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**WILLIAM WOODS  
UNIVERSITY**

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**Communication Annual Assessment 2019-2020**

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# Annual Assessment 2019-2020

## Communication

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

The communication program at William Woods University emphasizes a broad-based foundation in communication studies, complemented by a student-selected concentration in public relations, digital filmmaking, journalism, leadership, or sport communication, to ensure that the students are well prepared for a career in the field of communication.

### Program Data

#### Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Majors	Minors	Concentrations
2018-19	32	12	Leadership - 6 Public Relations - 18 Media Journalism - 13 Digital Filmmaking - 7
2019-2020	22	12	Leadership - 2 Public Relations - 5 Media Journalism - 1 Digital Filmmaking - 9 Sport Communication - 2

### 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 communication professors took a more active role in recruiting.

Our enrollment numbers, including retention, are consistent with other programs in the university.

We changed the second day of student performance assessment to better prepare students for Senior Seminar.

We built in online components in all communication classes in the Spring in response to the COVID-19 pandemic.

### **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?*

N/A

### **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?*

Served Up Crispy is still listed as an organization under Communication; it is a theatre student organization.

It appears that we have two pages on the website, depending on how you navigate there. The undergraduate programs page is almost identical to the majors page.

"Communication" does not have an "s" in it.

Sports communication should be marketed to high school athletic coaches. All concentrations should be marketed to high school teachers and counselors. Social media--the kind teenagers currently use--should be used.

### **Marketing Material**

## 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>COM Sport.1</b>	Demonstrate expertise in creating a detailed sports message
<b>COM Sport.2</b>	Identify the various communicative practices associated with sports.
<b>COM-Film.1</b>	Create emotion through the use of lighting and camera techniques, and visual and audio imagery.
<b>COM-Film.2</b>	Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.
<b>COM-Lead.1</b>	Demonstrate proficient analysis of leadership styles.
<b>COM-Lead.2</b>	Explain major leadership theories as they apply to a variety of settings.
<b>COM-Media.1</b>	Develop mass communicated messages with accuracy and precision.
<b>COM-Media.2</b>	Apply information gathering techniques.
<b>COM-PR.1</b>	Identify the relationship between the media and the business world.
<b>COM-PR.2</b>	Identify key strategies in developing and maintaining the public image of a business.
<b>COM.1</b>	Integrate theory into applied skills in a variety of communication settings.
<b>COM.2</b>	Identify the impact and responsibilities associated with a variety of communication behaviors.
<b>COM.3</b>	Critically evaluate messages through analytical approaches.
<b>COM.4</b>	Use knowledge and information from the communication discipline to effectively communicate a persuasive message.

### 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.*

Major Field Competence: The communication program incorporates a large number of hands-on, practical projects that encourage students to engage in real-world, professions-oriented activities.

Ethics: Ethics are incorporated into every communication course.

Self-Liberation: The communication program encourages students to be resilient, to try new things, and to learn from failures as well as successes.

Lifelong Education: Because communication encompasses every aspect of life, the lessons learned in each course relates to students' lives now and into their future endeavors.

### **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.*

Critical Analysis: all of our classes deal with each category in this cluster through the evaluation of media and content-based messages by applying critical thinking, ethical approaches, and critique/analysis.

Creative Expression: all of our concentrations include a creative component.

Quantitative Inquiry: COM theory has a quantitative component and film courses discuss lighting and physical properties of film.

Society & the Individual: all of our core coursework and all of our concentrations discuss culture, diversity, and history. Context is a major component of communication.

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?*

#### **Academic Challenge**

##### *Higher-Order Learning*

Evident in Theory, Law, Ethics, Mass Media – We ask students to apply theories, cases, historical evidence to contemporary examples and in their own work.

##### *Reflective & Integrative Learning*

Evident in Senior seminar – Students are asked to apply their skills from across the curriculum to one central project focused on a societal issue.

##### *Learning Strategies*

Healthy Learning strategies including notetaking and study skills are critical in our student's performance on tests, and in presentations throughout the semester and end of course presentations.

##### *Quantitative Reasoning*

Evident in detailed research required for the Campaign Research & Plan assignment in COM 337 – Requiring student to engage in 6 weeks of quantitative research and application in a final paper.

#### **Learning With Peers**

##### *Collaborative Learning*

Evident in COM 499 with the large class project. Production courses also require group (crew) work.

