

## College of Education and Human Sciences 2016-2017

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Educational Leadership - ME {2016-2017}	1.1 (SLO)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by completing a Clinical Supervision Assignment.	The instructor of ED 630, Leadership through Instructional Supervision, will assess and grade the Clinical Supervision Assignment completed by the student(s) using the Clinical Supervision Rubric.	Candidates completing the Clinical Supervision Assignment will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by scoring an average of 86% or above on the Clinical Supervision Rubric in ED 630, Leadership through Instructional Supervision.	2016 - 2017	Target Met	All Candidates demonstrated and understating of and applied knowledge & skills of the clinical supervision project by scoring an average of 86% or above on the Clinical Supervision Rubric in ED 630.	The EDL faculty will continue with the same Achievement Target for the 2017-2018 Academic Year.
	1.2 (SLO)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by completing a Curriculum Program Evaluation.	The instructor of ED 652, Leadership through Curriculum Development and Supervision, will assess and grade the Curriculum Development Assignment completed by the students using the Curriculum Program Evaluation Rubric.	Candidates completing the Curriculum Development Assignment will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by scoring an average of 86% or above on the Curriculum Program Evaluation Rubric in ED 652, Leadership through Curriculum Development and Supervision.	2016 - 2017	Target Met	All candidates successfully completed the Curriculum Development Assignment by demonstrating an understanding of and applying knowledge and skill specific to their discipline by scoring an average of 86% or above on the Curriculum Program Evaluations Rubric in ED 652.	The EDL program will continue with the same achievement target for next year.
	1.3 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous	The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships.	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least	2016 - 2017	Target Not Met	The department of education did not host 2 focus groups this academic year.	The department will retain this achievement target for next year.

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	1.3 (PO 2.c.)	improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships.	one new mutually beneficial partnership.	2016 - 2017	Target Not Met	The department of education did not host 2 focus groups this academic year.	The department will retain this achievement target for next year.
	2.1 (SAO)	Candidates demonstrate leadership skills for organizing and managing a K-12 environment for the academic success and well-being of all students by successfully completing the School Leaders Licensure Assessment (SLLA) exam.	Faculty will review and analyze the results of the SLLA national exam. The Council for the Accreditation of Educator Preparation Programs require that 80% of candidates pass the SLLA exam.	Candidates demonstrate leadership skills for organizing and managing a K-12 environment for the academic success and well-being of all students by successfully completing the SLLA exam. 80% of students will pass the SLLA exam.	2016 - 2017	Target Not Met	73% of candidates passed the SLLA exam	EDL will continue this Assessment.
	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of educational leadership.	The instructor for ED 600 will assess and grade the research project presented by the student(s) utilizing the Research Project Rubric.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of educational leadership by scoring an average of 86% or higher on the Research Project Rubric in ED 600, Leadership through	2016 - 2017	Target Met	All candidates met the 86% on the research project unit.	EDL will continue this achievement target only it will be in course ED 699

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	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of educational leadership.	The instructor for ED 600 will assess and grade the research project presented by the student(s) utilizing the Research Project Rubric.	Action Research.	2016 - 2017	Target Met	All candidates met the 86% on the research project unit.	EDL will continue this achievement target only it will be in course ED 699
Program - Elementary Education - BS {2016-2017}	1.1 (SAO & SLO)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit.	The instructor(s) for the methods block (ED 305; 310; 312; 334) will assess and grade the interdisciplinary unit taught by the student(s) using the Interdisciplinary Unit Rubric.	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit and by scoring an average of 80% or above on the Interdisciplinary Unit Rubric.	2016 - 2017	Target Met	All candidates scored 80% or above on the Interdisciplinary Unit	We will keep this achievement target.
	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships.	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	2016 - 2017	Target Not Met	The unit did not host 2 focus groups this academic year.	The unit will maintain this achievement target.
	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students	The instructor(s) for the methods block will assess and grade the candidate(s) teaching using the Teaching	Candidates will be able to demonstrate skills and commitment to creating supportive	2016 - 2017	Target Met	100% of the candidates scored 2 or above on the TIAI	We will keep this achievement target.

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	2.1 (SAO & SLO)	access to rigorous college and career-ready standards by successfully teaching K-6 students.	Intern Assessment Instrument.	environments that afford all students access to rigorous college and career-supportive environments by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on the Teacher Intern Assessment Instrument.	2016 - 2017	Target Met	100% of the candidates scored 2 or above on the TIAI	We will keep this achievement target.
	3.1 (GEO 1.b.)	Candidates will demonstrate their proficiencies to understand and apply critical thinking skills appropriate to their field of specialization through completing the assignments during Passport Week.	The instructor(s) for *Passport Week will assess and grade critical thinking skills by utilizing the AACU Critical Thinking VALUE Rubric. *Passport week is a week out of each semester where senior level education majors work with K5 children who come to the MUW campus for ½ a day for the week. Candidates are required to plan and implement integrated lessons about a specific topic. Candidates must reflect on lessons and make adjustments as needed.	Candidates completing *Passport Week Assignments will demonstrate their proficiencies to understand and apply critical thinking skills appropriate to their professional field of specialization by scoring an average of 3 or above on the AACU Critical Thinking VALUE Rubric.	2016 - 2017	Target Met	100% of students scored a 3 or above on the AACU Critical Thinking VALUE Rubric.	We will maintain this achievement target.
Program - Family Studies (including Minor) - BS {2016-2017}	1.1 (GEO 1.c.)	Students will demonstrate effective oral communication skills.	Assessment of this achievement target will occur while students are conducting their lesson plans by the instructor of the course.	The average score of FS 465 students will be at least a 3.2 (grade of B, as measured by the rubric) on the AAC & U Oral Communication Value Rubric in	2016 - 2017	Target Met	The average score of students on the rubric was a 3.64; thus, the target was met	When the class is offered again in spring 18, the method used to assess the students' performance will be a teaching rubric that has been used by the instructor to assess student microteaching (the activity students are engaging in while being assessed) for the past decade. The AAC & U rubric would

