



WILLIAM WOODS
UNIVERSITY

EDD Annual Assessment 2021-2022

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Graduate Annual Assessment 2021-2022

Education Doctorate: Educational Leadership

Program Profile

Program Mission

The purpose of the program is to prepare students to be an educational leader. Students generate and apply research and theory in organizational and leadership development and communicate ideas through writing and speaking with other professionals in the field. As a result of this program of study, students may assume a position in the state department of education, or as a teacher educator, curriculum director, principal or superintendent. Students may choose to remain in the classroom, serving as a leader and mentor for your colleagues. Through the connections students form in this program, and increased degree status, students join many graduates as they consistently rise to higher level leadership positions within school districts and at the collegiate level.

Students are presented the following information:

The field of education is facing increasingly complex challenges. It has never been more critical that these challenges be met by new research and new ideas, developed by a new generation of leaders. The William Woods University Doctorate in Educational Leadership is designed to provide you with the tools you need to become one of these people.

The Doctorate in Educational Leadership will provide you with advanced professional training and develop your abilities in the scholarly study of the issues that challenge education. You will study curricular and instructional issues and develop leadership and organizational skills that you can apply within your own educational setting. The doctorate program will also reinforce the research skills you need to reach a leadership position in the field.

One of things that makes this program a William Woods signature course is that training is only part of the program. It is also designed to challenge and motivate you to go out and find the solutions that education needs.

At William Woods, you'll be participating in an Education graduate program known for its excellence and for providing a significant number of the leaders in Missouri's state school system. As one of our students, you will have the opportunity to learn from active practitioners in the field and make the connections you need for leadership and career growth.

This Education doctorate degree is designed to fit the schedules of working pk-12 and collegiate teachers, staff and administrators, and can be completed in two years or less through evening courses taught in convenient locations around the state. You can expect rigorous coursework with real-world relevance, designed and taught by professionals who have proven their expertise. We structure the schedule so as to keep students together, allowing you to develop lasting relationships with peers focused on similar career goals. And, to make this an investment you can count on, your tuition will not go up as long as you stay continuously enrolled.

The program's mission is: To develop educational leaders for tomorrow.

Program Objectives

Objective 1: The systematic acquisition and interpretation of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.

Objective 2: In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.

Objective 3: Sharing and questioning personal practical knowledge.

Objective 4: Integrating accumulated professional knowledge and scholarly inquiry.

Objective 5: Developing a deep understanding of applicable research methods and advanced academic inquiry.

Objective 6: Conceptualizing, designing and implementing a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.

Program Data

	Total Enrollment	Total Graduated
2020-2021	266	67
2021-2022	216	61

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Program_Assessment_Data_Graduate_19_20.xlsx

Program_Assessment_Data_Graduate18_19_6_.xlsx

Copy_of_Final__Program_Assessment_Data_Graduate__4_.xlsx

Reflection on Demographic Data

Program goals for student retention, persistence and degree completion are? 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 enrollment for the EdD had declined this past school year. We are continuing to see some students "time out" of their dissertation. This will likely continue for the upcoming year and then diminish as students who were in 781 from fall semester forward had access to a revamped 781 class. Students are given the opportunity to appeal their timeline by contacting Dr. Tom Frankman. Students that have completed their dissertation proposal have a fairly good chance of obtaining a sixth year to complete their dissertation. This past year the five-year completion rate for the dissertation was 64.8%. This was below expectations. The students who did not have 781 as an actual class with the option of attendance have taken this average down. We hope with increased efforts by providing dissertation support during EDU 781, the five-year completion rate will increase. The EDU 781 course was redesigned from a basic shell course to provide more support for students. In this vein, students are provided opportunities for face-to-face instruction or hybrid instruction using recorded webinars.

Program Delivery

Cohort

Online

Hybrid

Cohort and Online (selected)

External Accreditation

Does the program hold external accreditation?

Yes

No (selected)

If yes, state the name of the organization.

Along with the name of the organization, please note the date of approval, and the date of review.

No, the EdD is not approved by an external accrediting agency other than the Higher Learning Commission.

Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

https://www.williamwoods.edu/academics/graduate/education_graduate/doctorate_in_educational_leadership.html

https://www.williamwoods.edu/academics/online/graduate/doctorate_in_educational_leadership.html

The decision was recently made to move the program completely online with an optional for student's two-hour class meeting. The online option would seem like a great avenue to increase enrollment, but at the same time managing the program becomes a bit more cumbersome. The marketing materials will need to be revamped along with the internal websites. Realizing that many resources have been invested in the online version of the EdD, one would expect a heavy marketing and admissions campaign. Limited marketing materials have been provided to the academic unit. The websites that are provided on the internal website appear accurate.

Marketing Attachments

Faculty Teaching

Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.

Full-time faculty

Dr. Kristee Lorenz - 5 courses a year; 7 dissertations per year

Dr. Tom Frankman - 3 courses a year; administrative duties as chair of dissertations

Dr. John Long - 3 courses a year; 5 dissertations per year, administrative duties as chair of the doctoral program

Dr. Frank Giuseffi- 3 courses a year; 7 dissertations a year, administrative duties as program director of online doctoral program

Part-time Faculty

Dr. Lisa Nieuwenhuizen - 2 courses a year, 7 dissertations a year. Has not taught in the EdD program this year.

Adjuncts:

A list of education adjuncts has been uploaded and their respective credentials are provided.

Faculty Load Attachment

If you want to attach the load document you can do that here.

Adjunct_faculty__2_.csv

Program Objectives

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.
WWU2021.2	Inclusion: Provide and maintain a welcoming campus community to all stakeholders. Represent the university by exhibiting values and behaviors that address self-respect and respect for others and enable success and participation in the larger society.
WWU2021.3	Creativity: Foster open-mindedness, a rigorous exchange of ideas, and experimentation by providing a supportive and engaging campus environment.
WWU2021.4	Intellectual Inquiry: Cultivate a desire for continued learning and curiosity both within and beyond formal education.

Additional Standards/Outcomes

Identifier	Description
EDD.1	Student will examine and interpret of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.
EDD.2	Student will complete In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.
EDD.3	Student will share and question personal practical knowledge.
EDD.4	Student will integrate accumulated professional knowledge and scholarly inquiry.
EDD.5	Student will develop a deep understanding of applicable research methods and advanced academic inquiry.
EDD.6	Student will conceptualize, design and implement a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.

Alignment with Institutional 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.

University Objective #1 Major Field Competence is carried out in the EdD program in program objectives 1, 2, & 5. This is carried out through the constructions of papers in each of the individual classes, but especially in the construction and defense of the dissertation. These papers demonstrate student command of the information presented in the doctoral coursework. In addition to these papers, all students must successfully complete a comprehensive exam (COMPS). The COMPS test, in essay format, evaluates student's understanding of the major concepts from the four nonresearch classes.

University Objective #2 Ethics is carried out in the EdD program in program objectives 4, 5, & 6. The construction of a research project that results in a dissertation contains multiple ethical checkpoints. This begins with required CITI training. Completing this training ensures that all students in the program have completed federally required training that is verified through a mandatory series of tests that students must pass. Then in addition to the acceptance of the dissertation committee of the student's proposed plan, the plan is also reviewed by the Institutional Review Board (IRB). The primary function of the IRB is to ensure participant safety and ethical conduct by the researcher before, during, and after the study.

University Objective #3 Self Liberation is carried out in the EdD program in program objectives 1 & 3. Throughout the coursework the students are continually asked to gather, assess, and apply new information. This research-based information can be applied to the current work situation as well s be the springboard for personal growth. This process culminates in the dissertation. As a result of this major research project students become an expert in a topic that will typically become embedded in the remainder of their professional career. Sometimes the results of this research are not expected by the student and cause them to change their perceptions and beliefs. In these cases, the results confirm and strengthen the views that the student brought to the research but are now based in concrete evidence.

University Objective #4 Lifelong Education is carried out in the EdD program in program objectives 1, 4, & 6. The research projects that students complete during the EdD program, especially the completion of the dissertation, lead to lifelong learning. Students conduct data collection and analysis through several possible formats. The process of selecting the appropriate format for data collection and analysis requires the student to examine, discard, and ultimately select from a range of options. These options, even the ones not selected, provide the student with knowledge of available tools they can choose to use for future data gathering and analysis in the career. In addition, this knowledge can influence how they consider data, discussions of data, evaluations of data, as well as a larger appreciation for how information is presented and accepted. This is possibly the most important lesson they will learn in the program.

