



**WILLIAM WOODS
UNIVERSITY**

Physical Education Annual Assessment 2019-2020

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Annual Assessment 2019-2020

Physical Education/ Sports, Rec and Leisure

Program Profile

Program Mission Statement

Please insert your program mission statement here

EXS CORE The Exercise Science Degree is dedicated to preparing William Woods University students for advanced study in the following concentrations: Athletic Training, Exercise and Human Performance, Sport Management, Physical Education/ Sport, Recreation, and Leisure. The Exercise Science Degree is designed to equip students for professions in these fields through study of evidence based practices, hands on experiences, laboratory training and solid theoretical principles. (Drafted 5-2-2018)

Physical Education and Sports, Recreation, and Leisure William Woods University students will be prepared for professions that promote physical fitness and exercise training, and sports specific training at levels from leisure to elite competition through both teaching and coaching. Through academic study, practical hands-on experience and research opportunities our students will gain valuable tools to equip them for success in the work force. It is our mission to launch students onto a path honoring ethical values, free of limitations, and promoting lifelong learning for their own personal success and positive impact on their environment.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Student Majors 2018-19

Student Minors 2018-19

14

Students Majors 2019-2020

Student Minors 2019-20

16

Concentrations 2018-19

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

Physical Education and Sports, Recreation, and Leisure are concentrations of the EXS program. Those numbers are reflected above. 14 students are PE and 2 are Sports, Recreation, and Leisure.

Concentrations 2019-20

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? What is the optimal enrollment for the program?

Program goals have always been related to maintaining between 15-20 students in the program. Currently, we have dipped below that mark, as incoming students have not been replacing graduates. According to the retention census numbers, our program retains 60% of our new students and 100% of our transfer students, which is above the University percentage of 57.5 and 54.1 respectively. With the merger of the program, this has helped us to continue to share resources across the department in order to continue to grow. We are not at optimal enrollment, as each concentration we would like to have 20 in each. The merger has allowed us to really focus on keeping the students we get in the program and choosing a concentration that they really like. The creation of the EXS 180 class as the Introduction to Exercise Science, which has allowed for students to learn about each concentration and the major itself. It has been more and more difficult for me to be as hands on with each group as my job responsibilities have changed and I do not have as much access to the group as I used to have. I currently only teach two courses in EXS per semester and have had to rely on adjuncts to teach other specific Physical Education and Coaching classes, typically teaching 1-2 courses per semester. The issue recently has been getting the students. As we have had lots of turnover in the coaching positions, students are not as aware of the PE program as they used to be, as many of our coaches used to teach in the program. With falling enrollment and those classes being taught less frequently, students are not seeing how their coaches teach, which used to help them say, "I want to do that" and become a PE/Coach major. Physical therapy has become the new selling point for the University, as it is the "hot" major in the field now. The changes I propose are to work with Ashley Brown on marketing some of the extra things that we do, such as teaching in the community, working with the homeschool association, etc. to show how our program is different than others. Only Westminster and Lincoln have a program that is close and both are struggling with enrollment. It would be great to build up while they are down also.

Is the Program Externally Accredited

Yes (selected)

No

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?

This program is accredited by the Department of Elementary and Secondary Education.

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?

I believe the marketing materials on the website are up to date and reflect the program well. I would like to see a link to the Masters in 5 program, as that would be a really big selling point. I would recommend that this should be marketed at athletic events and sports camps. Those are typically where you find athletes that want to do what their coaches do for a living. Speaking at coaching clinics and with sports teams is where we can get lots of influence.

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
EDU-PHY.10	Understand factors that influence growth, development, and learning and the importance of developing physically literate individuals.
EDU-PHY.11	Understand how children and adolescents learn and how to provide them with opportunities that support their psychomotor, cognitive, social, and emotional development.
EDU-PHY.12	Understand the relationship between physical activity and the development of responsible personal and social behaviors and traits.
EDU-PHY.13	Understand physical education instruction and assessment including how to adapt instruction and assessment for students with diverse learning needs.
EDU-PHY.14	Understand ethical, legal, professional, and safety guidelines and practices in physical education.
EDU-PHY.3	Understand principles, activities, and techniques for body management, rhythmic movement, and creative expression and dance skills.
EDU-PHY.4	Understand principles, skills, and techniques for individual, dual, and team sports.
EDU-PHY.5	Understand principles, skills, and techniques for outdoor pursuits, recreational activities, and cooperative group games and challenges.

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.

Students must satisfactorily pass the Missouri General Education Assessment (MoGEA) before applying for admission to Education Program at WWU. Each section of this assessment aligns to General Education Coursework that students must complete. Each area has a cut score that is established by the University for these four areas.

MoGEA SubTest	General Education Course Covering Content
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Writing	ENG 101 and 102
Mathematics	MAT 114 is recommended for better success in EXS 422
Social Science/Science	LGS/PLS 105, HIS 101 or 102, HIS 103 or 104, SCI 130/131 or BIO 105/106, Critical Thinking course
Reading Comprehension	Students take courses in Meaning, Value, and Critical Thinking in order to achieve this goal.

