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**WILLIAM WOODS  
UNIVERSITY**

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**Psychology Annual Assessment 2020-2021**

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## Annual Assessment 2020-2021

### Psychology BA

#### Program Profile

##### Program Mission Statement

*Please insert your program mission statement here*

The psychology department aims to prepare students to be successful, either in graduate school or in the workplace. We provide students with the foundational knowledge needed for them to be successful in these endeavors. Through our coursework, internships and research experiences, students will learn to how to apply theory to real world situations, how to objectively analyze and interpret data, assess behavior, and communicate effectively.

#### Program Data

##### Delivery Method

Traditional On Campus (selected)

Online

Hybrid

##### Students Majors 2019-2020

##### Student Minors 2019-20

18

16

##### Student Majors 2020-2021

##### Student Minors 2020-2021

27

17

##### Concentrations 2019-2020

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

N/A

##### Concentrations 2020-2021

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

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?*

There is a national trend for students to declare psychology as incoming freshman without a true understanding of the discipline and then they typically change their major within the first two years. Given this information, we feel we have done a good job of retaining majors as well as recruiting new majors in to replace those we have lost. In the coming years we plan to continue to be very active on campus in order to make our presence known to students who do not come in as psychology majors. We also plan to continue to hold a town hall meeting and continue to review our curriculum to ensure that we are meeting the needs of our students and that our students feel as though they have input into the program. The faculty members have also made themselves available to students through open door policies, e-mail and communication with students before and after classes and social media, which strengthens the connections between the students and the faculty members. We will also continue to develop a sense of community and pride amongst our majors through the Psychology Club, Psi Chi and departmental events. The faculty also continue to meet on a regular basis to discuss departmental issue and ensure that we continue to speak with one voice.

### **Optimal Enrollment**

*Considering current human and physical resources, what is the optimal enrollment for the program?*  
40

### **Is the Program Externally Accredited**

Yes  
No (selected)

### **External Accreditation**

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group? Is the program seeking accreditation? If no, why?*

N/A

### **Marketing Materials**

*Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?*

After reviewing the website (attached), we are satisfied with the information on our page. We would recommend that our program be marketed during the recruitment of high school students. It should be emphasized that psychology is a very versatile major that allows students to understand behavior and cognitive processes, which is useful for any career path. The psychology major is also one that pairs well with other majors on campus, especially areas like education, business, interpreting and equestrian.

### **Marketing Material**

Bachelors\_in\_Psychology\_\_Fulton\_\_MO\_\_William\_Woods\_University.htm

## Program Assessment

### Standard/Outcome

Identifier	Description
<b>WWU2016.1</b>	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
<b>WWU2016.2</b>	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
<b>WWU2016.3</b>	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
<b>WWU2016.4</b>	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
<b>PSY 2016.1</b>	Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
<b>PSY 2016.2</b>	Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.
<b>PSY 2016.3</b>	Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
<b>PSY 2016.4</b>	Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.
<b>PSY 2016.5</b>	Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

### Alignment to the University Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

- **Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.**
  - All of our courses cover the main theories and key research in the field. Students are required to engage with recent research in all upper-level classes and they are assessed on the Major Field Test at the end of the program.
- **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.**
  - Students are expected to know the ethical guidelines for psychology as outlined by the APA. They are given multiple opportunities throughout the program to discuss ethical issues in the field and they are expected to specifically address ethical concerns in their SWK 313, PSY 313, PSY 450 and PSY 413 courses.
- **Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.**
  - Psychology is the scientific study of the mind and behavior. Understanding their own behaviors and the influences on them, as well as the behaviors of others, gives students an appreciation for themselves and others and allows them to make decisions accordingly.
- **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.**

- Students are expected to apply their learning to real world problems. They are expected to conduct their own research projects in multiple courses (SWK 313, PSY 313, PSY 413, PSY 324), they are encouraged to do internships and in PSY 225 they develop a plan of study and make a link between course objectives and their career goals.

### **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.*

- **Communication- Students will transmit information effectively in written or spoken form.**

The communication GE requirement serves as the foundation for our entry level students. Written and verbal communication skills are necessary for the practice of psychology. Students enhance written communication skills in each course through reflective writing and research papers. Students also deliver numerous presentations throughout the psychology curriculum. Finally, students need to give a presentation in most upper level classes and at senior achievement days.

