



ASL Interpreting Annual Assessment 2018-2019

ASL INTERPRETING ANNUAL ASSESSMENT 2018-2019	1
ANNUAL ASSESSMENT 18-19	3
ASL - ENGLISH INTERPRETING	3
PROGRAM PROFILE	3
PROGRAM ASSESSMENT	5
CURRICULUM MAP	6
ASSESSMENT FINDINGS	7
PROGRAM ACTIVITIES	12
ASSESSMENT RUBRIC	13

Annual Assessment 18-19

ASL - English Interpreting

Program Profile

Program Mission Statement

Please insert your program mission statement here

The American Sign Language and Interpreting Program at WWU prepares graduates to work as culturally responsible professionals providing excellent service to the Deaf Community.

Program Data

Delivery Method

Traditional On Campus (selected)
 Online
 Hybrid

Students Majors 2017-18

41

Student Majors 2018-19

51

Concentrations 2017-18

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

There are no concentrations in the Interpreting Major.

Concentrations 2018-19

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

There are no concentrations in the Interpreting Major.

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

The ASL-English Interpreting program is one that students come into the university claiming as their intended major before they even take any classes within the degree. Students don't actually take interpreting courses until they test into the program in the spring of their sophomore year while they are enrolled in ASL 4. This impacts retention in the program as students declare the major in the registrars office but they are not officially in until a year later. Another issue with

retention is that students declare the major without taking any interpreting courses and many students are misled with what the job of interpreter entails. It is common for many students to take Theory of Interpreting the fall of their sophomore year and realize that interpreting is not what they thought it was.

The program is concerned with retention and persistence but also aware of the need for students to pass a National or State certification at the completion of the program. The program considers keeping a student in an ASL related field as a successful completer of the program. The official goal of the program is to keep retention of the program a minimum of 1% higher than the university overall retention rate.

Retention of declared majors is significantly higher than that of the university as a whole. In interpreting, the retention numbers for the cohort 2012-2013 is 81.3%, with the university retention being at 67.9%. This is 13 points higher than the university. The program needs to look at persistence after that first year, as the cohort then drops to 50%. This is due to many students realizing after enrolling in ITP Interpreting Theory or even into Interpreting I and deciding that this is not the program for them. What is not known on this number is the number of students who did not graduate with the major, but graduated with an ASL Studies major. That is still considered a successful graduate. Unfortunately, those are not numbers that we have at this time. The transfer graduation rate is 100% for the program. This is primarily due to the lack of options of transfer status for interpreting programs, but also because when students transfer once, they know what they are looking for and are generally more selective in their second institution. Also, interpreting is a niche program, and if they transfer here for Interpreting, they are likely to stay.

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?

Accreditation is offered by the Commission on Collegiate Interpreter Education (CCIE). The program faculty along with the Academic Dean and the Dean of the College of Graduate and Outreach made a deliberate decision to prioritize the implementation of the online degree completion program in Interpreting, thus postponing accreditation applications and processes as data showing a few years of successful management of the program is required by CCIE in order to earn accreditation. The conversation has not been revisited at this time.

In 2015, the university decided to eliminate the Program Director position. As a result, we do not qualify for accreditation and our timeline to apply is currently on hold. There is some question as to the need for the program to apply for accreditation as there are changes happening in the accrediting body. They CCIE recently decided to eliminate their accreditation of 2-year programs, terminating their accreditation. These programs spent thousands on their accrediting process and then it was deemed unnecessary. The program has determined that it is necessary to let the accrediting body settle in and determine their process moving forward while the program continues to refine coursework and collect data before moving forward with accreditation.

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?

Current Marketing Material:

1. www.williamwoods.edu
2. In search menu type "interpreting"
3. the material on the website as of 08-15-18 has been copied and pasted into a word document labeled "AIS_Marketing_Material_for_ITP_program.docx" below.

AIS_Marketing_Material_for_ITP_program.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
ITP.1	Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.
ITP.2	Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.
ITP.3	Language Skills Competencies for the effective use of American Sign Language and English.
ITP.4	Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.
ITP.5	Professionalism Competencies demonstrating application of professional standards and practices.

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).

Because sign language interpreters work in every imaginable setting, general education is critical to their success. Information learned in these classes is reinforced through the wide variety of texts that students interpret throughout their program of education here.

Critical Analysis: (Critical Thinking, Ethics, Meaning)

The program no longer offers ASL220 as a general education course. The program decided that the students could take any ethics designated course and it would meet the needs of the program curriculum. Many program classes do extensive ethical decision making projects and case studies for students to practice as Interpreting is a profession that requires quick thinking in some pretty sticky situations, i.e. ITP 310 , ITP410, and ITP451/452.

Society and the Individual: (Social Science, Diversity, Historical Perspective)

ITP301 Interpreting I, ITP351 Interpreting II, ITP375 Interpreting III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: application for SSI, TED talks on social issues, This day in History podcasts and additional books for reading, on History, Culture Facts, and Sociological topics.

Creative Expression: (Communication, Fine Arts)

The entire major is about how to communicate effectively so there are additional English classes as an option for students to take to strengthen their communication skills as well as the public speaking component.

Quantitative Inquiry: (Natural Science, Mathematics)

ITP301 Interpreting I, ITP351 Interpreting II, ITP375 Interpreting III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: TED talks on biology, technology, Math Parallel lessons, Technical signing source material on body functions as well as mathematical formulas.

