



**WILLIAM WOODS
UNIVERSITY**

English Education Annual Assessment 2020-2021

Contents

Annual Assessment 2020-2021	3
English Education	3
Program Profile	3
Program Assessment.....	4
Curriculum Map.....	7
Assessment Findings.....	8
Program Activities	13
Assessment Rubric	15

Annual Assessment 2020-2021

English Education

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Education Division of William Woods University believes that all students deserve to have effective, caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. To prepare these educators, our division believes both theory and applications should be the basis for our curriculum, and each educator should be assessed throughout the program, using a defined set of performance standards. Since we believe learning is a lifelong process, we encourage our program completers to continue with professional development throughout their careers.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2019-2020

Student Minors 2019-20

2

Student Majors 2020-2021

Student Minors 2020-2021

Concentrations 2019-2020

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

Concentrations 2020-2021

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

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?

We'd like to grow this program, but it tends to follow campus enrollment. When enrollment is down, as it is now, so are enrolled students in this program.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

5

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?

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?

We reviewed the program webpage. The writing here is a little overwrought, and I really think that "skill" in the second line of the second paragraph should be "skills." But there are many sentences here I'd like to rewrite. The description is accurate for now, though with Dr Wells's departure, the program will change and that will require revision, especially of the courses student might take.

Marketing Material

Eng_Ed_Marketing_Materials_May_21.docx

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
EDU-MTS.1	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
EDU-MTS.2	The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and

	personal development of all students.
EDU-MTS.3	The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.
EDU-MTS.4	The teacher uses a variety of instructional strategies and resources to encourage students
EDU-MTS.5	The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
EDU-MTS.6	The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.
EDU-MTS.7	The teacher understands and uses formative and summative assessment strategies to assess the learner
EDU-MTS.8	The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
EDU-MTS.9	The teacher has effective working relationships with students, parents, school colleagues, and community members.
ENG.1	Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.
ENG.2	Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
ENG.3	Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.
ENG.4	Students will reflect substantively on their growth as writers and scholars

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.

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.

Coursework regularly refers to and reinforces skills and content introduced in GE courses.

General education area communication serves as a foundation for our program. Students write interpretive essays to convey their thoughts in written form. In some classes, students also give oral presentations.

General education area mathematics serves as a foundation for our program. Students use statistical data to support interpretive essays. The mechanics of meter and rhyme engage mathematical processes in literature surveys. Editing, the length of shots, depth of field and related concerns are addressed in film studies courses.

General education area critical thinking serves as a foundation for our program. Students test hypotheses in interpretive essays by presenting evidence, in the form of quotes, biographical data, and outside literary criticism.

General education area ethical reasoning serves as a foundation for our program. Students consider the presentation and complication of social values in texts, especially based on rhetorical strategies.

General education area historical perspectives serves as a foundation for our program. Students are asked to integrate the historical foundations of texts into their interpretations. Students also apply contemporary standards to texts from earlier time periods.

General education area fine arts serves as a foundation for our program. Students consider visual composition in film studies classes. Students also produce and reflect on their own writing from an aesthetic perspective in creative writing classes. They discuss and assess the aesthetic value of texts in literature classes.

General education area natural science serves as a foundation for our program. Students consider the differences between poetic, expressive logic and scientific logic, and how rhetorical networks advance those ideas in spite of natural science standards. Film study students explore the disjunction between filmic verisimilitude and actual physical experience.

General education area social sciences serves as a foundation for our program. In classes and essays, students explore gender roles, histories of oppression, and in-group competition to establish “meaning”

General education area diversity serves as a foundation for our program. In the World Masterpieces especially, students consider writing from a variety of cultures. In other survey classes, different aesthetic and cultural groups are identified, and their contribution to texts is considered.

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?

1) Interdisciplinary

Several English faculty have found ways to engage in interdisciplinary work in the classroom.

One faculty brought in the PHL prof to talk to his classes about existentialism to deepen the students' understanding of Camus' The Stranger.

In Film studies classes, students look at elements of film production alongside COM students studying the same elements on the side of film production.

2) Reflective (current events)

English classes long have and continued to engage contemporary issues and concerns. For example, composition classes discussed abortion and trafficking as well as analyzing political rhetoric. A World Lit class looked at the ways Chinese literature from the 1920s might be used by both sides of the contemporary strife over Hong Kong political autonomy.

3) Reflective (self-assessment)

The English curriculum regularly asks students to assess their own work to identify its strengths and weaknesses. For example, in one comp class, students write short reflective essays on their growth as writers after reflection on a portfolio of their writing in the class.

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

ENGLISH EDU CURRICULUM

	ENG 201	ENG 202	ENG 218	ENG 222	ENG 238	ENG 239	ENG 280	ENG 301	ENG 412	ENG 440
ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.			A	A			A		A	A
ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.	A	A		A	A	A		A		A
ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.	A	A			A	A	A	A	A	A
ENG.4 Students will reflect substantively on their growth as writers and scholars			A							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 ENGLISH EDU CURRICULUM

ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.

ENG 218				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Met	16/17 (94%) students assessed as developing or better.	Via ENG_218_Introduction_to_Creative_Writing_L_01_FUL_3_Spring_2021_Activity_Assessments_Aggregated_Report_05_11_2021_181546.pdf	

ENG 222				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Not met	Course not offered in AY2021		

ENG 280				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Met	90% (9/10) students scored as developing or better.	Eng_280_Data.docx	

ENG 412				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Not met	Not offered this year.		

