



**WILLIAM WOODS
UNIVERSITY**

ASL Studies Annual Assessment 2019-2020

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American Sign Language Studies

Program Profile

Program Mission Statement

Please insert your program mission statement here

The American Sign Language and Interpreting Program at WWU prepares graduates to work as culturally aware professionals providing excellent service to the Deaf Community.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Majors	Minors	Concentrations
2018-19	34	22	N/A
2019-2020	24	28	N/A

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?

Retention Rate for the program is at 75% which is consistent with the university as a whole (75.9%). Graduation rate for students who start out in the program and then graduate is at 63.6% which is more than that of the university (57.5%). Graduation rate for transfer students is at 33% which is less than that of the university (51.4%). The numbers for retention rate of students who are minors in ASL are consistent as it will eventually decline, whereas the transfer student's retention rate is less than that of the university because of the expectations of the ASL program overall is not similar to other Universities offering ASL.

Goals:

The ASL program would like to stay consistent with or exceed the university rates.

Activity/Report:

In the past, it seemed recruitment was largely handled within the program, but about 5 years ago, recruitment efforts were moved to the Admissions department. ASL Studies faculty do attend recruitment events held by the Admissions office (Welcome to the Woods, Woods 101) and meet with prospective students who tour campus.

Improved communication between instructors, Advisors, and student might improve student retention and persistence by enhancing student expectation of skills needed to move on and prosper in the program and move on into the Interpreting Program if they wish.

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?

None

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?

Marketing Material

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016. 1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016. 2	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.
WWU2016. 3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016. 4	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
ASL.1.1	Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to the Deaf community
ASL.1.2	Demonstrate knowledge of the experience and structure of the Deaf community.
ASL.1.3	Demonstrate knowledge of norms and values related to Deaf culture.
ASL.1.4	Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community
ASL.2.1	Demonstrate ability to effectively and accurately use finger spelled lexicon, numerals, numeral incorporation, and lexicalized signs.
ASL.2.10 b	Demonstrates ability to analyze/monitor one's own expressive language for grammatical structure and appropriate use and self-correct
ASL.2.2	Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.
ASL.2.3	Demonstrates the ability to use classifiers and classifier predicates appropriately.
ASL.2.4	Demonstrate accurate application of ASL non-manual markers and affective information.
ASL.2.5	Demonstrates ability to use space in accordance to language rules and structure.
ASL.2.6	Demonstrates ability to use a variety of simple and complex ASL sentence structures

ASL.2.7	Demonstrates ability to use appropriate and accurate register, sign-choice, and sign production for specific settings.
ASL.2.8	Demonstrates knowledge of and ability to construct different language forms occurring in ASL.
ASL.2.9	Demonstrates fluency and conversant skills in delivery of messages.
ASL.3.1	Demonstrate ability to recognize and identify finger spelled lexicon numerals, numeral incorporation, and lexicalized signs accurately.
ASL.3.10	Demonstrates ability to analyze and assess language viewed and messages received in ASL for grammatical structure and appropriate use.
ASL.3.2	Demonstrate comprehension of expressive language on the lexical and phrasal level.
ASL.3.3	Demonstrates the ability to recognize and identify classifiers and classifier predicates accurately.
ASL.3.4	Demonstrate accurate interpretation of ASL non-manual markers and affective information.
ASL.3.5	Demonstrates ability to recognize and comprehend use of space in accordance to ASL rules and structure.
ASL.3.6	Demonstrates ability to use a variety of simple and complex ASL sentence structures
ASL.3.7	Demonstrates ability to use appropriate and accurate register, sign-choice, and sign production for specific settings.
ASL.3.8	Demonstrates knowledge of and ability to construct different language forms occurring in ASL.
ASL.3.9	Demonstrates fluency and conversant skills in delivery of messages.

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.

