



**WILLIAM WOODS
UNIVERSITY**

Physics Annual Assessment 2020-2021

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Annual Assessment 2020-2021

Physics

Program Profile

Program Mission Statement

Please insert your program mission statement here

The primary objective of the physics program is to help students learn to develop and accurately apply mathematical and analytical processes to descriptions and models of systems in the natural world. This is done through hands-on lab work, original research, and traditional coursework. The skills acquired in this program will prepare students to pursue a wide range of technical careers as well as further education.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2019-2020

Student Minors 2019-20

3

3

Student Majors 2020-2021

Student Minors 2020-2021

2

8

Concentrations 2019-2020

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

N/A

Concentrations 2020-2021

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

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?

The program has the following goals for retention and growth during the 2020-2021 school year:

- Physics major is no longer offered, cannot recruit any new majors but want to see current majors graduate.
- Retain at least 90% of the current physics minors and recruit five additional physics minors

These goals will help to ensure that the program remains viable going forward. The physics minor has increased in popularity with an additional 8 minors taking Modern Physics this fall and I anticipate similar numbers in future years.

Optimal Enrollment

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

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?

There are currently no accrediting agencies for a program of this type.

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?

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
PHY.1	Students will achieve an advanced understanding and appreciation for the physical laws governing the universe, through conceptual problem solving and laboratory experience.
PHY.2	Students will learn to model and simulate complex physical interactions computationally, they will design, construct, and program experimental apparatuses to test theories.
PHY.3	Students will develop sophisticated mathematical and numerical skills, allowing them to quantitatively understand and predict the behavior of physical systems.
PHY.4	Students will practice the scientific method and the processes involved in conducting original scientific research, along with the communication and presentation of their findings.

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.

Physics teaches more than just how the universe operates at a basic level. It teaches problem solving. It teaches students how to think for themselves and arrive at evidence based conclusions. Physics students are taught that no problem is too complicated. Provided with a problem, they are trained to take it apart, determine the important parameters, explore possible outcomes and discover new, elegant ways to reach a solution. In doing so, their confidence and ability improve so that they can enter the world equipped with the tools they need to help tackle the problems of our society through logical, quantitative analysis.

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:

Students are expected to apply logical and analytical reasoning skills to diverse source material when they conduct literature reviews in PHY 490 - Senior Research. This course often involves case studies and independent investigation in which students must use recent literature to guide their research direction. Students are often expected to read original articles and determine objectives for future research. These skills build upon and are consistent with the description given for critical thinking.

Creative Expression:

Throughout the physics program, students are required to express physics concepts both visually through detailed graphs and figures in lab reports (PHY 202 – Physics Lab 1, PHY 212 – Physics Lab 2) and orally through presentations:

- PHY 201 (Physics 1): Students are required to give a presentation where they explain and solve a physics problem in front of the class. Presentations are 5 minutes.
- PHY 315 (Modern Physics): Students are required to give a presentation on a technological application made possible by a discovery made in modern physics. Presentations are 10 minutes and requires the student to perform independent research.
- PHY 480 (Numerical Physics): Presentation of a numerical solution to a physics problem to non-experts. Students are tasked with a difficult physics problem that cannot be solved exactly which requires the use of a computer algorithm to solve the problem numerically. Students are then asked to give a detailed presentation of the problem, the solution, and the results to a group of students below their level of physics knowledge in order to practice talking to non-peers about scientific concepts. Presentations should be 25-30 minutes and completely outline their project and results.

Quantitative Inquiry:

Quantifying the laws that govern our universe is the bedrock of physics. As such, every course in physics helps students develop and practice quantitative problem-solving skills.

Society and the Individual:

PHY 315 (Modern Physics) covers the last century of physics which saw a significant physics revolution in the early 20th century. Emphasis is placed on the historical aspect of physics and the implications it had on shaping the world throughout the 20th century through the development of nuclear, atomic, and quantum physics. Students are asked to contemplate the future of physics and any impacts it will have on our society as we become a technological civilization.

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?

1. Unfortunately, due to the campus closing mid-march, plans for interdisciplinary work was abandoned. This will be picked up again in future semesters.
2. My physics students were tasked with brainstorming ideas for reducing the need for chemical fuels through the use of electromagnetism as a way of helping push humanity toward newer, and less environmentally destructive means for propulsion. This topic will be explored further during my seniors' research practicum next year.
3. While not part of the physics program, in the course Foundations of Science, students were asked to write a report in which they would examine, and strengthen their argument through valid research, their position on climate change. They were tasked in participating in a hypothetical argument with a climate change denier and what sources of evidence they would use to the contrary in order to convince the other person.

Curriculum Map

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

Physics

	MAT 124	PHY 201	PHY 202	PHY 212	PHY 213	PHY 315
PHY.1 Students will achieve an advanced understanding and appreciation for the physical laws governing the universe, through conceptual problem solving and laboratory experience.		I, A	I, A	R	R	M, A
PHY.2 Students will learn to model and simulate complex physical interactions computationally, they will design, construct, and program experimental apparatuses to test theories.			I		A, I	
PHY.3 Students will develop sophisticated mathematical and numerical skills, allowing them to quantitatively understand and predict the behavior of physical systems.	R	I		I		
PHY.4 Students will practice the scientific method and the processes involved in conducting original scientific research, along with the communication and presentation of their findings.						I

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?

