



**WILLIAM WOODS
UNIVERSITY**

Management and Leadership Annual Assessment 2020-2021

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Annual Assessment 2020-2021

Management and Leadership

Program Profile

Program Mission Statement

Please insert your program mission statement here

This program prepares graduates to assume leadership positions by immersing them in a leadership development program grounded in management and leadership theory. The program focuses on what students need to know and what they need to do in order to be effective leaders.

Program Data

Delivery Method

Traditional On Campus
Online
Hybrid (selected)

Students Majors 2019-2020

Student Minors 2019-20

4

Student Majors 2020-2021

Student Minors 2020-2021

9

Concentrations 2019-2020

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

Accounting - 0

Accounting & Financial Services - 1

Administration (online only) - 1

Advertising & Marketing - 1

Entrepreneurial Management (online only) - 0

Management - 0

Management Information Systems - 0

Concentrations 2020-2021

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

concentration.

Accounting -

Accounting & Financial Services - 1

Administration (online only) - 3

Advertising & Marketing - 2

Entrepreneurial Management (online only) -

Management -

Management Information Systems - 1

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?

This is a newer program begun during the 18/19 academic year. Currently, there are nine students majoring in the degree (an increase of five from the previous year). Retention in the program has been strong. Last year one of four majors graduated and this year (2021 academic year) we saw three of four seniors graduate with the remaining senior still enrolled in the program.

We anticipate the program growing as its awareness is increased through initiatives and improved marketing. Additionally, the School of Business and Technology has begun offering a Master of Arts degree in Organizational Leadership and has been approved to offer an Associate of Arts degree in Leadership beginning in the fall of 2021. The addition of these programs should raise the profile of leadership studies on the campus and through online offerings which should have an indirect although positive impact on the B.S. in Management and Leadership. We are also seeking recognition as an Air University-Associate to Baccalaureate degree program with the U.S. Air Force which we hope will aid in improving enrollment numbers.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

100

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?

This program has been structured to meet the accreditation requirements of ACBSP. When eligible for accreditation, the School of Business and Technology will make a final decision on pursuing this 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?

Fliers and other handout materials have been developed for this program and the webpage has been developed to support the program. The materials are adequate and the program will benefit from a focused marketing strategy. The School has discussed this with the new V.P. of Admission and she is keen to assist in increasing awareness of this program.

The School of Business and Technology is seeking partnership with the Air University so B.S. in Management and Leadership can become a member of the AU-ABC program. This membership should raise awareness of this and other undergraduate degree programs to Air Force personnel.

The School of Business and Technology, working with Strategic Partnerships is presenting at local Chamber meetings, discussing trends in leadership which help highlight our programs, faculty and research to local stakeholders.

We would like to see video testimonies from students and faculty placed on the webpage for this program.

Marketing Material

Management_and_Leadership_Webpage.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
LDR.1	Develop a strong foundation in the theories of management and leadership.
LDR.2	Develop effective managerial and leadership skills
LDR.3	Apply leadership to personal, social, community, and organizational environments.
LDR.4	Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.
LDR.5	Analyze leading and leadership from a personal, team, organizational, and global perspective.

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 aligns with the University objectives as follows.

LDR 1 to WWU 1.

LDR 2 to WWU 1, 2, 3 and 4.

LDR 3 to WWU 1, 2, 3 and 4.

LDR 4 to WWU 1, 2 and 3.

LDR 5 to WWU 1, 2, 3 and 4.

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.

BUS 214-Business Ethics or BUS-329 Managerial Ethics. Both courses align with the general education objective of ethical reasoning under the critical analysis cluster.

ECN 251-Macroeconomics or ECN-252 Microeconomics. Both courses align with the general education objective of social sciences under the society & individual cluster.

The below listed courses build upon the skills learned in general education courses.

BUS 421-Organizational Behavior builds upon the general education criteria, Society & the Individual.

LDR 320-Adaptive Leadership builds upon general education criteria, Society & the Individual.

LDR 330 Global Leadership builds upon the general education criteria, Society & the Individual.

LDR 350-Change Leadership builds upon the general education criteria, Creative Expression.

LDR 450-Ethics in Leadership builds upon the general education criteria, Critical Analysis.

