



Graphic Design BFA Annual Assessment 2018-2019

Annual Assessment 18-19

Graphic Design BFA

Program Profile

Program Mission Statement

Please insert your program mission statement here

The purpose of the Graphic Design Program is to assist students in developing their creativity, artistic ability, and professional skills to order for them to achieve their personal and professional goals.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Majors	Minors	Concentrations
2017-18	N/A	N/A	N/A
2018-19	12	N/A	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?

The goal of the program is to retain students in the Major by a combination of two primary things. The first is to provide a comprehensive and challenging curriculum that prepares students to become successful graphic designers and at the same time help them set aspirational goals that motivate them to reach their potential. Secondly, we strive to view each student as a unique individual with unique qualities, personalities, and talents. This perspective provides the opportunity for faculty to customize each student's experience, working with their particular strengths and weaknesses to provide the optimal learning environment for them to achieve their professional goals. The number of majors entering the program has been slowly declining in recent years, but our persistence rates are good. The occasional student that leaves the program typically is one that was in the wrong career field and made a change, or left school entirely for reasons other than academics.

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?

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
GPD.1	Computer Competency: Student demonstrates competency in the use of computer technology as it applies to graphic design.
GPD.2	Technical Knowledge: Student demonstrates knowledge of color, typography, layout, printing processes, and vocabulary as they relate to graphic design.
GPD.3	Visual Sensibility: Student demonstrates the ability to understand, analyze, and critique the use of illustrations and photographs in design projects.
GPD.4	Professional Understanding: Student demonstrates an understanding of the design field and the professional aspects of being a graphic designer.
GPD.5	Conceptual Thinking: Student demonstrates creative conceptual thinking in the design and production of graphic pieces.
GPD.6	Personal Aesthetic: Student demonstrates the development of an aesthetic philosophy and original creative vision.

General Education Alignment to Program

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

Critical Analysis: Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

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

ART

Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

ART

Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

Graphic Design B.F.A.(Imported)(Imported)

	ART 105	ART 110	ART 115	ART 202	ART 210	ART 230
GPD.1 Computer Competency: Student demonstrates competency in the use of computer technology as it applies to graphic design.	I	I	R			
GPD.2 Technical Knowledge: Student demonstrates knowledge of color, typography, layout, printing processes, and vocabulary as they relate to graphic design.	I	I	R	I		
GPD.3 Visual Sensibility: Student demonstrates the ability to understand, analyze, and critique the use of illustrations and photographs in design projects.				I		
GPD.4 Professional Understanding: Student demonstrates an understanding of the design field and the professional aspects of being a graphic designer.				I		
GPD.5 Conceptual Thinking: Student demonstrates creative conceptual thinking in the design and production of graphic pieces.						I
GPD.6 Personal Aesthetic: Student demonstrates the development of an aesthetic philosophy and original creative vision.				I	I	

	ART 231	ART 250	ART 256	ART 276	ART 332	ART 432
GPD.1 Computer Competency: Student demonstrates competency in the use of computer technology as it applies to graphic design.		R	R	R		
GPD.2 Technical Knowledge: Student demonstrates knowledge of color, typography, layout, printing processes, and vocabulary as they relate to graphic design.		R		R	R	M

GPD.3 Visual Sensibility: Student demonstrates the ability to understand, analyze, and critique the use of illustrations and photographs in design projects.		R		R	R	M
GPD.4 Professional Understanding: Student demonstrates an understanding of the design field and the professional aspects of being a graphic designer.		R		R	R	M
GPD.5 Conceptual Thinking: Student demonstrates creative conceptual thinking in the design and production of graphic pieces.	I		I	R		
GPD.6 Personal Aesthetic: Student demonstrates the development of an aesthetic philosophy and original creative vision.					R	M

