



WILLIAM WOODS
UNIVERSITY

Psychology Annual Assessment 2018-2019

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Annual Assessment 18-19

Psychology BA

Program Profile

Program Mission Statement

Please insert your program mission statement here

The psychology department aims to prepare students to be successful, either in graduate school or in the workplace. We provide students with the foundational knowledge needed for them to be successful in these endeavors. Through our coursework, internships and research experiences, students will learn to how to apply theory to real world situations, how to objectively analyze and interpret data, assess behavior, and communicate effectively.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2017-18

Student Majors 2018-19

34

24

Student Minors 2017-18

Student Minors 2018-19

24

17

Concentrations 2017-18

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

N/A

Concentrations 2018-19

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? What is the optimal enrollment for the program?

There is a national trend for students to declare psychology as incoming freshman without a true understanding of the discipline and then they typically change their major within the first two years. Given this information, we feel we have done a good job of retaining majors as well as recruiting new majors in to replace those we have lost. In the coming years we plan to continue to be very active on campus in order to make our presence known to students who do not come in as psychology majors. We also plan to continue to hold a town hall meeting and continue to review our curriculum to ensure that we are meeting the needs of our students and that our students feel as though they have input into the program. The faculty members have also made themselves available to students through open door policies, e-mail and communication with students before and after classes and social media, which strengthens the connections between the students and the faculty members. We will also continue to develop a sense of community and pride amongst our majors through the Psychology Club, Psi Chi and departmental events. Each of the psychology faculty members have won the faculty award in the past ten years, which we feel will increase the amount of pride students have in the department, and is indicative of the fact that we use effective teaching methodology in the classroom. The faculty also continue to meet on a regular basis to discuss departmental issue and ensure that we continue to speak with one voice.

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

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

N/A

Marketing Materials

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

After reviewing the website (attached), we are satisfied with the information on our page. We would recommend that our program be marketed during the recruitment of high school students. It should be emphasized that psychology is a very versatile major that allows students to understand behavior and cognitive processes, which is useful for any career path. The psychology major is also one that pairs well with other majors on campus, especially areas like education, business, interpreting and equestrian.

Marketing Material

Bachelors_in_Psychology____Fulton____MO____William_Woods_University.htm

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
PSY 2016.1	Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
PSY 2016.2	Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.
PSY 2016.3	Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
PSY 2016.4	Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.
PSY 2016.5	Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

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.

- Communication- Students will transmit information effectively in written or spoken form.**

The communication GE requirement serves as the foundation for our entry level students. Written and verbal communication skills are necessary for the practice of psychology. Students enhance written communication skills in each course through reflective writing and research papers. Students also deliver numerous presentations throughout the psychology curriculum. Finally, students need to give a presentation in most upper level classes and at senior achievement days.

- **Mathematics, - Students will solve problems through an analysis of quantitative relationships.**

The GE requirement of math serves as a foundation for our research methods classes, specifically in understanding statistics.

- **Meaning –Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.**

The meaning GE is supported throughout the psychology curriculum where students must be able to analyze and evaluate psychological journal articles.

- **Historical Perspective – Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.**

The History GE is supported throughout the psychology curriculum in that students learn of the history of the study of psychology and its effect on current theories and practices as well as personal psychological issues.

- **Critical Thinking-Students will use the principles of logic to develop analytical and reasoning skills.**

Critical thinking and analytical reasoning are another necessary skill for a psychologist. Critical thinking is expected in each course and is assessed through critical thinking assignments, research papers and the analysis and interpretation of data.

- **Diversity – Students will analyze the traditions and values of a variety of cultures.**

Diversity is especially important for psychology major who need to be aware of cultural and personality differences especially in counseling, but in all other areas as well.

- **Creative and Aesthetic Sensibility –Student will examine the products of human creativity in such endeavors as painting, sculpture, theatre and music.**

Creativity serves a foundation for psychology students to interpret outside, unobtrusive measures to analyze and understand human behavior and personality traits. Drawings are analyzed in several psychology classes.

- **Natural Science-Students will understand the natural world through systematic observation, by analyzing data and by forming, testing and revising hypotheses.**

Biology serves as a foundation for understanding human development and biological processes of illness and mental illness. These concepts are reinforced through the coursework, studying normal childhood development, adolescent development, young adulthood, mid-life and end of life development.

- **Social Science- Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.**

Psychology is a social science that employs the principles of science to explain behavior.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

Psychology Objective Matrix

	MAT 114	PSY 101	PSY 102	PSY 226	PSY 225	PSY 312	PSY 310	SWK 313	PSY 313
PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.		I	I	R		R	R		
PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.	I	I						R	R, A
PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.		I		I		I	R, A	R	
PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.					I		R	R	R
PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.					I				

	PSY 324	PSY 411	PSY 450	PSY 413	SPR	Senior Showcase	Comp Exam
PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.	R	R	M, A		A	A	A
PSY 2016.2 Scientific Inquiry and Critical Thinking- Students will display scientific reasoning and problem solving, including effective research methods.	R	R	M	M, A	A	A	A

PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.		R	M			A	
PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.	R		M, A	M, A		A	
PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.	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?

