



Communication Annual Assessment 2018-2019

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Annual Assessment 18-19

Communication

Program Profile

Program Mission Statement

Please insert your program mission statement here

The communication program at William Woods University emphasizes a broad-based foundation in communication studies, complemented by a student-selected concentration in public relations, digital filmmaking, journalism, leadership, or sport communication, to ensure that the students are well prepared for a career in the field of communication.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2017-18

40

Student Majors 2018-19

32

Student Minors 2017-18

10

Student Minors 2018-19

12

Concentrations 2017-18

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

Leadership - 6

Public Relations - 18

Media Journalism - 13

Digital Filmmaking - 7

Concentrations 2018-19

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

Leadership: 1

Public Relations: 5

Media Journalism: 5

Digital Filmmaking: 6

Sport Communication: 3

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?

We redid our the checklist: we increased the core, doubling the number of required classes, and adjusted the concentrations to have fewer required courses. We did this to adjust to lower number of majors.

We adjusted course rotations to adapt to lower enrollment numbers.

We added COM 221 Contemporary Media Ethics to combat the impression that all journalism produced fake news.

We added COM 400 Sports Media for the first time, which gives another class to the concentration.

Film courses were changed to reduce prerequisites and move from skill-based to content-based instruction to make them more appealing to students.

Faculty talk to faculty in other programs to let them know we are here and that our program can support theirs.

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

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

N/A

Marketing Materials

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

We did get a new "one sheet" from marketing, which Tony designed. It looks GREAT!

Served Up Crispy is still listed as an organization under Communication; it is a theatre student organization.

It appears that we have two pages on the website, depending on how you navigate there. The undergraduate programs page is almost identical to the majors page. "Communication" does not have an "s" in it.

Sports communication should be marketed to high school athletic coaches. All concentrations should be marketed to high school teachers and counselors. Social media--the kind teenagers currently use--should be used.

Marketing Material

Program Assessment

Standard/Outcome

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

Program Standards/Outcomes

COM.1	Integrate theory into applied skills in a variety of communication settings.
COM.2	Identify the impact and responsibilities associated with a variety of communication behaviors.
COM.3	Critically evaluate messages through analytical approaches.
COM.4	Use knowledge and information from the communication discipline to effectively communicate a persuasive message.

Identifier	Description
COM Sport.1	Demonstrate expertise in creating a detailed sports message
COM Sport.2	Identify the various communicative practices associated with sports.

COM-Film.1	Create emotion through the use of lighting and camera techniques, and visual and audio imagery.
COM-Film.2	Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.

COM-Lead.1	Demonstrate proficient analysis of leadership styles.
COM-Lead.2	Explain major leadership theories as they apply to a variety of settings.

COM-Media.1	Develop mass communicated messages with accuracy and precision.
COM-Media.2	Apply information gathering techniques.

COM-PR.1	Identify the relationship between the media and the business world.
COM-PR.2	Identify key strategies in developing and maintaining the public image of a business.

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.

Critical Analysis: all of our classes deal with each category in this cluster through the evaluation of media and content-based messages by applying critical thinking, ethical approaches, and critique/analysis.

Creative Expression: all of our concentrations include a creative component.

Quantitative Inquiry: COM theory has a quantitative component and film courses discuss lighting and physical properties of film.

Society & the Individual: all of our core coursework and all of our concentrations discuss culture, diversity, and history. Context is a major component of communication.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

Program Objectives Matrix

	COM 101	COM 150	COM 190	COM 320	COM 330	COM 499
COM.1 Integrate theory into applied skills in a variety of communication settings.	I	I	I	A	M	M
COM.2 Identify the impact and responsibilities associated with a variety of communication behaviors.	I	I	I	M	A	M
COM.3 Critically evaluate messages through analytical approaches.	I	I	I	M	A	M
COM.4 Use knowledge and information from the communication discipline to effectively communicate a persuasive message.	I	I	I	M	M	A

Media Journalism Matrix

	COM 110	COM 231	ART 256	COM 415	COM 335	COM 337	COM 373
COM-Media.1 Develop mass communicated messages with accuracy and precision.	I	I	I	M	M	R	A
COM-Media.2 Apply information gathering techniques.	A	I	I	M	M	R	R

Digital Filmmaking Matrix(

	COM 231	ENG 210	COM 311	COM 312	ENG 327	COM 332	COM 432
COM-Film.1 Create emotion through the use of lighting and camera techniques, and visual and audio imagery.	I	I	A	I	M	M	M

COM-Film.2 Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.	I	I	R	I	M	M	A
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Leadership Matrix