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Program - Family Studies (including Minor) - BS {2016-2017}	1.1 (GEO 1.c.)	Students will demonstrate effective oral communication skills.	Assessment of this achievement target will occur while students are conducting their lesson plans by the instructor of the course.	presenting their family life education lesson plan to the intended audience.	2016 - 2017	Target Met	The average score of students on the rubric was a 3.64; thus, the target was met	probably be more useful in settings for which students are presenting some sort of persuasive speech (which is not the assignment for this course). The students' microteaching of their lesson plans will still be assessed, but with a more appropriate rubric. In terms of what happens in class, students are provided with multiple opportunities in the course to practice various teaching skills and develop appropriate lesson plans for family life education. All of these activities will continue in class.
	1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	Assessment of this achievement target will be completed by the instructor of the course; this course is a cross-listed course—both sections are taught at the same time in the same location.	(Foundation Level) The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured by the rubric) on the AAC & U Written Communication Value Rubric on a literature review assignment.	2016 - 2017	Target Met	The average score of students on the AAC & U Written Communication Value Rubric was a 3.41; thus, the target was met.	The plan from last year was to require all students to submit drafts of written work. For the past year, I required all students to submit drafts of their first major paper. After that, I required students to submit drafts of their work if they earned a C on their papers (if due to issues other than plagiarism or lateness). I plan to continue these requirements in the future, as their performance on the final paper was much better than in past years. The assessment will continue in 17-18 with the same rubric and assignment.
			Assessment of this achievement target will be completed by the instructor of this course.	(Baccalaureate Level) The average score of FS 382 students will be at least 3.2 (grade of B, as measured by the rubric) on the AAC & U Written Communication Value Rubric on the major paper assignment for the course.	2016 - 2017	Target Not Met	The average score of FS 382 students on the rubric was a 3.1; thus the target was not met.	The instructor had added, and plans to add, more opportunities to submit drafts. Students' work has improved with one required draft, and the plan is to have students submit more drafts for each segment of the final paper so as to improve student performance. The assessment will involve the same rubric and assignment for 17-18.
	2.1 (GEO	Students will evaluate	Assessment of this	The average score of	2016 - 2017	Target Met	The average score of	In the future, the rubric will be used

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	1.a.)	information for the purposes of making informed decisions (NOTE: Part of being a CFLE requires that students learn to engage in evidence-based practice; in other words, they must use both peer-reviewed and their own research, along with current theoretical approaches to design, implement, and evaluate educations programs for adult learners on some aspect of family life).	target will be completed by the course instructor.	FS 465 students will be at least a 3.2 (B) on the AAC & U Problem Solving Value Rubric for their completed family life education (FLE) program portfolios.	2016 - 2017	Target Met	FS 465 students on the AAC & U Problem Solving Value Rubric was 3.4; thus, the achievement target was met.	to evaluate the students' needs assessment final papers, as students use this assignment to guide their curriculum planning. The completed program portfolios are turned in after students have presented their lesson plans and collected evaluations; given, however, that this assignment is the last one they complete, students do not have time to act on the evaluation data they collect from their audience. The curriculum model students use to develop their teaching plans requires that data from their program evaluations be fed back into the model to revise their teaching plans for future use (as most students graduate after completing this class, such feedback use is not feasible); thus, in the future, students will be evaluated in terms of how well they are able to use data from their needs assessments to develop their lesson plans. Even though students met this target, an item analysis suggested that students have trouble using all sources of input data to inform decisions about their curriculum. In class, more attention will be given to the curriculum development model and how to use all input data (not just data from their needs assessments) to inform their curriculum development. The same rubric will be used in 17-18 to assess the students' needs assessment final papers, which are used to guide all curriculum decisions for their family life education programs.
	2.2 (SAO)	Students will experience clinical practice to become qualified CFLEs.	This rubric form is based on the Employer Assessment Form used	100% of students will earn at least a grade of B on the Worksite	2016 - 2017	Target Met	100% of students in FS 499 earned a grade of A from their	As noted, student coursework in FS 392, 401, 465, and 468, based on student perceptions as measured by

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	2.2 (SAO)	Students will experience clinical practice to become qualified CFLEs.	by the National Council on Family Relations Certified Family Life Educator (NCFR-CFLE) program to assess application for full CFLE status. Our program is accredited by this body so that our students can earn provisional CFLE status upon graduation. Students are assessed not only on their content knowledge, but also on the traits, skills, and abilities needed to function well as a CFLE (our rubric examines their traits, skills, and abilities as their content knowledge is assessed in coursework). This rubric is completed by their site supervisor (a person at their worksite that has no affiliation with the family studies program) twice during their internship term and is therefore an indirect assessment. This SAO ties into strategic goals 2e; 3b, f; 4d.	Supervisor's Evaluation Rubric form from their internship site supervisor for the FS 499, Field Experience in Family Studies Occupations Course.	2016 - 2017	Target Met	site supervisors; thus, the target was met.	an exit survey, prepares them for internship. The practical, hands-on experiences provided in these courses prepare them for internship work; thus, students will continue to be provided with such experiences in the future. The same rubric will be used to assess student performance in 17-18.
			This rubric form is based on the Employer Assessment Form used by the National Council on Family Relations Certified Family Life Educator (NCFR-CFLE) program to assess application for full CFLE status. Our program is accredited by this body	100% of students will earn at least an average score of 24 on the Worksite Supervisor's Evaluation Rubric form from their internship site supervisor for the FS 499, Field Experience in Family Studies	2016 - 2017	Target Met	100% of students earned an average score of 30 on the rubric; thus, the target was met.	In this course, students are in the field and under the direct supervision of a site supervisor, rather than the course instructor. Their prior coursework prepares them to perform as CFLEs. students indicate, via an exit survey completed in this course, that FS 392 (families in crisis), FS 401 (policy), FS 465 (program planning), and FS 468 (parenting) prepare

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			so that our students can earn provisional CFLE status upon graduation. Students are assessed not only on their content knowledge, but also on the traits, skills, and abilities needed to function well as a CFLE (our rubric examines their traits, skills, and abilities as their content knowledge is assessed in coursework). This rubric is completed by their site supervisor (a person at their worksite that has no affiliation with the family studies program) twice during their internship term and is therefore an indirect assessment. This SAO ties into strategic goals 2e; 3b, f; 4d.	Occupations Course.	2016 - 2017	Target Met	100% of students earned an average score of 30 on the rubric; thus, the target was met.	them for their internships through practical experiences. These experiences will continue to be emphasized in these courses. The supervisor rubric will be used for assessment in 17-18.
	2.3 (SAO)	Students will feel that the Family Studies program has prepared them to work professionally and ethically upon graduating.	At the end of the academic year, faculty will review and evaluate the results of the Senior Exit Survey.	Participating students' will report that they feel the Family Studies program has prepared them to work ethically upon graduating by having an average rate of satisfaction on the Senior Exit Survey as a 6 on a scale of 1 to 10.	2016 - 2017	Target Met	Students rated their preparation for ethical behavior a 9.2 on a scale of 1 to 10; thus, the target was met.	Students cover their professional code of ethics in FS 203 and 497 through course assignments; students learn about ethical writing and research practices in PFS 290, PSY 455, and FS 465. These assignments will continue to be provided and emphasized. The same survey will be used to evaluate this target in 17-18.
			At the end of the academic year, faculty will review and evaluate the results of the Senior Exit Survey.	Participating students' will report that they feel the Family Studies program has prepared them to	2016 - 2017	Target Met	The average satisfaction rating for students in the course was a 9 on a scale of 1 to 10; thus, the target was met.	As mentioned, in terms of this same exit survey, students indicated that coursework in FS 392, 401, 465, and 468 best prepared them for practical application of coursework in the field. Students will continue