Since the physics major was removed from the catalog, all courses pertaining to the physics major were removed from the curriculum. The physics minor remains. Students who were already declared as physics majors will be allowed to complete their coursework therefore the upper level physics courses will remain on the course offering until those students are cycled though.

Assessment Findings

Assessment Findings for the Assessment Measure level for Physics

PHY.1 Students will achieve an advanced understanding and appreciation for the physical laws governing the universe, through conceptual problem solving and laboratory experience.

Assessment Measures

PHY 201				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion A minimum of 85% of students will achieve an overall homework score of >85% been met yet? Met	23/27 students (85.2%) of student achieved higher than an 85% on homework assignments.		

PHY 202				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 90% of students will complete all lab reports. Been met yet? Not met	10/27(37%) did not complete every lab report. Many missed at least one, and 4 missed over 2. The 4 students who missed more than 2 failed the course.		- Refine Assessment Tool: The standard PHY.1 gauges an understanding of material. The current assessment does not meet this criteria since missing an assignment does not reflect a student's level of understanding only that they need to work on academic discipline. A complete revision of the assessment procedures will be conducted for the following year.

PHY 315				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion An average score of 80% or greater on in-class exams been met yet? Met	The average grade of all exams by all students was 90.11%.		

PHY.2 Students will learn to model and simulate complex physical interactions computationally, they will design, construct, and program experimental apparatuses to test theories.

Assessment Measures

PHY 213				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion At least 90% of students will complete all lab reports. Been met yet? Not met	77% (17/22) completed every lab report. Unlike PHY 202, no students missed more than 2 labs.		- Refine Assessment Tool: The standard PHY.1 gauges an understanding of material. The current assessment does not meet this criteria since missing an assignment does not reflect a student's level of understanding only that they need to work on academic discipline. A complete revision of the assessment procedures will be conducted for the following year.

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.

Currently, the assessment process is unsatisfactory and in need of revision. With the removal of all upper level physics courses, many of the assessment objectives are not covered by the assessment map. Those that are covered are assessed in ways that do not reflect the standard they should be assessing. For example, I cannot assess a student's understanding or ability based on missed assignments -- which 2 of the 4 measures use as a gauge.

Future assessment measures for next year will assess student ability and understanding of the material without relying on counting missed assignments or class wide averages.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	PHY.1 Students will achieve an advanced understanding and appreciation for the physical laws governing the universe, through conceptual problem solving and laboratory experience.					
Legend	A					
Course/Event	PHY 202					
Assessment Measure	Direct - Class Assignment					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>The standard PHY.1 gauges an understanding of material. The current assessment does not meet this criteria since missing an assignment does not reflect a student's level of understanding only that they need to work on academic discipline. A complete revision of the assessment procedures will be conducted for the following year.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	The standard PHY.1 gauges an understanding of material. The current assessment does not meet this criteria since missing an assignment does not reflect a student's level of understanding only that they need to work on academic discipline. A complete revision of the assessment procedures will be conducted for the following year.
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Standard/Outcome	PHY.2 Students will learn to model and simulate complex physical interactions computationally, they will design, construct, and program experimental apparatuses to test theories.					
Legend	A					
Course/Event	PHY 213					
Assessment Measure						
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>The standard PHY.1 gauges an understanding of material. The current assessment does not meet this criteria since missing an assignment does not reflect a student's level of understanding only that they need to work on academic discipline. A complete revision of the assessment procedures will be conducted for the following year.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	The standard PHY.1 gauges an understanding of material. The current assessment does not meet this criteria since missing an assignment does not reflect a student's level of understanding only that they need to work on academic discipline. A complete revision of the assessment procedures will be conducted for the following year.
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Refine Assessment Tool	The standard PHY.1 gauges an understanding of material. The current assessment does not meet this criteria since missing an assignment does not reflect a student's level of understanding only that they need to work on academic discipline. A complete revision of the assessment procedures will be conducted for the following year.					

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?

First Day:

Part 1: Students are asked to present a problem in physics at a level on par with their recent course material to a panel of math and science faculty.

Part 1: Immediately following the problem presentation, students are interviewed by the faculty and asked about their career goals and their commentary on the physics program.

Second Day:

Part 3: Students are given a general physics test in order to keep track of their mastery of the subject. Some material will be new to them, but over the years, their scores should improve as they continue the coursework and retake the test. The test takes approx. 3 hours.

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?

During Advanced Lab Methods (Fall) students will construct a spectrometer and use it to measure plank's constant. My senior (Connor Poulson) will present a demonstration of the spectrometer and its operation in addition to explaining the experiment.

Evaluation

- The student will be evaluated on his ability to explain the science behind his experiment to people of different science backgrounds and levels of expertise (Science Communication)
- The student will be evaluated on his ability to answer pointed questions on the experiment by participating students and faculty

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Two LEAD events hosted by Dr. Sean Baldridge. Both were related to the Astronomy Club and involved learning about and looking at certain celestial objects.

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.

Graduating physics major Connor Poulson completed a mentor-mentee experiment with Dr. Sean Baldridge as part of his participation in the Cox Distinguished Professorship project: "Electromagnetic Linear Accelerator". Connor successfully demonstrated the device to a group of science faculty and students during the senior showcase.

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. Baldridge Submitted a Cox Distinguished Professorship proposal for the 20/21 academic year.

Assessment Rubric

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The mission statement is minimal at best. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program fails to provide any accreditation information. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The curriculum map is detailed and complete. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The curriculum map is complete 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The curriculum map is not complete 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> N/A
Comment:				

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:				
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:				
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 programming 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:				