	ART 470	Student Performance Review
GPD.1 Computer Competency: Student demonstrates competency in the use of computer technology as it applies to graphic design.	M, A	A
GPD.2 Technical Knowledge: Student demonstrates knowledge of color, typography, layout, printing processes, and vocabulary as they relate to graphic design.	M, A	A
GPD.3 Visual Sensibility: Student demonstrates the ability to understand, analyze, and critique the use of illustrations and photographs in design projects.	M, A	A
GPD.4 Professional Understanding: Student demonstrates an understanding of the design field and the professional aspects of being a graphic designer.	A, M	A
GPD.5 Conceptual Thinking: Student demonstrates creative conceptual thinking in the design and production of graphic pieces.	A, M	A
GPD.6 Personal Aesthetic: Student demonstrates the development of an aesthetic philosophy and original creative vision.	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 Graphic Design B.F.A.(Imported)(Imported)

GPD.1 Computer Competency: Student demonstrates competency in the use of computer technology as it applies to graphic design.				
ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Gallery Exhibit	Has the criterion This objective will be evaluated by faculty using an approved objectives rubric during the annual review of senior portfolios at the conclusion of the Senior Practicum course, ART 470. All Senior Graphic Design Majors will be assessed. 100% of students assessed are expected to fall in the proficient or advanced evaluation categories (Scoring 10-7). been met yet? Met	100% of evaluated students met the assessment standard with an average score of 8.5.	Graphic_Design_S19_Senior_Art_Exhibit_Assessment.docx.pdf	
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Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion This objective will be evaluated by outside evaluators and faculty using an approved objectives rubric. All Senior Graphic Design Majors are expected to rank as advanced or proficient (10-7). All Juniors are expected to rank as proficient or developing (8-4). All Sophomores are expected to rank as developing or novice (6-3). been met yet? Met	All students performed within the desired range for their class rank on this objective. Seniors scored 8.2, Juniors 7 and Sophomores 6.8	Graphic_Design__S19_Senior_Portfolio_Review_Assessment.docx.pdf Graphic_Design__S19_Soph_Junior_Portfolio_Review_Assessment.docx.pdf	

GPD.2 Technical Knowledge: Student demonstrates knowledge of color, typography, layout, printing processes, and vocabulary as they relate to graphic design.				
ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion This objective will be evaluated by faculty using an approved objectives rubric during the annual review of senior portfolios at the conclusion of the Senior Practicum course, ART 470. All Senior Graphic Design Majors will be assessed. 100% of students assessed are expected to fall in the proficient or advanced evaluation categories (Scoring 10-7).	100% of evaluated students met the assessment standard with an average score of 8.5.	Graphic_Design_S19_Senior_Art_Exhibit_Assessment.docx.pdf	

	been met yet? Met			
Student Performance Review	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion This objective will be evaluated by outside evaluators and faculty using an approved objectives rubric. All Senior Graphic Design Majors are expected to rank as advanced or proficient (10-7). All Juniors are expected to rank as proficient or developing (8-4). All Sophomores are expected to rank as developing or novice (6-3). been met yet? Met	All students performed within the desired range for their class rank on this objective. Seniors scored 8, Juniors 7.25 and Sophomores 6.6	Graphic_Design__S19_Senior_Portfolio_Review_Assessment.docx.pdf Graphic_Design__S19_Soph_Junior_Portfolio_Review_Assessment.docx.pdf	

GPD.3 Visual Sensibility: Student demonstrates the ability to understand, analyze, and critique the use of illustrations and photographs in design projects.				
ART 470	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion This objective will be evaluated by faculty using an approved objectives rubric during the annual review of senior portfolios at the conclusion of the Senior Practicum course, ART 470. All Senior Graphic Design Majors will be assessed. 100% of students assessed are expected to fall in the proficient or advanced evaluation categories (Scoring 10-7). been met yet? Met	100% of evaluated students met the assessment standard with an average score of 8.1.	Graphic_Design_S19_Senior_Art_Exhibit_Assessment.docx.pdf	
Student Performance Review				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion This objective will be evaluated by outside evaluators and faculty using an approved objectives rubric. All Senior Graphic Design Majors are expected to rank as advanced or proficient (10-7). All Juniors are expected to rank as proficient or developing (8-4). All Sophomores are expected to rank as developing or novice (6-3). been met yet? Met	All students performed within the desired range for their class rank on this objective. Seniors scored 8, Juniors 7.5 and Sophomores 7.	Graphic_Design__S19_Senior_Portfolio_Review_Assessment.docx.pdf Graphic_Design__S19_Soph_Junior_Portfolio_Review_Assessment.docx.pdf	