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			At the end of the academic year, faculty will review and evaluate the results of the Senior Exit Survey.	work professionally upon graduating by having an average rate of satisfaction on the Senior Exit Survey as a 6 on a scale of 1 to 10.	2016 - 2017	Target Met	The average satisfaction rating for students in the course was a 9 on a scale of 1 to 10; thus, the target was met.	to be provided with such activities in the future. The same survey will be used to assess this target for 17-18.
	3.1 (PO 4.d.)	Family Studies students will become professional CFLEs.	Faculty will review the quarterly notifications of newly approved CFLEs in the CFLE Networker, which is the newsletter provided for CFLEs. The CFLE designation is awarded to individuals based on work experience over a certain amount of time and that the individuals earned a grade of at least a C in all coursework from an accredited institution.  At the end of every academic year, the assessment coordinator will report out the number of Family Studies graduates to act as a frame of reference for reviewers.	5% increase from the previous academic year in MUW Family Studies alumni that earn the Certified Family Life Educator (CFLE) designation.	2016 - 2017	Inconclusive	This is the baseline year for the data to be collected for the Achievement Target's comparison. One student of the current (May 2017) graduating class has applied while still a student (students can apply and pay half the CFLE fee while still enrolled; they must submit the other half of their fee plus an official transcript indicating graduation). The target has been partially met.	The CFLE designation will continue to be pushed as an option for our grads, especially for those in the internship (FS 499) and program planning (FS 465) courses, which students often complete just prior to graduation. The option to pay half the fee while still in school seems attractive to them, and students will be reminded of this option as well. Also, other beneficial aspects of the credential are that more employers recognize CFLE as important, and having completed a degree from an approved program means that students can bypass the national standardized exam. The same evaluation of this target will be used in 17-18.
Program - General Studies - BA, BS {2016-2017}	1.1 (SLO)	Students will analyze written information to solve real-world problems.	Students participating in GS 400 during the spring term will complete the CLA+ assessment. The CLA+ Performance Task Analysis and Problem Solving subscores will indicate success toward this outcome.	75% of the students in GS 400 will score 3 or better on the Analysis and Problem Solving component of the CLA+ Performance Task.	2016 - 2017	Target Not Met	Three General studies seniors took the CLA+ as part of GS 400. The results of the CLA+ will be available by the end of June. This report will be modified when the results are returned.	Because spring CLA+ results are not available until mid-summer, we will assess the students in the fall GS 400 class.
	1.2 (SLO)	Students will write effectively to convey solutions to real-world	Senior students participating in GS 400 during the spring term	75% of the students in GS 400 will score 3 or better on the	2016 - 2017	Target Not Met	Three students in the spring 2017 GS 400 class completed the	Because spring CLA+ results are not available until mid-summer, we will test the fall GS 400 class in the

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	1.2 (SLO)	problems.	will complete the CLA+ assessment. The CLA+ Performance Task Writing Effectiveness subscores will indicate success toward this outcome.	Writing Effectiveness component of the CLA+ Performance Task.	2016 - 2017	Target Not Met	CLA+. Results of the CLA+ will be available by the end of June. This report will be modified when the CLA+ results are received.	future.
	2.1 (GEO 5.a.)	Students will prepare an employment portfolio based on their General Studies curriculum.	Students participating GS 400 will develop an employment portfolio including a letter of interest, professional philosophy, resume, and applicable employment artifacts. This will be assessed using the AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric.	All students will earn an average score 3 or better on the AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric on the Employment Portfolio.	2016 - 2017	Target Not Met	7 of 8 students (87.5%) earned an average score of 3 or better on the AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric on the Employment Portfolio.	Continue to monitor.
	2.2 (SAO)	Students will apply knowledge and skills through employment in the modern workforce.	General Studies graduates will be surveyed using a Graduate Satisfaction Survey within one year of graduation. Faculty will review and analyze the survey results to determine if achievement target was met.	75% of General Studies graduates participating in the Graduate Satisfaction Survey will report employment within an area that is consistent with her/his General Studies preparation.	2016 - 2017	Inconclusive	Graduating senior survey will be administered during the summer 2017, which will be reported in next year's results.	The senior satisfaction survey will be added as a required component of GS 400 so results will be available during the reporting period.
	2.3 (PO 3.b.)	The program will foster a 21st century learning environment by broadening educational opportunities for the diverse student body.	The department of H&K tracks General Studies student enrollment in each of the 10 available focus groups on campus and will review the final enrollment numbers at the end of the academic year. The focus groups are: I. Fine and Performing Arts, II. Natural Sciences, III. Human Sciences, IV. Business, V. Culinary	At least one student will select each of the 10 focus groups each academic year.	2016 - 2017	Target Met	Based on the students enrolled in GS 400 in the spring of 2017, there were 0 students in focus group I, 1 students in focus group II, 1 student in focus group IV, 0 students in focus group V, 0 students in focus group VI, 1 student in focus group VII, 0 students in focus	Continue to monitor.

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	2.3 (PO 3.b.)	The program will foster a 21st century learning environment by broadening educational opportunities for the diverse student body.	Arts, VI. Humanities I (English, Foreign Languages, Philosophy, Communication Religion), VII. Humanities II (History, Political Science, Geography), VIII. Mathematics/Programming, IX. Health-Related and X. Pre-professional (Education, Nursing, Speech-Language Pathology).	At least one student will select each of the 10 focus groups each academic year.	2016 - 2017	Target Met	group VIII, 6 students in focus group IX, and 3 students in focus group X.	Continue to monitor.
Program - Gifted Studies (including Certificate) - ME {2016-2017}	1.1 (SAO & SLO)	Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards by planning and implementing an interdisciplinary unit that includes a use of differentiated assessment to measure and report the impact on student learning.	The instructor for ED 598 will assess and grade the interdisciplinary unit presented by the student(s) using the Interdisciplinary Unit Rubric.	Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards by planning and implementing an interdisciplinary unit by scoring an average of 86% or above on the Interdisciplinary Unit Rubric in ED 598, Internship in Gifted Studies.	2016 - 2017	Target Not Met	Only 50% of candidates met the achievement target of demonstrating skills and commitment to creating supportive environment that afford all P-12 students access to rigorous college and career ready standards.	Gifted Studies will continue this assessment.
	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of	The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships.	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	2016 - 2017	Target Not Met	The department did not host 2 focus groups due to a change in leadership.	Gifted studies will keep this goal

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	1.2 (PO 2.c.)	Accreditation for Educator Preparation, CAEP 2.1).	The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships.	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	2016 - 2017	Target Not Met	The department did not host 2 focus groups due to a change in leadership.	Gifted studies will keep this goal
	2.1 (SAO & SLO)	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeted at an audience of appropriate stakeholders.	The instructor for ED 595 will assess and grade the comprehensive presentation given by the student(s) using the Advocacy Plan Rubric.	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeted at an audience of appropriate stakeholders by scoring "Acceptable or above" on the Advocacy Plan Rubric.	2016 - 2017	Target Met	100% of students met the achievement target of scoring acceptable or above on the advocacy rubric.	Gifted studies will keep this achievement target.
	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of	The instructor for ED 500 will assess and grade the research project presented by the student(s) utilizing the Research Project Rubric.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all	2016 - 2017	Target Met	91% of candidates scored 86% or above on the research project presentation.	Gifted Studies will keep this achievement target.

