



Accounting Annual Assessment 2018-2019

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Annual Assessment 18-19

Accounting

Program Profile

Program Mission Statement

Please insert your program mission statement here

The mission of the Business Program of William Woods University is to provide a quality, learning environment that empowers students to succeed in their professional endeavors and/or to continue their education.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2017-18

20

Student Majors 2018-19

16

Student Minors 2017-18

5

Student Minors 2018-19

6

Concentrations 2017-18

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

The BS in Accounting does not include concentrations.

Concentrations 2018-19

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

The BS in Accounting does not include concentrations.

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?

Students who believe they would like to obtain a degree in accounting when they enter as freshmen are able to begin the process of determining whether accounting is the correct field by enrolling in ACC 240 and ACC 241. These are introductory accounting courses and there is a notable difference in the grades and the level of enjoyment and aptitude between students who should become accountants and those who should not. By the end of ACC 241 a few students are eliminated from progressing as accounting majors.

There is also a second point of elimination, after Intermediate Accounting I. This class takes the student from bookkeeping to accounting and if that journey is one that reveals a lack of enjoyment or aptitude then students will change their major at this point. If they continue after Intermediate Accounting I, they will most likely graduate with an accounting degree. Of note, students who do major in accounting have had a retention rate of 100% compared to the University rate of 83.1%. The program graduation rate is 75% compared to the university average of 54.1%.

Students majoring in accounting persist to graduation. The program will have a new full-time faculty member beginning in the fall of 2019 and this should positively influence enrollment numbers and persistence rates for accounting majors.

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?

The Accounting program at WWU is accredited by the ACBSP. The last quality assurance report was submitted to ACBSP in 2017. The next quality assurance report will be submitted to ACBSP in 2019.

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?

The current marketing materials are adequate for this program however, with changes in faculty some materials will need to be updated.

Marketing Material

ACC.docx

Program Assessment

Standard/Outcome

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

Additional Standards/Outcomes

Identifier	Description
ACBSP-2009.1	Leadership: Administrators (chief academic officers, deans, department chairs) and faculty must personally lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. The values and expectations must be integrated into the business school???s or program???s leadership system? and the business school or program must continuously learn, improve, and address its societal responsibilities and community involvement.
ACBSP-2009.4	Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution???s academic programs. Each business school or program is responsible for developing its own outcomes assessment program.
ACBSP-2009.4.2	Selection and Use of Information Results The business school or program should report and explain the improvements it has made to its programs based on information obtained from its benchmarking and outcomes assessment programs.
ACBSP-2009.4.2.a	What are your current levels and trends (three to five years) in key measures and/or indicators? (illustrated by graphs, tables, or figures)
ACBSP-2009.4.2.b	What are your benchmark or comparison institution???s current levels and trends (three to five years) in key measures and/or indicators? (illustrated by graphs, tables, or figures)
ACBSP-2009.4.3	Selection and Use of Comparative Information Data Describe the business school or program's selection, management, and use of benchmarking (comparing to best practices) or comparison (comparing with similar business schools or programs) information and data to improve overall performance.
ACBSP-2009.4.3.a	How do you determine what information and data is important to compare?
ACBSP-2009.4.3.b	What criteria do you use in seeking comparative information and data from within the academic community?
ACBSP-2009.4.3.c	What criteria do you use in seeking comparative information and data from outside the academic community?
ACBSP-2009.4.3.d	Have you used comparative information and data to set targets and/or to encourage performance improvements?
ACBSP-2009.4.3.e	How do you evaluate and improve the deployment of comparative information and data?
ACBSP-2009.4.3.f	How do you evaluate and improve the effectiveness of comparative information and data?
ACBSP-2009.4.4	>4.1 Selection and Use of Information and Data
ACBSP-2009.4.4.a	How do you evaluate your student learning and performance processes?

