

# College of Arts, Sciences and Education 2017-2018

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Art Education - BFA {2016-2017}	1.1 (SLO)	Students will express their ideas, feelings, and experiences by creating authentic art.	Students enrolled in ART 103: Design 1, ART 104: Design II, ART 105: Drawing I, ART 106: Drawing II, ART 195: Computers in Art, will submit examples of artwork including one independent work, a sketchbook, and a reflection paper to be evaluated using the Foundation Portfolio Review Rubric for Art Education majors only. Art Education faculty will carry out assessment process.	Students will score "meets expectations" 5 times out of the 7 sections on the Foundation Portfolio Review Rubric.	2017 - 2018	Inconclusive	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Since there are three students in the program, we will continue assessment.
	2.1 (SLO)	Students will express their ideas, feelings, and experiences by creating art as a reflective exercise to further enhance their art teaching.	Students enrolled in ART 240 will be given an Exit Survey to determine growth in the satisfaction of the Art Education program, and Art Education faculty will review and analyze the survey results to determine if achievement target was met.	75% of participating ART 240 students will report that they were "satisfied" on the Exit Survey for Art Education majors.	2017 - 2018	Inconclusive	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Since there are three students in the program, we will continue assessment.
			Students participating in ART 240: Introduction to Art Education will be given a Written Art Lesson Assignment, and Art Education faculty will assess the assignment using the Written	Students will have an average score of at least a 2 or higher on a 0-4 scale on the Written Art Lesson Rubric.	2017 - 2018	Inconclusive	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Since there are three students in the program, we will continue assessment.

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			Art Lesson Rubric.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the Written Art Lesson Rubric.	2017 - 2018	Inconclusive	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Since there are three students in the program, we will continue assessment.
	3.1 (GEO 1.c.)	Students will develop divergent thinking skills such as problem solving, critical thinking, and risk taking when engaging in the process of art making, dialoguing about works of art, and writing about the visual arts.	Students participating in ART 240: Introduction to Art Education will be given What Do the Visual Arts Mean In My Life? Assignment, and Art Education faculty will assess the assignment using the AAC&U Written Communication Value Rubric.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the AAC&U Written Communication VALUE Rubric for the "What Do the Visual Arts Mean In My Life?" assignment.	2017 - 2018	Inconclusive	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Since there are three students in the program, we will continue assessment.
	4.1 (SLO)	Students will gain knowledge and understanding of the scholarship that support contemporary Art Education issues.	Students enrolled in ART 240: Introduction to Art Education will be given Critique Paper Assignment, and Art Education faculty will assess the assignment using the Critique Paper Rubric.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the Critique Paper Rubric.	2017 - 2018	Inconclusive	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Since there are three students in the program, we will continue assessment.
	5.1 (SLO)	Students will develop future art education leadership qualities such as respect diversity including gender, culture, race, and disability at the school and community service levels.	Students enrolled in ART 340 will be given an Exit Survey to determine growth in the satisfaction of the Art Education program, and Art Education faculty will review and analyze the survey results to determine if achievement target was met.	75% of participating ART 340 students will report that they were "satisfied" on the Exit Survey for Art Education majors.	2017 - 2018	Inconclusive	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Since there are three students in the program, we will continue assessment.

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			Students enrolled in ART 340: Art Education Methods and Materials will be given Contextual Factor Paper, and Art Education faculty assess the assignment using the Contextual Factor Paper Rubric.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the Contextual Factor Paper Rubric.	2017 - 2018	Inconclusive	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Since there are three students in the program, we will continue assessment.
	6.1 (SLO)	Students will achieve competence in teaching art using a student-centered approach to a range of populations including toddlers, youth, adolescents, adults, older persons, and those with disabilities.	Students enrolled in ED 407 (03): Internship will be given the Art Teacher Portfolio assignment, and Art Education faculty will assess the assignment using the Art Teacher Portfolio Rubric.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the Art Teacher Portfolio Rubric.	2017 - 2018	Inconclusive	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Since there are three students in the program, we will continue assessment.
			Students will take the Praxis Subject Test for Art to assess content knowledge of in the field of art education.	75% of participating students will earn a passing score on Praxis Subject Test for Art.	2017 - 2018	Inconclusive	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Since there are three students in the program, we will continue assessment.
	7.1 (SAO & PO 2.c.)	Students will prepare for a position as an art educator at a public school or private school, art museum, or community organization.	Student participating in ED 407 (03): Internship will be given the assignment Resume with Rubric. Art Education faculty will carry out assessment process.	Students will have an average score of at least a 2 or higher on a 0-3 scale on the Resume Rubric.	2017 - 2018	Inconclusive	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Since there are three students in the program, we will continue assessment.
Program - Biology (including Minor and Secondary Education Certification) -	1.1 (SLO)	The student will accurately interpret and draw conclusions from data presented in tables and graphs in scientific articles to show they can "critically evaluate	Work done by students in this junior-level class (BSB 310) will be assessed by faculty using departmental rubrics created for	More than 75% of the students in BSB 310 General Ecology will score satisfactory or better (as measured by the departmental assessment rubric) on	2017 - 2018	Target Met	Target was MET. 85% of the Fall 2017 BSB 310 students averaged Proficient or Advanced on the rubric. Three assessed activities	We are meeting are target goal here. Our tactic of incorporating exercises into our upper-year courses that analyse and interpret figures from the scientific literature seems to be effective. We will continue to do so, paying special