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	3.1 (RO & SLO)	a research study in the field of gifted studies.	The instructor for ED 500 will assess and grade the research project presented by the student(s) utilizing the Research Project Rubric.	P-12 students are enhanced through the development of a research study in the field of gifted studies by scoring an average of 86% or higher on the Research Project Rubric in ED 500, Educational Research.	2016 - 2017	Target Met	91% of candidates scored 86% or above on the research project presentation.	Gifted Studies will keep this achievement target.
Program - Health Education - MS {2016-2017}	1.1 (SLO)	Students will be able to create a valuable statement of purpose.	Students participating in HED 511 will develop a research proposal, for which they will need to formulate a statement of purpose that describes a public health problem and why the problem is interesting and worthy of research. This will be assessed by the HED 511 Rubric, in which students will be either be below target (1), meet target (2), exceed target (3).	The average score of HED 511 students assessed will be a 2 or higher for the statement of purpose component of the HED 511 Rubric.	2016 - 2017	Target Met	All but 1 of the students participating in HED 511 were able to meet or exceed target, with guidance. One student needed several rewrites and discussion before eventually meeting target. The results are in the canvas class for the semester.	We are going to continue working on developing research proposals in the HED 511 class.
	1.2 (SLO)	Students will be able to develop clear research questions and hypotheses.	Students participating in HED 511 will develop a research proposal, for which they will formulate research questions or hypotheses that have a clear purpose. This will be assessed by the HED 511 Rubric, in which students will either be below target (1), meet target (2), exceed target (3).	The average score of HED 511 students assessed will be a 2 or higher for the research questions or hypotheses component of the HED 511 Rubric.	2016 - 2017	Target Met	All students met the target of developing a research proposal with clearly formulated hypotheses or research questions, depending on whether their study was exploratory or confirmatory studies.	We will continue requiring students to develop research proposals in which they formulate research questions or hypotheses that have a clear purpose.
	2.1 (SLO)	Students will be able to identify needs, resources,	Faculty will analyze the students'	75% of students in the comprehensive	2016 - 2017	Target Not Met	These data come from students' first	We will continue to use the comprehensive exam as the

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	2.1 (SLO)	and capacity to determine needs for health education/promotion based on assessment findings.	comprehensive exam results and determine if the students were able to identify the needs and resources for health education/promotion.	exam will score at least at least a 75% on comprehensive exam questions related to Area 1 competencies in the comprehensive exam.	2016 - 2017	Target Not Met	attempt at the Comprehensive exam. 17 questions in the exam were geared at testing the competencies and subcompetencies of Responsibility area 1, Assess Needs, Resources, and Capacity for Health Education/Promotion . The overall percentage for the students was 69.3%. 11 out of 21 scored at least a 75% (52.3%).	assessment tool. This exam is similar to the credentialing exam offered by NCHCEC and provides students with feedback before they take the CHES exam. Results will also be shared with the faculty in the program, so that Area 1 responsibility competencies and subcompetencies can be further reinforced in classes.
	2.2 (SAO)	Students will demonstrate a knowledge of all health education competencies.	Students in HED 597, HED 598, and HED 599 will be given a comprehensive exam by the program faculty. The faculty will analyze the first attempt of the students' comprehensive exam results collectively from all courses to determine the students' knowledge of all health education competencies.	70% of HED 597, HED 598, HED 599 (collectively) students completing the comprehensive exam will get a passing score (70%) on all competency areas of the comprehensive exam on their first attempt.	2016 - 2017	Target Not Met	On the first attempt, 7 out of 21 students passed the comprehensive exam. The remaining students passed it on the second attempt.	We will continue to use the comprehensive exam as the assessment tool. This exam is similar to the credentialing exam offered by NCHCEC and provides students with feedback before they take the CHES exam. Results will also be shared with the faculty in the program, so that all responsibility competencies and subcompetencies can be further reinforced in classes.
	3.1 (PO 2.a.)	The MSHE program will promote regional stewardship by cultivating collaborations that increase health and well-being through partnerships across campus and the region.	The MSHE program will provide health promotion information to students, faculty, staff, and community members at a Community Health Fair by collaborating with other programs on campus and other health care and social service organizations in	40 vendors representing university programs and community organizations will take part in the Community Health Fair.	2016 - 2017	Target Met	A participation roster of vendors was kept.	We will continue to promote regional stewardship by cultivating collaborations that increase health and well-being through partnerships across campus and the region. Although we will no longer conduct an annual community health fair, we will continue to co-host Women's Health Awareness week with Baptist Golden Triangle .