- **Mathematics, - Students will solve problems through an analysis of quantitative relationships.**

The GE requirement of math serves as a foundation for our research methods classes, specifically in understanding statistics.

- **Meaning –Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.**

The meaning GE is supported throughout the psychology curriculum where students must be able to analyze and evaluate psychological journal articles.

- **Historical Perspective – Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.**

The History GE is supported throughout the psychology curriculum in that students learn of the history of the study of psychology and its effect on current theories and practices as well as personal psychological issues.

- **Critical Thinking-Students will use the principles of logic to develop analytical and reasoning skills.**

Critical thinking and analytical reasoning is another necessary skill for a psychologist. Critical thinking is expected in each course and is assessed through critical thinking assignments, research papers and the analysis and interpretation of data.

- **Diversity – Students will analyze the traditions and values of a variety of cultures.**

Diversity is especially important for psychology major who need to be aware of cultural and personality differences especially in counseling, but in all other areas as well.

- **Creative and Aesthetic Sensibility –Student will examine the products of human creativity in such endeavors as painting, sculpture, theatre and music.**

Creativity serves a foundation for psychology students to interpret outside, unobtrusive measures to analyze and understand human behavior and personality traits. Drawings are analyzed in several psychology classes.

- **Natural Science-Students will understand the natural world through systematic observation, by analyzing data and by forming, testing and revising hypotheses.**

Biology serves as a foundation for understanding human development and biological processes of illness and mental illness. These concepts are reinforced through the coursework, studying normal childhood development, adolescent development, young adulthood, mid-life and end of life development.

- **Social Science- Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.**

Psychology is a social science that employs the principles of science to explain behavior.

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?*

- **Integrate more interdisciplinary work within the curriculum.**
  - *In PSY 312- Lifespan Development, several of the students enrolled in Spring 2020 were pre-med majors. The coursework in that course was tailored to those students and how it would apply to their work in the medical field. Several of the weekly homework assignments asked the students to apply the theories they were learning in the course to their future careers. In PSY 226 and 221 students are expected to apply the theories they are learning to the field of education. In PSY 226, we had a guest speaker who talked about the negative impacts of sports specialization.*
- **Connect learning to societal problems or issues.**
  - *In PSY 226 OLC students are expected to research a public policy that impacts young children and to assess the policy. In PSY 226 on ground, students were expected to create a resource for children. Students were assigned an age range and an area of development and they need to develop a product. In PSY 411 and PSY 412, students discuss mental health issues and effective treatment methods. In PSY 310, students discuss stereotypes, prejudice, and discrimination. In SWK 313, PSY 313 and PSY 413 students conducted their own research on a societal problem. In PSY 412 students discussed how cultural norms and prejudices impact counseling practices. In general, we felt these projects were successful.*
- **Examine the strengths and weaknesses of their (students) own views on a topic or issue.**
  - *We do not currently do not do this in our curriculum.*

## Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

### Psychology Objective Matrix

	MAT 114	PSY 101	PSY 102	PSY 225	PSY 226	PSY 310	PSY 312	PSY 313	PSY 324	PSY 411	PSY 413	PSY 450
<b>PSY 2016.1</b> Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.		I	I		R	R	R		R	R		M, A
<b>PSY 2016.2</b> Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.	I	I						R, A	R	R	M, A	M
<b>PSY 2016.3</b> Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.		I			I	R, A	I			R		M
<b>PSY 2016.4</b> Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.				I		R		R	R		M, A	M, A
<b>PSY 2016.5</b> Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.				I					R		M	

	SWK 313	Student Performance Review	Senior Showcase	Comprehensive Exam
<b>PSY 2016.1</b> Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.		A	A	A
<b>PSY 2016.2</b> Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.	R	A	A	A
<b>PSY 2016.3</b> Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.	R		A	
<b>PSY 2016.4</b> Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.	R		A	
<b>PSY 2016.5</b> Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.			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?