Curriculum Map

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

Educational Leadership EdD

	EDU 710	EDU 720	EDU 730	EDU 740	EDU 750	EDU 760	EDU 780	EDU 781	EDU 790	Comp Exam
EDD.1 Student will examine and interpret of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.	A, M		R	R	R		R			A, M
EDD.2 Student will complete In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.			R	R	R	R	A, M	R	A, M	
EDD.3 Student will share and question personal practical knowledge.	R		A, M		R	A, M				
EDD.4 Student will integrate accumulated professional knowledge and scholarly inquiry.						A, M	R			A, M
EDD.5 Student will develop a deep understanding of applicable research methods and advanced academic inquiry.		A, M		A, M			R	R		
EDD.6 Student will conceptualize, design and implement a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.		R		R			I	R	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 changes should have on student learning?

In addition to the current cohort based EdD program, the University has added an online version in the spring of 2019. There were recent curricular changes for transitioning all the EdD coursework into an 8-week online format. Additionally, curricular changes in that EDU 781 are offered as a hybrid modality course, instead of a shell, to support students' progress in their EdD program.

There were no specific changes to the curriculum map for this prior academic year.

Assessment Findings

Assessment Findings for the Assessment Measure level for Educational Leadership EdD

Standard/Outcome
 EDD.1 Student will examine and interpret of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.

Assessment Measures

EDU 710				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion School Leadership paper and Presentation: 90% of students will obtain an 80% or above on the paper and presentation. Been met yet? Met	Met 94% exemplary, 4% proficient, 2 % unscored. ALL Data PDFs for 710, 720, 730, 740, 760, 780, 790, and the comprehensive exams located here	EdD_21_22_Rubric_Reports_05_09_2022_140436.zip Unified_Rubric_Report_05_10_2022_for_all_but_780.pdf COMPS_Results_21_22_for_VIA.docx	

Comprehensive Exam				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Leadership Component on the Comprehensive Exams: apply leadership style. 90% of students will score an 80% or above on the component. Been met yet? Not met	36 out of 47 or 77% scored at least 80%. This is down from previous years. The students who took classes in an online only environment were more likely to score lower.		- Curriculum Revision: The students who operated in an exclusive online environment were more likely to score lower on the exam. As that is the modality moving forward for ALL students the department will need to re-examine the curriculum and see if additional changes or support is needed or this will continue to be unmet.

Standard/Outcome
 EDD.2 Student will complete In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.

Assessment Measures

EDU 780				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Draft Proposal Presentation: 90% of students will receive a minimum of 80% or above on the paper been met yet? Met	Met. 94% exemplary, 4 % proficient, 2% unscored		

EDU 790				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Dissertation: 80% of the students will successfully complete their dissertation within the five-year allotted timeframe. Been met yet? Not met	Only 131 out of 202 students have completed their dissertations within the five-year window.		- : Students who were in EDU781 when it was a class that did not meet continue to bring this percentage down. Although additional supports have been offered, the students have not responded to the opportunities such as attending the 781 class, the dissertation help desk, and the dissertation workshops.

Standard/Outcome
 EDD.3 Student will share and question personal practical knowledge.

Assessment Measures

EDU 730				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Effective Schools Project: 90% of the students will receive a minimum of 80 % on the paper and presentation. Been met yet? Met	Met. 91% exemplary, 6 % proficient, 3% unscored.		

EDU 760				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Strategic Planning Project: 90% of the students will receive a minimum of 80% on the paper and presentation. Been met yet? Met	Met. 94% exemplary, 4 % proficient, 2% unscored.		

Standard/Outcome

EDD.4 Student will integrate accumulated professional knowledge and scholarly inquiry.

Assessment Measures

EDU 760				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Program Evaluation Project: 90% of the students will receive a minimum of 80% on the paper and presentation. Been met yet? Met	Met. 94% exemplary, 4% proficient, 2% unscored		

Comprehensive Exam				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Integrating the Four Organizational Frames: 90% of the students will receive a minimum of 80% on this section of the comprehensive exams. Been met yet? Not met	24 out of 47 met the criteria or 72%. The students in a totally online modality were more likely to score lower.		- Curriculum Revision: The students who operated in an exclusive online environment were more likely to score lower on the exam. As that is the modality moving forward for ALL students the department will need to re-examine the curriculum and see if additional changes or support is needed or this will continue to be unmet.

