



**Art BFA Annual Assessment 2018-2019**

## Annual Assessment 18-19

### Art BFA

#### Program Profile

##### Program Mission Statement

*Please insert your program mission statement here*

The Bachelor of Fine Arts program prepares students for both professional and higher educational opportunities in the art world. BFA students gain a solid foundation in a variety of art processes and techniques, along with an in-depth understanding of the arts from both a cultural and historical perspective. Students have the opportunity to focus on specific areas of concentrations such as: painting, drawing, sculpture, ceramics and printmaking that will make for a strong portfolio and personal aesthetic.

#### Program Data

##### Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Majors	Minors	Concentrations
2017-18	8	16	2 photography, 2 studio art, 4 art education
2018-19	10	13	0

#### 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?*

Art faculty of course would like to see 100% retention. Right now it is around 80%. Sometimes reasons other than programing are reasons for student departure. Persistent student retention we feel is based on the faculty's commitment to teaching as well as keeping students aware of local and regional art opportunities, for exhibition and instructing others.

Faculty are always looking for ways to inspire students in the realm of self-motivation and commitment in their work, -we see room for improvement. Faculty can be the best examples in their own research and are supported in that area. Keeping students informed of art competitions, exhibit opportunities and job opportunities has always been a goal of ours even after our students graduate. Faculty believes more money designated for art scholarships could help retention. We reviewed 6-7 scholarship applicants for next year. We are happy with the level of skill and ambition displayed in the folios. we saw. More scholarships were given this year than last.

#### 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?*

na

#### **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?*

na

#### **Marketing Material**

## **Program Assessment**

### **Standard/Outcome**

<b>Identifier</b>	<b>Description</b>
<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**

<b>Identifier</b>	<b>Description</b>
<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.
<b>ART.5</b>	Demonstrate the development of an aesthetic philosophy and original vision.

#### **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.

Students will 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. Creativity/Critical thinking -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. 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. 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 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 helps expand non-art students comprehension of their place in the world as well.

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

## Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

### BFA curriculum map(Imported)(Imported)

	Student Performance Review	ART 115	ART 111	ART 105	ART 110	ART 206
<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.	A	I	R	I	I	I
<b>ART.2</b> Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art	A	I	R	I	I	I
<b>ART.3</b> Students will be able to identify and articulate the significance of major periods and works in the history of art.	A	I	R	I	I	I
<b>ART.4</b> Students will be able to demonstrate critical analysis applied to their own work and the work of others.	A	I	R	I	I	I
<b>ART.5</b> Demonstrate the development of an aesthetic philosophy and original vision.	A	I	R	I	I	I

	ART 207	ART 208	ART 209	ART 210	ART 220	ART 221
<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.	R	I	R	I	I	R
<b>ART.2</b> Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art	R	I	R	I	I	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.	R	I	R	I	I	R
<b>ART.4</b> Students will be able to demonstrate critical analysis applied to their own work and the work of others.	R	I	R	I	I	R
<b>ART.5</b> Demonstrate the development of an aesthetic philosophy and original vision.	I	R	I	I	R	R

	ART 231	ART 310	ART 230	ART 311	ART 308	ART 309
<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	M	R	M
<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	M	R	M
<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	M	R	M
<b>ART.4</b> Students will be able to demonstrate critical analysis applied to their own work and the work of others.	I	R	I	M	R	M
<b>ART.5</b> Demonstrate the development of an aesthetic philosophy and original vision.	I	R	I	M	R	M

	ART 470	ART 233	ART 331	ART 222	ART 212	ART 213
<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.	A	R	R	R	I	R

<b>ART.2</b> Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art	A	R	R	R	I	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.	A	R	R	R	I	R
<b>ART.4</b> Students will be able to demonstrate critical analysis applied to their own work and the work of others.	A	R	R	R	I	R
<b>ART.5</b> Demonstrate the development of an aesthetic philosophy and original vision.	A	R	R	R	I	R

	<b>ART 312</b>
<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
<b>ART.2</b> Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art	M
<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
<b>ART.4</b> Students will be able to demonstrate critical analysis applied to their own work and the work of others.	M
<b>ART.5</b> Demonstrate the development of an aesthetic philosophy and original vision.	M

### 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?

## Assessment Findings

### Assessment Findings for the Assessment Measure level for BFA curriculum map(Imported)(Imported)

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.				
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	All students were proficient or above		

	novice or developing been met yet? Met			
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ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion ART 470 100% BFA students should be evaluated as either proficient or advanced in this objective been met yet? Met	No BFA's eligible this year		