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BS {2016-2017}	1.1 (SLO)	existing knowledge.”	this learning outcome.	assignments requiring graph interpretation and concept mapping of a scientific article.	2017 - 2018	Target Met	given at various times during the semester were averaged. An average of 66.6% of the students (8.5/13) of the students scored Advanced. An average of 17.8% of the students (2.5/13) scored Proficient. An average of 15.3% of the students (2/13) scored Approaching Proficiency. An average of 0.0 students (0/13)	attention to targeting low-performing students during these exercises to try to pull up their performance.
			Work done by students in this sophomore-level class (BSB 230) will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 230 General Genetics will score satisfactory or better (as measured by the departmental assessment rubric) in an assignment question interpreting a single table or figure taken from a scientific paper.	2017 - 2018	Target Not Met	Target was NOT met. Only 67% (12/18) of the Fall 2017 BSB 230 students scored satisfactory or better on the rubric. 22% (4/18) of the students scored proficient; 44% (8/18) scored satisfactory; 33% (6/18) scored unsatisfactory.	Achievement in this target was flat compared to last year, after several years of trending upwards. We will continue to incorporate exercises into our courses that analyse and interpret figures from the scientific literature. Practice improves performance. However, we will try to specifically target low-performing students during these exercises to try to pull up their performance as they seem to be the ones that consistently fail to meet the threshold.
	1.2 (GEO 4.c.)	The student will apply the scientific method to a research question. This reflects the General Education Goal 4.c “To demonstrate understanding of self, society, and the natural world, students will demonstrate the ability to apply the scientific method to solve	Work done by students in the biology capstone course will be assessed by faculty using the AAC&U VALUE Inquiry & Analysis rubric.	Students in BS 400 Senior Seminar will average “2.5” or higher on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate a capstone project in which each students selects a published journal article and writes a research	2017 - 2018	Target Met	Target was MET. The students in BS 400 average 3.4/4 on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate research proposals the students wrote.	This is the second year in a row the department has met this achievement target. Also, this year's average score was higher than last year's. We will continue to have students in pre-capstone courses work on the big picture of understanding design and rationales behind the experiments.

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	1.2 (GEO 4.c.)	problems.” It also reflects the Biology program’s mission to develop students with “the ability to apply the process of science”, as stated in the Biology Mission Statement above.	Work done by students in the biology capstone course will be assessed by faculty using the AAC&U VALUE Inquiry & Analysis rubric.	proposal based on the research in the article.	2017 - 2018	Target Met	Target was MET. The students in BS 400 average 3.4/4 on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate research proposals the students wrote.	This is the second year in a row the department has met this achievement target. Also, this year's average score was higher than last year's. We will continue to have students in pre-capstone courses work on the big picture of understanding design and rationales behind the experiments.
	2.1 (SLO)	The student will apply concepts from previous courses to current courses.	Work done by students in BSB 310, typically taken in the 4th year, will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 310 General Ecology will score satisfactory or better (as measured by the departmental assessment rubric) on activities requiring the application of knowledge gained in first-year general biology and quantitative chemistry courses.	2017 - 2018	Target Met	Target MET. 100% of students (13/13) scored proficient or better on the assessed activity. Two assessed activities were given at different times during the semester were averaged. An average of 27% of students were scored Advanced (3.5/13); an average of 73% of students were scored Proficient (9.5/13); an average of 0% of students were scored Approaching Proficiency; an average of 0% of students were scored Beginning.	We are surpassing our target goal here. The Biology unit will continue to spend time, in as many classes as possible, making connections between new material and material previously learned in other courses. When we make explicit connections, students seem to understand those connections. We do need to work on developing in the students the ability to make those connections on their own without having it pointed out before hand that they are there to be found.
			Work done by students in BSB 346, typically taken in the 2nd or 3rd year, will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 346 Evolutionary Biology will score satisfactory or better (as measured by the departmental assessment rubric) on an exam question that relates DNA sequence changes to	2017 - 2018	Target Met	Target was met. 93% of the students (13/14) in BSB 346 Evolutionary Biology scored sa1/143/24) scored Unsatisfactory	The Biology unit will continue to spend time, in as many classes as possible, making connections between new material and material previously learned in other courses. When we make explicit connections, students seem to understand those connections. We will continue to work on developing in the students the ability to make those connections on their own

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			Work done by students in BSB 346, typically taken in the 2nd or 3rd year, will be assessed by faculty using departmental rubrics created for this learning outcome.	evolutionary relationships between organisms.	2017 - 2018	Target Met	Target was met. 93% of the students (13/14) in BSB 346 Evolutionary Biology scored sa1/143/24) scored Unsatisfactory	without having it pointed out before hand that they are there to be found.
2.2 (SAO)		In keeping with the University Mission to provide "a high-quality undergraduate education" and in keeping with the Biology program goal of having students understand "material across disciplines," the student will learn the concepts covered by a commercial, nationally-administered Major Fields Test in biology, taken in their final semester before graduation.	All Biology majors will, as a requirement for graduation, take a nationally-administered Major Fields Test in biology from ETS in Princeton, NJ, in their last semester of study. The tests will be graded by ETS and returned along with information comparing scores to test-takers at other 4-year institutions nation-wide. ETS will provide information about each student's percentile ranking for the test.	More than 50% of the students taking the Major Fields Test will score above the 50th percentile ranking when comparing their performance to those of students across the nation taking the same test in the same year.	2017 - 2018	Target Not Met	Target NOT met. Only 13% of the students (2/16) scored above the 50th percentile ranking on the nationally-administered major fields test in biology.	<p>We continue to fall well short of this assessment goal, as we have since 2009, the last year we came close to making it. The percentage of students reaching this level of achievement was essentially unchanged from last year.</p> <p>However, if we look at the average percentile achieved by the assessed students, there continues to be a trend of improvement, which suggests that the students are progressing towards the goal, albeit a bit slowly.</p> <p>The same issues as in previous years seem to be in play.</p> <ol style="list-style-type: none"> <li>1. Students are not doing a good job of studying for retention of the material.</li> <li>2. Instructors are not doing a good job of reinforcing concepts seen in previous courses or making connections to previous courses' concepts.</li> </ol> <p>We will continue to work on inculcating in students more efficient learning techniques by devoting class time to reviewing effective study strategies for material just covered in the course.</p>