	COM 203	COM 213	COM 316	COM 220	COM 434	BUS 351	BUS 421
COM-Lead.1 Demonstrate proficient analysis of leadership styles.	I	I	A	I		I	M
COM-Lead.2 Explain major leadership theories as they apply to a variety of settings.	I	I	R	I	A	I	M

Public Relations Matrix

	COM 110	COM 316	ART 256	BUS 321	BUS 332	COM 337	BUS 428
COM-PR.1 Identify the relationship between the media and the business world.	I	I	I	I	M	R	A
COM-PR.2 Identify key strategies in developing and maintaining the public image of a business.	I	I	I	I	M	A	M

Sport Communication Matrix

	COM 214	COM 400
COM Sport.1 Demonstrate expertise in creating a detailed sports message		A
COM Sport.2 Identify the various communicative practices associated with sports.	A	

Changes to Curriculum

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

We fixed the Sports COM errors.

We redid the COM 330 and COM 320 assessment artifacts.

Assessment Findings

Assessment Findings for the Assessment Measure level for Program Objectives Matrix

COM.1 Integrate theory into applied skills in a variety of communication settings.				
Assessment Measures				
COM 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 70% of students achieve 70% or higher been met yet? Met	100% of students met the benchmark.	COM_Theory_evidence.docx	

COM.2 Identify the impact and responsibilities associated with a variety of communication behaviors.				
Assessment Measures				
COM 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 70% of students achieve 70% or higher been met yet? Not met	60% of students scored 70% or higher. Some students did not use proper citations in their papers.		
Direct - Case Study	Has the criterion Portfolio Assessment Benchmark: Freshman: 50% achieve 50% Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80% been met yet? Met	Seniors: 62% achieved 80% (8 seniors) Juniors: 33% achieved 70% (3 juniors) Sophomores: 60% achieved 60% (1 sophomore) Freshmen: 71% achieved 50% (7 freshmen)	M2__3_RESULTS_1_.docx	

COM.3 Critically evaluate messages through analytical approaches.				
Assessment Measures				
COM 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Research Paper in COM 330 70% of students Achieve 70% been met yet? Not met	60% of students scored 70% or higher. Some students did not use proper citations in their papers.		
Direct - Case Study	Has the criterion Portfolio Assessment Benchmark: Freshman: 50% achieve 50% Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80% been met yet? Not met	62% of seniors achieved 80% or higher. 66% of juniors achieved 70% or higher. 100% of sophomores achieved 60% or higher. 100% of freshmen achieved 50% or higher.	M2___3_RESULTS_1_.docx	

COM.4 Use knowledge and information from the communication discipline to effectively communicate a persuasive message.				
Assessment Measures				
COM 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Final Presentation in COM 499 70% of students achieve 70% been met yet? Met	80% of students met the benchmark.	SrSem.png	
Direct - Portfolio Review	Has the criterion Portfolio Assessment Benchmark: Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80% been met yet? Met	All students who presented met the benchmark.		

Assessment Findings for the Assessment Measure level for Media Journalism Matrix

COM-Media.1 Develop mass communicated messages with accuracy and precision.				
Assessment Measures				
COM 373				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Class Assignment

Has the criterion Final News Package 70% of students achieve 70% been met yet?
Met

100% of students met the benchmark.

COM373.png

COM-Media.2 Apply information gathering techniques.				
Assessment Measures				
COM 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Class Assignment

Has the criterion Public figure feature article. 70% of students achieve 70% been met yet?
Met

100% of students met the benchmark.

Screen_Shot_2019_05_08_at_11.42.58_AM.png

Assessment Findings for the Assessment Measure level for Digital Filmmaking Matrix

COM-Film.1 Create emotion through the use of lighting and camera techniques, and visual and audio imagery.				
Assessment Measures				
COM 311				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Video

Has the criterion Silent Film Project 70% of students achieve 70% been met yet?
Met

75% of students met the benchmark.

COM311.png

COM-Film.2 Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.				
Assessment Measures				
COM 432				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Video

Has the criterion Final Individual Short Film 70% of students achieve 70% been met yet?
Met

100% of students met the benchmark.

COM432.png

Assessment Findings for the Assessment Measure level for Leadership Matrix

COM-Lead.1 Demonstrate proficient analysis of leadership styles.				
Assessment Measures				
COM 316				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Class Assignment

Has the criterion Film/Consulting Project 70% of students achieve 70% been met yet?
Met

100% met the criterion.

Screen_Shot_2019_05_08_at_11.44.39_AM.png

COM-Lead.2 Explain major leadership theories as they apply to a variety of settings.				
Assessment Measures				
COM 434				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Case Study

Has the criterion Final Organizational/Case Study Paper 70% of students achieve 70% been met yet?
Met

COM 434 was not offered in the 1920 rotation.

