WILLIAM WOODS
UNIVERSITY

Criminal Justice Annual Assessment 2019-2020

Contents

Annual Assessment 2019-2020

Criminal Justice

Program Profile

Program Mission Statement
Please insert your program mission statement here

The Mission of the Criminal Justice Program at William Woods University is to provide students with both practical and academic knowledge coupled with a solid grounding in the legal principles necessary to be a highly effective and ethical criminal justice professional. Our faculty teach with a range of experiences in both academics and the field; they strive to empower students to critically examine issues related to crime, law and justice. Our curriculum offers three areas of concentration each of which is designed to encourage students to pursue a minor or, if possible, an additional major in another separate but related discipline in order to enhance students' job placement potential as well as provide background in a necessary related field of study. We prepare students to be competitive for entry level positions in the criminal justice system, including, but not limited to, the areas of: local, state and federal law enforcement; industrial security, the court system, probation and parole; and corrections. Graduates of this program will possess strong skills in critical thinking, written and verbal communications, and foundation in practical skills, analysis, research, and ethics.

Program Data

Delivery Method

Traditional On Campus
Online
Hybrid (selected)

	Majors	Minors	Concentrations
2018-19	20	14	N/A
2019-2020	22	4	N/A

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

Retention numbers and current enrollment trends have not been amassed in this period since the program is relatively new; however, program goals are the same as the university overall retention, persistence and completion goals. Some department based actions in the future include:

(1) Clarity in advising, mentoring and degree completion criteria.

(2) Student participation in club, local, state and international activities.

(3) Early identification and intervention for at risk students.

Persistence and completion goals are tied to constant monitoring and early intervention for students at risk.

Local enrollment trend data is not available at this time; however, once adequate marketing has begun, trends will be complied by the Admissions Department. On a national level, careers in criminal justice are continuing to increase, according to the Bureau Labor of Statistics (BLS) 2014 report. the most recent 2016 data from BLS states 3 million workers are employed in the field. Recent events in 2017 also point to an increase in border patrol and other federal law enforcement careers.

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?

Working with admissions on a new 2-page brochure (I have been told we cannot have a "booklet" similar to what other programs are using to market their programs). This of course will reduce recruitment, no reason provided for this discrepancy.   More than anything I need access to create a department webpage where accomplishments, activities, trips, and opportunities can be posted and used for marketing purposes. This would be in alignment with best practices in most other universities and would substantial increase enrollment. The failure of this access is substantially affecting the ability to increase recruitment and enrollment and is a significant contributor to low numbers.

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.

Additional Standards/Outcomes

Identifier	Description
CMJ.1	Be able to describe the history, development, impact, and current role of criminal justice institutions (such as the police, courts, corrections, and corporations) as well as the impact of laws, events and criminological theories.
CMJ.2	Know the constitutional concepts of due process, equal protection, and exertion of rights as they apply to the police, courts, corporations, the public and correctional institutions and understand the impact laws have on our society.
CMJ.3	Comprehend the basic principles of qualitative and quantitative social science research, including introductory statistics and project based research standards.
CMJ.4	Students will be able to engage in relevant and meaningful dialogue, determine potential outcomes, and evaluate past and present issues by applying what they have learned about the criminal justice field.
CMJ.5	Students, in alignment with the overall university goals, will explore the ethical implications of decisions made by law enforcement professionals and be able to embrace those choices which are legal, ethical and embody the most positive aspects of society into their own future careers.
CMJ.6	Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.
CMJ.7	Demonstrate professional writing and computer literacy skills sufficient to enter into criminal justice and allied professional fields, or alternatively to pursue graduate studies in such fields and disciplines.
CMJ.8	Work on improving their ability to present in front of other students on related issues.
CMJ.9	Students will learn the core concepts and essential principles associated with each course.

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

The program objectives align with and support overall university objectives in several areas.

2016.1 In the area of competence, students are assessed in the tradition was of exams, case studies and group projects all designed to assess information from the field, in this way when students achieve the stated benchmark they are demonstrating field competence.

2016.2 For every course, the final examination includes an essay question requiring student to apply ethical standards to an issue specific to that course, this in addition to a specific course on ethics in the field more than adequately supports the overall university objective of ethics and values.

2016.3 In all of my course, students are required to complete a 3 column graphic organizer. Part of this assessment requires students, both individually and as a group, to discuss issues and personal reflections on all terms and concepts

included in the course. By reflecting on issues discussed and assimilated, and comparing those reflections with others within their group, students are engaging in the process of internally appreciating why the feel the way they do on any one particular issue. In this way they can appreciate themselves as both individuals and as a member of a larger society.

2016.4 all students in the program are offered the opportunity to engage in experiential learning based activities such as internships, field experiences and conferences. By exposing student to some of the most current issues in the field via field placement they are engaging beyond the classroom and as such are instilled with intellectual curiosity to continue their pursuits both academically and intellectually.