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	2.2 (SAO)	In keeping with the University Mission to provide “a high-quality undergraduate education” and in keeping with the Biology program goal of having students understand “material across disciplines,” the student will learn the concepts covered by a commercial, nationally-administered Major Fields Test in biology, taken in their final semester before graduation.	All Biology majors will, as a requirement for graduation, take a nationally-administered Major Fields Test in biology from ETS in Princeton, NJ, in their last semester of study. The tests will be graded by ETS and returned along with information comparing scores to test-takers at other 4-year institutions nation-wide. ETS will provide information about each student’s percentile ranking for the test.	More than 50% of the students taking the Major Fields Test will score above the 50th percentile ranking when comparing their performance to those of students across the nation taking the same test in the same year.	2017 - 2018	Target Not Met	Target NOT met. Only 13% of the students (2/16) scored above the 50th percentile ranking on the nationally-administered major fields test in biology.	We will continue to try to point out connections between new material and material previously learned in other courses. People do not retain information they do not use. The more students are expected to re-teach themselves concepts encountered previously, the more they will reinforce previous learning.
	2.3 (PO 2.d.)	In keeping with the University Strategic Goal 2.d of promoting “regional stewardship through partnerships across campus and across the region by forging meaningful and engaged partnerships that provide real-life experiences for students”, the student will participate in community service opportunities while enrolled in the department.	All graduating Biology seniors will be given a Survey as part of a required Exit Interview with the Department Chair. One question on that survey will ask students to enumerate the types of community service activities they have participated in while an MUW undergraduate. Faculty will review and analyze the survey results.	More than 75% of the students participating in the Exit Interview Survey will have participated in at least two different types of community service activities.	2017 - 2018	Target Not Met	Target was NOT met. Only 38% of graduating seniors self-reported two or more different types of community service activities. 2/16 reported no service activities. 8/16 reported 1 service activity. 6/16 reported two or more service activities.	Most students are still doing at least one community service activity, and the percentage doing two or more tripled, although it still fell short of the achievement target. Department faculty will continue to make an effort to publicize opportunities for students to participate in both on-campus and off-campus service activities.
Program - Chemistry (including	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related	Stoichiometry, equilibrium, and thermodynamics/qu	The average score of PSC 111 students should be at least a	2017 - 2018	Target Not Met	117 PSC 111 students across four lecture sections and	In 2016-17, the implementation of Supplemental Instruction (SI) into all face-to-face sections of PSC 111

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Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	antum mechanics questions from quizzes and exams in PSC 111 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	"3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to basic stoichiometry.	2017 - 2018	Target Not Met	two semesters (3 sections in fall 2017, 1 section in spring 2018) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 117 students evaluated was "2.5" with the following breakdown (48 students, score = 1; 8 students, score = 2; 11 students, score = 3; 50 students, score = 4). Target was not achieved.	lecture led to an improvement in this target from 2015-16. However, it appears that last year's result was influenced, in part, by the large number of international students. These students come to us with strong backgrounds in math and science. So, with 2017-18's dramatic decrease in the numbers of incoming international students, we expected our results to be dramatically affected by their absence. However, the decrease from an average of "3" in 2016-17 to an average of "2.5" in 2017-18 is not as dramatic as we expected. We predict that with renewed efforts in encouraging students in class and encouraging them to take advantage of SI, we can reach the target of "3" again.
			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 112 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 112 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to equilibrium.	2017 - 2018	Target Not Met	27 PSC 112 students across two lecture sections in spring 2018 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from several quizzes and	The target was met last year. However, it appears that last year's result was influenced, in part, by the large number of international students. These students come to us with strong backgrounds in math and science. So, with 2017-18's dramatic decrease in the numbers of incoming international students, we expected our results to be dramatically affected by their absence. Unfortunately, we did see a dramatic decrease from an average of "3" in 2016-17 to an average of "2.1" in 2017-18. We



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			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 112 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 112 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to equilibrium.	2017 - 2018	Target Not Met	exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 27 students evaluated was "2.1" with the following breakdown (10 students, score = 1; 9 students, score = 2; 3 students, score = 3; 5 students, score = 4). Target was not achieved.	are hopeful that adding more APIL learning strategies and an online homework component will allow us to reach the target of "3" again.
			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 450/451 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 312/450/451 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to thermodynamics/quantum mechanics.	2017 - 2018	Target Met	PSC 450/451 was not taught this year. PSC 312 was taught in the fall semester of 2017. 13 students were assessed using quizzes and exams. 50 PSC 112 students across two lecture sections were assessed on their knowledge of the basic concepts of stoichiometry and equilibrium and the relevant calculations. Conceptual questions and calculations (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 13 PSC 312 students	PSC 312 is on a two year rotation. So this courses, and this assessment, will not be a part of the 2017-18 SMART plan. PSC 450/451 will be used in this assessment next year.