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (PO 2.a.)	The MSHE program will promote regional stewardship by cultivating collaborations that increase health and well-being through partnerships across campus and the region.	the region. Program coordinator will assess this program outcome by keeping a Participation Roster.	40 vendors representing university programs and community organizations will take part in the Community Health Fair.	2016 - 2017	Target Met	A participation roster of vendors was kept.	We will continue to promote regional stewardship by cultivating collaborations that increase health and well-being through partnerships across campus and the region. Although we will no longer conduct an annual community health fair, we will continue to co-host Women's Health Awareness week with Baptist Golden Triangle .
	4.1 (RO)	MSHE students in HED 599 will competently communicate their research findings in a presentation to the departmental faculty.	Students orally present their research findings to the departmental faculty. Departmental faculty will evaluate the research presentations with the Departmental Rubric to determine if achievement target was met.	70% of students will earn a score of competent (3) on their Oral Presentations based on their scores on the Departmental Rubric.	2016 - 2017	Target Met	Four students completed Thesis projects. All the students provided an oral presentation and poster presentation of their research findings.	Students that complete Thesis projects will continue to present their findings to the department,
	5.1 (PO 4.d.)	MSHE students in HED 598 and 599 will develop confidence in their competencies.	HED 598 and 599 students will be given an Exit Survey, and departmental faculty will review and analyze the survey results to determine if achievement target was met.	90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in evaluating health education programs.	2016 - 2017	Target Met	Exit survey was given. All participants reported a "confident" level in evaluating health education programs.	We will continue to administer the exit survey to students in the capstone class.
			HED 598 and 599 students will be given an Exit Survey, and departmental faculty will review and analyze the survey results to determine if achievement target was met.	90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in implementing health education programs.	2016 - 2017	Target Met	We administered the exit survey to students in the capstone class. All participants reported a "confident" level in implementing health education programs.	We will continue to administer the exit survey to students in the capstone class.
			HED 598 and 599 students will be given an Exit Survey, and departmental faculty will review and analyze the survey results to	90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in planning health	2016 - 2017	Target Met	Students in the two capstone courses (HED 598 and HED 599) completed an exit survey. They all reported feeling	We will continue using the indirect exit survey to assess students' confidence level in planning health education programs.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			determine if achievement target was met.	education programs.	2016 - 2017	Target Met	confident or very confident about planning health education programs.	We will continue using the indirect exit survey to assess students' confidence level in planning health education programs.
Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017}	1.1 (SLO)	Students will demonstrate knowledge consistent with the ACSM Certified Exercise Physiologist.	Students will complete a comprehensive examination (Certification Practice Test) as part of KIN 316 Practicum in Kinesiology. Departmental faculty will review the results of the students' examinations.	At least 85% of students will pass, minimum score of 70%, a Certification Practice Test as part of KIN 316 Practicum in Kinesiology.	2016 - 2017	Target Not Met	19/26 students assessed met this goal.	Continue action as well as review instructional methods to improve and meet this target.
	1.2 (SLO)	Students will demonstrate health-fitness assessment skills consistent with ACSM Certified Exercise Physiologist.	Students will complete a Health-Fitness Assessment Skills Evaluation as part of KIN 316. Departmental faculty will review the Health-Related Skills Evaluation Rubric results of the students' evaluations.	Student scores on all components of a Health-Related Skills Evaluation will average a score of 2 (Acceptable) or greater on a Health-Related Skills Evaluation Rubric as part of KIN 316 Practicum in Kinesiology.	2016 - 2017	Target Met	Target met. In meeting this target, 21/26 students scored a 2 or higher with 5 students scoring a 1, easily meeting the average.	Target met. Continue actions. Re-evaluate and discuss expression of target as average of 2 or higher.
	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students will complete two Case Studies on actual clients/patients as part of KIN 416 Internship in Kinesiology. Departmental faculty will review the AAC&U Written Communication Value Rubric results of the students' case studies.	Students completing Case Studies will average a score of 2 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	2016 - 2017	Target Met	All students scored a 2 or higher on this item.	As all students met this criterion, faculty will re-examine the rigor and determine if a different goal should be set.
			Students will complete two Case Studies on actual clients/patients as part of KIN 416 Internship in	Students completing Case Studies will average a score of 2 (Acceptable) or greater on all	2016 - 2017	Target Met	100% of students met target of 2 or higher.	Continue actions.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Kinesiology. Departmental faculty will review the Case Study Evaluation Rubric results of the students' case studies.	components of the Case Study Evaluation Rubric as part of KIN 416 Internship in Kinesiology.	2016 - 2017	Target Met	100% of students met target of 2 or higher.	Continue actions.
	2.1 (SLO)	Students will successfully complete a written analysis on a common exercise, sport, or rehabilitation movement to include all neuromuscular components.	Students will develop a Written Neuromuscular Analysis of a common exercise, sport, or rehabilitation movement as part of KIN 390 Anatomical Kinesiology. Departmental faculty will review the Written Neuromuscular Analysis of Movement Rubric results of the students' analyses.	Students completing the Written Neuromuscular Analysis will average a score of 2 (Acceptable) on all components of the Written Neuromuscular Analysis of Movement Rubric.	2016 - 2017	Target Met	Target met with 30/33 students meeting or surpassing goal.	Target met. Continue actions.
	2.2 (SLO)	Students will successfully complete an oral analysis on a common exercise, sport, or rehabilitation movement to include all biomechanical components.	Students will develop an Oral Biomechanical Analysis Presentation of a common, exercise, sport, or rehabilitation movement as part of KIN 408 Biomechanics. Departmental faculty will review the Oral Biomechanical Analysis Presentation Rubric results of the students' presentations.	Students completing the Oral Biomechanical Analysis Presentation will average a score of 2 (Acceptable) on all components of the Oral Biomechanical Analysis Presentation Rubric.	2016 - 2017	Target Met	Target met. The students' average was a 2 or higher on the rubric.	Target met. Continue actions. Consider revision to reflect group project and technologically enabled/submitted requirements.
	3.1 (SAO)	The MUW Health & Kinesiology Exercise Science students will successfully enroll in a doctorate of physical therapy (DPT) programs.	Departmental faculty will review the three most recent graduating classes' Exit Interview responses to determine if an average of 2 students have been enrolled in a DPT program within the academic year.	Out of the students participating in the three most recent graduating classes' Exit Interview an average of 2 students per academic year will report that they have enrolled in a DPT program.	2016 - 2017	Target Met	In the previous two years, 8 students have successfully been accepted to and enrolled in DPT.	Target met. Continue actions.
	3.2 (PO)	The MUW Exercise Science	The Internship List of	The MUW Exercise	2016 - 2017	Target Met	The MUW Exercise	Target met. Continue actions.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.e.)	programs will promote regional stewardship through our internship program, providing real-life observation and/or hands-on experience with local and regional allied health practitioners.	the partnered allied health and medical environments will be reviewed at the end of each academic semester by the departmental faculty.	Science program will place interns in an average of at least 3 different allied health or medical environments during the Fall and Spring semesters of each academic year.	2016 - 2017	Target Met	Science program has placed interns in a total of 7 different allied health/medical environments during the	Target met. Continue actions.