ENG 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of artifacts assessed as	100% (5/5) students scored as developing	Eng_440_Data.docx	

	developing or better. Been met yet? Met	or better.		
--	--	------------	--	--

ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.

ENG 201				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Met	100% (1/1) of students scored developing or better.	Eng_201_Data.docx	

ENG 202				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Not met	Course not offered in 20/21 school year.		

ENG 222				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Not met	Course not offered in AY2021		

ENG 238				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Met	100% (10/10) of students scored developing or higher.	Via__ENG_238__American_Literature_I__L_01_FUL__2_Fall_2021_Activity_Assessments_Agregated_Result_02_07_2021_103800_1.pdf	

ENG 239				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Not met	No data collected from online; template revised to make data collection happen.		
ENG 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Not met	Technical problems are preventing us from collecting data on the online version of this class (rubric can't be attached to the assignment in VIA).		
ENG 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of artifacts assessed as developing or better. Been met yet? Met	100% (5/5) students scored as developing or better. Data attached to objective 1.		

ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.

ENG 201				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Met	100% (1/1) of students scored developing or higher. Data attached to objective 2.		

ENG 202				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Not met	Course not offered in 20/21 school year.		
ENG 238				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Met	100% (11/11) students scored developing or better on this objective.	Eng_238_Objective_3_data.docx	
ENG 239				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Not met	No data collected from online; template revised to make data collection happen.		
ENG 280				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Met	80% (8/10) students scored as developing or better. Data attached to objective 1.		
ENG 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Not met	Technical problems are preventing us from collecting data on the online version of this class (rubric can't be attached to the assignment in VIA).		

ENG 412				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of artifacts assessed as developing or better. Been met yet? Not met	Not offered this year.		
ENG 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of artifacts assessed as developing or better. Been met yet? Met	100% (5/5) students scored as developing or better. Data attached to objective 1.		

ENG.4 Students will reflect substantively on their growth as writers and scholars				
ENG 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of artifacts assessed as developing or better. Been met yet? Met	100% (5/5) students scored as developing or better. Data attached to objective 1.		

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.

The English and English Ed programs are generally happy with the data we are generating in courses. We didn't find that the data that we were getting from Student Performance Review days was particularly useful, so we no longer collect data from that event.

This year we again ran into problems collecting data from our online classes (ENG 239 and ENG 301). This is because the templates for assignments in those classes don't have the right rubrics attached. I've tried to fix this but it hasn't work, so I think I'll need to create a new template and start using that instead of the ones that appear impossible to fix.

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?

Students were broken into two groups, and each group was given two versions of the Cinderella story to prepare. On assessment day, groups were given questions to respond to base on the reading.

We didn't collect any data. We collect plenty in classes, and what data we have collected in the past on assessment days has been so anomalous it's useless to us.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase

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

One senior Eng Ed major (Grace Meinhardt) presented her work in the fall.

Assessment Rubrics

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

Service Learning

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

Yes

No (selected)

Service Learning Component

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

LEAD Events

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

Academic Integrity event

Escape Room "Find a Killer" event

Alumni-student collaborative reading

Lazy Lunchhour Book Club

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.

Grace Meinhardt won a distinguished scholar award (English Education)

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.

Ashley Pendleton finished her MA at UMKC and was accepted into a PhD program at Florida State University.

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.

One faculty member was awarded the Beaumont Foundation distinguished faculty award, and served as assistant faculty marshal at commencement. Another organized PD events for faculty.

Assessment Rubric

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The mission statement is minimal at best. 	<input checked="" type="checkbox"/> N/A
Comment:	The Program did not complete the "Alignment to the University Objectives"			
Reflection on Retention weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way. 	<input checked="" type="checkbox"/> N/A
Comment:	Data filled out for 2019-2020 but no data entered for 2020-2021 While low number of majors, no discussion of retention and persistence was mentioned.			
Defines External Accreditation Standards weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program fails to provide any accreditation information. 	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses. 	<input checked="" type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The curriculum map is detailed and complete. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The curriculum map is complete 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The curriculum map is not complete 	<input checked="" type="checkbox"/> N/A
Comment:	Curriculum Map only includes when the objective is Assessed, does not include where the Objective is Introduced, Reinforced, or Mastered. Program should consider adding these components of Assessment.			
Assessment of Objectives weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment. 	<input checked="" type="checkbox"/> N/A
Comment:	Assesses more than required.			
Data Driven Decision-making is explained weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision. 	<input checked="" type="checkbox"/> N/A
Comment:	Maybe considering developing an Assessment for Student Performance Days that is useful to your program.			

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:	<div style="border: 1px solid #ccc; padding: 5px; min-height: 40px;"> <p>Program provides data, did not see actual rubrics.</p> </div>			
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:	<div style="border: 1px solid #ccc; min-height: 40px;"></div>			
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:	<div style="border: 1px solid #ccc; min-height: 40px;"></div>			
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:	<div style="border: 1px solid #ccc; min-height: 40px;"> <p>We had a similar issue when trying to use groups in assessment. Just because it shows "Not Met" does mean it is a bad assessment. Having a week or month to do an assignment verses having to read and comprehend and answer questions on the spot may be harder, and that is okay. We are on our 3rd version of our Student Performance day Assessment, tweaking it slightly each year.</p> </div>			
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:	<div style="border: 1px solid #ccc; min-height: 40px;"></div>			
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:	<div style="border: 1px solid #ccc; min-height: 40px;"></div>			
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:	<div style="border: 1px solid #ccc; min-height: 40px;"></div>			