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			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 450/451 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 312/450/451 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to thermodynamics/quantum mechanics.	2017 - 2018	Target Met	evaluated was "3.7" with the following breakdown (0 students, score = 1; 1 student, score = 2; 2 students, score = 3; 10 students, score = 4). Target was achieved.	PSC 312 is on a two year rotation. So this courses, and this assessment, will not be a part of the 2017-18 SMART plan. PSC 450/451 will be used in this assessment next year.
	1.2 (SLO)	TSW exhibit effective written communication in the areas of inorganic and analytical chemistry.	Formal lab reports will be evaluated in PSC 112L by faculty using the AAC&U Written Communication VALUE Rubric.	75% of PSC 112 students should score at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric in writing a formal lab report.	2017 - 2018	Target Met	Although 29 students were enrolled in PSC 112L in spring 2018, there are lab report assessments for only 15 students. Two sections were taught by two different instructors for this course, and one of the instructors did not submit the students' lab report results, which is why there are only 15 reported. PSC 112L students from one lab section were assessed on their written communication using two formal lab reports. Lab reports were evaluated using the AAC&U Written Communication VALUE rubric. 100% of PSC 112L students scored at	Students are given a detailed description of the sections that must be included in the lab reports. They are also allowed to write two drafts of the first lab report. Upon reading the first draft, the professor provides extensive feedback to aid the student in writing the second draft. While there is only one draft allowed for the second lab report, the students are provided with extensive assistance from the professor. Multiple drafts of the first lab report and extensive assistance with the second lab report allow the students to meet the target.

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	1.2 (SLO)	TSW exhibit effective written communication in the areas of inorganic and analytical chemistry.	Formal lab reports will be evaluated in PSC 112L by faculty using the AAC&U Written Communication VALUE Rubric.	75% of PSC 112 students should score at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric in writing a formal lab report.	2017 - 2018	Target Met	least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric (15 students evaluated on two lab reports; 0 at level 1, 0 at level 2, 7 at level 3, 8 at level 4). Target was achieved.	Students are given a detailed description of the sections that must be included in the lab reports. They are also allowed to write two drafts of the first lab report. Upon reading the first draft, the professor provides extensive feedback to aid the student in writing the second draft. While there is only one draft allowed for the second lab report, the students are provided with extensive assistance from the professor. Multiple drafts of the first lab report and extensive assistance with the second lab report allow the students to meet the target.
	1.3 (SLO)	TSW demonstrate competency in both theoretical and practical aspects of instrumentation and analytical techniques.	Qualitative and quantitative questions (quizzes, exams, assignments) related to instrumentation will be evaluated by faculty.	75% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering questions and performing calculations related to instrumentation.	2017 - 2018	Target Not Met	Students who obtained 90% or more of the points were rated "proficient". Students who obtained between 70 and 89% of the points were rated "satisfactory". Students who obtained less than 70% of the points were rated "unsatisfactory".  18 PSC 211 students were evaluated using the rubric attached in the "Related documents" section. 50% of PSC 211 students scored at least "satisfactory" on the rubric. 18 students evaluated on an exam (9 at	This is the second year in a row that the target has not been met. This year's result (50%) is dramatically worse than last year's result (74%). Next year, more emphasis will be placed on this topic and more assessments will be done.

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	1.3 (SLO)	TSW demonstrate competency in both theoretical and practical aspects of instrumentation and analytical techniques.	Qualitative and quantitative questions (quizzes, exams, assignments) related to instrumentation will be evaluated by faculty.	75% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering questions and performing calculations related to instrumentation.	2017 - 2018	Target Not Met	unsatisfactory, 3 at satisfactory, 6 at proficient) scored at the satisfactory level (70%) or higher in answering questions related to instrumentation. Target of 75% was not achieved.	This is the second year in a row that the target has not been met. This year's result (50%) is dramatically worse than last year's result (74%). Next year, more emphasis will be placed on this topic and more assessments will be done.
	2.1 (SLO)	TSW recognize and interpret structure, reactions, mechanisms, and synthesis of organic compounds.	Questions related to reactions and synthesis from quizzes and exams in PSC 211/212 will be evaluated by faculty.	60% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering basic questions related to organic chemistry reactions and synthesis.	2017 - 2018	Target Met	Students who obtained 90% or more of the points were rated "proficient". Students who obtained between 70 and 89% of the points were rated "satisfactory". Students who obtained less than 70% of the points were rated "unsatisfactory".  18 PSC 211 students were evaluated using the rubric attached in the "Related documents" section. 89% of PSC 211 students scored at least "satisfactory" on the rubric. 18 students evaluated on several quizzes (2 at unsatisfactory, 10 at satisfactory, 6 at proficient) scored at the satisfactory level (70%) or higher in answering questions related to	Instruction will continue in the current manner.

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	2.1 (SLO)	TSW recognize and interpret structure, reactions, mechanisms, and synthesis of organic compounds.	Questions related to reactions and synthesis from quizzes and exams in PSC 211/212 will be evaluated by faculty.	60% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering basic questions related to organic chemistry reactions and synthesis.	2017 - 2018	Target Met	instrumentation. Target of 60% was achieved.	Instruction will continue in the current manner.
	2.2 (SLO)	TSW effectively present information in oral and written forms in the area of organic chemistry.	An oral presentation will be evaluated in PSC 212 by faculty using the AAC&U Oral Communication VALUE Rubric.	75% of PSC 212 students should score at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric in delivering an oral presentation.	2017 - 2018	Target Met	100% of PSC 212 students (18 students evaluated on an oral presentation; 4 at level 3 and 14 at level 4) scored at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric in delivering an oral presentation. Target of 75% was achieved.	Instruction will continue in the current manner.
			Formal lab reports will be evaluated in PSC 211L by faculty using the AAC&U Written Communication VALUE Rubric.	75% of PSC 211L students should score at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric in writing a formal lab report.	2017 - 2018	Target Met	100% of PSC 211L students ( students evaluated on one formal lab report; 12 at level 3 and 6 at level 4) scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric in writing a formal lab report. Target of 75% was achieved.	Instruction will continue in the current manner.
	3.1 (SAO & SLO)	TSW demonstrate a general knowledge of the major branches of chemistry covered on the Chemistry Major Field Test (MFT) from the	All Chemistry majors will take the Chemistry MFT during the semester of their graduation. The MFT is graded	90% of Chemistry majors taking the Chemistry MFT will score in the satisfactory level (25th percentile) or higher.	2017 - 2018	Target Met	There was one Chemistry major who graduated in May 2018. The student took the Chemistry Major	The Chemistry faculty work with the graduating seniors to prepare them for the MFT. The faculty will continue to do this.