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.

There are three courses listed as general education courses in the criminal justice department. The first is Intro to criminal justice, which is a social science course, the second is Criminology, which is a critical thinking course, and the third is criminal justice ethics, which is an ethics course. Within each of these courses, the assessments are themed to align with the overall general education criteria. For example, the course on criminal justice ethics is a course on ethical decision making and aligned with all gen ed. criteria requiring ethic analysis.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives
How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

In the fall this year, I ran a class in criminal investigations and crime scenes. I set up a mock crime scene in the model courtroom, which required my students to enter, secure the areas, take photographs, analyze and collect evidence to later be presented at the end of the course with a theory of the crime.

This year I invited students from the School of Nursing to also view the crime scene because it involved a case of poisoning. The nursing director asked her students to view the body and to determine the potential cause of death and consider what treatments might be used, if the subject were still alive. In this way, it was a multi-disciplinary approach to a single assignment.

Curriculum Map

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

Fall 2019

	CMJ 110	CMJ 355	CMJ 290
CMJ.1 Be able to describe the history, development, impact, and current role of criminal justice institutions (such as the police, courts, corrections, and corporations) as well as the impact of laws, events and criminological theories.	A, I	A, R	A
CMJ.2 Know the constitutional concepts of due process, equal protection, and exertion of rights as they apply to the police, courts, corporations, the public and correctional institutions and understand the impact laws have on our society.	A, I	A, R	A, R
CMJ.4 Students will be able to engage in relevant and meaningful dialogue, determine potential outcomes, and evaluate past and present issues by applying what they have learned about the criminal justice field.	A, I	A, R	R, A
CMJ.5 Students, in alignment with the overall university goals, will explore the ethical implications of decisions made by law enforcement professionals and be able to embrace those choices which are legal, ethical and embody the most positive aspects of society into their own future careers.	A, I	A, R	M, R, A
CMJ.6 Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.	A, I	A, R	R, A
CMJ.7 Demonstrate professional writing and computer literacy skills sufficient to enter into criminal justice and allied professional fields, or alternatively to pursue graduate studies in such fields and disciplines.	A, I	A, R	R, A
CMJ.8 Work on improving their ability to present in front of other students on related issues.	A, I	A, R	A, R
CMJ.9 Students will learn the core concepts and essential principles associated with each course.	A, I	A, R	A, R

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?

No changes this year.

Assessment Findings

Assessment Findings for the Assessment Measure level for Fall 2019

CMJ.1 Be able to describe the history, development, impact, and current role of criminal justice institutions (such as the police, courts, corrections, and corporations) as well as the impact of laws, events and criminological theories.

CMJ 110				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion Students on the final exam are required to complete an essay on this topic been met yet? Not met	All students met this criteria above the stated benchmark, except one student who missed the exam		

CMJ 355				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion Students on the final exam are required to complete an essay on this topic been met yet? Not met	All students met this criteria above the stated benchmark, except one who did not show up for the final examination.		

CMJ 290				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion Students on the final exam are required to complete an essay on this topic been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ.2 Know the constitutional concepts of due process, equal protection, and exertion of rights as they apply to the police, courts, corporations, the public and correctional institutions and understand the impact laws have on our society.

CMJ 110				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**

	Has the criterion Students on the mid-term exam are required to complete an essay on this topic been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ 355				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Has the criterion Students on the mid-term exam are required to complete an essay on this topic been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ 290				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Has the criterion Students on the mid-term exam are required to complete an essay on this topic been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ.4 Students will be able to engage in relevant and meaningful dialogue, determine potential outcomes, and evaluate past and present issues by applying what they have learned about the criminal justice field.

CMJ 110				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion As part of the graphic organizer assignment, students are required to present their finding twice during the semester. been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ 355				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**

Direct - Presentation	Has the criterion As part of the graphic organizer assignment, students are required to present their finding twice during the semester. been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ 290				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion As part of the graphic organizer assignment, students are required to present their finding twice during the semester. been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ.5 Students, in alignment with the overall university goals, will explore the ethical implications of decisions made by law enforcement professionals and be able to embrace those choices which are legal, ethical and embody the most positive aspects of society into their own future careers.

CMJ 110				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion Students on the final exam are required to complete an essay on this topic been met yet? Not met	All students met this criteria above the stated benchmark, except for one student who missed the exam.		

CMJ 355				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion Students on the final exam are required to complete an essay on this topic been met yet? Not met	All students met this criteria above the stated benchmark, except one who did not show up for the final examination.		

CMJ 290				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion Students on the final exam are required to complete an essay on this topic been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ.6 Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.