### *Discussions with Diverse Others*

Evident in COM 499 – Working with publics outside of the WWU bubble (Special Olympics this year)

Client Videos in production courses – Beats in Public Affairs – Debate topics in Argument & Debate

### **Experiences with Faculty**

#### *Student-Faculty Interaction*

Faculty are engaged in advising, organization and club sponsorships. Faculty maintain regular office hours. Provide assistance in labs outside of regular class times.

#### *Effective Teaching Practices*

Syllabi are updated every year along with textbooks when necessary. Faculty schedule individual meeting times to discuss papers and projects with students outside of class to provide detailed feedback.

### **Campus Environment**

#### *Quality of Interactions*

Regular advising appointments are maintained. Faculty are knowledgeable of services available to students and regularly advise students how to engage with administrative staff and offices (registrar, financial aid, student life etc)

#### *Supportive Environment*

Faculty regularly share internship and employment opportunities to students who may be of interest. Discussing and supporting non-academic activities and responsibilities is an important and regular topic with the faculty.

## Curriculum Map

A - Assessed  
 R - Reinforced  
 I - Introduced  
 M - Master

### Program Objectives Matrix

	COM 101	COM 150	COM 190	COM 320	COM 330	COM 499
<b>COM.1</b> Integrate theory into applied skills in a variety of communication settings.	I	I	I	A	M	M
<b>COM.2</b> Identify the impact and responsibilities associated with a variety of communication behaviors.	I	I	I	M	A	M
<b>COM.3</b> Critically evaluate messages through analytical approaches.	I	I	I	M	A	M
<b>COM.4</b> Use knowledge and information from the communication discipline to effectively communicate a persuasive message.	I	I	I	M	M	A

### Media Journalism Matrix

	COM 110	COM 231	ART 256	COM 415	COM 335	COM 337	COM 373
<b>COM-Media.1</b> Develop mass communicated messages with accuracy and precision.	I	I	I	M	M	R	A
<b>COM-Media.2</b> Apply information gathering techniques.	A	I	I	M	M	R	R

### Digital Filmmaking Matrix

	COM 231	ENG 210	COM 311	COM 312	ENG 327	COM 332	COM 432
<b>COM-Film.1</b> Create emotion through the use of lighting and camera techniques, and visual and audio imagery.	I	I	A	I	M	M	M
<b>COM-Film.2</b> Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.	I	I	R	I	M	M	A

### Leadership Matrix

	COM 203	COM 323	COM 316	COM 220	COM 434	BUS 351	BUS 421
<b>COM-Lead.1</b> Demonstrate proficient analysis of leadership styles.	I	I	A	I		I	M
<b>COM-Lead.2</b> Explain major leadership theories as they apply to a variety of settings.	I	I	R	I	A	I	M

### Public Relations Matrix

	COM 110	COM 316	ART 256	BUS 321	BUS 332	COM 337	BUS 428
<b>COM-PR.1</b> Identify the relationship between the media and the business world.	I	I	I	I	M	R	A
<b>COM-PR.2</b> Identify key strategies in developing and maintaining the public image of a business.	I	I	I	I	M	A	M

### Sport Communication Matrix

	COM 214	COM 400
<b>COM Sport.1</b> Demonstrate expertise in creating a detailed sports message		A
<b>COM Sport.2</b> Identify the various communicative practices associated with sports.	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?*

We fixed the Sports COM errors.

We redid the COM 330 and COM 320 assessment artifacts.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Program Objectives Matrix

COM.1 Integrate theory into applied skills in a variety of communication settings.				
COM 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 70% of students achieve 70% or higher been met yet? Met	100% met the benchmark.		

COM.2 Identify the impact and responsibilities associated with a variety of communication behaviors.				
COM 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 70% of students achieve 70% or higher been met yet? Met	100% achieved 70%		
Direct - Case Study	Has the criterion Portfolio Assessment Benchmark: Freshman: 50% achieve 50% Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80% been met yet? Met	75% of seniors achieved 80% 75% of juniors achieved 70% 100% of sophomores achieved 60%		

COM.3 Critically evaluate messages through analytical approaches.				
COM 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research	Has the criterion Research Paper in COM 330 70% of students Achieve 70% been met yet?	100% achieved 70% or higher		

Paper	Met			
Direct - Case Study	Has the criterion Portfolio Assessment Benchmark: Freshman: 50% achieve 50% Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80% been met yet? Met	The case study was abandoned for the mini-senior seminar-style project.		