GPD.4 Professional Understanding: Student demonstrates an understanding of the design field and the professional aspects of being a graphic designer.				
ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion This objective will be evaluated by faculty using an approved objectives rubric during the annual review of senior portfolios at the conclusion of the Senior Practicum course, ART 470. All Senior Graphic Design Majors will be assessed. 100% of students assessed are expected to fall in the proficient or advanced evaluation categories (Scoring 10-7). been met yet? Met	100% of evaluated students met the assessment standard with an average score of 8.7.	Graphic_Design_S19_Senior_Art_Exhibit_Assessment.docx.pdf	

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion This objective will be evaluated by outside evaluators and faculty using an approved objectives rubric. All Senior Graphic Design Majors are expected to rank as advanced or proficient (10-7). All	All students performed within the desired range for their class rank on this	Graphic_Design__S19_Senior_Portfolio_Review_Assessment.docx.pdf Graphic_Design__S19_Soph_Junior_Portfolio_Review_Assessment.docx.pdf	

	Juniors are expected to rank as proficient or developing (8-4). All Sophomores are expected to rank as developing or novice (6-3). been met yet? Met	objective. Seniors scored 8, Juniors 7.5 and Sophomores 7.5.	w_Assessment.docx.pdf	
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GPD.5 Conceptual Thinking: Student demonstrates creative conceptual thinking in the design and production of graphic pieces.				
ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion This objective will be evaluated by faculty using an approved objectives rubric during the annual review of senior portfolios at the conclusion of the Senior Practicum course, ART 470. All Senior Graphic Design Majors will be assessed. 100% of students assessed are expected to fall in the proficient or advanced evaluation categories (Scoring 10-7). been met yet? Met	100% of evaluated students met the assessment standard with an average score of 8.5.	Graphic_Design_S19_Senior_Art_Exhibit_Assessment.docx.pdf	
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion This objective will be evaluated by outside evaluators and faculty using an approved objectives rubric. All Senior Graphic Design Majors are expected to rank as advanced or proficient (10-7). All Juniors are expected to rank as proficient or developing (8-4). All Sophomores are expected to rank as developing or novice (6-3). been met yet? Met	All students performed within the desired range for their class rank on this objective. Seniors scored 8, Juniors 7 and Sophomores 7.	Graphic_Design__S19_Senior_Portfolio_Review_Assessment.docx.pdf Graphic_Design__S19_Soph_Junior_Portfolio_Review_Assessment.docx.pdf	

GPD.6 Personal Aesthetic: Student demonstrates the development of an aesthetic philosophy and original creative vision.				
ART 470	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion This objective will be evaluated by faculty using an approved objectives rubric during the annual review of senior portfolios at the conclusion of the Senior Practicum course, ART 470. All Senior Graphic Design Majors will be assessed. 100% of students assessed are expected to fall in the proficient or advanced evaluation categories (Scoring 10-7). been met yet? Met	100% of evaluated students met the assessment standard with an average score of 8.3.	Graphic_Design_S19_Senior_Art_Exhibit_Assessment.docx	
Student Performance Review	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion This objective will be evaluated by outside evaluators and faculty using an approved objectives rubric. All Senior Graphic Design Majors are expected to rank as advanced or proficient (10-7). All Juniors are expected to rank as proficient or developing (8-4). All Sophomores are expected to rank as developing or novice (6-3). been met yet? Met	All students performed within the desired range for their class rank on this objective. Seniors scored 8, Juniors 8 and Sophomores 7.2.	Graphic_Design_S19_Senior_Portfolio_Review_Assessment.docx.pdf Graphic_Design_S19_Soph_Junior_Portfolio_Review_Assessment.docx.pdf	

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.