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	3.1 (SAO & SLO)	Educational Testing Service (ETS).	by ETS and the results compared to other scores nationally. These results are sent to the department and will be evaluated by faculty to determine if achievement target was met.	90% of Chemistry majors taking the Chemistry MFT will score in the satisfactory level (25th percentile) or higher.	2017 - 2018	Target Met	Fields Test (MFT) during the semester of his graduation. He scored in the 42nd percentile. Target was met.	The Chemistry faculty work with the graduating seniors to prepare them for the MFT. The faculty will continue to do this.
	4.1 (PO 2.c.)	Chemistry majors will participate in activities that strengthen and expand K-12 partnerships.	Chemistry major students will complete an Exit Survey during the semester of their graduation. On the Exit Survey, students will answer questions concerning their participation in K-12 outreach activities. Faculty will review and analyze the Exit Survey to determine if Chemistry major students participated in at least one outreach activity.	100% of Exit Survey participants (Chemistry majors) will participate in at least one outreach activity.	2017 - 2018	Target Met	There was one Chemistry major who graduated in May 2018. On his Exit Survey (attached in the "Related documents" section), he indicated, on Question #1 in the "Community Service Information" section, that he had volunteered during the MS Regional High School Science Bowl. Target achieved.	Most MUW Sciences and Mathematics majors participate in K-12 outreach events. The faculty will continue to encourage this participation.
Program - Communication (including Minor) - BA, BS {2016-2017}	1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess student writing samples from relevant courses	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	2017 - 2018	Target Met	The overall mean score for writing samples from upper-level courses was 3.07 on the 4-point Written Communication rubric. The mean score for samples from COM 307 was 3.10, and the mean score from samples from COM 465 was 3.04. These courses differ in the type of	Continue to assess writing skills in relevant courses.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Communication (including Minor) - BA, BS {2016-2017}	1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess student writing samples from relevant courses	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	2017 - 2018	Target Met	writing required. Whereas COM 307 is an upper-level course focused on journalistic writing, COM 465 is a theory-focused course that requires students to write research and analysis papers using APA (American Psychological Association) writing guidelines and citation style. Thus, it is not possible to make a course-to-course comparison between these two courses as representative of a direct progression in demonstrated skill. However, the comparison between mean scores from lower-level courses (2.34) and upper-level courses (3.07) does demonstrate improvement in skills as students progress through the curriculum.	Continue to assess writing skills in relevant courses.
			Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess student writing samples from	The average score of assessed student writing samples from sophomore-level courses will be at least 2 on the 4-point Written Communication	2017 - 2018	Target Met	The overall mean was 2.34 on the 4-point Written Communication rubric. The mean score for writing samples drawn from COM 200 was 2.13	Continue to assess writing skills in relevant courses.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			relevant courses.	rubric.	2017 - 2018	Target Met	(n = 10), and the mean score for writing samples drawn from COM 250 was 2.72 (n = 5). These results indicate students are demonstrating generally clear writing and that their demonstrated proficiency is improving from one course to the next.	Continue to assess writing skills in relevant courses.
	2.1 (SLO)	Students will demonstrate appropriate use of video production equipment.	Using the Video Production Skills rubric, departmental faculty will assess student production samples from relevant courses.	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Video Production Skills rubric.	2017 - 2018	Target Met	The mean score on Video Production rubric was 3.23 on a 4-point scale. Nine out of 10 production samples scored at least 3 out of 4, which is 90 percent of the total sampled. The one sample that did not meet the threshold was drawn from the introductory production course (COM 103). The mean score for this course was 3.13 (n = 6). The mean score for productions sampled from the upper-level course (COM 431) was 3.35 (n = 4). The scores represent an overall increase in demonstrated proficiency with use of video production equipment from the lower-level course	Continue assessing video production skills in relevant courses.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Students will demonstrate appropriate use of video production equipment.	Using the Video Production Skills rubric, departmental faculty will assess student production samples from relevant courses.	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Video Production Skills rubric.	2017 - 2018	Target Met	to the upper-level course.	Continue assessing video production skills in relevant courses.
	2.2 (SLO)	Students will demonstrate appropriate use of audio production equipment.	Using the Audio Production Skills rubric, departmental faculty will assess student production samples from relevant courses.	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Audio Production Skills rubric.	2017 - 2018	Target Met	The mean score on the Audio Production rubric was 3.36 on a 4-point scale. Of the 10 production samples drawn from COM 103 and COM 431, 9 scored 3 or better (an overall rate of 90 percent). The mean for production samples from the introductory course (COM 103) was 3.17, and the mean for samples drawn from the upper-level course (COM 431) was 3.65. This does represent an improvement from one course to the next, with the students from the upper-level course benefiting from increased attention to audio production in the courses. Also, the overall results indicate improvement from the previous year's results.	Continue increased emphasis on audio production in COM 103 and 431, in the absence of COM 331. Continue assessing audio production skills in relevant courses.
	3.1 (SAO)	Students will complete professional portfolios	Faculty will use a departmental rubric	At least 90 percent of assessed student	2017 - 2018	Target Met	The mean score for the sampled student	Continue emphasizing to students the importance of saving

