



**WILLIAM WOODS
UNIVERSITY**

Sport Management Annual Assessment 2019-2020

Contents

Sport Management	3
Program Profile	3
Program Assessment.....	5
Curriculum Map.....	7
Assessment Findings.....	8
Program Activities	13
Assessment Rubric	15

Sport Management

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Mission of the Sport Management Program at William Woods University is to expand on the student-focused education of the University. Students in the program will be able to ignite the spark of working in the industry to match the passion they had when first participating in sport growing up. This is done through evaluating relevant topics of their field in the classroom via discussions, readings, projects & field experiences, through volunteering & internships, collaborations with faculty & peers, & by developing an openness to diverse perspectives.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Student Majors 2018-19

Student Minors 2018-19

13

5

Students Majors 2019-2020

Student Minors 2019-20

19

7

Concentrations 2018-19

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

Sport Management is the Concentration under the new EXS model, while we still have students as SMG majors under the old model

There are still students under the SMG major model that I am unable to access as it is no longer under the registrar's domain & all that can come from the School of Science and Health is EXS majors which is why I do not have numbers for majors in the 2019-20 box. I was told since SMG is no longer a major, it will not come up with a report of current students who are still under the old SMG major model

Concentrations 2019-20

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

15 - EXS majors with a Sport Management concentration with 4 under the old SMG major model

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?

The change from Sport Management as a major to a part of the umbrella Exercise Science major & concentration in Sport Management has hurt numbers. Students who are interested in Sport Management may shy away from a program that is in the School of Health & Science & not having Sport Management as the major is not understood by incoming students, as it's unusual for the field.

Having the program be evaluated on its best positioning at this University & ensuring that the marketing & admissions staff are familiar with what the program is, will determine the future health of 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?

Commission on Sport Management Accreditation (COSMA) is the main body that oversees sport management programs. Currently, WWU does not have the resources in the program to consider an attempt at being accredited.

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?

Currently, there is a PowerPoint for prospective students to see when they visit & is emailed following their visit so that it is available to look at. Admissions has put together marketing materials for the EXS major. Currently, SMG is working with the Marketing Department to both use materials from the Spring 2020 Senior Showcase & materials developed by the SMG faculty to reach potential students

Included below is one example from the Senior showcase & the Prospective student presentation

Marketing Material

Lucy_2020_senior_showcase.pptx
Information_for_prospective_students.pptx

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
SMG_2018.1	Analyze and apply management, leadership and organizational concepts, principles, and theories of a sport organization (managing & governing).
SMG_2018.2	Design, analyze and evaluate research in sport.
SMG_2018.3	Understand, analyze & apply functions of a sport manager (operations, marketing & finance)
SMG_2018.4	Identify and analyze the current sport management environment (legal & cultural).
SMG_2018.5	Demonstrate advanced knowledge, skills, and competencies in a practical (internship) sport organizational setting.

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.

With Sport Management leading to multiple professional options, students are offered exposure to various sport settings, field experiences & academic material so Standards 1, 3 & 5 in SMG connects to WWU Standard 1. WWU Standard 2 is expressed in several classes & internships, but addressed in SMG Standard 4. WWU Standard 3 is matched up with students as they go out in the field for internships for SMG Standard 5, as they are in the 'real world' and can see connection to the formal education in a protected setting. Sports as a passion. As a result, almost every SMG student is a student-athlete, thus the ability to use WWU Standard 4 and continue that passion & curiosity is addressed in SMG Standard 2

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.

Sport Management draws on the skills gained in the General Education Program. Students must be able to analyze data for value and critique the work of others in the field of study. Sport Management students must be able to quantitatively and qualitatively assess research. As sport management professionals, they must be able to relate to a diverse culture, communicate effectively (written and orally), strive for ethical behavior and draw from historical events that impacted failure and success of those that have come before them in the sport management field.

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?