Curriculum Map

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

ITP Curriculum Map

	ASL 101	ASL 120	ASL 345	ASL 425	ITP 211	ITP 217	ITP 301	ITP 351	ITP 375	ITP 380	ITP 310	ITP 410	ITP 450	ITP 451/ 452	SPR
ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.	I	I			A, R	R	R	R	R	R	R	M	M		
ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.					I		R	R	R	M	R	R	R	M	
ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.			R	R		R	R, A	R		A, R			M, A	M	A
ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.					I	I	R, A	R	R, A	R, A	R	R		M	A
ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.	I	I			I, A	R				R	R	R	R	M	

Changes to Curriculum

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

This year the program decided to remove ASL220 Ethics and Decision Making as a required course. The students in the program are able to take any ethics course that is designated as an Ethics General Education to meet the requirements of the program. There was nothing in the ASL220 course that separated it from the PHL and HUM ethics courses. The program is going to realign the courses over the summer of 2019 so there could be substantial content changes within the courses of the program for the next academic year. This is due to an additional course added to the program focused on Foundational Interpreting skills.

Assessment Findings

Assessment Findings for the Assessment Measure level for ITP Curriculum Map

ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.				
Assessment Measures				
ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off-site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? met	2 of 2 students met the requirement of a minimum 3 scores.		

ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.				
Assessment Measures				
ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this			

	objective. been met yet?			
--	--------------------------	--	--	--

ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.				
Assessment Measures				
ITP 301	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a lab video that is an interactive interpretation with the expectation that 80% of the group will obtain a Proficient or higher on the assignment. been met yet? Not met	There are two components in the objective. Proficiency in English was met with 92.3% of the students scoring Proficient or above, but the ASL proficiency part of the standard only met 46.15% of the students scoring Proficient or above. The remaining 53.85% of students were Emerging.	Domain_3_Interpreting.pdf	- Curriculum Revision: Need to work on more ASL Fluency skills in the classes building up to Interpreting I.
ITP 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment. been met yet?			
ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 95% of students will earn a score of 90% or higher on their interpreting portfolio. been met yet?			
ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet?			

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion goREact video with different expectations for different grades. been met yet?			
Direct - External Testing	Has the criterion English exam different expectations for different grades been met yet?			

ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.				
Assessment Measures				
ITP 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation from ASL - English with the expectation that 80% of the group will obtain a Developing or higher on the assignment. been met yet? Met	Four areas of the Domain were assessed in this assignment. Team interpreting was not assessed. Of the Four components, students all scored Developing or above. Scores of Proficient or above ranged between 30.77% (Language matching)- 84.62% (Analyzing the effectiveness of their work).	Domain_4_Interpreting_I.pdf	
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation from English - ASL with the expectation that 80% of the group will obtain a Developing or higher on the assignment. been met yet?			

ITP 375				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Video	Has the criterion Students will interpret a cold interpretation with the expectation that 60% of the group will obtain a Proficient or higher on the assignment. been met yet?			
----------------	--	--	--	--

ITP 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Students will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment. been met yet?			

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet?			

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	No data has been entered.			

ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.				
Assessment Measures				
ITP 211				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 90% of students will accurately convey the Code of Professional Conduct on the midterm exam. been met yet?			
ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet?			
--------------------------------	--	--	--	--

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.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.					
Legend	A					
Course/Event	ITP 301					
Assessment Measure	Direct - Class Assignment					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>Need to work on more ASL Fluency skills in the classes building up to Interpreting I.</td> </tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	Need to work on more ASL Fluency skills in the classes building up to Interpreting I.
Improvement Type	Summary					
Curriculum Revision	Need to work on more ASL Fluency skills in the classes building up to Interpreting I.					

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?

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?

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?

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.

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.

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.

Rebecca Cain '18 was promoted to Internship coordinator for her agency in Colorado "Access 2 Sign Language"

Randall Stacey '17 graduated from Gallaudet University with a masters in ASL Interpreting

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.

Dr. McCray nominated to serve an additional term as the Chair for the State Committee of Interpreters

Assessment Rubric

Annual Assessment Rubric 2018

23.000 pts 54.76%

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The mission statement is minimal at best. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:	Missing demographic data on majors and minors, though the reflection on this was robust and clear. The narrative about external accreditation and its place in the program was also specific and well-articulated. The marketing materials were present, but no reflection on them.			
Defines External Accreditation Standards weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program fails to provide any accreditation information. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:	GE alignment is OK, but last two elements (creative expression and quant inquiry) lack the specifics of the other two elements.			
Curriculum Map alignment weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The curriculum map is detailed and complete. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The curriculum map is complete 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The curriculum map is not complete 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:	The work on ASL 211 is not completed. The other courses have identified assessment assignments. Many of the assessment components were not completed. There was no assessment data inserted from Student Performance Review, or from the Internship classes. ITP 211, 375, 380, 450, 452, student performance review were not completed in their assessment.			
Data Driven Decision-making is explained weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:	The assessment analysis is not completed so it is not clear as to how the program makes decisions.			

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:	Data and assessment analysis was only completed on ITP 301.			
Analysis of Assessment is complete weight: 1.000	<input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	<input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.	<input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	<input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	<input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	<input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.	<input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.	<input checked="" type="checkbox"/> N/A
Comment:	The program did not include any information on this part of the assessment report.			
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:	The program did not upload the schedule or put in any information about this part of the activities that happen for assessment.			
Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programming 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:	No LEAD events were included			
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