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**WILLIAM WOODS  
UNIVERSITY**

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**Art BA Studies Annual Assessment 2019-2020**

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## Art BA

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

The Bachelor of Arts program prepares students for both professional and higher educational opportunities in the art world. BA students gain a solid foundation in a variety of art processes and techniques, along with an understanding of the arts from both an historical and a cultural perspective. Students have the opportunity to combine this Major with specific (minors) such as education, business, psychology or theater to achieve versatility and marketability.

#### Program Data

##### Delivery Method

Traditional on Campus (selected)  
Online  
Hybrid

#### Student Majors 2018-19

10

#### Students Majors 2019-2020

8

#### Student Minors 2018-19

13

#### Student Minors 2019-20

14

#### Concentrations 2018-19

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

2 Photography

2 Studio art

4 Art Education

#### Concentrations 2019-20

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

We currently have 8 Art BA undergrad students.

4 Photography

4 Art Education

1 Studio Art

The reason the breakdown adds up to 9 is that one student has concentrations in both Photography and Art Education.

### **Student Demographics**

*What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

The Art Department has developed a new curriculum to begin in the Fall 2020 semester to cater to the needs of current students. We anticipate that these changes will improve both recruitment and retention. At the moment, our first semester students take Basic Design-A as the introductory course, along with non-majors. While Basic Design-A will continue to be taught as a General Education course, a new course, called Art Foundations, will be geared towards majors who have had some high school experience in art and who will take it in preparation for more advanced courses. Other new courses in Art Therapy and Museum & Gallery Studies will provide strong career preparation. Studio Art majors will also be required to take computer art courses, which is vital for any career in the arts.

As the current faculty members are all new to the program, it is difficult to state if our persistence numbers are what we expect. In our experience we have found recently that weaker students do not continue in the program. We have also noticed that it was hard to retain students who wanted a program with more rigor. One goal we have for this program is to provide a balance - to give the stronger students a rich learning environment while still providing opportunities for the weaker students to succeed and thrive.

Currently we have only one student who is concentrating in both Studio Art and Art Education. Ideally, if we had an advanced student or two (taking the 300 or 400 level courses) in each of the areas of painting, drawing, ceramics, sculpture, and printmaking, they could have a very positive influence on the beginning students in each area. That would require an increase of 2-3 students per year in the studio art concentration (but not concentrating in art education). Given current trends, this could be challenging, but not impossible.

### **Is the Program Externally Accredited**

Yes

No (selected)

### **External Accreditation**

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

Our program is looking into NASAD (National Association of Schools of Art and Design) accreditation.

### **Marketing Materials**

*Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?*

The WWU marketing department has developed a new print flyer to reflect the upcoming changes to our program, see the attached brochure. There are also plans for a booklet that will detail our course offerings, scholarly opportunities within our department, and new faculty bios.

The Art Department also has an Instagram account: [instagram.com/williamwoodsart](https://www.instagram.com/williamwoodsart)

### **Marketing Material**

031119\_309\_Fine\_Arts\_Program\_Sheet\_proof.pdf

## Program Assessment

### Standard/Outcome

Identifier	Description
<b>WWU2016.1</b>	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
<b>WWU2016.2</b>	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
<b>WWU2016.3</b>	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
<b>WWU2016.4</b>	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
<b>ART.1</b>	Develop and recognize techniques and principles of design in their own work as well as in works of others. Students shall recognize and/or demonstrate an understanding of form unity in a variety of media.
<b>ART.2</b>	Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art
<b>ART.3</b>	Students will be able to identify and articulate the significance of major periods and works in the history of art.
<b>ART.4</b>	Students will be able to demonstrate critical analysis applied to their own work and the work of others.