I used the SMG 450 Senior Seminar class to provide an interdisciplinary approach as the students were able to meet & work with the Fulton Parks & Recreation Program to assist with the forthcoming Recreation Center. The assignment was to work on various marketing, management & financial aspects that are relevant to a new facility & share the findings with the City's staff. Much of the students' work was attempted to be completed after the Covid-19 school & work restrictions, so access to information was limited along with access to the Fulton staff to get feedback. The project was successful in that students were able to get exposed to challenges of a new facility, the closing of athletic facilities really impacted the full experience

For connecting to issues, we focused on local WWU issues for the SMG 321 Sport Marketing class, as several athletics coaches came to speak to the class where students were responsible for working with a program to develop a marketing plan as Owls Athletics does not have a marketing employee. Most students had worked out plans with coaches prior to Spring Break, but those that didn't suffered with communication challenges when classes went virtual & ultimately most students left campus. None of the events planned were allowed to actually happen, but it did give coaches a blueprint to work off of going forward to lessen work on their plate.

From the professional development internal presentations that fellow faculty hosted in December, I used a menu option for SMG 321 Sport Marketing, SMG 310 Sport Law, & SMG 450 Senior Seminar on certain class periods & students were able to choose one menu item that reflected a letter of change to be written on a key topic to three key industry sources (such as the name, image & likeness changes coming for the NAIA/NCAA or equal pay lawsuit for the USWNT vs US Soccer Federation. It was evaluated based on the depth of perspective & choices of recipient. This option went pretty well, though when the classes went virtual, students didn't get to hear from each other as to what they wrote or to whom

Curriculum Map

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

Sport Management

	SMG 100	SMG 310	SMG 321	SMG 390	SMG 406	SMG 412	SMG 451	SMG 450
SMG_2018.1 Analyze and apply management, leadership and organizational concepts, principles, and theories of a sport organization (managing & governing).	I, A				R, A			
SMG_2018.2 Design, analyze and evaluate research in sport.	I							R, A
SMG_2018.3 Understand, analyze & apply functions of a sport manager (operations, marketing & finance)	I		R, A			R, A		
SMG_2018.4 Identify and analyze the current sport management environment (legal & cultural).		R, A						
SMG_2018.5 Demonstrate advanced knowledge, skills, and competencies in a practical (internship) sport organizational setting.	I			R, A			M, A	
WWU2016.1 Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.								

Changes to Curriculum

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

No changes to the curriculum this academic year. A new class was developed over the summer in hopes of implementing it for the 2020-21 academic year to create a foundational knowledge of sport management concepts in key areas of operations, marketing & finance in order to elevate the upper level class content that addresses these sport segments.

Student learning should be lifted, as with the new EXS model, there are no business, finance or marketing courses before upper level and having a lower level (200) foundations or principles course will better prepare students for upper level concepts and discussion

Assessment Findings

Assessment Findings for the Assessment Measure level for Sport Management

SMG_2018.1 Analyze and apply management, leadership and organizational concepts, principles, and theories of a sport organization (managing & governing).

SMG 100				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 70% will earn 70% or higher on final grade for the course been met yet? Not met	Technically 4 or 6 earned 70% or higher, but 1 student decided to stop showing up when they knew they weren't returning to WWU & the other student was at a high D+, so I'm okay with the overall outcomes	SMG_1_Assessment.xlsx	- Enrollment Requirements: Those that take the class, have done a good job to start off the program, but with the change from SMG as a major to EXS and SMG as a concentration, I've been working with admissions and athletic staff to ensure that everyone is aware of the program's new model & home in Science & Health as the numbers have gone down with the name change.

SMG 100	
Improvement Type	Summary
Enrollment Requirements	Those that take the class, have done a good job to start off the program, but with the change from SMG as a major to EXS and SMG as a concentration, I've been working with admissions and athletic staff to ensure that everyone is aware of the program's new model & home in Science & Health as the numbers have gone down with the name change.