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO)	that showcase their skills for potential employers or graduate schools.	(Communication Student Portfolio Rubric) to assess portfolios produced by students in Communication Senior Seminar (COM 465).	portfolios will score at least 80 on the 100-point Communication Student Portfolio rubric.	2017 - 2018	Target Met	portfolios was 93.6 on a 100-point scale using the departmental Communication Student Portfolio rubric. Of the 11 portfolios sampled, 11 scored 80 or better, for a total of 100 percent. Overall, these results are very positive and indicate students near completion of the program have amassed a body of professional work and demonstrated the ability to organize this work into a coherent portfolio. One potential area of improvement is in the breadth of work presented (some portfolios suffered because prior work had been misplaced or not saved).	professional work (and making back-up copies). Continue assessing portfolios in COM 465.
	3.2 (PO 2.e.)	Students will engage in meaningful, real-life experiences within the Communication field.	Students in Communication Internship (COM 460) will complete an Exit Survey at the end of their internship. Departmental faculty will review and analyze the results to determine if the achievement target was met.	At least 85 percent of students participating in the Exit Survey will rate their internship experience positively as defined by a score of 4 or greater, on a scale of 1-7.	2017 - 2018	Inconclusive	Results were not reported by the assessment coordinator for this academic program.	The Action for the next assessment cycle is to report results with supporting/related documentation and to report it on time.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Creative Writing - MFA {2016-2017}	1.1 (SLO)	Students will complete a portfolio of work that demonstrates mastery of language and conventions of a genre.	Faculty will assess the students' theses using the MFA Writing Skills Rubric that measures skill with the mechanics of language, aesthetic use of language, and use of conventions of the genre being studied.	Thesis students will achieve on their theses an average of at least 88% on the MFA Writing Skills Rubric.	2017 - 2018	Target Met	100% of students achieved the target of at least 88% on the MFA Writing Skills Rubric. 3 earned 15 out of 15 and 2 earned 14 out of 15 (93%)	Given that we met our target, we should continue to assess theses and strive to maintain this quality with increased numbers of thesis candidates.
			Students in courses designated as Workshop will be assessed with a rubric that measures skill with the mechanics of language, aesthetic use of language, and use of conventions of the genre being studied. Each instructor will complete the MFA Writing Skills Rubric after grading final portfolios for the class.	80% of students assessed will achieve on their final portfolios an average of 80% on the MFA Writing Skills Rubric.	2017 - 2018	Target Met	Our revised achievement target is that 80% of students will achieve 80% or higher. We met this goal with 90% of students earning 80% or higher on our rubric. Of those who didn't meet that the 80% target, all earned over 70% on the rubric. Most students were assessed in more than one class over the year.	Since we met our revised target, we will continue to communicate with faculty about the rubric and continue to emphasize working on creative use of language — mechanics, style, and genre conventions — in all of our workshop classes. With new faculty and a new class of students entering in the Fall, it will be important to communicate this goal to each group in appropriate ways. The Faculty Handbook for our program now includes a section on Assessment. The program's Student Handbook could be revised to include a similar section, too.
	2.1 (RO & SLO)	Students will conduct research in literary scholarship, pedagogy, or the craft of writing and produce essays or other projects based on that research.	Students completing Masters Theses will include a bibliography of works related to the genre of the thesis. Faculty will assess the students' thesis bibliographies using the MFA Research Skills Rubric.	Students will achieve on their Thesis Bibliographies an average of at least 88% on the MFA Research Skills Rubric.	2017 - 2018	Target Met	100% of students met the target. 3 students scored 15/15 on the rubric and 2 scored 14/15 (93%)	Given that we met our target, we should continue to assess Theses. The challenge next year will be to continue this success with more theses. We will need to assess them in both Fall and Spring.
			Students in Forms and Literature classes will be assessed with a rubric that measures	80% of students assessed will achieve on their Forms and Literature project an average of 80% on the	2017 - 2018	Target Met	Because we adjusted our target for this year to be 80% of students achieve 80% on the	Since we met our target for this year, we should continue with this target of 80% of students achieving 80% or higher on the rubric. We will also continue to communicate

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action	
				their use of scholarly sources appropriate to their topic. Each instructor will complete the MFA Research Skills Rubric after grading the designated project for the class.	MFA Research Skills Rubric.	2017 - 2018	Target Met	rubric, we have met our target. 85.7% of students met the target. The students who did not meet the target were all only 1 point below the target number, so they scored 73% on the rubric instead of 80%. This shows significant improvement over the previous year in our scores. All students met the target in the Spring semester, showing improvement over the year.	about the rubric to faculty and students to emphasize the kind of research and the value of research in their program. This is included in the program's Faculty Handbook, and a section on Assessment or on Research may also be added to the Student Handbook.
	3.1 (SAO & PO 2.d.)	Students will publish their work in appropriate publications for their genres.	The program director will review and analyze the Master's Thesis Survey results to determine students' publication history.	90% of students participating in the Master's Thesis Survey will report that by the time they defend their thesis they have published at least one work in a literary journal or had a play published or produced or had their writing published in another outlet appropriate to the genre.	2017 - 2018	Target Met	Our thesis students are actively publishing, as evidenced by the list of accomplishments we keep on our website. The Thesis Survey for Summer 2018 graduates will be conducted in June. However, 5 of the 5 have listed publications on our accomplishments list.	Add a question to the Thesis Survey, asking for a list of publications.	
	3.2 (SLO)	Students will understand the literary marketplace and other career options for writers.	Students in EN 502 Full Writing Residency will complete a Professional Knowledge Survey measuring their knowledge of the literary marketplace and other career	85% of EN 502 students participating in the Professional Knowledge Survey will have an average score of greater than 3 (Satisfied) on a scale on 1-5.	2017 - 2018	Target Met	100% of respondents scored an average of 3 or higher. Only 2 questions earned a response of 2 from one student, whose average score for all questions was 3.2.	We need to continue to administer this survey to gather more data over several years.	

