



**WILLIAM WOODS
UNIVERSITY**

Political Legal Studies Annual Assessment 2020-2021

Contents

Annual Assessment 2020-2021	3
Political/Legal Studies	3
Program Profile	3
Program Assessment.....	5
Curriculum Map.....	7
Assessment Findings	8
Program Activities	13
Assessment Rubric	15

Annual Assessment 2020-2021

Political/Legal Studies

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Political/Legal Studies major is designed for students interested in preparing for law school or other graduate study. The courses in the major assist students in developing analytical and communication skills and an understanding of economic, political, and social contexts within which legal issues arise. *The political/legal studies program prepares students to be active, informed, ethical citizens in a democratic system within the world community and for professional level work in the legal and political fields as well as matriculation to graduate and professional advanced education.*

Program Data

Delivery Method

Traditional On Campus (selected)
 Online
 Hybrid

Students Majors 2019-2020

Student Minors 2019-20

10

5

Student Majors 2020-2021

Student Minors 2020-2021

12

1

Concentrations 2019-2020

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

None

Concentrations 2020-2021

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

None

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 difficult major for many students who believe they want the major as freshman, so the attrition rate can be high. However we have made program changes in an effort to have a broader appeal, so our retention, persistence and degree completion goal is currently 85%. The persistence numbers mean to the faculty that while we would like to keep all our students, realistically many students who watch Law and Order on television are not academically suited to the study of law and politics and should not be encouraged to stay in a program in which their chances of attending law school or graduate school, or being successfully employed within the field are minimal. However I do not know what the persistence numbers are for this program in majors and minors.

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?

NA

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?

The attached screen shots from last reporting period show that depending on which path is taken to access the webpage for Political and Legal Studies, the format is different. It is very confusing as to whether "Legal Studies" is a department that encompasses Political and Legal Studies, Criminal Justice and Paralegal Studies, or if each are separate programs that stand alone. Also, Phi Alpha Delta International Legal Fraternity is not listed as a student organization on one page (Legal Studies) but is on the other page. Further, there is a mention of "certificates" in prelaw and political studies, but neither of the certificate programs are highlighted or even included in the list of all courses listed in political and legal studies.

Overall, the website, which is the sole marketing material for this program, does not really suggest much about the relevance of this program; does not measure up favorably with the web presence for similar programs at other institutions; and, in my opinion, does not create much excitement about the program. There is nothing about any activities other than in very vague terms, no pictures of students doing anything (other than the stock courtroom photo which is at least 20 years old); and it just is not exciting.

It would be beneficial to have a fresh approach to marketing this program, which might include some type of demographic research directed at high school mock trial, debate, and model UN, boys/girls state types of activities.

Marketing Material

Marketingattach.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
PLS.1	Evaluate the elements of oral and written argument relevant to political/legal issues.
PLS.2	Explain the historical development of political/legal systems
PLS.3	Analyze the economic, political, and social contexts of political/legal decisions and systems.
PLS.4	Explain the ethical and philosophical issues that arise in politics and law.

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.

WWU 2016.1: Political and Legal Studies prepares students for professional level work in the fields of law, politics and public policy and for advanced studies in these areas.

WWU2016.2: Students explore the ethical obligations of legal professionals as well as analyze the ethical implications of law and politics on society.

WWU2016.3: The theoretical and practical study of law and politics enable students to understand and advocate for diverse viewpoints and to self-reflect.

WWU2016.4: Law and politics are ever changing and require continuous learning outside of the degree curriculum.

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.

Quantitative Inquiry: STUDENTS ARE EXPECTED TO UNDERSTAND AND USE STATISTICAL DATA TO EVALUATE THE LEGAL/POLITICAL SOCIAL AND ECONOMIC IMPLICATIONS OF POLITICS AND LAW. EXAMPLES INCLUDE PLS 105 DATA REGARDING POLITICAL OPINIONS, VOTING PATTERNS; PLS 329 EVALUATING COST OF ADVESARIAL LEGAL SYSTEM COMPARED TO ADR; PLS 302 UNDERSTANDING OF LEGAL PHILOSOPHY SYSTEMS THAT ARE CONFLICTING VALUE MODELS.

Society and the Individual: STUDENTS ARE EXPECTED TO READ VARIOUS FICTION AND NONFICTION TEXTS, WATCH VIDEOS AND OTHER MATERIAL TO ASCERTAIN THE VALUES AND MEANING OF LAW AND POLITICS IN SOCIETY. EXAMPLES INCLUDE PLS 201 READING VARIOUS ESSAYS AND WATCHING VIDEOS TO DETERMINE