SMG 406				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of students will earn 70% or higher in interview finding keys to management components in their future field been met yet? Met	9 of 10 students earned over 70% & the class average was 79%	SMG_2018_1_Assessment_406_Interview.xlsx	
Direct - Class Assignment	Has the criterion 70% of students will earn 70% or higher on applying leadership & management concepts into their own philosophy been met yet? Met	7 out of 10 students earned over 70% & the class average was 72%	SMG_2018_1_Assessment_406_Artifact.xlsx	

SMG_2018.2 Design, analyze and evaluate research in sport.				
Assessment Measures				
SMG 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 75% of students will be at 75% or higher on Fulton Parks & Rec project been met yet? Met	100% of students met criteria	SMG_450_2018_19.xlsx	

SMG_2018.3 Understand, analyze & apply functions of a sport manager (operations, marketing & finance)				
Assessment Measures				
SMG 321				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 70% of students will receive 70% or higher on WWU Athletics marketing plan project been met yet? Met	75% of students met the criteria	SMG_2020_Program_evaluation.xlsx	
Direct - Case Study	Has the criterion 70% of students will receive 70% or higher on a SWOT analysis on an entity in their future field been met yet? Met	87.5% of students met criteria with an average of 83%	SMG_2020_Program_evaluation.xlsx	

SMG 412				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 70% of students will earn 70% or better on WWU athletics budget project been met yet? Met	6 out of 7 met the criteria, with an 82% average	412_Fall_2019_Budget_for_Assessment.xlsx	
Direct - Case Study	Has the criterion 70% of students will earn 70% or better on a financial analysis project been met yet? Met	6 out of 7 met the criteria with an 81% average	412_Financial_analysis_2019_Assessment.xlsx	

SMG_2018.4 Identify and analyze the current sport management environment (legal & cultural).				
Assessment Measures				
SMG 310				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 70% of students will earn 70% of higher on Case analysis been met yet? Met	80% met the criterial	SMG_310_2018_19.xlsx	
Direct - Class Assignment	Has the criterion 70% of students will earn 70% of higher on Risk Management project been met yet? Met	80% met the criterial	SMG_2020_Program_evaluation.xlsx	

SMG_2018.5 Demonstrate advanced knowledge, skills, and competencies in a practical (internship) sport organizational setting.				
Assessment Measures				
SMG 390	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion 70% of students will earn 75% of higher on each of the 3 qualities they are evaluated on in their first internship site been met yet? Met	Each student met the criteria in 3 of the 3 professional criteria	SMG_2020_Program_evaluation.xlsx	- Enrollment Requirements: I've taken extra time speaking with students about looking over the evaluation components for what their supervisors will be looking at regarding their professional expectations. One student was greatly impacted by the pandemic this Spring so their professional knowledge evaluation was downgraded due to the limitations on certain aspects of the position that changed once all sports were cancelled. This will be an issue going forward as what was may not be so getting students exposure to whatever the new normal in their field will be has to be considered when they are being evaluated as some roles may be pretty fluid for the next several months
SMG 451				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion 80% will meet the 80% mark or higher on three categories (Professional attitude, Professional personality & Professional performance/knowledge) been met yet? Met	All 4 students earned above 80% on Professional attitude, Professional personality & Professional performance/knowledge	SMG_2020_Program_evaluation.xlsx	

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

This is the second year that the SMG objectives have changed to match better with the national body Commission on Sport Management Accreditation (COSMA). With that, activities changed less where those implemented the previous year were refined a bit, including the SMG 100 organizational analysis to look into a variety of jobs, employee backgrounds & skills, SMG 310 analyzing a legal issue in the student's professional future, SMG 321 completing a SWOT analysis on a major industry in the student's field, SMG 412 developing a financial analysis of a business entity in their future field. Other activities were changed, such as the SMG 321 Marketing plan to work with WWU Athletic programs, SMG 412 Budgeting project also working with WWU Athletic programs, along with SMG 450, developing an all-encompassing presentation for the Fulton Parks & Rec Department regarding their new facility.