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SLO)	Students will understand the literary marketplace and other career options for writers.	options on a 5-point Likert scale where 5 is Strongly Agree.	85% of EN 502 students participating in the Professional Knowledge Survey will have an average score of greater than 3 (Satisfied) on a scale on 1-5.	2017 - 2018	Target Met	100% of respondents scored an average of 3 or higher. Only 2 questions earned a response of 2 from one student, whose average score for all questions was 3.2.	We need to continue to administer this survey to gather more data over several years.
			Students participating in the Master's Thesis Survey will answer the same questions as on the Professional Knowledge Survey to determine if students improved from their time in the EN 502 Full Writing Residency course to the end of the program. Faculty will review and compare the surveys' results.	90% of students participating in the Master's Thesis Survey will have an average score of greater than 3 (Satisfied) on a scale of 1-5 on the "Professional Knowledge" portion of the Master's Thesis Survey.	2017 - 2018	Inconclusive	2 students took the survey as part of the Full Residency Class, but did not take the survey again.	We will administer the survey to 5 Thesis candidates in June 2018. One of these is also in the Full Residency class, so she will not take that survey but will only take the Thesis Survey, since the questions are the same.
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.	2017 - 2018	Inconclusive	The course was taught by an adjunct instructor and we could not find evidence of the rubric; however, the students were assessed for the Clinical Supervision Assignment per the directive of 1.1 SLO {S1 10/10, S2 10/10, S3 10/10, S4 10/10, S5 10/10, S6 10/10}	The department will continue to use the assessment for the following academic year and ensure that the associated rubric is in place.
							However, since the assignment was not assessed with the	

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.	2017 - 2018	Inconclusive	Clinical Supervision Rubric as directed by the Assessment Method and Achievement Target, the results are inconclusive.	The department will continue to use the assessment for the following academic year and ensure that the associated rubric is in place.
	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.	2017 - 2018	Target Met	S1; 20/20 (100%) S2; 19.5/20 (97%) S3; 20/20 (100%) S4; 19.5/20 (97%) All students exceeded the requirement for the achievement target.	The department will continue this assessment to gather data.
	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 improvement	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.	2017 - 2018	Target Not Met	No focus groups were held	The department will retain this achievement target for next year

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (PO 2.c.)	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.	2017 - 2018	Target Not Met	No focus groups were held	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.	2017 - 2018	Inconclusive	No candidates were assessed during the academic year, as none were eligible for the SLLA national exam.	The department will retain this achievement target for next year.
	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,	2017 - 2018	Inconclusive	No candidates were enrolled in ED 600 during the reporting year.	The department will retain this achievement target for next year.