The program alignment with the University Objectives to apply lifelong learning by using future workshops or conferences as well as courses. Students will learn to apply ethics and develop self-understanding of themselves and others around them. Students will learn culture, norms and language from ASL aligned with WWU objectives.

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.

Due to the connection of knowledge with expressive and comprehension ability, all General Education courses will have a direct effect on a language learner's ability to either discuss or process information.

ASL 105, 145, 105, 245, 305, 345 supports critical thinking, quantitative inquiry and creative expression.

ASL 315, 425, 430 supports critical thinking, creative expression and Society and the individual

* Revise according to GE descriptions using ASL classes to justify why each course correlates and supports each other. *

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?

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

ASL Studies

	ASL 101	ASL 105	ASL 120	ASL 145	ASL 205	ASL 220
ASL.1.1 Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to the Deaf community	I	I	R, A			
ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.	I	I	R, A			
ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.	I	I	R, A			
ASL.1.4 Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community	I	I	A, R			
ASL.2.1 Demonstrate ability to effectively and accurately use finger spelled lexicon, numerals, numeral incorporation, and lexicalized signs.		I			R, A	
ASL.2.10b Demonstrates ability to analyze/monitor one's own expressive language for grammatical structure and appropriate use and self-correct					A	
ASL.2.2 Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.				I	A	
ASL.2.3 Demonstrates the ability to use classifiers and classifier predicates appropriately.		I			R, A	
ASL.2.4 Demonstrate accurate application of ASL non-manual markers and affective information.				I	A	
ASL.2.5 Demonstrates ability to use space in accordance to language rules and structure.		I			R, A	
ASL.2.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures				I	A	
ASL.2.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.		I			R, A	
ASL.2.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.				I	A	
ASL.2.9 Demonstrates fluency and conversant skills in delivery of messages.		I			R, A	
ASL.3.1 Demonstrate ability to recognize and identify finger spelled lexicon numerals, numeral incorporation, and lexicalized signs accurately.		I			R, A	

ASL.3.10 Demonstrates ability to analyze and assess language viewed and messages received in ASL for grammatical structure and appropriate use.			I	A	
ASL.3.2 Demonstrate comprehension of expressive language on the lexical and phrasal level.			I	A	
ASL.3.3 Demonstrates the ability to recognize and identify classifiers and classifier predicates accurately.	I			R, A	
ASL.3.4 Demonstrate accurate interpretation of ASL non-manual markers and affective information.			I	A	
ASL.3.5 Demonstrates ability to recognize and comprehend use of space in accordance to ASL rules and structure.	I			R, A	
ASL.3.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures			I	A	
ASL.3.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.	I			R, A	
ASL.3.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.			I	A	
ASL.3.9 Demonstrates fluency and conversant skills in delivery of messages.	I			R, A	

	ASL 240	ASL 245	ASL 305	ASL 316	ASL 345	ASL 425
ASL.1.1 Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to the Deaf community						R
ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.						
ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.						R
ASL.1.4 Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community						R
ASL.2.1 Demonstrate ability to effectively and accurately use finger spelled lexicon, numerals, numeral incorporation, and lexicalized signs.	R, A				M, A	M
ASL.2.10b Demonstrates ability to analyze/monitor one's own expressive language for grammatical structure and appropriate use and self-correct						
ASL.2.2 Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.		R			M, A	M
ASL.2.3 Demonstrates the ability to use classifiers and classifier predicates appropriately.					M, A	
ASL.2.4 Demonstrate accurate application of ASL non-manual markers and affective information.		R		M, A	M, A	
ASL.2.5 Demonstrates ability to use space in accordance to language rules and structure.					M, A	