LDR 475-Leadership Theory builds upon the general education criteria, Critical 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?

This program aligns with ACBSP standards and as such there are specifications on the types of courses that can be in the program. Interdisciplinary work for this program stays grounded in the business domain and includes courses from accounting, economics, general business and leadership.

LDR 450-Ethics in Leadership is a required course in the B.S. in Communication's Leadership concentration.

We will review whether or not to revise the curriculum to add two new business courses, LDR 230-Psychology of Leadership-S and LDR 231-Philosophy of Leadership-T, to the core requirements.

Most leadership courses and therefore, assignments involve analysis of business and societal issues. Students often reflect upon their leadership competencies in course work and discuss appropriate leadership techniques giving topics or issues to analyze.

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

BS in Management and Leadership

	ACC 240	BUS 214	BUS 321	BUS 324	BUS 329	BUS 351	BUS 421	BUS 475	ECN 251	ECN 252	LDR 201	LDR 320
LDR.1 Develop a strong foundation in the theories of management and leadership.	I	I	I	I	I	I, R		I	I	I	I	I, R
LDR.2 Develop effective managerial and leadership skills	I	I	I	I	I	I, R	R	I	I	I	I	M, A
LDR.3 Apply leadership to personal, social, community, and organizational environments.		I			I	I	R				I	M, A
LDR.4 Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.	I		I	I		I, R		I	I	I	I	R, M
LDR.5 Analyze leading and leadership from a personal, team, organizational, and global perspective.						I	I				I	M, A

	LDR 330	LDR 350	LDR 450	LDR 475	LDR 499	MIS 125
LDR.1 Develop a strong foundation in the theories of management and leadership.	R	I	I	M, A	A	
LDR.2 Develop effective managerial and leadership skills	R, M	R	M	M	A	I
LDR.3 Apply leadership to personal, social, community, and organizational environments.	R, M	R	M	M	A	
LDR.4 Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.	I	R, M	M, A	M	A	
LDR.5 Analyze leading and leadership from a personal, team, organizational, and global perspective.	M	R	R	M	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?

N/A

Assessment Findings

Assessment Findings for the Assessment Measure level for BS in Management and Leadership

LDR.1 Develop a strong foundation in the theories of management and leadership.														
Assessment Measures														
LDR 475														
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LDR 499														
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LDR.2 Develop effective managerial and leadership skills				
Assessment Measures				
LDR 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Student will score at the 80th percentile or higher on the final project as graded by the instructor. been met yet? Met	Average score on this assessment measure was 91.94%.	LDR_320_Average_Scores.docx	
LDR 499				
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LDR.3 Apply leadership to personal, social, community, and organizational environments.																			
Assessment Measures																			
LDR 320																			
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LDR.4 Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.														
Assessment Measures														
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	paper as graded by the instructor. been met yet? Met	88.4%.		
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LDR 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Student will score at the 80th percentile or higher on the research project as graded by the instructor. been met yet? Met	Students met the assessment criteria with an average class score of 91.6% on the final research project.	LDR_499_Final_Research_Project_SP_2_21.docx	
Direct - Quiz/Exam	Has the criterion Student will score at the 75th percentile or higher on the assessment examination. been met yet? Met	Three students completed the assessment examination. Class average score was 78.67%.	LDR_499_Assessment_Examination_SP_2_21.docx	

LDR.5 Analyze leading and leadership from a personal, team, organizational, and global perspective.				
Assessment Measures				
LDR 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Student will score at the 80th percentile or higher on the final project as graded by the instructor. been met yet? Met	Average score on this assessment measure was 91.94%.	LDR_320_Average_Scores.docx	
LDR 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Student will score at the 80th percentile or	Students met the assessment criteria with an average class	LDR_499_Final_Research_Project_SP_2_21.docx	

	higher on the research project as graded by the instructor. been met yet? Met	score of 91.6% on the final research project.		
Direct - Quiz/Exam	Has the criterion Student will score at the 75th percentile or higher on the assessment examination. been met yet? Met	Three students completed the assessment examination. Class average score was 78.67%.	LDR_499_Assessment_Examination_SP_2_21.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.