As with most programs, some of the Spring semester projects didn't get their full power due to the change in academic structure. The SMG 412 Budgetary plan is a necessity for students as when I arrived, it was shocking that those even under the old model hadn't been involved even with working on a budget for themselves. The challenge with this piece for the first time was to balance making sure that the students had to develop their own, versus having a coach present too much of it to where the student could copy/past much of it & shortchange the experience of finding & comparing costs from various resources. I will likely attempt to repeat the Fulton Parks & Rec project again next Spring as I expect delays in development of the project & if I am unable to, the Fulton YMCA is in the process of expanding their facility & I will look to have the ability for the students to partner with them. Anything to get exposure to real world scenarios & with professionals in the field

Assessment day components give me a chance to get a picture of how much the students are processing the information from the classes they've had & how much of a baseline knowledge for those lower-level students who haven't taken the courses yet. This year with it being on Owlnet even gave a picture to who took the process seriously, as one student completed it in 7 minutes. With students still going through the program under 2 curricular models (1 having a lot of business, accounting & economic foundation & the other little), it's not a clear message of who knows what. I did not have student note which model they are under & will try & do that next year.

This is a 1 faculty program

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?

The SMG Student Performance Review day activities included two assessments, one from the EXS core that was taken in-class, & another which was from the SMG core & was taken online through a class shell set up with the help of UIT. Students were shown a documentary on the 2018 US Open Women's Final (Tennis) that resulted in a controversial finish. The purpose of this is to give students who will take the CLA test as seniors a simulation where they were required to choose a side on who was at fault, the official or Williams & support it. Lastly, a member of Sporting KC (MLS) video-conferenced in to share their experiences from internships to the current workplace.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Student_performance_review_schedule.docx

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 the previous two years of the Senior Showcase, SMG has partnered with the EXS/HP program to host a LEAD event where SMG students present highlights from their internships in a Burton classroom & the EXS/HP students present a poster outside the classroom in the lobby

This year SMG seniors were asked to put together the presentation, with all the context that they would have said in the notes section of a Power Point slide. This is being converted over to Google slides to be used by the Marketing staff. This is in response to an email by the Dean following the decision to go through a virtual classroom but to still have the experience

The experience typically is an opportunity for students to get another shot at public speaking & to share their experience in front of their WWU peers before they head out into the workforce

Going forward, if this process is deemed a successful marketing tool, we'll keep the Google slides component & integrate that into a virtual recruiting tool

Assessment Rubrics

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

Service Learning

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

Yes (selected)

No

Service Learning Component

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

Opportunities to expand experiences are offered in most classes where students can earn extra credit by volunteering or are required to complete a service learning experience that's connected to the course topic (e.g. managing an event that

addresses PA). Due to convenience, students typically work with the Fulton YMCA, WWU Intramurals, or WWU Athletics. With these opportunities, students gain more applied experience and expand their future professional networks

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.

For the SMG 406 Management of Athletics course, three student groups organized & led LEAD events for their peers.

SMG faculty hosted 5 events, which included co-organizing an event that corresponded with the Women's Sports Foundation National Girls & Women in Sports Day in February as well as held events that connected with various cultural events such as Latino Heritage, LGBT History & Women's History Month. The SMG program also welcomed WWU alum Amber Cox for a video conference LEAD event.

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.

SMG student Lucy Matthews was provided the opportunity to work with the Troon Golf Corporation at one of their courses in Mississippi which has opened a door for future employment in golf at one of their holdings around the world. For the third year in a row, a student was awarded an internship opportunity at the NAIA Men's Basketball National Championships in Kansas City, but the event was cancelled. Other interns reached out to attain their positions & we worked to create positions that may not have been developed previously with WWU students

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.

2018 graduate Tim Ward accepted the position of Assistant Men's Basketball Coach at Arkansas Tech University

2020 graduate Tim Redford earned a graduate assistantship position for WWU Baseball, Zlata Shuraeva is entering the WWU MBA program & applying for GA positions, & Rebekah Joos has decided to attain an Education degree to teach & coach at the high school level.

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.

SMG faculty have been part of the Special Olympics volunteer community - challenges with many events cancelled early in 2020 due to weather & now events are virtual

Assessment Rubric

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<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.	<input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.	<input checked="" type="checkbox"/> The mission statement is minimal at best.	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<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.	<input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.	<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	<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.	<input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.	<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	<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.	<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.	<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	<input checked="" type="checkbox"/> The curriculum map is detailed and complete.	<input checked="" type="checkbox"/> The curriculum map is complete	<input checked="" type="checkbox"/> The curriculum map is not complete	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<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.	<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.	<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 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:				