After complete the five-year program review this past year, the faculty members reflected on the coursework and the program objectives. It was determined that using General Psychology courses as a benchmark for all of the objectives was not effective due to the amount of non-majors and the number of students who transfer into the program or bring in college credit for those courses. We also decided to move a significant amount of the assessment to the PSY 413 course due to the fact that the students are completing a large project that utilizes all of the skills they have learned along the way.

Assessment Findings

Assessment Findings for the Assessment Measure level for Psychology Objective Matrix

PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

Assessment Measures

PSY 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. been met yet? Met		Psychology_Seminar_Assessment.docx	

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 80% of freshman above 30% 80% of sophomores above 40% 80% of juniors above 50% 80% of seniors above 60% 0% of seniors for above 85% been met yet? Met		2018_2019_Psychology_Exam_Scores.xlsx	

SR Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion All students at or above the proficient level been met yet? Met		Senior_Showcase.pdf	

Comp Exam				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion The two-year rolling cohort will fall within one standard deviation of the national average. been met yet? Met		MFT_Scores.pdf 2017_2018_MFT_Scores.pdf	

PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.				
Assessment Measures				
PSY 413				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. been met yet?			
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 80% of freshman above 30% 80% of sophomores above 40% 80% of juniors above 50% 80% of seniors above 60% been met yet? Met		2018_2019_Psychology_Exam_Scores.xlsx	
SR Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion All students at or above the proficient level been met yet? Met			
Comp Exam				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion The two-year rolling cohort will fall within one standard deviation of the national average. been met yet? Met		2017_2018_MFT_Scores.pdf MFT_Scores.pdf	

PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

Assessment Measures

SR Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion All students at or above the proficient level been met yet? Met		Senior_Showcase.pdf	

PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.

Assessment Measures

PSY 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. been met yet? Met		Psychology_Seminar_Assessment.docx	

PSY 413				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. been met yet?			

SR Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion All students at or above the proficient level been met yet? Met			

PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

Assessment Measures

SR Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion All students at or above the proficient level been met yet? Met			

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.

The faculty members met throughout the semester to discuss the five year program review and through those conversations they looked closely at the coursework, program objectives, assessment measures and benchmarks. We felt that the changes that were made this past year were successful. The benchmarks were more realistic and the assessment of the students of the students was more explicit which allowed them to better demonstrate their abilities. During major performance days, the students participated in a performance task, and though data was collected, it was at the group level, so it was not included in this report, the students also took the content knowledge exam that was developed by the faculty and they provided feedback at the town hall meeting. During Senior Showcase, the students demonstrated how they mastered the five program objectives through oral presentations. The last week of classes, all seniors took the MFT exam. We added the PSY 413 course, where a lot of assessment will occur in the future, but the students who will be required to take that course are not at that point in their program yet, so we do not have data for that.

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?

On Tuesday the students worked in heterogeneous groups on a performance task, this was a very successful activity that we plan to use in the future

On Wednesday the students took a content exam that has been given for the last several year, this was a successful assessment that we plan to continue to use

On Wednesday the students attend a town hall meeting where they provided feedback about the program to the faculty, this was a successful activity that we plan to continue to use

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Student_Performance_Review_Schedules_2019_002_.pdf

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 senior showcase, our students are given the five program objectives and told that they need to give a presentation that demonstrates that they have mastered the objectives. Both faculty members assess them on all five objectives. There currently isn't a place in the curriculum that this is built into, so students usually adjust a presentation they gave in a previous course. The PSY 413 course was designed to address this and it is expected that the students will use their work in PSY 413 for this presentation. However, this only went into effect for the 2018-2019 catalog year, so it will be several years until this is completely phased in.

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.

Dr. Boyer sponsored a LEAD event about Autism Awareness

Dr. Hertzog sponsored a LEAD event about animal behavior

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.

Rebecca Sturgess presented her research project at the Midwestern Psychological Conference

Olivia Davidson was accepted into a graduate school

Miguel Hudson accepted a job offer at a recruiting firm in St. Louis

Alumni Accomplishments

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

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Assessment Rubric

Annual Assessment Rubric 2018

27.000 pts 69.23%

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

Data Driven Decision-making is explained weight: 1.000	<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.		<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.		<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.		<input checked="" type="checkbox"/> N/A
Comment:		Documentation provided on assessment findings weight: 1.000	<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.	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings.	<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	<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.	<input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.	<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	<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	<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.	<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	<input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	<input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.	<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	<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.	<input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.	<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	<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.	<input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.	<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	<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.	<input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.	<input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.		<input checked="" type="checkbox"/> N/A
Comment:							