No changes to the assessment process has occurred since last year. As the program originally had online majors, assessment information has been gathered through course work. As more traditional students join the program, Student Performance Day activities will be developed. On-ground students in the program have participated in Student Performance Days with the Business Administration and Accounting majors for some activities. These activities are generally successful when discussing broader concepts and are not "major" specific.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	LDR.1 Develop a strong foundation in the theories of management and leadership.					
Legend	A					
Course/Event	LDR 475					
Assessment Measure	Direct - Final Exam					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>Since transition to the new LMS has occurred, future issues with data maintenance will be avoided.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Since transition to the new LMS has occurred, future issues with data maintenance will be avoided.
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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?

For this program, student performance day activities did not focus on specific program assessment activities. Students were invited to attend general activities along with Business Administration and Accounting majors. As more students on-campus declare the major, we will develop personalized performance day activities for the major.

Specific assessment measures occurs in the course work.

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?

This year, one on-ground student completed the senior capstone course online so there was not a formal senior showcase event.

The School of Business and Technology is developing a leadership center and once established, it will include opportunities for Senior Showcase activities.

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?

BUS 329-Managerial Ethics-E (an optional course to BUS 214-Business Ethics-E) includes a service learning assignment.

Assignment details:

Each student will develop an individual social responsibility project that they will complete during the course. Your project should address a need in your community and include meaningful service by you to address this need. Some ideas for service include volunteering personal time to address your identified need, testifying on behalf of your supported need at public hearings, creating a YouTube video campaigning for your identified need, etc.

Examples of typical projects include: volunteering at a food pantry, reading to children in a hospital, volunteering time at animal shelters and creating a YouTube video raising awareness for an issue. Your project should be personalized to a

need identified by you in your community and you should use your creativity in deciding what you will do. For this project, you cannot solicit donations, engage in fund-raising or solicit signatures to support any organization. Additionally, simple participation in charity runs/walks, donating at a blood drive, etc. will not meet the spirit of this assignment. If you wish to organize and run such an activity, that would be permissible.

If your project includes volunteering your personal time to a charity, you are expected to complete at least 3 hours of volunteer work during the term.

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.

Design Thinking for Creativity - Dr. Miriam O'Callaghan.

Unpacking the Matrix - Dr. Thomas Trice.

Avoiding Plagiarism and Academic Dishonesty - Dr. Matthew Sveum.

Retiring Faculty Share Parting Thoughts - Mrs. Brenda Popp.

Building Wealth and Planning for Your Future - Dr. Jessica Manion.

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.

N/A

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.

N/A

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. Stephen Forsha:

Paper, "Psychological Coping Strategies: Influences on academic integrity" accepted for publication.

Reviewer for the Academy of Management-Organizational Behavior Division and the Midwest Academy of Management-Leadership and Ethics Track.

Dr. Thomas Trice:

Paper, "Social Affinity Flow Theory: A New Understanding of both Human Interaction and the Power of the Bahai Training Institute Process" published.

Scott Zimmerman:

Continues to make satisfactory progress on his doctoral studies. Named outstanding graduate for the E.Ds. in Higher Education Leadership at Regent University, class of 2021.

Assessment Rubric

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<p><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.</p>	<p><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p><input checked="" type="checkbox"/> The mission statement is minimal at best.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:	Not much detail or alignment to the University mission is provided			
Reflection on Retention weight: 1.000	<p><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.</p>	<p><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</p>	<p><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:	Description of how the program is growing and how new marketing and initiatives are being used to grow the program.			
Defines External Accreditation Standards weight: 1.000	<p><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.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</p>	<p><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
General Education alignment clearly explained weight: 1.000	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Curriculum Map alignment weight: 1.000	<p><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</p>	<p><input checked="" type="checkbox"/> The curriculum map is complete</p>	<p><input checked="" type="checkbox"/> The curriculum map is not complete</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Assessment of Objectives weight: 1.000	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Data Driven Decision-making is explained weight: 1.000	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:	No changes indicated and nothing presented. Marked NA			

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 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:	<p>No uploads were shown and the same grades were used in all criteria.</p>			
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:				
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>Only one identified.</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:	<p>Only 1 student identified. Completed task online. Task not shared.</p>			
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:	<p>Nothing done this year. Plans for next year.</p>			
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:	<p>Minimal students for this component.</p>			