Portfolios and portfolio presentations are the two main methods of program assessment. This process allows the Division as a whole and the student as an individual to work toward the most professional and highest quality outcomes possible. Students receive an assessment of where they stand based on faculty expectations for each degree of study. Students

also receive recommendations designed to aid in the betterment of their portfolio. The faculty also benefit from an overall assessment of student work, providing a clear understanding of curricular strengths and weaknesses. In addition to those academic benefits, most jobs in the Arts field require a portfolio at some point in the interview and application process. Our procedure keeps your portfolio updated and ready to go throughout your college years.

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?

The Graphic Design Assessment Day process requires each graphic design major (excluding freshmen) to individually appear before a panel of outside professionals and WWU faculty to formally present a portfolio of their design work. Students are assigned a 25-minute block of time for their presentations during the two-day event. During the presentations evaluators typically interact with the students probing into the student's depth of understanding related to the objectives being measured. Within two weeks of the event students are given feedback and a comprehensive report of their evaluation results. This normally occurs in a one-on-one session with their respective advisors. Freshmen students are required to observe at least two review sessions to be better informed about the process and be better prepared to actively participate when they become sophomores. Data from the review sessions play a major role in helping the faculty reshape and make needed changes to the curriculum.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

[S19_ART_Port._Review_Schedule_Day_1.pdf](#)

[S19_ART_Port._Review_Schedule_Day_2_.pdf](#)

Senior Showcase

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

Senior Performance Day activities for Graphic Design students revolve around a student produced public exhibit of their work. As part of this senior capstone experience all seniors are required to participate with their fellow majors in planning, organizing, and producing their Senior Show. Each student also is expected to produce a major design project as part of this experience. In addition to the aesthetic aspects of the experience, students have the opportunity to demonstrate the collaborative and leadership skills they have developed in college. Faculty benefit from the process as they assess the ability of the group, as well as each individual, to successfully complete the desired objects of the exercise. Faculty incites and observations of the process are reflected in refinements in the curriculum that result.

Assessment Rubrics

*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.
design_assessment_rubric_S18.pdf*

Service Learning

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

Yes

No (selected)

Service Learning Component

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

LEAD Events

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

The faculty is committed to gallery and art activities that support the WWU LEAD Program. The art and graphic design faculty conducted an estimated 21 LEAD events during the year. These included professional art exhibits, student art exhibits, art speakers, teaching demonstrations, and art panel discussions.

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.

Graphic Design students were continually engaged in activities beyond the classroom that enhance their overall education and development as young professionals. Design students actively volunteer their time and design talent in support of numerous campus and community organizations. Many of these same students filled significant leadership roles in the life of the campus. The majority of graphic design majors participate in voluntary internship experiences during their junior or senior years.

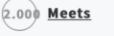
Alumni Accomplishments

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

Faculty Accomplishments

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

Faculty completed a Graphic Design Program Review for the Art and Design Program at Culver-Stockton College. Faculty were actively engaged in pursuing their own artistic advancement and professionally exhibiting their work.

	 3.000 Exceeds	 2.000 Meets	 1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	<input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.	<input checked="" type="checkbox"/> The mission statement is minimal at best.	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	<input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.	<input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	<input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.	<input checked="" type="checkbox"/> The program fails to provide any accreditation information.	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	<input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<input checked="" type="checkbox"/> The curriculum map is detailed and complete.	<input checked="" type="checkbox"/> The curriculum map is complete	<input checked="" type="checkbox"/> The curriculum map is not complete	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	<input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	<input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	<input checked="" type="checkbox"/> N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	<input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	<input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	<input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	<input checked="" type="checkbox"/> N/A
Comment:				

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