COM.4 Use knowledge and information from the communication discipline to effectively communicate a persuasive message.				
<b>COM 499</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion Final Presentation in COM 499 70% of students achieve 70% been met yet? Met	100% of students achieved 70%		
Direct - Portfolio Review	Has the criterion Portfolio Assessment Benchmark: Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80% been met yet?			

#### Assessment Findings for the Assessment Measure level for Media Journalism Matrix

COM-Media.1 Develop mass communicated messages with accuracy and precision.				
<b>COM 373</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Final News Package 70% of students achieve 70% been met yet? Not met	course not offered		

COM-Media.2 Apply information gathering techniques.				
COM 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Public figure feature article. 70% of students achieve 70% been met yet? Met	85% achieved 70%		

#### Assessment Findings for the Assessment Measure level for Digital Filmmaking Matrix

COM-Film.1 Create emotion through the use of lighting and camera techniques, and visual and audio imagery.				
COM 311				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Silent Film Project 70% of students achieve 70% been met yet? Met	72% of students achieved 70% or better		

COM-Film.2 Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.				
COM 432				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Final Individual Short Film 70% of students achieve 70% been met yet? Met	80% achieved 70% or higher		

### Assessment Findings for the Assessment Measure level for Leadership Matrix

COM-Lead.1 Demonstrate proficient analysis of leadership styles.

COM 316				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Film/Consulting Project 70% of students achieve 70% been met yet? Met	100% of students achieved 70% or better		

COM-Lead.2 Explain major leadership theories as they apply to a variety of settings.

COM 434				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Case Study Paper 70% of students achieve 70% been met yet? Not met	66% achieved 70%. Not all students were communication majors, which may have impacted their scores as they were unfamiliar with the type of writing required. Professor can be clearer with expectations.		

### Assessment Findings for the Assessment Measure level for Public Relations Matrix

COM-PR.1 Identify the relationship between the media and the business world.

BUS 428				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Final Project in BUS 428 70% of students achieve 70% been met yet? Met	70% achieved 70%.		

## COM-PR.2 Identify key strategies in developing and maintaining the public image of a business.

COM 337				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Buyer Persona Project 70% of students achieve 70% been met yet? Met	72% achieved 70%.		

## Assessment Findings for the Assessment Measure level for Sport Communication Matrix

## COM Sport.1 Demonstrate expertise in creating a detailed sports message

COM 400				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 70% of students achieve 70%. been met yet? Met	85% achieved 70% or better		

## COM Sport.2 Identify the various communicative practices associated with sports.

COM 214				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 70% of students achieved 70% or better been met yet? Met	80% achieved 70% or better		

### **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.*

As of Fall 2019, changes made in our courses and curriculum seem to be successfull, as we are meeting a higher rate of our benchmarks.

Instead of case studies for the second day of student performance assessment, the department decided it would be best to host a mini-senior seminar-type session. Students were divided into small groups and provided a topic that they needed to research and then present, along with brainstorming ideas of the sort of content they would produce in the seminar course. We wanted to accomplish two things with this exercise: 1) give students still early in the program some idea of what they need to be prepared to accomplish in the Senior Seminar course and, 2) Identify areas that we may need to reinforce in our courses to ultimately result in a better experience and improved performance in the Seminar coursework.

Areas that we identified as important and in need of further reinforcement throughout the curriculum:

**Research methods and audience identification.** (COM 337 Campaign and Buyer Personas)

**Community outreach and planning** – Helping students identify ways to reach the community beyond Facebook Pages/Events and flyers – This led to COM 499 requiring partnership with an outside organization

**Recognizing personal strengths/weaknesses** – Adding the requirement that COM students maintain a portfolio/personal website along with a LinkedIn profile

### **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?*

Day One: First-year communication students (freshmen and transfers under 30 hours) observe sophomores, juniors, and seniors in their concentrations present an elevator pitch, 3-5 artifacts from classwork, internships, mentor-mentee projects, etc., to a panel of communication professors and outside panelists in the various concentration fields.

Based on the student presentation numbers (75% of seniors met the 80% benchmark), seniors need to be encouraged to invest themselves in the process.

