



WILLIAM WOODS
UNIVERSITY

English Annual Assessment 2022-2023

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Annual Assessment 2022-2023

English BA

Program Profile

Program Mission Statement

Please insert your program mission statement here

The English program prepares students to navigate in a world of texts—teaching ways to analyze the rhetorical and social contexts of the texts they encounter and how to produce texts in response that are theoretically engaged and personally informed.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Student Minors	Student Majors
2021-2022	3	6
2022-2023	4	6

Concentrations 2022-2023

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

N/A

Concentrations 2021-2022

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 the persistence numbers what the program expected? If not, how could the numbers improve?

We'd like to grow the major, and we're hoping with enrollment increasing and new faculty, that might be possible.

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?

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

We reviewed the material on the webpage. The prose seems a little purple, even for us. I would suggest some editing, and I'd be willing to help with that. Also, going forward without Stephanie might mean some shifts in orientation that will be reflected in the webpage going forward, but that can't be blamed on the current webpage, which is current as of this writing.

We've suggested in the past some more recent grads who could be approached to offer testimony. I'm not sure if they refused or were never approached, but we'd still like to try to refresh that section a little.

Marketing Material

Marketing_Materials_May21.docx

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
ENG.1	Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.
ENG.2	Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
ENG.3	Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.
ENG.4	Students will reflect substantively on their growth as writers and scholars

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

Students demonstrate current knowledge and expertise throughout their coursework. For example, the senior seminar projects demonstrated this when one student explored the ways different writers responded to the tradition surrounding Arthuriana to create new texts that were aware of tradition and responsive to contemporary concerns. Another student's senior seminar presentation considered how women responded in writing to their social status in 19th century American culture. This connection, between culture and expression, is at the heart of our coursework and corresponds closely to WWU2021.1

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

Coursework regularly refers to and reinforces skills and content introduced in GE courses.

General education area communication serves as a foundation for our program. Students write interpretive essays to convey their thoughts in written form. In some classes, students also give oral presentations.

General education area mathematics serves as a foundation for our program. Students use statistical data to support interpretive essays. The mechanics of meter and rhyme engage mathematical processes in literature surveys. Editing, the length of shots, depth of field and related concerns are addressed in film studies courses.

General education area critical thinking serves as a foundation for our program. Students test hypotheses in interpretive essays by presenting evidence, in the form of quotes, biographical data, and outside literary criticism.

General education area ethical reasoning serves as a foundation for our program. Students consider the presentation and complication of social values in texts, especially based on rhetorical strategies.

General education area historical perspectives serves as a foundation for our program. Students are asked to integrate the historical foundations of texts into their interpretations. Students also apply contemporary standards to texts from earlier time periods.

General education area fine arts serves as a foundation for our program. Students consider visual composition in film studies classes. Students also produce and reflect on their own writing from an aesthetic perspective in creative writing classes. They discuss and assess the aesthetic value of texts in literature classes.

General education area natural science serves as a foundation for our program. Students consider the differences between poetic, expressive logic and scientific logic, and how rhetorical networks advance those ideas in spite of natural science standards. Film study students explore the disjunction between filmic verisimilitude and actual physical experience.

General education area social sciences serves as a foundation for our program. In classes and essays, students explore gender roles, histories of oppression, and in-group competition to establish “meaning”

General education area diversity serves as a foundation for our program. In the World Masterpieces especially, students consider writing from a variety of cultures. In other survey classes, different aesthetic and cultural groups are identified, and their contribution to texts is considered.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Spring 2022

Program Alignment to NSSE Objectives

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.

1C;

ENG 102: students practiced summary and reintegrated elements with other students.

ENG 210: students debated which elements make a film classic.

ENG 238: students wrote twitter-style tweets responding to current events in the persona of one of six iconoclastic early American writers, practicing area 2E.

2E:

In ENG 215 Film Genres, students explored the issue of representation in Hollywood genre filmmaking in written analyses of various films (i.e. Turning Red, Nope, Kimi) which foreground historically underrepresented groups.

In ENG 101 and 102 Comp I and II, students wrote argumentative papers which required thorough consideration of differing / opposing points of view on their chosen topics.

4C:

In ENG 215, students wrote 12 film analysis papers, each of which required thorough breakdown and assessment of the main style and genre attributes of various Hollywood genre films. Needed to counter-arguments and rebuttal in classical argumentative form.

In ENG 101, students wrote beginning college-level expressive, informative, and persuasive essays in classical Aristotelian style. In ENG 102, students wrote 2 advanced argumentative research essays in classical Aristotelian style. In both classes, students were required to outline their papers according to the main component parts of the essays, demonstrating their ability to conceptualize and execute college-level written organizational and structural skills. Additionally, each paper required students to convey and support a central thesis-driven idea through close analysis of a personal experience, informational category, or debatable issue.

In ENG 327, final paper requires students to employ a theoretical approach to a film by applying specific elements of approach to a particular film.

In 206, students create a literary analysis of author's purpose, impact on audience, and cultural and historic influences using textual evidence.

In ENG 210, students read outside criticism and evaluated its strengths.

4D:

In ENG 101 and 102, students were required to compile multi-source annotated bibliographies from accredited academic databases. In both courses, the bibliographic annotations required students to assess the potential usefulness of individual sources in addition to summarizing their content.

In ENG 215, students were required to consider in their weekly written analyses how effectively or compellingly individual films worked as repositories of various core Enlightenment philosophical and related democratic cultural ideals.