ASL.2.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures		R			M, A	
ASL.2.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.					M, A	M
ASL.2.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.		R			M, A	
ASL.2.9 Demonstrates fluency and conversant skills in delivery of messages.					M, A	
ASL.3.1 Demonstrate ability to recognize and identify finger spelled lexicon numerals, numeral incorporation, and lexicalized signs accurately.	R, A				M, A	M
ASL.3.10 Demonstrates ability to analyze and assess language viewed and messages received in ASL for grammatical structure and appropriate use.		R			M, A	M
ASL.3.2 Demonstrate comprehension of expressive language on the lexical and phrasal level.		R			M, A	M
ASL.3.3 Demonstrates the ability to recognize and identify classifiers and classifier predicates accurately.					M, A	
ASL.3.4 Demonstrate accurate interpretation of ASL non-manual markers and affective information.		R		M, A	M, A	
ASL.3.5 Demonstrates ability to recognize and comprehend use of space in accordance to ASL rules and structure.					M, A	
ASL.3.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures		R			M, A	
ASL.3.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.					M, A	M
ASL.3.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.		R			M, A	
ASL.3.9 Demonstrates fluency and conversant skills in delivery of messages.					M, A	

	ASL 450	Student Performance Review	ASL 430
ASL.1.1 Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to the Deaf community	A, M	A	
ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.	A, M	A	
ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.	A, M	A	
ASL.1.4 Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community	A, M		
ASL.2.1 Demonstrate ability to effectively and accurately use finger spelled lexicon, numerals, numeral incorporation, and lexicalized signs.	A, M	A	

ASL.2.10b Demonstrates ability to analyze/monitor one's own expressive language for grammatical structure and appropriate use and self-correct		A	
ASL.2.2 Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.	A, M	A	
ASL.2.3 Demonstrates the ability to use classifiers and classifier predicates appropriately.	A, M	A	
ASL.2.4 Demonstrate accurate application of ASL non-manual markers and affective information.	A, M	A	
ASL.2.5 Demonstrates ability to use space in accordance to language rules and structure.	A, M	A	
ASL.2.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures	A, M	A	
ASL.2.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.	A, M	A	
ASL.2.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.	A, M	A	
ASL.2.9 Demonstrates fluency and conversant skills in delivery of messages.	A, M	A	
ASL.3.1 Demonstrate ability to recognize and identify finger spelled lexicon numerals, numeral incorporation, and lexicalized signs accurately.	A, M	A	
ASL.3.10 Demonstrates ability to analyze and assess language viewed and messages received in ASL for grammatical structure and appropriate use.	A, M	A	
ASL.3.2 Demonstrate comprehension of expressive language on the lexical and phrasal level.	A, M	A	
ASL.3.3 Demonstrates the ability to recognize and identify classifiers and classifier predicates accurately.	A, M	A	
ASL.3.4 Demonstrate accurate interpretation of ASL non-manual markers and affective information.	A, M	A	
ASL.3.5 Demonstrates ability to recognize and comprehend use of space in accordance to ASL rules and structure.	A, M	A	
ASL.3.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures	A, M	A	
ASL.3.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.	A, M	A	
ASL.3.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.	A, M	A	
ASL.3.9 Demonstrates fluency and conversant skills in delivery of messages.	A, M	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?

Assessment Findings

Assessment Findings for the Assessment Measure level for ASL Studies

ASL.1.1 Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to the Deaf community				
ASL 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score 80% or higher accuracy on questions related to ASL.1.1 been met yet?			
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		- Curriculum Revision: Program is currently being transitioned to online/minor program.
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 1 will score 45% or higher accuracy on questions on the related to ASL.1.3 been met yet?			
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 3 will score 65% or higher accuracy on questions on the related to ASL.1.3 been met yet?			
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 5 will score 85% or higher accuracy on questions on the related to ASL.1.3 been met yet?			

ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.

ASL 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score 80% or higher accuracy on questions related to ASL.1.2 been met yet?			

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 1 will score 45% or higher accuracy on questions on the related to ASL.1.3 been met yet?			
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 3 will score 65% or higher accuracy on questions on the related to ASL.1.3 been met yet?			
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 5 will score 85% or higher accuracy on questions on the related to ASL.1.3 been met yet?			

ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.

ASL 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 80% of students will score 80% or higher accuracy on questions related to ASL.1.3 been met yet? Not met			

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 1 will score 45% or higher accuracy on questions on the related to ASL.1.3 been met yet?			
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 3 will score 65% or higher accuracy on questions on the related to ASL.1.3 been met yet?			
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 5 will score 85% or higher accuracy on questions on the related to ASL.1.3 been met yet?			

ASL.1.4 Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community

ASL 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 80% of students will score 80% or higher accuracy on questions related to ASL.1.4 been met yet? Not met			

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

ASL.2.1 Demonstrate ability to effectively and accurately use finger spelled lexicon, numerals, numeral incorporation, and lexicalized signs.

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			

ASL 240				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Students will score with 80% accuracy and fluency on final exam. been met yet?			

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.2.2 Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.2.3 Demonstrates the ability to use classifiers and classifier predicates appropriately.

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.2.4 Demonstrate accurate application of ASL non-manual markers and affective information.

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			
ASL 316				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Students will score 80% accuracy on the final exam. been met yet?			
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.2.5 Demonstrates ability to use space in accordance to language rules and structure.				
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ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.2.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures				
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ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.2.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.2.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.2.9 Demonstrates fluency and conversant skills in delivery of messages.

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.2.10b Demonstrates ability to analyze/monitor one's own expressive language for grammatical structure and appropriate use and self-correct

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.3.1 Demonstrate ability to recognize and identify finger spelled lexicon numerals, numeral incorporation, and lexicalized signs accurately.

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			

ASL 240				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Students will score with 80% accuracy on final exam. been met yet?			

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.3.2 Demonstrate comprehension of expressive language on the lexical and phrasal level.

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.3.3 Demonstrates the ability to recognize and identify classifiers and classifier predicates accurately.				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.3.4 Demonstrate accurate interpretation of ASL non-manual markers and affective information.

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			

ASL 316				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Students will score with 80% accuracy on the final exam. been met yet?			

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.3.5 Demonstrates ability to recognize and comprehend use of space in accordance to ASL rules and structure.				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.3.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.3.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.3.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			
ASL.3.9 Demonstrates fluency and conversant skills in delivery of messages.				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

ASL.3.10 Demonstrates ability to analyze and assess language viewed and messages received in ASL for grammatical structure and appropriate use.

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet?			

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet?			

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Personnel changes and DHS currently being revised, the program is currently a minor.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students who have completed ASL V, will score a rating of 1+ on an American Sign Language Proficiency Interview. been met yet?			

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.

Improvement Narrative List

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?

Revised to ASLPI and Deaf Culture test on Quiz online.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

ASL_ITP_Student_Performance_Days_Schedule__1_.docx

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?

Assessment Rubrics

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

ASL_ITP_Student_survey_2020.xlsx

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.

Deaf Awareness week, Sponsored over 10 Lead events in Fall 2019, 12 lead events in Spring 2020

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.

* Student shown their art in art exhibit, we supported students who are in ASLEI program by watching them participate in theater, and horse shows, faculty showed up to Sorority awards night and Faculty supported the IFC for Fraternity.

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.

Megan Brown achieved her NIC certification.

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.

Assessment Rubric

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<p><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.</p>	<p><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p><input checked="" type="checkbox"/> The mission statement is minimal at best.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<p><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.</p>	<p><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</p>	<p><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<p><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.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</p>	<p><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<p><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.</p>	<p><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.</p>	<p><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.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<p><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</p>	<p><input checked="" type="checkbox"/> The curriculum map is complete</p>	<p><input checked="" type="checkbox"/> The curriculum map is not complete</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<p><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.</p>	<p><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.</p>	<p><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.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	<p><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.</p>	<p><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.</p>	<p><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.</p>	<input checked="" type="checkbox"/> N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments. 	<input checked="" type="checkbox"/> N/A
Comment:				