ART.2 Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art				
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 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion ART 470 100% BFA students should be evaluated as either proficient or advanced in this objective been met yet? Met	No BFA's eligible this year		

ART.3 Students will be able to identify and articulate the significance of major periods and works in the history of art.				
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 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion ART 470 100% BFA students should be evaluated as either proficient or advanced in this objective been met yet? Met	No BFA's eligible this year		

ART.4 Students will be able to demonstrate critical analysis applied to their own work and the work of others.				
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 470				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion ART 470 100% BFA students should be evaluated as either proficient or advanced in this objectiveress been met yet? Met	No BFA's eligible this year		

ART.5 Demonstrate the development of an aesthetic philosophy and original vision.				
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 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion ART 470 100% BFA students should be evaluated as either proficient or advanced in this objective been met yet? Met	No BFA's eligible this year		

#### 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 with a BA in Studio Arts. (Based on 1-4 scoring with 4 advanced and 1 novice), the following are the cummulated scores from portfolio review process: Drawing 3, Principles of Design knowledge 3.1, Art processes 3.9, Art History 3.1, Originality 3.2, Art language use 3.2, Presentation Skills 4, Organization 3.3

## 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 Schedule

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

### 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?*

senior show "Trilogy" April 2019 This year there were only 3 graduating seniors

Three main goals of Senior Practicum class

1. Create an independent work for Senior exhibit –along with a 1 page Artist's Statement
2. Cooperatively –with peers, develop and execute a public exhibition of their best work.
3. Independently develop and complete a self-assessment that includes a min. 5-page paper,

Each senior gives a 15 minute presentation discussing senior project and their other exhibited work to the art faculty right after their exhibit goes up. Seniors collaboratively put on a public reception kicking off their month long senior exhibit. This exhibit is seen by the student body and faculty as well as alumni, president's cabinet and community. Seniors are in charge of marketing, installation, food and take down. This year's exhibit was called "Trilogy". Seniors put up their best work from the past 4 years of college. They learn how to assess their work and each others, work cooperatively and organize a whole exhibit. The senior pieces this year were innovative and well crafted as a whole, The student body

benefits from viewing and selecting a piece to talk about visual appeal and meaning, and there are eye opening remarks on the LEAD forms. Art Faculty assesses both the whole exhibit and each individual senior project. The faculty listens to their presentations and assesses knowledge and understanding of both processes and design that they have learned during the time at WWU. , as well as see each personal aesthetic. This is an excellent way to see both triumphs and faults of the program as a whole. Next year in the Senior Practicum class I would like to get the student to look at more contemporary art and spend more time assessing and becoming more confident in using art/design terminology. Also more effort into addressing the arts as innovation and problem solving. Overall, faculty is in agreement work was creative and well presented.

### **Assessment Rubrics**

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

### **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?*

### **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.*

The senior exhibit reception is a LEAD point. Participants must write a reaction statement from a selected piece in the exhibit. In total for the year we had about 21 LEAD events in the Art Department

### **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.*

### **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.*

## Annual Assessment Rubric 2018

21.000 pts 58.33%

	<b>3.000 Exceeds</b>	<b>2.000 Meets</b>	<b>1.000 Falls Below Expectations</b>	<b>N/A</b>
Mission Statement Clearly Articulated weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The mission statement is minimal at best.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>
Comment:				
Reflection on Retention weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>
Comment:	<p>The numbers listed reflect the students in the Art BA program but not the ART BFA program. The BFA does not have an option for Art Education.</p>			
Defines External Accreditation Standards weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>
Comment:				
General Education alignment clearly explained weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>
Comment:				
Curriculum Map alignment weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The curriculum map is complete</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The curriculum map is not complete</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>
Comment:				
Assessment of Objectives weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>
Comment:				
Data Driven Decision-making is explained weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>

Documentation provided on assessment findings weight: 1.000	<p><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.</p>	<p><input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.</p>	<p><input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<p><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.</p>	<p><input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.</p>	<p><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.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<p><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</p>	<p><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.</p>	<p><input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<p><input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.</p>	<p><input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.</p>	<p><input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.</p>	<input checked="" type="checkbox"/> N/A
Comment:	<p style="color: #0070C0; margin: 0;">This was discussed in the Analysis of Assessment</p>			
Senior Showcase weight: 1.000	<p><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.</p>	<p><input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.</p>	<p><input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<p><input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.</p>	<p><input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.</p>	<p><input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<p><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.</p>	<p><input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.</p>	<p><input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.</p>	<input checked="" type="checkbox"/> N/A
Comment:				