Program - Kinesiology (including K-12 Education Certification) - BS {2016-2017}	1.1 (GEO 1.a.)	Students successfully use Pre-Post Tests to gather and evaluate information in order to make informed decisions about an instructional unit.	In KIN 451, a Pre-Post Test Project will be evaluated using the AACU Problem Solving VALUE Rubric. The instructor for the course will assess student work.	As a formative assessment, the average score of KIN 451 students will be at least a 2 on a 0-4 scale using the AACU Problem Solving VALUE Rubric on a Pre-Post Test and associated project assignments used to gather, evaluate and apply their assessment data in relation to an instructional unit.	2016 - 2017	Inconclusive	There were no students in KIN 451 for the assessment period.	We will continue to help students reach Achievement targets. The Kinesiology K-12 Education Certification is closing down. There is currently only one student working to complete the program.
	2.1 (PO 2.a.)	Students will successfully develop quantitative test administration skills while cultivating collaborations that increase health and well-being.	In KIN 405, all students will assist the Franklin Academy physical education program in gathering FitnessGram data on their students. MUW FitnessGram Test Administrators will log students' participation data.	Students in KIN 405 will assist the Franklin Academy physical education program in gathering FitnessGram data by helping to administer on average 2 of the separate FitnessGram test components.	2016 - 2017	Target Not Met	There was one teacher candidate in KIN 405 during the assessment period. The number of FitnessGram testing days was reduced and the student had time conflicts. Therefore the student only assisted with one of the FitnessGram components.	We will continue to help students reach Achievement targets. The Kinesiology K-12 Education Certification is closing down. There is currently only one student working to complete the program.
	2.2 (SLO)	Students will successfully gather data, use technology to calculate, analyze, and draw conclusions on that data, and present their analysis in an educational	In KIN 405, a psychomotor assessment project will be evaluated with the KIN 405 Oral Presentation Rubric.	The average score of KIN 405 students will be at least a 3 on a 0-4 scale used in the KIN 405 Oral Presentation Rubric	2016 - 2017	Target Met	The one teacher candidate in KIN 405 averaged 3.63 on a 0-4 scale on the psychomotor assessment project	We will continue to help students reach Achievement targets. The Kinesiology K-12 Education Certification is closing down. There is currently only one student working to complete the program.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	setting.	The instructor for the course will assess student work.	in the collection, analysis, and presentation of data gathered in a psychomotor assessment project.	2016 - 2017	Target Met	Oral Presentation Rubric.	We will continue to help students reach Achievement targets. The Kinesiology K-12 Education Certification is closing down. There is currently only one student working to complete the program.
			In KIN 405, a psychomotor assessment project will be evaluated with the KIN 405 Written Document Rubric. The instructor for the course will assess student work.	The average score of KIN 405 students will be at least a 3 on a 0-4 scale used in the KIN 405 Written Document Rubric in the collection, analysis, and presentation of data gathered in a psychomotor assessment project.	2016 - 2017	Target Met	The one teacher candidate in KIN 405 averaged 3.46 on a 0-4 scale on the psychomotor assessment project Written Document Rubric.	We will continue to help students reach Achievement targets. The Kinesiology K-12 Education Certification is closing down. There is currently only one student working to complete the program.
	3.1 (SAO)	Students will successfully demonstrate the knowledge, skills, and dispositions needed to become a licensed K – 12 physical educator during their ED 407 Internship.	During ED 407 internship, students will demonstrate their competency in becoming a licensed K – 12 physical educator as evaluated through the use of the Teacher Intern Assessment Instrument.	During their ED 407 Internship, each student's aggregate score from all of the indicators in the Teacher Intern Assessment Instrument evaluations for the semester will average at least a 2 on a 0 – 3 scale.	2016 - 2017	Target Met	The one teacher candidate in ED 407 internship was graded four time on 33 teacher competency indicators using the Teacher Intern Assessment Instrument. On a scale of 0-3, the student scored an average of 2.74.	We will continue to help students reach Achievement targets. The Kinesiology K-12 Education Certification is closing down. There is currently only one student working to complete the program.
	3.2 (SLO)	Students will reflect on the knowledge, skills, and dispositions needed to become a licensed K – 12 physical educator acquired during their program of study at MUW.	Students participating in ED 407 Internship will be given an exit interview and departmental faculty will evaluate the interview results to determine if achievement target was met.	The average rating of students interviewed will express that their program of study at MUW will be at least Satisfactory (or Met Expectations) in preparing them to become a licensed K – 12 physical educator.	2016 - 2017	Target Met	The one teacher candidate in ED 407 completed a Department of Health and Kinesiology Graduation Survey. When evaluating their program of study and instructors, the student reported an average score of 5 on a scale of 1 - 5 on the	We will continue to help students reach Achievement targets. The Kinesiology K-12 Education Certification is closing down. There is currently only one student working to complete the program.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SLO)	Students will reflect on the knowledge, skills, and dispositions needed to become a licensed K – 12 physical educator acquired during their program of study at MUW.	Students participating in ED 407 Internship will be given an exit interview and departmental faculty will evaluate the interview results to determine if achievement target was met.	The average rating of students interviewed will express that their program of study at MUW will be at least Satisfactory (or Met Expectations) in preparing them to become a licensed K – 12 physical educator.	2016 - 2017	Target Met	survey items. After interaction with the student and examination of the survey results, the teacher education faculty deemed that the teacher candidate met the required targets for knowledge, skills, and dispositions needed to become a licensed K - 12 physical educator.	We will continue to help students reach Achievement targets. The Kinesiology K-12 Education Certification is closing down. There is currently only one student working to complete the program.
Program - Psychology (including Minor) - BA {2016-2017}	1.1 (GEO 1.c.)	Psychology students will demonstrate effective written communication skills.	Students enrolled in PSY 455 will write an APA style paper that describes an original, empirical research study. The paper will be evaluated by the course instructor using the AAC&U Written Communication VALUE Rubric.	The average score of PSY 455 students on an APA style paper will be at least a 3.5 on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric.	2016 - 2017	Target Not Met	Average score of PSY 455 students on an APA style paper was 3.4 on the VALUE rubric.	Because PSY 455 was taught by a new faculty member and because the difference between performance and target was one tenth of a point, no substantial changes to pedagogy are expected. We will continue to monitor this target. NOTE: Faculty who teach statistics and methodology courses are exploring how to provide more effective feedback on students' written work moving forward.
	1.2 (GEO 1.c.)	Psychology students will demonstrate effective oral communication skills.	Students enrolled in PSY 455 will orally present the original, empirical research study they either proposed or completed as part of course requirements. The oral presentation will be evaluated by the course instructor using the AAC&U Oral Communication VALUE Rubric.	The average score of PSY 455 students on an oral presentation of original, empirical research will be at least a 3.5 on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric.	2016 - 2017	Target Not Met	Average score for PSY 455 students on the VALUE rubric was 3.3.	Faculty are exploring additional means for providing oral communication opportunities. Some possibilities are adding oral presentations to other required coursework and developing a seminar course that would facilitate further development of this important skill.
	2.1 (SLO)	Upon completion of the program, psychology majors will demonstrate a fundamental understanding of psychological science.	A sample of graduating seniors in psychology will complete the Psychology ACAT for the following content	The average, overall Psychology ACAT score for a sample of graduating seniors in psychology will fall	2016 - 2017	Target Not Met	Scores range from 200 to 800 with an average of 500 and a standard deviation of 100. To meet our	Continue assessment moving forward. Improve advertising and student buy-in (e.g., presenting an award for highest score). Use American Psychological Association