Beginning in 2019/2020, students that have an ACT composite score of 20 or above may opt out of the MoGEA, but will still be required to finish the recommended courses for General Education as described above.

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?

In EXS 314, I focused on part 2 and 3. Students utilized a 6 week immersive experience in which they did a pre/post test design study with 4-5 year old students at the Fulton Preschool. Students, using cognitive information about certain topics in class, used the TGMD-2 assessment to pretest beginning motor development, implemented for the next 4 weeks a scripted perceptual motor development series of activities, and then post tested the students to see if they had growth over that time. The idea was to blend their cognitive understanding with real life/societal issues, as this stems back to the concept of youth training and sport specification. Using this information that they collected, students wrote a mock journal article (minimum of 8 pages) that chronicled their research experiment. In the last portion of this work, students reflected on what they learned and how their perceptions changed.

In PED 352, I focused on part 2 and 3 as well. Students created lesson plan ideas throughout the course using the backward design model that would help them to understand breaking down and assessing standards. After multiple units are created, students then create a Kindergarten and 4th grade lesson plan that they are able to teach students at Bartley Elementary school. After the completion of their Health Fair lessons, students use SeeSaw (an online reflection journal) to video their reflection and discuss how they made an impact on the students during their time at the fair.

Overall, I believe the assignments were very successful. Students loved the experiential learning and the active classroom concepts and it helped them to cement their learning, as evidenced by the end of the course surveys.

Curriculum Map

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

Physical Education Map 2019

	PED 108	PED 113	PED 135	PED 136	PED 137	PED 250	PED 307	PED 308	PED 418
EDU-PHY.12 Understand the relationship between physical activity and the development of responsible personal and social behaviors and traits.						I, R, A	M, A		M, A
EDU-PHY.13 Understand physical education instruction and assessment including how to adapt instruction and assessment for students with diverse learning needs.			I	I	I	R, I, A	M, A		M, A
EDU-PHY.14 Understand ethical, legal, professional, and safety guidelines and practices in physical education.						I, R, A	M, A		M, A
EDU-PHY.3 Understand principles, activities, and techniques for body management, rhythmic movement, and creative expression and dance skills.					I, R	I, R, A	R, A	I, R, A, M	R
EDU-PHY.4 Understand principles, skills, and techniques for individual, dual, and team sports.		R	I, R	I, R		I, R, A	M, A		A, M
EDU-PHY.5 Understand principles, skills, and techniques for outdoor pursuits, recreational activities, and cooperative group games and challenges.	I, R	R				I, R, A	M, A		A, M

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

No changes have been made to the curriculum this year. Unfortunately, Ashley Nehls left the program as we were going to implement at VIA assignment for PED 307. I will work with the new adjunct, Walt Belcher, to create a new one. I have

added a VIA assessment in PED 250 to measure the baseline for the standards prior to their methods courses, so in theory, they would be assessed once every year. Currently, our students are doing very well, averaging higher than the state average for the Missouri Content Assessment (MoCA) and the Missouri Educator Evaluation System (MEES), which is highlighted by the evidence presented in the last section. We currently have a 240.8 MoCA average, with the state average being 234. We are now scoring 6.8 points higher than the group, while our 19.6 ACT score is lower than that of our peer programs. Our students are doing well!

Assessment Findings

Assessment Findings for the Assessment Measure level for Physical Education Map 2019

EDU-PHY.12 Understand the relationship between physical activity and the development of responsible personal and social behaviors and traits.				
PED 250				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion 80% of students will score a 2 or above on the rubric for this area. been met yet? Met	80% of students scored at or above the level 2 mark. The goal for exit will be 80% at or above Level 3.		

EDU-PHY.13 Understand physical education instruction and assessment including how to adapt instruction and assessment for students with diverse learning needs.				
PED 250				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion 80% of students will score a 2 or above on the rubric for this area. been met yet? Met	80% of students scored at or above the level 2 mark. The goal for exit will be 80% at or above Level 3.		

EDU-PHY.14 Understand ethical, legal, professional, and safety guidelines and practices in physical education.				
PED 250				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion 80% of students will score a 2 or above on assigned rubric been met yet? Met	80% of students scored at or above the level 2 mark. The goal for exit will be 80% at or above Level 3.		

EDU-PHY.4 Understand principles, skills, and techniques for individual, dual, and team sports.

PED 250				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion 80% of students will score a 2 or above on the selected rubric. been met yet? Met	80% of students scored at or above the level 2 mark. The goal for exit will be 80% at or above Level 3.		

EDU-PHY.5 Understand principles, skills, and techniques for outdoor pursuits, recreational activities, and cooperative group games and challenges.

PED 250				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion 80% of students will score a 2 or above on selected rubric. been met yet? Met	80% of students scored at or above the level 2 mark. The goal for exit will be 80% at or above Level 3.		