After reviewing our five-year review at the end of 2019, we decided to make several adjustments to our assessment. We decided to remove all of the assessments from the General Psychology courses. We had initially included assessments in those courses so we could establish a baseline measure for our students. However, we have learned that the majority of the psychology majors are transferring those courses in, and because so many students take those courses as general education credits, they are not accurate measures of our majors. We also added assessment of several objectives to PSY 413, since that is a capstone research class, where students demonstrate their ability to conduct their own research.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Psychology Objective Matrix

PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.														
Assessment Measures														
<b>PSY 450</b>														
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<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	Has the criterion 80% of freshman above 30% 80% of sophomores above 40% 80% of juniors above 50% 80% of seniors above 60% been met yet? Not met	We met the benchmark for Freshmen, Sophomores and Juniors. Our Seniors did not meet the Benchmark. It is possible that the virtual nature of the exam caused the lower scores. It is also possible that our benchmark for our Seniors should be lowered for the coming year.	2020_2021_Psych_Test_Scores.xlsx	

PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.				
<b>PSY 313</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion All students at or above the proficient level. been met yet? Met			
<b>PSY 413</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion All students at or above the proficient level. been met yet? Met		Abeyta.docx	
<b>Comprehensive Exam</b>				

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<b>Senior Showcase</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.				
Assessment Measures				
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### 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.*

Due to COVID-19 protocols in the Spring 2020 and Spring 2021 semesters, we were not able to conduct our typical assessments. We typically assess students on the MFT at the end of the spring semester, but we were unable to do that in the Spring of 2020 because students were sent off campus in March. Because we look at this data as a two year rolling cohort, due to low numbers, missing a year worth of data makes things complicated. In addition, in the Spring of 2021, we were asked to pair back our assessment day activities, so while all of our on campus students still took the psychological exam and our seniors took the MFT, we were not able to do the performance task or the town hall meeting, so we are missing data from both of those activities. Now that our online program is growing, we need to better at collecting data

from our online students and including them in performance day activities. We also had students participate in Senior Showcase, which was able to give us good data on our seniors right before they graduated.

Because we thought VIA was going to be discontinued on campus, student assignments were not uploaded to VIA for the 2020-2021 academic year, so we did not do as good of a job with gathering evidence as we have in the past. However, because WWU renewed the contract with VIA for the next three years, we will be sure to utilize it better moving forward.

## 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?*

Because of COVID-19 protocols, we were asked to pair back our student performance day activities. On the first student performance day, all on campus majors took the psychology general knowledge exam. On the second day, all seniors took the Major Field Test. Our data indicated that our underclassmen met our benchmarks, but our seniors did not. This could be a cohort effect, or it could be due to holes in the curriculum. Because we do not have data from the 2019-2020 academic year, our sample size is too small for us to make inferences.

### 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?*

All of our graduating seniors presented during the senior showcase. This allowed the faculty to determine whether the students had met all of the program objectives before graduation. This also allowed the students an opportunity to reflect on their academic careers. Through this experience, we learned that we need to be more explicit about building teamwork into our coursework and that we need to make sure that students have an opportunity to demonstrate self-efficacy.

### 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?*

N/A

### **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.*

Due to COVID-19 restrictions, the program did not do any LEAD events in the 2020-2021 academic year. We plan to be more active with this program in the 2021-2022 academic year.

### **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.*

Hanna Knipp, Taylor Bell, Catherine Ivey and Ally Konarzeski were inducted into Psi Chi, the international honor society for psychology.

Taylor Bell was inducted into Alpha Chi, the international academic honor society.

### **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.*

Allie Tate was accepted to Central Methodist's Clinical Counseling Master's degree program.

Halie (Hamilton) Brooks will begin an APA-accredited internship at Compass Health Network in order to complete her coursework for her PhD.

Rachel Meyer start a new job as a clinical therapist at Hoyleton Yourh and Family Services.

Sarah (Wehmeyer) Stevens is now the counselor at Westminister College.

Julia Needhamer started a new job as a human capital consultant at Deloitte.

Jenny (Morris) Jones became a Prosci Certified Change Practitioner.

Katy Zuroweste was named to the Dean's list in the Masters of Counseling program and Stephen's.

Kayla Hampton graduated with her Master's degree in Counseling from Stephen's.

Amanda Michalson is obtained a job as a school counselor.

### **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.*

The faculty learned new technology and were able to manage having students in the classroom and virtual at the same time. We managed students on Zoom, in and out of quarantine and socially distanced in the classroom. The faculty were able to maintain a high level of rigor and engagement, as evidenced by end of course evaluations, in the midst of a very difficult year.



## Assessment Rubric

	3.000 <b>Exceeds</b>	2.000 <b>Meets</b>	1.000 <b>Falls Below Expectations</b>	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	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				