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Upon completion of the program, psychology majors will demonstrate a fundamental understanding of psychological science.	areas: Abnormal, Developmental, Experimental Design, Statistics, History and Systems, Human Learning and Cognition, Social, and Personality.	no more than 1 standard deviation below the national average.	2016 - 2017	Target Not Met	achievement target, we would need to achieve an average score of at least 400.  Our overall score was 399; 16% of graduating students nationwide score at or below 399.  It is important to note that our highest average subscore was in Statistics (485) followed by Human Learning/Cognition (463), Developmental (456), Experimental Design (422), Social (417), History & Systems (405), Personality (402), and Abnormal (386).	guidelines to modify curriculum in order to address weak areas. [NOTE: Filling a third tenure-track position in psychology would facilitate curriculum modifications.]
	2.2 (SAO)	The psychology program will offer research opportunities to students.	Faculty will review and evaluate student responses to the item on the MUW Graduation Survey requesting they rate MUW's effectiveness in providing research opportunities.	At least 75% of graduating seniors in psychology who complete the MUW Graduation Survey will indicate MUW's effectiveness at providing research opportunities as either excellent or good.	2016 - 2017	Target Not Met	2017 MUW Graduation Survey Results: Excellent - 37.5% Good - 25% Total - 62.5%  Excellent - 6/16; 37.5% Good - 4/16; 25% Fair - 1/16; 6.25% Poor - 4/16; 25% N/A - 1/16; 6.25%	Target not met. Continue assessment of the MUW Graduation Survey. Increase student participation in our Social Sciences Undergraduate Research Colloquium. Improve advertising efforts for research assistants.
			Faculty will review the Psychology and Family Studies (PFS) Lab log in order to calculate the number of hours it was used to conduct research during the fall	The PFS Lab will be used for research activities at least 150 hours during the fall and spring semesters combined.	2016 - 2017	Target Not Met	One research assistant working for Dr. Krogh completed a practicum on our measurement instruments. It involved 90 hours of	We failed to meet our target. We think that this is at least partly due to a lack of adequate on-campus faculty available for research supervision.  Because research should not be