Standard/Outcome

EDD.5 Student will develop a deep understanding of applicable research methods and advanced academic inquiry.

Assessment Measures

EDU 720				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Final Data Set Analysis: 90% of students will receive a minimum of 80% on the weekly sets. Been met yet? Met	Met. 94% exemplary, 4% proficient, 2% unscored.		

EDU 740				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Qualitative Research Project: 90% of students will receive a minimum of 80 % on the paper. Been met yet? Met	Met. 94% exemplary, 4 % Proficient, 2% unscored.		

Standard/Outcome
 EDD.6 Student will conceptualize, design and implement a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.

Assessment Measures

EDU 790				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Dissertation: 80% of the students will successfully complete their dissertation within the five-year allotted timeframe. Been met yet? Not met	Not Met. 131 out of 202 students successfully defended their dissertation within the five years allotted.		- Curriculum Revision: The EdD program has added a dissertation help desk on two nights a week. We have also worked at making the two dissertation workshops more effective and responsive to student requests for content. The workshops will be held three times annually to add a workshop in the summer - Request Additional Support: The EdD faculty has continued to operate without one full time faculty member and two half time faculty members lost at the end of the 20-21 school year. This has precluded any substantive revisions to our curriculum and testing. Our completion percentage will not likely improve in the absence of this help.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	EDD.2 Student will complete In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.	
Legend	A	
Course/Event	EDU 790	
Assessment Measure	Direct - Research Paper	
Assessment Findings	Not met	
Improvement Narrative	Improvement Type	Summary
		Students who were in EDU781 when it was a class that did not meet continue to bring this percentage down. Although additional supports have been offered, the students have not responded to the opportunities such as attending the 781 class, the dissertation help desk, and the dissertation workshops.

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Standard/Outcome	EDD.6 Student will conceptualize, design and implement a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.	
Legend	A	
Course/Event	EDU 790	
Assessment Measure	Direct - Research Paper	
Assessment Findings	Not met	
Improvement Narrative	Improvement Type	Summary
	Curriculum Revision	The EdD program has added a dissertation help desk on two nights a week. We have also worked at making the two dissertation workshops more effective and responsive to student requests for content. The workshops will be held three times annually to add a workshop in the summer
	Request Additional Support	The EdD faculty has continued to operate without one full time faculty member and two half time faculty members lost at the end of the 20-21 school year. This has precluded any substantive revisions to our curriculum and testing. Our completion percentage will not likely improve in the absence of this help.

Standard/Outcome	EDD.1 Student will examine and interpret of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.	
Legend	A	
Course/Event	Comprehensive Exam	
Assessment Measure	Direct - Final Exam	
Assessment Findings	Not met	
Improvement Narrative	Improvement Type	Summary
	Curriculum Revision	The students who operated in an exclusive online environment were more likely to score lower on the exam. As that is the modality moving forward for ALL students the department will need to re-examine the curriculum and see if additional changes or support is needed or this will continue to be unmet.

Standard/Outcome	EDD.4 Student will integrate accumulated professional knowledge and scholarly inquiry.	
Legend	A	
Course/Event	Comprehensive Exam	

Assessment Measure	Direct - Final Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Curriculum Revision	The students who operated in an exclusive online environment were more likely to score lower on the exam. As that is the modality moving forward for ALL students the department will need to re-examine the curriculum and see if additional changes or support is needed or this will continue to be unmet.

Assessment List

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide 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.

Program Activities

Student Accomplishments

Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.

Adam Eckard's dissertation was selected as the Dissertation of the year for the university. In addition, it was recognized at the student honors ceremony at the end of the year. Coincidentally, Adam was the first fully online student to complete the doctoral program at WWU.