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 assessment process in the PE/Sport Leisure concentration occur at certain checkpoints along the career of the student. PED 250 is the typical beginning of this process for students in terms of methodology and learning how to become a teacher/coach and culminates in either the PED 418 and or PED 307 courses. The main focus is the backward design model to creating lesson plans and then the execution of lesson plans using the correct terminology displayed through the DESE mandated template. A culminating experience in EDU 499 is then had during student teaching. These assessed courses lead to the culminating experience. In EDU 499 this semester, the average Missouri Content Assessment score of the 3 participants this year was 241.66, which is 7 points higher than the state average, with a range between 223 and 266. During student teaching, students scored a 3 in all components as ranked by their Cooperating Teacher and University Supervisor. Overall, the assessment data shows that we are continuing down the correct track in these areas and that no changes are needed at this time.

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?

Physical education and sports leisure students participate in two activities during this time. These are essential to the development of our students as they prepare them for their final exit exams as well as gives the departments an opportunity to look at the progress they are making. During this time, students take a practice Missouri Content exam that is paid for by the department. This data is purely formative and allows for students to see their progress. Dr. Concannon and I will be creating a report this summer that will create a regression model that will help predict outcome scores from practice scores as enough data has been collected over the past 3 years. We hope to make absolutely no changes to this program and I am hopeful that the University will maintain this practice moving forward as it has become a vital assessment tool in our arsenal. For EXS programming, students take a practice exam similar to the one that is done for education students that links mastery of the 5 standards. Data for that report will be published with the Core standards report from Cindy Robb.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Physical_Education_Assessment_Days_2020.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?

Students in Senior Showcase participate in a demonstration of their Action Research that is conducted during their student teaching. This year due to COVID 19, there was a gap in that process as the final projects did not relate as well to previous semesters in the Spring. Dr. Charlotte Miller will discuss the overall data in her report.

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 (selected)

No

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?

In two courses, EXS 314 Motor Learning and EXS 350 Adapted Physical Education, students use their knowledge of their field and love of their sport that they want to work with to link to an outside entity. I use this opportunity for them because they are exposed to preschool students to really see what beginning movement and sports patterns look like and I use the Special Olympics session so that they see what Adapted Sport looks like.

At the beginning of the course, I survey the students to find how many are active in a sport or intend to work in a sports field. This year, 26/26 in the EXS 314 course said yes and in EXS 350, 25/25 said yes. Most students in the field have an attachment to sport in some way. To link their co-curricular love of sport to the academic side, students engage in two community experiences that are unlike any other in the program. In EXS 314, students learn about the development of motor skills and patterns through gross motor development. Since all of them are athletes, students choose beginning movement patterns that they are comfortable with and learn about the beginning motor patterns that allowed them to do it. In essence, they are involved in a metacognitive learning structure that allows them to learn how they learned the movement pattern and analyze their strengths and weaknesses now. As they learn this baseline material, students then use the Test for Gross Motor Development (TGMD-2) to measure the levels of knowledge for the preschool students. Using this baseline information, they are tasked with creating movement games and opportunities that address the weakest areas of their students and monitor their patterns for 3 weeks. Then, they posttest them and create a written lab to show student growth, while also comparing their findings to the national average (see Artifact 1). This artifact is then used in VIA for the end of the year data collection, as this is a culminating activity to show that they know gross motor development and how the brain works to learn the movement patterns, which is the main goal of this course.

In EXS 350, students are involved in learning how disabilities impact movement as well learning about what specific disabilities due to overall health and fitness. To link their interest in sport to this component of academics, groups of 4 students participate in working with a Special Olympics team led by Ken Petterson. Each group has the opportunity to engage with men that have a variety of disabilities and they get to see how teaching and coaching them sport looks. After their 2 hour observation, students research the disabilities that are present and create a presentation for the class about one of the disabilities (See Artifact 2). Students then create a differentiated lesson plan that uses that disability and creates movement opportunities and games specific to dealing with that disability and teaches them to the class. This assignment is then collected for analysis in VIA. Both of these movement opportunities link back to Objective/Goal 3 of the Exercise science program.

Because these students are very used to their own population (college) and their own sports, these two learning opportunities help them in taking their co-curricular love of movement and applying it to an academic discipline as well as helping to serve the community. This opportunity is also very real world applicable and the assignments are project based learning assignments that tie all of these together. It is great to see the students smile when working with these two very different populations and the feedback about these experiences that I have received in end of course surveys and verbally. This work then tied to the presentation that I was accepted for presentation at the Experiential Learning Leadership Institute.

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.

No LEAD events were done this year that were directly related to the program. I would like to increase this to 2 next year. I had one scheduled with a panel of PE professionals, but it was not completed due to COVID 19.

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.

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).

Kailey Morris was named a Major of the Year by MoSHAPE at the state conference this year. Roberto Duro and I have submitted a mentor/mentee project that will be considered for next year on sportsmanship in middle school 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.

Mr. Nick Trammel was named Assistant Athletic Director in New Bloomfield.

Cierra Tatum (Fall Grad) will be teaching at Lange Middle School in Columbia, MO and coaching women's basketball at Battle High School

Adam Grunden (Spring Grad) will be teaching Health at the new Jefferson City High School and will coaching baseball 4 students I have successfully completed their dissertations.

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.

Two publications this year

One of my doctoral students won Dissertation of the Year.

Assessment Rubric

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