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			and spring semesters.	The PFS Lab will be used for research activities at least 150 hours during the fall and spring semesters combined.	2016 - 2017	Target Not Met	work during the fall semester and approximately 20 hours of work during the spring semester. Most of his work was completed outside of the lab (i.e., in the library and archives).	restricted to a laboratory and because of inadequate faculty resources (i.e., we are understaffed with two psychology faculty), this target will be revised as follows for 2017-2018: At least one student will work as a research assistant each semester (e.g., through PSY 449).
	2.3 (SAO)	The psychology program will prepare students for graduate study.	Facebook, email, and other communications will be monitored by faculty to identify students accepted into graduate programs.	Each year a minimum of three alums in psychology will enter graduate programs in psychology or a related discipline.	2016 - 2017	Target Met	During the current academic year, we have report of three alums being accepted to graduate programs: One has been admitted to three doctoral programs (Penn State, Rutgers, and Temple), another has been accepted to one masters program (Mississippi College), and the last one has been accepted to two masters programs (Mississippi State and Alabama).	Target met. Continue current approach.
	2.4 (PO 4.d.)	The psychology program will prepare students for employment in a related discipline.	Faculty will review and evaluate the responses to the following question on the MUW Graduation Survey to assess the percentage of graduating psychology students who are working in the discipline: "Are you currently employed in a job related to your MUW program of study?"	35% of graduating seniors in psychology who complete the MUW Graduation Survey will report being employed in a job related to the discipline.	2016 - 2017	Target Not Met	2017 MUW Graduation Survey Results: Yes - 6.67%  Yes - 1/15; 6.67% No - 14/15; 93.33%	Continue assessment using the MUW Graduation Survey. Begin discussions of ways to include career information in existing courses. Consider requiring students to write a job application (e.g., in PSY 490). Consider curriculum additions (e.g., a careers course or seminar) once three tenure-track positions are filled.
Program - Public	1.1 (SLO)	Students will be able to create a program using the	Students participating in HED 450 will develop	The average score of HED 450 students	2016 - 2017	Target Met	Fall 16 (n=21) 100% of students	Continue to use the current projects in HED 450.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Health Education (including Minor) - BS, BAS {2016-2017}	1.1 (SLO)	health behavior model.	a health program, for which they will use a health behavior model. This will be assessed by a HED 450 Course Rubric, in which students will either be below target (1), meet target (2), exceed target (3).	assessed will be 2 on the HED 450 Course Rubric for the health behavior model component on the Health Program assignment.	2016 - 2017	Target Met	developed a health program for which they will use a health behavior model. 42% exceed target, 58% met target. Spring 17 (n=24) 100% of students developed a health program for which they will use a health behavior model. 100% met target.	Continue to use the current projects in HED 450.
	1.2 (SLO)	Students will apply the basic public health sciences in planning, implementing, and evaluation health programs.	Students participating in HED 450 will develop a health program, for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. This will be assessed by a HED 450 Course Rubric, in which students will either be below target (1), meet target (2), exceed target (3).	The average score of HED 450 students assessed will be 2 on the HED 450 Course Rubric for applying the basic public health sciences in planning, implementing, and evaluation health programs component on the Health Program assignment.	2016 - 2017	Target Met	Fall 16 (n=21) 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 42% exceeded target, 58% met target. Spring 17 (n=24) 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 100% met target.	Continue to use current projects in HED 450.
	2.1 (PO 3.a.)	Full-time faculty will use at least 3 different instructional technologies to provide interactive learning environments for online students.	At the end of the Fall semester, faculty will review and analyze the Fall Online PHE Course Evaluations Survey results to determine if the 3 instructional technologies used by faculty provided	80% of all online PHE students participating in the Fall Online PHE Course Evaluations Survey will either "agree or strongly agree" that the delivery method of	2016 - 2017	Target Met	2016 Fall Course Evaluations Survey Results: Strongly Agree - 345/493; 69.98% Agree - 120/493; 24.34% Total - 465/493; 94.32%	Continue assessment using the MUW Course Evaluations Survey.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (PO 3.a.)	Full-time faculty will use at least 3 different instructional technologies to provide interactive learning environments for online students.	interactive learning environments for the online students.	this course was appropriate for the subject matter.	2016 - 2017	Target Met	Neither agree or disagree - 17/493; 3.45% Disagree - 5/493; 1.01% Strongly Disagree - 6/493; 1.22% Not Applicable - 0%	Continue assessment using the MUW Course Evaluations Survey.
			At the end of the Spring semester, faculty will review and analyze the Spring Online PHE Course Evaluations Survey results to determine if the 3 instructional technologies used by faculty provided interactive learning environments for the online students.	80% of all online PHE students participating in the Spring Online PHE Course Evaluations Survey will either "agree or strongly agree" that the delivery method of this course was appropriate for the subject matter.	2016 - 2017	Target Met	2017 Spring Course Evaluations Survey Results: Strongly Agree - 387/558; 69.35% Agree - 154/558; 27.6% Total - 541/558; 96.95%  Neither agree or disagree - 12/558; 2.15% Disagree - 3/558; 0.54% Strongly Disagree - 1/558; 0.18% Not Applicable - 1/558; 0.18%	Continue assessment using the MUW Course Evaluations Survey.
	3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	Students in HED 250 will be able to present information, arguments, and ideas in oral form for the careers available in Public Health Education. This will be assessed using the AAC&U Oral Communication VALUE Rubric.	The average score of HED 250 students assessed will be 2 on the AAC&U Oral Communication VALUE Rubric for the presentation of information, arguments, and ideas in oral form for the careers available in Public Health Education.	2016 - 2017	Target Met	Fall 16 (n=36) 94.4% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 94.4% scored a 2 or higher using the AAC&U Oral Communications Value Rubric.  Spring'17 (n=33) 90.9% of students were able to present	Continue to use project in HED 250.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	Students in HED 250 will be able to present information, arguments, and ideas in oral form for the careers available in Public Health Education. This will be assessed using the AAC&U Oral Communication VALUE Rubric.	The average score of HED 250 students assessed will be 2 on the AAC&U Oral Communication VALUE Rubric for the presentation of information, arguments, and ideas in oral form for the careers available in Public Health Education.	2016 - 2017	Target Met	information, arguments, and ideas in oral form for their careers available in Public Health Education. 90.9% scored a 2 or higher using the AAC&U Oral Communications Value Rubric.  The overall average score was higher than 2 on the rubric.	Continue to use project in HED 250.
			Students in HED 250 will be able to present information, arguments, and ideas in written and visual forms for the careers available in Public Health Education. This will be assessed using the AAC&U Written Communication VALUE Rubric.	The average score of HED 250 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the presentation of information, arguments, and ideas in written and visual forms for the careers available in Public Health Education.	2016 - 2017	Target Met	Fall 16 (n=36) 94.4% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 94.4% scored a 2 or higher using the AAC&U Written Communications Value Rubric.  Spring'17 (n=33) 90.9% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 90.9% scored a 2 or higher using the AAC&U Written Communications Value Rubric.  The overall average	Continue to use project in HED 250.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Students in HED 250 will be able to present information, arguments, and ideas in written and visual forms for the careers available in Public Health Education. This will be assessed using the AAC&U Written Communication VALUE Rubric.	The average score of HED 250 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in written and visual forms for the careers available in Public Health Education.	2016 - 2017	Target Met	score was higher than a 2 on the rubric.	Continue to use project in HED 250.
	3.2 (SLO)	Students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education.	Students in HED 250 will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed by a HED 250 Course Rubric, in which students will either be below target (1), meet target (2), exceed target (3).	The average score of HED 250 students assessed will be 2 on the HED 250 Course Rubric for the component of the ability to locate, via online resources, jobs available within the field of public health education.	2016 - 2017	Target Met	Fall 16 (n=36) 86.11% of students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed by a HED 250 Course Rubric, in which students will either be below target (1), meet target (2), exceed target (3). 83.33% exceeded target, 2.7% met target, 13.89% below target.  Spring 17 (n=33) 87.87% of students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed by a HED 250 Course Rubric, in which	Continue to use the project in HED 250, but provide additional resources to assist students struggling to complete the project.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SLO)	Students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education.	Students in HED 250 will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed by a HED 250 Course Rubric, in which students will either be below target (1), meet target (2), exceed target (3).	The average score of HED 250 students assessed will be 2 on the HED 250 Course Rubric for the ability to locate, via online resources, jobs available within the field of public health education.	2016 - 2017	Target Met	students will either be below target (1), meet target (2), exceed target (3). 78.78% exceeded target, 9.09% met target, 12.12% below target.	Continue to use the project in HED 250, but provide additional resources to assist students struggling to complete the project.
	4.1 (SAO)	Students graduating from this program will obtain one of the following upon graduation: job promotion as a result of degree, a new job as a result of degree, or acceptance into a graduate program.	Students in HED 498 will complete an Exit Survey and will indicate if they will receive: job promotion as a result of degree, a new job as a result of degree, or acceptance into a graduate program.	75% of HED 498 students participating in the Exit Survey will state that they have obtained one of the following upon graduation: job promotion as a result of degree, a new job as a result of degree, or acceptance into a graduate program.	2016 - 2017	Target Not Met	Students in HED 498 completing the exit exam during the 2016-2017 years (n=39) indicated that 8 were attending graduate school, 4 received a job promotion, and 8 had accepted a new job at the time of the survey. 51.28% of students were attending graduate school, received a job promotion, or accepted a new job.	Continue to provide students with an information on possible jobs and graduate programs available post graduation.
Program - Reading/Literacy (including Certificate) - ME {2016-2017}	1.1 (SAO & SLO)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and presenting a professional development workshop based on school data.	The instructor for ED 599 will assess and grade the professional development workshop presented by the student(s) using the Professional Development Rubric.	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and presenting a professional development workshop based on school data by scoring an "Acceptable" on the Professional	2016 - 2017	Target Met	All candidates scored acceptable on the Professional Development Rubric for ED 599.	Reading Literacy will continue with this achievement target.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Reading/Literacy (including Certificate) - ME {2016-2017}	1.1 (SAO & SLO)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and presenting a professional development workshop based on school data.	The instructor for ED 599 will assess and grade the professional development workshop presented by the student(s) using the Professional Development Rubric.	Development Rubric in ED 599, Internship in Reading Literacy.	2016 - 2017	Target Met	All candidates scored acceptable on the Professional Development Rubric for ED 599.	Reading Literacy will continue with this achievement target.
	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships.	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	2016 - 2017	Target Not Met	The department did not host 2 focus groups.	The department will continue with this achievement target.
	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by developing a reading program specific to the needs of the school.	The instructor for ED 599 will assess and grade the reading program developed by the student(s) using the Reading Program Rubric.	Candidates will be able to demonstrate skills a commitment to creating supportive environments that afford all students access to rigorous college and career-supportive environments by developing a reading program specific to the needs of the school by scoring an average of 86% or above on the Reading Program Rubric in ED 599, Internship in Reading Literacy.	2016 - 2017	Target Not Met	66% of students scored 86% or above on the Reading Program Rubric.	We will continue with this achievement target.
	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to	The instructor for ED 500 will assess and	Candidates will demonstrate their	2016 - 2017	Target Met	91% of candidates scored an 86% or	We will continue this achievement target.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (RO & SLO)	understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of reading literacy.	grade the research project presented by the student(s) utilizing the Research Project Rubric.	proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of reading literacy by scoring an average of 86% or higher on the Research Project Rubric in ED 500, Educational Research.	2016 - 2017	Target Met	above on the research project rubric.	We will continue this achievement target.
Program - Secondary Teacher Education - MAT {2016-2017}	1.1 (SAO & SLO)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by successful completion of the Internship.	The instructor for ED 566 will assess and grade the teaching of the candidate using the Advanced Teacher Assessment Instrument.	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by scoring on average a 2 (Acceptable) or above on the Advanced Teacher Assessment Instrument in ED 566, Internship is MAT.	2016 - 2017	Inconclusive	No students enrolled. No data collected.	We will keep this achievement target.
	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate	The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships.	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial	2016 - 2017	Target Not Met	The department did not host two focus groups.	The department will keep this achievement target.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (PO 2.c.)	preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships.	partnership.	2016 - 2017	Target Not Met	The department did not host two focus groups.	The department will keep this achievement target.
	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by developing a teaching unit.	The instructor for ED 566 will assess and grade the teaching unit developed by the student(s) using the Teaching Unit Rubric.	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-supportive environments by developing a reading program specific to the needs of the school by scoring an average of 86% or above on the Teaching Unit Rubric in ED 566, Internship in MAT.	2016 - 2017	Inconclusive	No students enrolled. No data collected	We will continue with this achievement target.
	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in their area of expertise.	The instructor for ED 500 will assess and grade the research project(s) presented by the student(s) using the Research Project Rubric.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in their area of	2016 - 2017	Inconclusive	No students enrolled. No data collected.	We will continue with this achievement target.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in their area of expertise.	The instructor for ED 500 will assess and grade the research project(s) presented by the student(s) using the Research Project Rubric.	expertise by scoring an average of 86% or higher on the Research Project Rubric in ED 500, Educational Research.	2016 - 2017	Inconclusive	No students enrolled. No data collected.	We will continue with this achievement target.