ACBSP-2009.4.4.b	How do you use the results of that evaluation to make changes or modifications to your student learning and performance processes?
ACBSP-2009.4.a	Do you have an outcomes assessment program? If you answered ???yes??? to question a, briefly describe.
ACBSP-2009.4.b	How are ???student learning outcomes??? appropriate to the rigor and breadth of the degree established?
ACBSP-2009.4.c	Does the program design involve the demonstration of such skills as analysis, comprehension, communication, and effective research?
ACBSP-2009.4.CRIT	CRITERIA Use the following to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Attempt to answer all criteria. Justify or explain a plan to address criteria not currently being addressed. ACBSP believes that the learning outcomes of the education process are of paramount importance. Student learning outcomes cover a wide range of skills, knowledge, and attitudes that can be influenced by the educational experience. Therefore, when implementing a student learning outcomes assessment program, careful consideration must be given to the learning outcomes that are most important to the missions of the institution and business school or program. Accordingly, a business school or program must have established a learning outcomes assessment program to indicate the effectiveness of the process, as well as new directions it might take. The diversity of educational institutions, coupled with other characteristics unique to a given college or university, suggests that learning outcomes assessments may be conducted differently at each school. While the emphases may vary, the learning outcomes assessment plan implemented must approximate the learning outcomes assessment standard herein described.
ACBSP-2009.4.d	What internal learning outcomes assessment information and data do you gather and analyze?
ACBSP-2009.4.e	What external learning outcomes assessment information and data do you gather and analyze?
ACBSP-2009.4.f	Do you make needed information and data accessible to faculty, staff, and students?
ACBSP-2009.4.g	Do you have a process to keep your information and data availability mechanisms current with education service needs?
ACBSP-2009.4.h	Do you assess learning outcomes throughout the student???s career, not just as an end process?
ACBSP-2009.4.i	How does evaluated student performance compare to intended learning outcomes?
ACBSP-2009.4.j	Do you have measures/indicators for tracking your business school or program???s overall performance?
ACC.1	Demonstrate a solid basis of knowledge of the law, ethics and economics.
ACC.2	Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.
ACC.3	Demonstrate proficiency in the application of spreadsheet and other accounting software.
ACC.4	Evaluate issues relating to the basic concepts of payroll, taxation, and auditing.
ACC.5	Evaluate issues relating to the advanced concepts of financial aid and managerial accounting.
ACC.6	Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.
ACC.7	Determine appropriate career paths based on actual experience obtained in a professional business environment.

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.

General Education -Secondary Objectives

General Education -Secondary Objectives	Course that address each Secondary Objective
1. Communication	ACC 403
2. Critical Thinking	ACC 441
3. Meaning	ACC 312, 322, 430
4. Creative and Esthetic	None
5. History	ACC 441, BUS 335
6. Math	All ACC courses, BUS 415, MIS 125
7. Natural Science	None
8. Diversity	BUS 335
9. Social Science	ECN 251, 252
10. Value	BUS 214

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

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

Accounting Curriculum Map(Imported)(Imported)

	ACC 240	ACC 241	ACC 312	ACC 319	ACC 322	ACC 343	ACC 403	ACC 412
ACC.1 Demonstrate a solid basis of knowledge of the law, ethics and economics.								
ACC.2 Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.	I	R	R	R	M			
ACC.3 Demonstrate proficiency in the application of spreadsheet and other accounting software.			I		R			M
ACC.4 Evaluate issues relating to the basic concepts of payroll, taxation, and auditing.		I	R	R, M, A				
ACC.5 Evaluate issues relating to the advanced concepts of financial aid and managerial accounting.			I		M	R		
ACC.6 Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.	I	R	R		R			
ACC.7 Determine appropriate career paths based on actual experience obtained in a professional business environment.						M, A		

ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution???s academic programs. Each business school or program is responsible for developing its own outcomes assessment program.	I	R	R	R	R	R	R	R
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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?

N/A

Assessment Findings

Assessment Findings for the Assessment Measure level for Accounting Curriculum Map(Imported)(Imported)

ACC.1 Demonstrate a solid basis of knowledge of the law, ethics and economics.				
Assessment Measures				
ACC 441				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 80% of students will master this objective. been met yet? Not met	This course is taught during even years. No students completed this course during the evaluation period.		
Indirect - External Evaluation	Has the criterion 80% of students will perform at or above the national average on the Peregrine Academic Services assessment exam. been met yet? Not met	This course is taught during even years. No students completed this course during the evaluation period.		

ACC.2 Apply quantitative and qualitative skills to accounting and business problems, transferring knowledge from one situation to another.				
Assessment Measures				
ACC 430				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Journal Entry	Has the criterion 80% of students will master this objective through	One student completed this course during the fall semester and six students		

	demonstration of financial analysis and accounting journal entries. been met yet? Met	completed this course during the spring semester. All students passed the course.		
Indirect - External Evaluation	Has the criterion 80% of students will perform at or above the national average on the Peregrine Academic Services assessment exam. been met yet? Met	One student completed this course during the fall semester and six students completed this course during the spring semester. All students passed the course.		

ACC.3 Demonstrate proficiency in the application of spreadsheet and other accounting software.				
Assessment Measures				
ACC 430				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion 80% of students will perform at or above the national average on the CapSim CompXM exam. been met yet? Not met	Data for this criteria was not available at the time of this report.		
Indirect - External Evaluation	Has the criterion 80% of students will perform at or above the national average on the Peregrine Academic Services assessment exam. been met yet? Met	All student met this criteria.	Peregrine_Results_1819_ACC.xlsx	

ACC.4 Evaluate issues relating to the basic concepts of payroll, taxation, and auditing.				
Assessment Measures				
ACC 319				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 80% of students will master this objective. been met yet? Not met	Per the course rotation schedule, this course was not offered during this reporting period.		