CMJ 110				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion Students on the mid-term exam are required to complete an essay on this topic been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ 355				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion Students on the mid-term exam are required to complete an essay on this topic been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ 290				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion Students on the mid-term exam are required to complete an essay on this topic been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ.7 Demonstrate professional writing and computer literacy skills sufficient to enter into criminal justice and allied professional fields, or alternatively to pursue graduate studies in such fields and disciplines.

CMJ 110				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion As part of the graphic organizer assignment, students are required to write down key terms, issues and reflections and present their finding twice during the semester. been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ 355				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion As part of the graphic organizer assignment, students are required to write down key terms, issues and reflections and present their finding twice during the semester. been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ 290				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion As part of the graphic organizer assignment, students are required to write down key terms, issues and reflections and present their finding twice during the semester. been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ.8 Work on improving their ability to present in front of other students on related issues.				

CMJ 110				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion As part of the graphic organizer assignment, students are required to present their finding twice during the semester. been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ 355				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion As part of the graphic organizer assignment, students are required to present their finding twice during the semester. been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ 290				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion As part of the graphic organizer assignment, students are required to present their finding twice during the semester. been met yet? Met	All students met this criteria above the stated benchmark.		

CMJ.9 Students will learn the core concepts and essential principles associated with each course.				

CMJ 110				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion Both the midterm and final examinations test students on their overall field knowledge and competency	The average score was 85.3 with a low score of 60. the low score was a result of one student who missed the exam, all		

	been met yet? Not met	other students scored above the benchmark		

CMJ 355				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion Both the midterm and final examinations test students on their overall field knowledge and competency been met yet? Not met	The average score was 84.3, One student missed an exam and fell below the benchmark.		

CMJ 290				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion Both the midterm and final examinations test students on their overall field knowledge and competency been met yet? Met	The average score was 86.0, no students fell below the benchmark		

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.

This year all students did very well and completed all assessments above the stated benchmarks. One student had an issue with attendance and by missing the final exam skewed the results in several areas. Although an isolated event, for statistical purposes it must be reported in the data; however, I do not feel this situation requires any pedagogical changes.

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?

In the fall semester, students were actively engaged in the model courtroom analyzing a mock crime scene set up for a few days, all students in all CJ classes were invited to attend and provide their opinions.

The Spring semester is when students are more formally assessed.

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?

Seniors will presented their papers in the model courtroom in the spring.

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 (selected)
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?

Service leering for the fall semester is in the form of internships.

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.

Crime Scene Possessing Day   Sept. 27, 2019

Students in CMJ335 along with students in the Nursing program were able to process a mock crime scene set up in the model courtroom. Members of the Callaway Count Detective Unit were present to offer guidelines and tips on how to properly process a scene and to help with theories to explain the event.

Missouri Highway Patrol Lecture   Oct. 4, 2019

Lt. Thurston of the Missouri Highway Patrol came to campus to lecture students on the history and present roles and openings in the Missouri Highway Patrol.

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.

Student were hired by multiple agencies this year.

Two in Missouri Highway Patrol and one in Callaway County Sheriff's Office

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.

unknown

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.

Assessment Rubric

	ⓞ **Exceeds**	ⓞ **Meets**	ⓞ **Falls Below Expectations**	**N/A**
Mission Statement Clearly Articulated weight: 1.000	✓ 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.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	N/A
Comment:				
Reflection on Retention weight: 1.000	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.	✓ The program provides a basic reflection on the retention data provided.	The program does not reflect on retention data in a detailed way.	N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	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.	The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	N/A
Comment:				
Curriculum Map alignment weight: 1.000	The curriculum map is detailed and complete.	The curriculum map is complete	✓ The curriculum map is not complete	N/A
Comment:				
Assessment of Objectives weight: 1.000	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.	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.	✓ 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.	N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	☑ 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.	☑ The program uploads all rubric and support information to support the claims in assessment findings.	☑ The program did not upload the data to support assessment claims in the assessment findings.	☑ N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	☑ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	☑ The program completed the assessment findings for each component and provided a summary for each assessment measure.	☑ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	☑ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	☑ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	☑ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	☑ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	☑ N/A
Comment:				
Student Performance Review weight: 1.000	☑ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	☑ The program provided the schedule and a brief description of Student Performance Review with data of the results.	☑ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	☑ N/A
Comment:				
Senior Showcase weight: 1.000	☑ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	☑ The program described the Senior showcase activities and provided some evidence of what was presented.	☑ Little to no content of Senior showcase was provided.	☑ N/A
Comment:				
Co Curricular activities weight: 1.000	☑ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	☑ The program provided a listing of LEAD events and activities provided.	☑ The program provided little to no description of the Co-curricular activities provided throughout the year.	☑ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	☑ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	☑ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	☑ The program provided little to no data on students, alumni, faculty accomplishments.	☑ N/A
Comment:				