ETHICAL AND MORAL QUESTIONS REFLECTED IN LAW; PLS 110 ADDITIONAL OUTSIDE READING ASSIGNMENT TO DETERMINE LEGAL ISSUES AND HOW PORTRAYED IN LITERATURE; PLS 304 READING ESSAYS AND LITERATURE RELEVANT TO DETERMINING US POLITICAL THEORY. STUDENTS ARE EXPECTED TO UNDERSTAND THE MORAL AND ETHICAL QUESTIONS INVOLVED IN POLITICAL STRUCTURES AND ACTIONS AND IN THE FORCE AND EFFECT OF LAW. EXAMPLES: PLS 210 SPECIFICALLY DEALS WITH ETHICS AND MORALITY IN LAW AND PLS 329 DEALS SPECIFICALLY WITH ETHICS OF CONFLICT RESOLUTION. STUDENTS ARE EXPECTED TO UNDERSTAND THE HISTORICAL BASIS AND EVOLUTION OF POLITICAL SYSTEMS AND LEGAL PRINCIPLES. EXAMPLES INCLUDE PLS 304 WHICH DEALS SPECIFICALLY WITH THE EVOLUTION OF AMERICAN LEGAL THOUGHT OVER THE PAST 200 YEARS. STUDENTS ARE EXPECTED TO UNDERSTAND HOW POLITICAL SYSTEMS AND THE LAW ADDRESS DIVERSITY WITHIN THE CONTEXT OF SPECIFIC POLITICAL THEORIES SUCH AS DEMOCRACY OR WITHIN EQUAL TREATMENT UNDER THE LAW. ALL COURSES DEAL WITH THIS ISSUE, AND PARTICULAR EXAMPLES INCLUDE PLS 329 IN REGARD TO CULTURE AND CONFLICT AND PLS 304 IN REGARD TO DIVERSE VIEWPOINTS OF AMERICAN POLITICAL THEORY AND PLS 302 IN REGARD TO DIVERSITY IN THE APPLICATION OF LAW, ESPECIALLY AS APPLIED TO MINORITY GROUPS AND BASED ON ECONOMIC DIVERSITY.

CRITICAL Analysis – ALL COURSES REQUIRE STUDENTS TO ENGAGE IN CRITICAL THINKING, ESPECIALLY IN DEVELOPING THE ABILITY TO CONSTRUCT A COHERENT AND WELL-REASONED ARGUMENT AS WELL AS TO IDENTIFY THE LOGICAL FLAWS IN AN ARGUMENT. ALL PROGRAM COURSES REQUIRE STUDENTS TO ENGAGE IN WRITTEN AND ORAL COMMUNICATION. SPECIFIC EXAMPLES INCLUDE, PLS 105 DEBATE ASSIGNMENT; Political Analysis Research Paper; PLS 210 – Oral ethical argument presentation, CLASS PRESENTATIONS, written analysis papers; PLS 445 WRITTEN CASE BRIEFS AND ORAL PRESENTATION OF CASE BRIEFS.

CREATIVE AND AESTHETIC SENSIBILITY – BOTH LAW AND POLITICS ENFORCE SOCIAL CONDUCT RELATED TO WHAT CONSTITUTES "ART" AND WHAT MIGHT INSTEAD BE CRIMINALIZED OR MARGINALIZED AS ILLEGAL OR IMMORAL. STUDENTS ALSO MUST THINK CREATIVELY IN ORDER TO EXPRESS POLITICAL IDEAS. SPECIFIC COURSE EXAMPLES INCLUDE PLS 329, PLS 445, AND PLS 302.

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?

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

PLS Program Matrix

	PLS 105	PLS 110	PLS 210	PLS 213	PLS 303	PLS 304	PLS 312	PLS 329	PLS 415	PLS 417	PLS 445
PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.	I	I	I	I	A, R	A, M	R		M, A	M	
PLS.2 Explain the historical development of political/legal systems	I	I			R, A	R, A	R	R	M, A	M	M
PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.	I	I		I	A, R	A, R	R	R	M, A	M	M
PLS.4 Explain the ethical and philosophical issues that arise in politics and law.	I	I	I	I	A, R	A, R	R	R	A, M	M	M

Changes to Curriculum

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

NA

Assessment Findings

Assessment Findings for the Assessment Measure level for PLS Program Matrix

PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.				
Assessment Measures				
PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment? Been met yet?			
PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment? Been met yet?			
PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet? Met		PLS415.zip	

Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet? Met			

PLS.2 Explain the historical development of political/legal systems

Assessment Measures

PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment? Been met yet?			

PLS 415

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet?			

Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet?			

PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.

Assessment Measures

PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment? Been met yet?			

PLS 304

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment? Been met yet?			

PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet?			
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet?			

PLS.4 Explain the ethical and philosophical issues that arise in politics and law.				
Assessment Measures				
PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment? Been met yet?			

PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment? Been met yet?			
PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet?			
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet?			

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss

the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Due to COVID-19 and the lack of a criminal justice faculty, many of the courses in the program were temporarily modified to accommodate both PLS and CJ students.

The program is in the process of developing a detailed rubric to use in the assessment process. In the meantime, the program is using the rubric for the program to measure specific assignments in each of the assessed courses. Success of students matriculating to graduate programs and law school is also used as an assessment of the success of the program. As a program of one faculty member, there was no discussion regarding 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?

Due to COVID-19 restrictions, the performance day activities were done via Zoom and online. Students met together on Zoom and then were assigned a problem case that included various sources. Students were to complete a legal reasoning analysis using IRAC in order to evaluate the problem case. The sources provided required students to distinguish between relevant in not relevant sources as well as apply the facts to the relevant law or standard.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

2021PerformanceDay.zip

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?

Due to COVID-19 students did not participate this year.

Assessment Rubrics

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

Service Learning

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

Yes

No (selected)

Service Learning Component

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

LEAD Events

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

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

3 graduates from May 2020 admitted to law schools: 2 to MU 1 to TU.

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

	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>	<input checked="" type="checkbox"/> N/A
Comment:				
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>	<input checked="" type="checkbox"/> N/A
Comment:				
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>	<input checked="" type="checkbox"/> N/A
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>	<input checked="" type="checkbox"/> N/A
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>	<input checked="" type="checkbox"/> N/A
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>	<input checked="" type="checkbox"/> N/A
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>	<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 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:				