1C- Explained course material to one or more students; (Eng. 101 group breakout assignment where students explained formal tone and revised a sample text in formal academic tone and read aloud to each other) (ENG. 102: Students identify fallacies in advertisements and describe the use of a particular fallacy to each other in a discussion board)

2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; (Eng. 102: students wrote counterarguments and rebuttals to their argument in a formal persuasive research essay. We read Sean Blanda's "The Other Side is Not Dumb" and discussed cancel culture on social media)

4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; (ENG. 101: students analyze an article's rhetorical appeals in groups and individually) (ENG. 102: students break down the elements of argument used in a sample article and in an article of their choice)

4D- Evaluating a point of view, decision, or information source. (ENG. 101 & ENG. 102: Students find and evaluate sources of research found in the library database)

Curriculum Map

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

ENG Curriculum Map

	ENG 210	ENG 215	ENG 218	ENG 280	ENG 308	ENG 316	ENG 327	ENG 440
ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.	A	A	A	A	A			A
ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.	A	A				A	A	A
ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.				A		A	A	A
ENG.4 Students will reflect substantively on their growth as writers and scholars			A		A			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?

We've removed some classes that we no longer have personnel to teach (ENG 222, ENG 302).

Assessment Findings

Assessment Findings for the Assessment Measure level for ENG Curriculum Map

Standard/Outcome
 ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.

Assessment Measures

ENG 210				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	100% (22/22) of students scored developing or higher.	ENG_210__Introduction_to_Film_Studies__L__01_FUL__3_Spring_2223__Activity_Assessments__Aggregated_Result_05_10_2023_091807.pdf	

ENG 215				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	100% (18/18) of students scored developing or better	ENG_215__Film_Genres__L__01__FUL__2_Fall_2223__Activity_Assessments__Aggregated_Result_12_16_2022_191518.pdf	

ENG 218				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met			

ENG 280				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Not met	Data not collected this year, taught by adjunct.		

ENG 308				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered this year.		

ENG 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (3/3) of students scored developing or better	ENG_440.docx	

Standard/Outcome
 ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.

Assessment Measures

ENG 210				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	100% (22/22) of students scored developing or higher. Data attached to objective 1.		

ENG 215				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	100% (18/18) of students scored developing or better (data attached to objective 1)		

ENG 316				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered this year.		
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ENG 327				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	100% (2/2) students scored developing or better.	ENG_327.docx	

ENG 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (3/3) of students scored developing or better. Data attached to objective 1.		

Standard/Outcome
 ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.

Assessment Measures

ENG 280				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Not met	Data not collected this year, taught by adjunct.		

ENG 316				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered this year.		

ENG 327				
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Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	100% (2/2) of students scored developing or higher. Data attached to objective 1.		
ENG 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (3/3) of students scored developing or better. Data attached to objective 1.		

Standard/Outcome				
ENG.4 Students will reflect substantively on their growth as writers and scholars				
Assessment Measures				
ENG 218				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met			
ENG 308				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	Course not offered this year.		
ENG 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (3/3) of students scored developing or better. Data attached to objective 1.		
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Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful 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 English program is generally happy with the data we are generating in courses. We didn't find that the data that we were getting from Student Performance Review days was particularly useful, so we no longer collect data from that event.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening 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?

As part of student performance reviews, students studied the apology as a genre of writing and then wrote and performed their own apologies, followed by a discussion about the choices they made. It was mostly fun but we don't have enough majors to really generate useful data from SPRs. Instead, we rely on collecting data in courses.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

Three seniors presented their thesis projects in the fall; one student reprised her project on the legacy of 19th century women writers as part of the spring Senior Showcase. The revised Senior Showcase is good for ENG, giving us a chance to share the work our students are doing more widely.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

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?

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

ENG faculty hosted a series of LEAD and co-curricular events this academic year, including an open mic, two discussion groups based on watching TED talks, a generative poetry session centered on writing odes and a couple events centered on topics and themes raised by the OneRead book, The Big Door Prize.

Seniors in ENG presented their theses as part of a Senior Showcase LEAD event in the fall.

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

accomplishment a student achieved outside of course work or the normal expectation of student success.

Abby Wilson was distinguished scholar for the department

Taylor Baker presented as one of six finalists at the senior showcase

Student at MMA enrolled in WWU courses admitted to Naval Academy

Student at MMA enrolled in WWU courses admitted to Notre Dame summer program

Alumni Accomplishments

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

Faculty Accomplishments

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

One faculty member published stories and poems.

Another significantly redesigned a face-to-face course to include weekly one-on-one interactions.

ENG faculty took the lead in revising 5 online ENG courses to use OER materials.

Two faculty in English served on the search committee for a Choir Director/ Music instructor, one of them as chair.

One faculty member convened and led an ASL English Interpreting Exam study group of 4 students during fall semester.

Assessment Rubric

Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ 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.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion 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.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria 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.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	the curriculum map only articulates which courses will contribute in assessment. It does not show the natural scaffolding of courses and content.			
Assessment Map weight: 1.000	✓ 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.	✓ 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.	✓ 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.	✓ N/A
Comment:				

Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✓ 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.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	Documentation is provided by courses taught by full time campus faculty - courses taught by part time faculty do not have contributing data/assessments for the report			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	the schedule was not provided, but a description of the activity done with students was provided.			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Appendix: Supplemental Data