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

Drs. Giuseffi and Long both presented at the Spring 22 Critical Questions in Education Conference in Charleston SC. Dr. Giuseffi's presentation was entitled XYZ. Dr. Long's presentation was entitled XYZ. Dr. Lorenz Presented on ***Goliath is Here...The Charter School Movement in Missouri*** delivered at the Missouri School Board Association and Missouri Association of School Administrators Conference, Kansas City, Missouri, November 6, 2021. She also presented on ***Why All Schools Should Care About Charter School Expansion*** delivered at the Missouri School Board Association Legislative Forum, Jefferson City, Missouri, March 7, 2022. Dr. Giuseffi presented on Paradoxical Learning: The Benefits of the Socratic Elenchus in Educational Contexts delivered at the Society of Philosophy and History of Education, St. Louis, MO, October 1, 2021. He also was the Chief Editor for a book entitled Enhancing Teaching and Learning with Socratic Educational Strategies published in February of 2022. IGI Global, Hershey, PA. In addition, he had a Published chapter, Exploring Maieutic Instruction: Past and Present Considerations in Enhancing Teaching and Learning with Socratic Educational Strategies published in February of 2022. IGI Global, Hershey, PA.

Alumni Accomplishments

Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates

Many of our doctoral graduates accepted new positions across the state as superintendents, assistant superintendents, central office administrators, and building level leaders. William Woods continues to place more graduates in leadership positions than any other Missouri University.

Professional Development Opportunities

- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.

Drs. Giuseffi and Long attended multiple sessions at the Critical Questions in Education spring conference. Drs. Giuseffi and Long attended the mental health training focusing on suicide prevention. Dr. Lorenz had previously attended this training. Drs Giuseffi and Long attended MEES training to allow them to serve as University supervisors for student teacher for the 2021-2022 school year. All full-time doctoral faculty presented and attended sessions for both dissertation workshops this school year. Dr. Lorenz attended the MPEA conference in the fall on equity and diversity. All full-time faculty did a book study on Small teaching online by Darby and Lange (2019).

Professional Development

Upload any documentation supporting the professional development offered.

Giuseffi_presentation.docx

JLong_presentation_and_panel_CQIE_Conference.pdf

Appendix

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
<p>Mission Statement Clearly Articulated weight: 1.000</p> <p>✓ 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>✓ The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p>✓ The mission statement is minimal at best.</p>	<p>✓ N/A</p>	
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			
<p>Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000</p> <p>✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion 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>✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.</p>	<p>✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.</p>	<p>✓ N/A</p>	
<p>Comment:</p>	<p>Ideas or plans for retention and marketing for new students would be beneficial here. is the program going to be synchronous moving forward?</p>			
<p>Marketing Materials weight: 1.000</p> <p>✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.</p>	<p>✓ The program discussed the general marketing strategy for the program.</p>	<p>✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.</p>	<p>✓ N/A</p>	
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			
<p>Alignment to University Objectives weight: 1.000</p> <p>✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.</p>	<p>✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.</p>	<p>✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.</p>	<p>✓ N/A</p>	
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			

<p>Curriculum Map alignment and changes weight: 1.000</p>	<p>✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..</p>	<p>✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.</p>	<p>✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			
<p>Assessment Map weight: 1.000</p>	<p>✓ 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>✓ 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>✓ 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>✓ N/A</p>
<p>Comment:</p>	<p>Short description of assessment changes is provided with the curriculum map. Minimal discussion as to why the change was made.</p>			
<p>Data Driven Decision-making is explained weight: 1.000</p>	<p>✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.</p>	<p>✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.</p>	<p>✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			
<p>Documentation provided on assessment findings weight: 1.000</p>	<p>✓ 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.</p>	<p>✓ The program uploads all rubric and support information to support the claims in assessment findings.</p>	<p>✓ The program did not upload the data to support assessment claims in the assessment findings.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>All documentation is uploaded into Via and pulled to cover all needed sections in the program.</p>			
<p>Analysis of Assessment weight: 1.000</p>	<p>✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</p>	<p>✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.</p>	<p>✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>The findings are complete, but there is no discussion to the data provided.</p>			
<p>Improvement narratives are selected with intentionality weight: 1.000</p>	<p>✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</p>	<p>✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</p>	<p>✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>All objectives were met so no improvement narratives were used.</p>			
<p>Faculty, alumni, and Student accomplishments weight: 1.000</p>	<p>✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</p>	<p>✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.</p>	<p>✓ The program provided little to no data on students, alumni, faculty accomplishments.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			