Day Two: Instead of case studies for the second day of assessment, the department decided it would be best to host a mini-senior seminar-type session. Students were divided into small groups and provided a topic that they needed to research and then present on, along with brainstorming ideas of the sort of content they would produce in the seminar course. We wanted to accomplish two things with this exercise: 1) give students still early in the program some idea of

what they need to be prepared to accomplish in the Senior Seminar course and, 2) Identify areas that we may need to reinforce in our courses to ultimately result in a better experience and improved performance in the Seminar coursework.

After the new Day Two mini seminar, professors asked students for feedback. Among the suggestions were to shorten the time given to complete the task.

### **Student Performance Review Schedule**

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

COM\_Packet\_Returning\_2020.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?*

COM 499 Senior Seminar is the communication capstone course that calls on all of the skills the students learned in their college careers. Students choose an issue to research and create a community event, LEAD event, magazine, and documentary that raises awareness for the various intended audiences. Students complete weekly peer reviews, as well as a final overall peer review. The course ends with a presentation to faculty and invited guests, who evaluate each piece, including the presentation itself.

Because of COVID-19, Senior Seminar did not present during Senior Showcase as it cancelled. Generally, Senior Showcase acts as a dress rehearsal for Senior Seminar's final class presentation.

### **Assessment Rubrics**

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

Eval\_for\_Students\_20.docx

### **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.*

WWU Film Club (sponsored by Tony Weed) Hosted monthly film showings for LEAD credit.

The COM professors participated in the School of Social Sciences' LEAD event

LEAD Event, Careers in Sports Communication #1, September 18, 2019

LEAD Event, Careers in Sports Communication #2, October 11, 2019

LEAD Event, Sport & Social Justice, November 14, 2019

LEAD Event, Scoring the Perfect Internship, January 27, 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.*

Kara Jeffers' Documentary Project from COM 332 was Nominated for "Best Alternative" and "Best of Festival" in the SEMO hosted FaultLine Film Festival.

Kara Jeffers created The Scoop, a weekly newspaper, for her Mentor-Mentee project with Melissa Alpers-Springer.

Veronica Townsend completed an internship with Jefferson City Renegades.

Grant Clayton and Ben Schmiemeier completed a WWU marketing internship.

### **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.*

Carla White accepted into Clemson Graduate Program.

Alaina Leverenz was accepted into University of Missouri PhD program in communication, family and interpersonal emphasis.

Izayah Donnelley completed a master's degree.

Grant Clayton was accepted into University of Missouri master's program in educational leadership.

### **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.*

Tony Weed helped produce a short film "The Dangerous Type" to premiere next year.

Anthony Cavaiani published "Rhetoric, Materiality, and the Disruption of Meaning: The Stadium as a Place of Protest." In the journal *Communication & Sport*

Melissa Alpers-Springer directed Dancing Lessons at Talking Horse Theatre in Columbia, Missouri.

Melissa Alpers-Springer is a respondent for KCACTF Region 5

## Assessment Rubric

	 <b>Exceeds</b>	 <b>Meets</b>	 <b>Falls Below Expectations</b>	<b>N/A</b>
Mission Statement Clearly Articulated weight: 1.000	<input 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 type="checkbox"/> The mission statement is minimal at best.	<input type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<input 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 type="checkbox"/> The program does not reflect on retention data in a detailed way.	<input type="checkbox"/> N/A
Comment:	<p>the program does talk about retention and the strategies put into retention, but the program needs to look into the retention and graduation rate data and reflect on how to raise those numbers if possible?</p>			
Defines External Accreditation Standards weight: 1.000	<input 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 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 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 type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<input type="checkbox"/> The curriculum map is detailed and complete.	<input checked="" type="checkbox"/> The curriculum map is complete	<input type="checkbox"/> The curriculum map is not complete	<input type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<input 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 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 type="checkbox"/> N/A
Comment:	<p>each objective is set up to be assessed once in coursework, and then once again when the student completes their senior showcase. This sets up for the younger students to only be assessed minimal content before they get to senior year.</p>			
Data Driven Decision-making is explained weight: 1.000	<input 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 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 type="checkbox"/> N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p>Assignment sheets were provided but no supporting documentation was provided to back up the claims on assessment data.</p>			
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				