### Alignment to the University Objectives

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

Art courses are offered in a variety of media, which ultimately provide wide-ranging perspectives and methods. Content emphasize critical and creative ways to learning. The overarching goal is for students to familiarize themselves with the art terminology and techniques, and to use the art program as a foundation for their future careers, especially for advanced training in professional schools (such as museum studies, art, and architecture), and for employment in museums or design-related fields. Another important goal is to assist students become readers of the dynamic visual world in their lives, as well as to encourage interdisciplinary and creative avenues to learning in all disciplines. Additionally, students are encouraged to connect their experience, interests, and other fields of study with their studio practice. The program emphasizes the importance of linking the appropriate use of materials with an understanding of conceptual and societal issues, and an ability to view art from an historical context. Students apply both theory and practical approaches in their work through traditional and unconventional learning formats.

### General Education Alignment to Program

*How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.*

Currently ART 101, ART 105, ART 110, ART 115, ART 120, ART 203, ART 230, ART 231, ART 233 are our common study courses.

Students develop the ability to express ideas and concepts, both logically and creativity, through written, oral, reflective, and aesthetic practices utilizing various media forms.

We believe all the Gen Ed courses are included in the arts in some way. **Critical thinking and Creative Expression:** Art faculty believe critical thinking is what inspires creativity in the arts. Diversity and varied points of view are also integrated in the assessment process and classroom critiques. Our art courses and the art making process also reflect historical and scientific components, ethics, philosophy, math –all of it, is touched upon in the visual arts in some way. **Quantitative Inquiry:** Our students use math all the time in size relationships and proportions for compositional balance and unity. The result of this integration offers all students opportunities to perceive general education as necessary to become better artists. **Society and the Individual:** Seeing the world from as many points of view and a broad spectrum only enhances the students' understanding of perception and intuition. Also artistic motivation often comes from unique institutional and community based programs such as Woods Around the World, Academic Service Learning, theater, community One Read, and a broad range of LEAD programs. Art students have been seen drawing and photographing horses and riders in their classes and also in the mock court room doing portraits. Students have gone into nursing homes to draw and paint as well as demonstrate their skills in local schools. Our student work and the visiting artists' exhibits in our gallery, along with LEAD events in the arts, certainly help expand non-art students' comprehension of their place in the world as well.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## NSSE Objectives Discussed Fall 2019

### Program Alignment to NSSE Objectives

*How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?*

The Art program worked to integrate the three NSSE objectives in a variety of ways. In the Fall 2019 Art Applications course, students visited the Prairie Garden Trust, where Henry Domke gave a workshop on photographing nature. He also shared his approach to running an international business as well as general information on how to manage a native prairie. Through this experience, one of the biology students developed further programming with Mr. Domke for the school's Biology Club. Also for the Biology department, Ceramics students are creating bee puddlers, which are used in gardens as places for bees to drink. Our puddlers will be placed in the William Woods native garden but are currently incomplete due to the corona-virus shutdown.

As far as connecting learning to societal problems or issues and examining the strengths and weaknesses of students' views on issues, I do not have related formal assignments. Therefore, I cannot assess in these areas but I will develop them further in the future. - Valerie Wedel.

In March 2020, Dr. Matt Dube invited Dr. Charles Dodoo to present "Collages" in his ENG 218: Introduction to Creative Writing class. Students learned about the various types of collages as well as the historical narrative in art. In addition, they responded to a prose sample by working collaboratively to create a paper collage. By incorporating an interdisciplinary learning approach, students gained valuable insight into how to meld art and literary concepts to convey meaning in their work. During the critique session, students used the artworks as a basis to connect, share and evaluate societal and cultural views on aesthetics.

Through observation, I was able to assess students' strengths and weaknesses. As an invited guest, I do not have data of the assessment, nor an assignment that required assessment. I however plan to further develop these areas in the future. -Charles Dodoo, PhD.

## Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

### Art BA

	ART 110	ART 111	ART 208	ART 209	ART 206	ART 207	ART 307	ART 308	ART 309	ART 310
<b>ART.1</b> Develop and recognize techniques and principles of design in their own work as well as in works of others. Students shall recognize and/or demonstrate an understanding of form unity in a variety of media.	I	R	I	R	I	R	R	R	M	R
<b>ART.2</b> Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art	I	R	I	R	I	R	R	R	M	R
<b>ART.3</b> Students will be able to identify and articulate the significance of major periods and works in the history of art.	I	R	I	R	I	R	R	R	M	R
<b>ART.4</b> Students will be able to demonstrate critical analysis applied to their own work and the work of others.	I									

	ART 311	ART 470	ART 105	ART 115	ART 210	ART 230	ART 231	Student Performance Review
<b>ART.1</b> Develop and recognize techniques and principles of design in their own work as well as in works of others. Students shall recognize and/or demonstrate an understanding of form unity in a variety of media.	M	A	I	I	I	I	I	A
<b>ART.2</b> Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art	M	A	I	I	I	I	I	A
<b>ART.3</b> Students will be able to identify and articulate the significance of major periods and works in the history of art.	M	A	I	I	I	I	I	A
<b>ART.4</b> Students will be able to demonstrate critical analysis applied to their own work and the work of others.		A	I	I	I	I	I	A

### Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

No curriculum changes were made this year.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Art BA

ART.1 Develop and recognize techniques and principles of design in their own work as well as in works of others. Students shall recognize and/or demonstrate an understanding of form unity in a variety of media.				
ART 470	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 100% BA students should be evaluated as either proficient or advanced in this objective been met yet?			
<b>Student Performance Review</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Met	All students were proficient or above		

ART.2 Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art				
ART 470	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion 100% BA students should be evaluated as either proficient or advanced in this objective been met yet? Met	Student achieved a 3.9 out of 4	S19_Studio_Art_Art_Exhibit_Assessment.docx.pdf	
Direct - Presentation	Has the criterion ART 470 100% BFA students should be evaluated as either proficient or advanced in this objective been met yet? Met			
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Met	All students were proficient or above		

ART.3 Students will be able to identify and articulate the significance of major periods and works in the history of art.				
ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Has the criterion ART 470 100% BA students should be evaluated as either proficient or advanced in this objective been met yet? Met				
<b>Student Performance Review</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Met	All students were proficient or above		

ART.4 Students will be able to demonstrate critical analysis applied to their own work and the work of others.				
<b>Student Performance Review</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Met	All students were proficient or above		

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**Analysis of the Assessment Process**

*Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

Every spring semester in February there is a 2 day portfolio review process. Students select their best work from the past year and present it to faculty and outside evaluators. Art faculty brings in qualified professionals and/or faculty from other colleges who enjoy the process are invested in our program. Students have voiced their appreciation of this process, especially feedback of the external assessors. This process is also a big motivator for students to show their best work and practice talking about their work, and also it is extremely beneficial to the program assessment process. Evaluators and faculty rate the student according to the rubric. This data is reviewed by art faculty and the feedback is given back to the individual students during registration. Faculty discuss the overall findings at the end of the year as well as the actual assessment procedures. This year we had one student graduate in April of 2020 with a BA in Studio Arts. Details concerning the Student Performance Reviews, including scores earned, are found in #7 Program Activities of this report.

**Improvement Narrative List****Assessment Findings for the Assessment Measure level**

No improvement narratives have been added.

## Program Activities

### Student Performance Review

*Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

Student Performance Review for Studio Art and Art Education concentrations took place on Tuesday, February 18 and Wednesday, February 19 from 8am-5pm in the Kemper Arts Center.

Outside reviewers on the 18th were: Laura Pintel, Artist, Orr Street Studios and Anne Jacobson, Art Teacher at Columbia Independent School.

Outside reviewers on the 19th were: Danielle Langdon, Associate Professor of Graphic Design and Chair of the Art Department, Columbia College and Matthew Rahner, Photographer and Exhibitions Coordinator and Registrar at the Daum Museum of Contemporary Art in Sedalia, Missouri.

Along with the art department faculty, our outside reviewers asked students questions, gave them feedback on their work, and completed the Portfolio Review Assessment Rubric (attached below as an Assessment Rubric).

Each student prepared their work as they would for an exhibition and gave a presentation to the art faculty and outside evaluators. Students were given the Portfolio Review Assessment Rubric ahead of time to address how they are meeting and/or exceeding the criteria. The two Art BA Freshmen were required to observe at least two presentations, which they did. The other six Art BA students participated in Portfolio Review. Four of the six were scored on the Studio Art Performance Assessment Rubric (Scale of 1-4). The other two were scored on the Graphic Design Rubric (Scale of 1-10), even though they are technically Art BA majors, because they are concentrating in Photography and taking Graphic Design courses.