Assessment Findings for the Assessment Measure level for Public Relations Matrix

COM-PR.1 Identify the relationship between the media and the business world.				
Assessment Measures				
BUS 428				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Final Project in BUS 428 70% of students achieve 70% been met yet? Met	100% of students met the benchmark.	PR_Gradebook_Final_Project.png	

COM-PR.2 Identify key strategies in developing and maintaining the public image of a business.				
Assessment Measures				
COM 337				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Buyer Persona Project 70% of students achieve 70% been met yet? Met	100% met the benchmark.	COM373.png	

Assessment Findings for the Assessment Measure level for Sport Communication Matrix

COM Sport.1 Demonstrate expertise in creating a detailed sports message				
Assessment Measures				
COM 400				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 70% of students achieve 70%. been met yet? Met	85% of students met the benchmark.	Sports_Media_evidence.docx	

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.

We assess in class and back that up with portfolio reviews and presentations, as well as two case studies--written and visual.

The artifact assessed in COM 320 and COM 330 have changed to better represent student work.

As far as performance assesment days, the portfolios went well; however, the case study to asses COM 2 was less successful as the students argued their own perspectives rather than discussing the media's role in the article's topic. We will encourage students to deep dive throughout the curriculum.

Regarding the COM 3 case study, the freshmen and sophomores did much better than the upperclassmen, probably because they had just had the classes that discuss those issues. We need to stress those issues throughout the curriculum.

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?

We collect data from coursework and outside assessment (panelists during student performance assessment days). These include final projects, papers, case studies, final exams, and presentations. All faculty are involved in the assessment process.

Sophomores, juniors, and seniors present their work to a panel of faculty and outside professionals and freshman observe. This year they added a website; we need to help shepherd them through this.

Next year we will add a mini senior seminar experience for all students that we hope will help them understand what skills they need to successfully complete senior seminar.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Portfolio_Schedule_19.docx

Portfolio_Packet_19_Returning.docx

Portfolio_Packet_19_New.docx

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

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.

Carla White: Internship with NAIA Men's Basketball Tournament

Carla White: Internship with Bell Media Canada

Forensics Team, Bryce Fletcher, national quarterfinalist at National Speech Championships and numerous state placings

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.

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.

Cavaiani, A. (November 2018). "The Role of Memories in Crafting Legacy in New Forensics Programs." Paper panel at the 104th National Communication Association National Convention. Sponsored by the Argumentation & Forensics Division. Salt Lake City, UT.

Cavaiani, A. (November 2018). "The De-Legitimization of Public Memory." Paper Presented at the 104th National Communication Association National Convention. Sponsored by the Visual Communication Division. Salt Lake City, UT.

Assessment Rubric

Annual Assessment Rubric 2018

25.000 pts 58.91%

Clear	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"> 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"> The mission statement for the program clearly articulated and aligned with the University mission. 	<ul style="list-style-type: none"> The mission statement is minimal at best. 	<input type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<ul style="list-style-type: none"> 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"> The program provides a basic reflection on the retention data provided. 	<ul style="list-style-type: none"> The program does not reflect on retention data in a detailed way. 	<input type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<ul style="list-style-type: none"> 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"> The program provides a basic explanation of the accreditation organizations in the field. 	<ul style="list-style-type: none"> The program fails to provide any accreditation information. 	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<ul style="list-style-type: none"> 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"> 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"> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses. 	<input type="checkbox"/> N/A
Comment:	<p>The program provided a brief listing of the GE alignment, but it could expand to discuss the connection the GE curriculum have to the overall curriculum. What skills learned in the GE are then expanded upon and focused into the Com degree? Why does a com majored understand natural science??</p>			
Curriculum Map alignment weight: 1.000	<ul style="list-style-type: none"> The curriculum map is detailed and complete. 	<ul style="list-style-type: none"> The curriculum map is complete 	<ul style="list-style-type: none"> The curriculum map is not complete 	<input type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<ul style="list-style-type: none"> 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"> 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"> 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 type="checkbox"/> N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	<ul style="list-style-type: none"> 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"> 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"> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision. 	<input type="checkbox"/> N/A
Comment:	<p>more explanation on the curricular changes would be helpful in understanding the approach and reasoning.</p>			
Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The program uploads all rubric and support information to support the claims in assessment findings. 	<ul style="list-style-type: none"> The program did not upload the data to support assessment claims in the assessment findings. 	<input type="checkbox"/> N/A

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings. 	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure. 	<ul style="list-style-type: none"> <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:	<p>The analysis of the assessment process was minimal but to the point.</p>			
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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:	<p>The program did not note any improvement narratives even though some of the benchmarks were not met. If they are not met, there should be some discussion as to how and why?</p>			
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments. 	<input checked="" type="checkbox"/> N/A
Comment:				