Indirect - External Evaluation	Has the criterion 80% of students will perform at or above the national average on the Peregrine Academic Services assessment exam. been met yet? Not met	Per the course rotation schedule, this course was not offered during this reporting period.		
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ACC 441				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 80% of students will master this objective. been met yet? Not met	This course is taught during even years. No students completed this course during the evaluation period.		
Indirect - External Evaluation	Has the criterion 80% of students will perform at or above the national average on the Peregrine Academic Services assessment exam. been met yet? Not met	This course is taught during even years. No students completed this course during the evaluation period.		

ACC 321				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 80% of students will master this objective. been met yet? Not met	Per the course rotation schedule, this course was not offered during this reporting period.		
Indirect - External Evaluation	Has the criterion 80% of students will perform at or above the national average on the Peregrine Academic Services assessment exam. been met yet? Not met	Per the course rotation schedule, this course was not offered during this reporting period.		

ACC.5 Evaluate issues relating to the advanced concepts of financial aid and managerial accounting.				
Assessment Measures				
ACC 430				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Journal Entry	Has the criterion 80% of students will demonstrate mastery of this objective through accurate completion of a financial analysis problem. been met yet? Met	One student completed this course during the fall semester and six students completed this course during the spring semester. All students passed the course.		
Indirect - External Evaluation	Has the criterion 80% of students will perform at or above the national average on the Peregrine Academic Services assessment exam. been met yet? Met	All students met this criteria.	Peregrine_Results_1819_ACC.xlsx	

ACC.6 Analyze financial statements and other communications to determine the strengths and weaknesses of a business entity.				
Assessment Measures				
ACC 430				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% of students will master this objective by accurate completion of the merger of two CapSim companies. been met yet? Not met	Data was not available at the time of this report.		
Indirect - External Evaluation	Has the criterion 80% of students will perform at or above the national average on the Peregrine Academic Services assessment exam. been met yet? Met	All students met this criteria.	Peregrine_Results_1819_ACC.xlsx	

ACC.7 Determine appropriate career paths based on actual experience obtained in a professional business environment.				
Assessment Measures				
ACC 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion 100% of the students will receive positive evaluations from their internship employer/supervisors. been met yet? Met	All students passed their internship courses during this reporting period.		

ACBSP-2009.4 Measurement and Analysis of Student Learning and Performance: Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution???s academic programs. Each business school or program is responsible for developing its own outcomes assessment program.				
Assessment Measures				
ACC 430				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion 80% of students will perform at or above the national average on the Peregrine Academic Services assessment exam. been met yet? Met	All students met this criteria.	Peregrine_Results_1819_ACC.xlsx	

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.

Each student majoring in accounting is assessed in two ways for most objectives, once from a class assignment and once through the external assessment exam from Peregrine Academic Services. Throughout this reporting period, all courses were taught by adjunct faculty so some data was not maintained that would otherwise aid in assessment. Additionally, some courses with assessment assignments were not taught during the current reporting period so assessment information for this period was not gathered.

With the addition of a new full-time professor in accountancy, the assessment process for this program will be reviewed in the coming year and updates will be made based upon their recommendations.

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?

Since there was not a full-time faculty member overseeing this program during the reporting period, accounting students participated in activities along with business administration majors.

Schedule was submitted to the Associate Dean of Assessment. Unfortunately, at the time of this report, I was unable to access the schedule from my email.

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?

Since there was not a full-time faculty member overseeing this program during the reporting period, accounting students participated in activities along with business administration majors.

Schedule was submitted to the Associate Dean of Assessment. Unfortunately, at the time of this report, I was unable to access the schedule from my email.

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.

Faculty did not offer LEAD events directly related to accountancy this 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.

Jessica Schmidt was distinguished scholar in accounting.

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.

Several graduates from the accounting program have continued their educations in graduate school and others are currently working in the accounting profession.

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.

This year all accounting specific courses were taught by adjunct faculty. They have maintained their professional development requirements.

Assessment Rubric

Annual Assessment Rubric 2018

20.000 pts 55.56%

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	<input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.	<input checked="" type="checkbox"/> The mission statement is minimal at best.	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	<input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.	<input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	<input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.	<input checked="" type="checkbox"/> The program fails to provide any accreditation information.	<input checked="" type="checkbox"/> N/A
Comment:	Could future reports state the cycle of reporting the program is to the external accreditation agency please.			
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:	There have not been any changes to the assessment or curriculum due to a lack of a full time faculty.			
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:	Many of the classes used for assessment are not taught annually, or they were not used at this time for assessment due to the use of adjunct faculty. Other data were not yet completed at the time of the report. The data that was available is used.			
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:	With the addition of a full time faculty, this will be taken into consideration.			

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:	There was no data provided to support the claims of faculty on the assessment results.			
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:	Again, the lack of a full time faculty in this area is problematic when looking at curriculum and assessment data.			
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