect Measure

Measure - Assessment Method

Please select the type of assessment method used to measure student learning.

Capstone Project

Case Study

Oral Presentation

Performance in real time (e.g., clinical simulation, internship performance, musical performance, and teaching of a lesson) Portfolio

Pre- and Post-Test

Quiz/Test/Exam or Questions on a Quiz/Test/Exam

Written Artifact (e.g., essay, lab report, business start-up plan, research paper, thesis, and written dissertation)

Self-reflection that is not evaluated by a professional (Indirect Measure)

Survey (Indirect Measure)

Other - You MUST explain in the Assessment Method Details section below.



Anthology/Campus Labs Measure Template – Beginning in FY22 (slide 3 of 5)

Assessment Method Details

Please complete as needed. Describe the assessment method used (e.g., Students take a Mid-Term Exam in OTHP 6100. Questions 5, 7, 10-15 correspond with this SLO and consist of multiple-choice and short answer questions.)

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Anthology/Campus Labs Measure Template – Beginning in FY22 (slide 4 of 5)

Chalk & Wire For programs that use Chalk & Wire, you may link reports directly to this Measure - Assessment Results Narrative section.																							
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Please check the box if 100% of the instruction related to this SLO is delivered through Distance Education.																							
If you checked the box above: Complete this Distance Education Measure - Assessment Results Narrative by disaggregating the data for students taught 100% at a distance. Disaggregate the data by courses taught face-to-face/by a hybrid model and courses taught 100% at a distance.																							
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Anthology/Campus Labs Measure Template – Beginning in FY22 (slide 5 of 5)

Supporting Documentation					
Attach meeting records and assessment summaries. *DO NOT upload any documents that contain personally identifiable information (PII) from students' education records. PII must be removed or redacted prior to uploading the document. Linked Documents	+ Linked Document				
i nere are no attachments.					
Plan Item Files	+ File	+ Folder			
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