(Based on 1-4 scoring with 4 advanced and 1 novice), Four of the Art BA students earned the following cumulated scores from portfolio review process: Drawing 3.4, Principles of Design knowledge 3.5, Art processes 3.4, Art History 3, Originality 3.3, Oral language use 3.5, Written language use 3, Presentation Skills 3.6, Organization 3.7

(Based on 1-10 scoring with 10 advanced and 1 novice), Two of the Art BA students (both juniors concentrating in Photography) earned the following cumulated scores from portfolio review process: Computer Competency 7.7, Technical Knowledge 7.8, Visual Sensibility 8.3, Professional Understanding 7.6, Conceptual Thinking 7.6, Personal Aesthetic 8.2

We often see students struggle with Art History, both in the Art History classes themselves, and also during Portfolio Reviews. While a score of 3 is adequate, we hope that the changes to our program, with added/updated Art History curriculum, will help to improve scores. Through the Art History courses, as well as written assignments in the studio art courses, we anticipate improvements in written language use as well.

We are pleased to see a decent score for Drawing. It is one of the most difficult areas in any art program, but it is also one of the most important. It is a foundation for all of the other art classes. We will continue to stress drawing skills across the entire art curriculum.

To see high scores in presentation skills and organization is pretty common in that many of our students plan to become teachers. They have both experience in and inclination toward public speaking. This gives us confidence in their future success as teachers.

### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

Student\_Performance\_Review\_Schedule.pdf

### **Senior Showcase**

*Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?*

Students participated in a final online senior group showcase (April 3-25). Each student submitted images of their work to the Gallery Director, Dr. Charles Dodoo.(March 23-27).

As part of the exhibition process, each student also created their own artwork labels, an online portfolio, business cards, an artist statement. Students also learned how to price their work and professionally prepare work for hanging. As a group, students created an exhibition postcard, a press release, coordinated reception food with the gallery coordinator, and learned about gallery best practices and hanging procedures.

A digital portfolio with accompanying reflective essay will be used to assess these activities. Students must upload a digital portfolio of work shown in their senior exhibition, including detail images and an 800-word reflective essay including answers to the prompts below.

-In what ways does your work demonstrate the development of your aesthetic philosophy and original creative vision?

-In what ways does your work display creative conceptual thinking and advanced technical knowledge?

-What steps did you take to ensure that your work showed an expert understanding of the art and design field and the professional aspects of being an artist/designer?

This portfolio must be organized into one file and must be in pdf format, uploaded to Owlnet.

The four Art Department faculty used the attached rubric to assess the Senior Showcase with the two BA seniors earning an average of: Artist Statement 9.7, Exhibition Artworks 10, Reflection Essay 9.8

While the faculty are pleased with the results, we will continue to encourage our students to strive for excellence in their Senior Showcase.

### **Assessment Rubrics**

*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.*

[Studio\\_Art\\_Assessment\\_Rubric.pdf](#)

[Senior\\_Exhibition\\_Assessment\\_Template.pdf](#)

### **Service Learning**

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes

No (selected)

### **Service Learning Component**

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

Our goal is to better incorporate service learning into the art program for the 20-21 academic year.

### **LEAD Events**

*Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.*

### **LEAD Events sponsored by Professor Valerie Wedel, Assistant Professor of Studio Art:**

November 2019: Hosted Nicholas Satinover during his printmaking demonstration in the Kemper Design Classroom. Satinover also shared his print collection, portraying how his densely layered prints and installations utilize formal and visual strategies to make analogies to impressions made in different places.

January 2020: *Beyond the Banana: A Brief History of Food in Performance Art*. In this lecture, we explored the past 60 years of performance art, with a special focus on the use of food to represent varied topics such as: communal experiences, healthy vs. unhealthy behaviors, and waste. Attendees wrote written responses to the event. Library Auditorium

### **LEAD Events sponsored by Dr. Charles Dodoo, Assistant Professor of Studio Art and Director of Cox Gallery:**

September 2019: *Absurd in the World* exhibition (Cox Gallery). Students participated in activities including the use of Visual Thinking Strategies (VTS) to critique the artwork on display. They also filled out reflection forms on their interaction with the artwork.

October 2019: *Bridging Difference: Conversations on Gender, Race and Equality* exhibition (Cox Gallery). Students filled out reflection forms on their interaction with the artwork and participated in activities including the use of Visual Thinking Strategies (VTS) to critique the artwork on display.

October 2019: *Intervals, Assemblages, Accumulations* demonstration (Cox Gallery). Visiting artist, Nicholas Santinover shared his silk screening techniques and invited students to participate in the process. The final product was an artwork that students took home.

January 2020: *Annual Faculty Art Exhibition* (Cox Gallery). Students filled out reflection forms on their interaction with the artwork.

February 2020: *Student Art Exhibition* (Cox Gallery). Students filled out reflection forms on their interaction with the artwork.

### **Student Accomplishments**

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.*

Alexis Willingham, mentored by Valerie Wedel, created a monumental ceramic sculpture to raise awareness about plastic pollution in our oceans. This was unrelated to her coursework. In the Fall of 2020, she will begin teaching art to grades 6-12 for the Centralia School District.

Arien Roden is making and selling her own jewelry.

### **Alumni Accomplishments**

*Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.*

**Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.*

Dr. Charles Dodoo

- Served as a juror for an exhibition at Columbia Art League (October 2019)
- Faculty Art Show, Cox Gallery, William Woods University (January 2020)
- Worked with two students enrolled in ART 400: Mixed Media on a mural project ( January-April 2020)
- Worked with graduating seniors on an online senior art showcase (April 2020)

Assistant Professor Valerie Wedel

- Curator, Solo Exhibition "William Berry's On Site Insights: An Artist Documents Daily Life in 1965 Middle East," Missouri Valley College (October 2019)
- Public Lecture in Support of Solo Exhibition "William Berry's On Site Insights: An Artist Documents Daily Life in 1965 Middle East," Missouri Valley College (October 2019)
- "Recollection," Installation in the Faculty Art Show, Cox Gallery, William Woods University (January 2020)
- Public Lecture in Conjunction with "Recollection," Solo Installation, Pittsburg State University, Pittsburg, Kansas (March 3, 2020)
- Juror for Exhibition "Art is Ageless" at the Presbyterian Manor, Fulton, Missouri (March 2020)
- "Recollection," Solo Installation, Pittsburg State University, Pittsburg, Kansas (March - May 2020)
- Mentored Senior Student Alexis Willingham on her monumental ceramic sculpture (in progress, Spring 2020)
- Artist in Residence, Public Sculpture, State Historical Society of Missouri (postponed, originally scheduled for April - August 2020)
- Visiting Lecture on "The Venice Biennale," for ART 331, Modern and Contemporary Art, William Woods University (PowerPoint Presentation online, April 2020)

## Assessment Rubric

	<b>3.00 Exceeds</b>	<b>2.00 Meets</b>	<b>1.00 Falls Below Expectations</b>	<b>N/A</b>
Mission Statement Clearly Articulated weight: 1.000	<input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	<input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.	<input checked="" type="checkbox"/> The mission statement is minimal at best.	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	<input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.	<input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	<input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.	<input checked="" type="checkbox"/> The program fails to provide any accreditation information.	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	<input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<input checked="" type="checkbox"/> The curriculum map is detailed and complete.	<input checked="" type="checkbox"/> The curriculum map is complete	<input checked="" type="checkbox"/> The curriculum map is not complete	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	<input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	<input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	<input checked="" type="checkbox"/> N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	<input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	<input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	<input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	<input checked="" type="checkbox"/> N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.	<input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	<input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.	<input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	<input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	<input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	<input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.	<input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	<input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.	<input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	<input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.	<input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year.	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	<input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.	<input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.	<input checked="" type="checkbox"/> N/A
Comment:				