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 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.	Leadership through Action Research.	2017 - 2018	Inconclusive	No candidates were enrolled in ED 600 during the reporting year.	The department will retain this achievement target for next year.
Program - Elementary Education - BS {2016-2017}	1.1 (SAO & GEO 5.a.)	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 InTASC #4 assignment by the student(s) using the AAC&U Lifelong Learning Value Rubric.	Candidates will be able to demonstrate an understanding of content knowledge and skills to their discipline by the assignment on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	2017 - 2018	Target Not Met	The InTASC #4 artifact should show that the student understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. For the spring 2018 semester there were seven students who completed the InTasc #4 artifact assignment. Out of the seven students, four students scored a 2.0 or higher average on the assignment. Two	We will evaluate the lessons being instructed to see where changes can be made to strengthen student knowledge and skills to master InTASC #4.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Elementary Education - BS {2016-2017}	1.1 (SAO & GEO 5.a.)	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 InTASC #4 assignment by the student(s) using the AAC&U Lifelong Learning Value Rubric.	Candidates will be able to demonstrate an understanding of content knowledge and skills to their discipline by the assignment on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	2017 - 2018	Target Not Met	students received an average of 0 due to not completing the assignment accurately. One other student scored below the 2.0 desired average. All students passed the course associated with the assignment. The average total score for all students was 1.91.  For the fall 2017 semester, scores measuring InTASC #4 were not collected on the AAC&U Lifelong Learning Value Rubric.	We will evaluate the lessons being instructed to see where changes can be made to strengthen student knowledge and skills to master InTASC #4.
	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.	2017 - 2018	Target Met	During the 2017-2018 academic year, the Education Department has not only established the groundwork for more partnerships, but implemented some new partnerships. The benefits and desired participants of the partnerships were discussed in departmental meetings throughout the year. In all there were seven full	The Education Department will continue to conduct meetings with various new and old partners to co-construct mutually beneficial P-12 partnerships.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2017 - 2018	Target Met	<p>department meetings with multiple smaller committee meetings throughout the year.</p> <p>1) Teacher Academy Program for Lowndes County: (This partnership was discussed by a committee made up of Dr. Shelley Bock, Ms. Leigh Todd, and Lowndes County representatives throughout the 2017-2018 academic year.)</p> <p>MUW Education Department serves as the industry partner for the Lowndes County Teacher Academy program, which is part of the career-technical curricula offerings. This program is a high school course designed to attract students to the field of education providing the opportunity to engage in knowledge and skills related to the career and develop dispositions while participating in field experiences. MUW</p>	The Education Department will continue to conduct meetings with various new and old partners to co-construct mutually beneficial P-12 partnerships.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2017 - 2018	Target Met	<p>faculty will provide on-campus experiences, training opportunities for K12 students and faculty, and serve as advisors for the program.</p> <p>2) School Partnerships for Clinical Experiences: (This plan was discussed and approved in departmental meetings during the 2016-2017 academic year. The partnership with the desired schools were established in July and August of 2017. Meetings to discuss the partnerships occurred between school principles the Director of Field Experience, and the appropriate education block instructors.)</p> <p>Structured partnerships with schools in Columbus and Lowndes County, including an intentional system of feedback, have been developed for the implementation of the elementary residency courses.</p>	The Education Department will continue to conduct meetings with various new and old partners to co-construct mutually beneficial P-12 partnerships.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2017 - 2018	Target Met	Please see the description of residency coursework. School partnerships have also been established with Columbus and Lowndes for the placement of secondary/K12 majors in field experiences. In addition to Columbus and Lowndes County, school district partnerships within the MUW's recruitment region have been established for internship placements. Other school district partnerships are established at the time of student request/need for internship placement. Field experience partnerships are initiated with a request for a Memorandum of Understanding (MOU). This is a statewide MOU agreement that was developed by the state's Educator Preparation Program Collaborative Committee and is	The Education Department will continue to conduct meetings with various new and old partners to co-construct mutually beneficial P-12 partnerships.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2017 - 2018	Target Met	used by all Institutions of Higher Learning in Mississippi. The institution's Teacher Education Handbook is a companion document to the MOU. For placement approvals, the school district administration reviews the selection criteria provided by MUW and matches teacher candidates with mentor teachers. Orientation and training is provided to the mentor teachers by MUW as well as ongoing support and collaboration through the university supervisor assigned to the school site.  3) Lowndes County Tech Training for MUW Faculty and Students: (The initial discussion to implement a partnership between the MUW Education Department and local schools to provide technology training occurred	The Education Department will continue to conduct meetings with various new and old partners to co-construct mutually beneficial P-12 partnerships.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2017 - 2018	Target Met	<p>between Dr. Shelley Bock and Ms. Leigh Todd. Other faculty members were encouraged to approach the subject with school officials known to them.)</p> <p>New Hope Elementary School and the MUW Education Department established and implemented a partnership for the spring 2018 semester in which MUW Residency II students completed Field Experience on location at New Hope Elementary School. In exchange New Hope Elementary School began providing MUW Residency Students and Instructors the option to participate in Schoology training. Schoology is a software widely used in public elementary education.</p> <p>4) Lowndes County Spelling Bee Sponsor: (Discussions to implement this partnership</p>	The Education Department will continue to conduct meetings with various new and old partners to co-construct mutually beneficial P-12 partnerships.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2017 - 2018	Target Met	<p>occurred in the fall 2017 between the previous Lowndes county coordinator, state officials, Dr. Shelley Bock, and Ms. Brook Louviere.)</p> <p>The MUW Education Department established a partnership with all public, private, parochial, and home school education entities to serve as the sponsor for the countywide spelling bee. The event was held on January 23, 2018 in the Nissan Auditorium. The MUW Education Department organized the event and sent out criteria as well as a guidelines for selection process. This partnership allowed all Lowndes county schools to develop rapport with the department.</p> <p>5) JumpStart Program: (Updates were given at the August 23, 2017 and May 7, 2018 departmental meetings. Meetings between Ms. Zelda</p>	The Education Department will continue to conduct meetings with various new and old partners to co-construct mutually beneficial P-12 partnerships.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2017 - 2018	Target Met	<p>Wilmoth and the center directors were conducted throughout the 2017-2018 academic year to discuss needs and improvements.)</p> <p>For the year, the MUW Education Department maintained the partnership with the JumpStart agency, the Center for Child and Parent Development, and First Assembly of God Daycare Center to offer an early childhood reading program to low income children. This partnership allows our students to gain hands on reading/literacy classroom experience while providing essential services in the community.</p> <p>6) Co-Lin 2 + 2 Agreement: (This was discussed in the November 16, 2017 &amp; February 21, 2018 Teacher Education Council meeting and the March 8, 2018 &amp; May 7, 2018 departmental meetings)</p>	The Education Department will continue to conduct meetings with various new and old partners to co-construct mutually beneficial P-12 partnerships.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2017 - 2018	Target Met	The MUW Education Department and the Copiah Lincoln Community College Education Department made a partnership in the Spring 2018 to set an opportunity for education students who obtained an associates degree from Copiah Lincoln Community College to continue their education journey at Mississippi University for Women in order to obtain a bachelor's degree in Elementary Education. The agreement allows the students to complete all course requirements with the exception of field experience online. Field experience will be completed at elementary schools local to Copiah Lincoln Community College so that students do not have to travel to complete their degree.  The first students to benefit from this partnership will enter MUW the fall	The Education Department will continue to conduct meetings with various new and old partners to co-construct mutually beneficial P-12 partnerships.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2017 - 2018	Target Met	2018 semester.	The Education Department will continue to conduct meetings with various new and old partners to co-construct mutually beneficial P-12 partnerships.
	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 successfully teaching K-6 students.	The instructor(s) for the methods block will assess and grade the candidate(s) teaching using the Teaching Intern Assessment Instrument.	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 successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on the Teacher Intern Assessment Instrument.	2017 - 2018	Target Not Met	For the fall 2016 semester the methods block students scored an average of 2.42 on the Teaching Intern Assessment Instrument for the 100 hours of field experience within a K-6 classroom. The spring 2017 methods block students scored an average of 2.48 on the Teaching Intern Assessment Instrument for the 100 hours of field experience within a K-6 classroom. While fifteen of the students scored a 2.0 or higher, there were three students who scored below a 2.0 on the Teaching Intern Assessment Instrument.	The residency course attached to the methods block semester has been remodeled to provide more support and feedback to the students in the course so that the student can strengthen identified weak areas. The assignments associated with the methods block field experience have been restructured to strengthen learning and skills.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 successfully teaching K-6 students.	The instructor(s) for the methods block will assess and grade the candidate(s) teaching using the Teaching Intern Assessment Instrument.	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 successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on the Teacher Intern Assessment Instrument.	2017 - 2018	Target Not Met	Due to the Teaching Intern Assessment Instrument reporting cycle, reports are distributed in the Summer, which means that data collected for this university assessment cycle will be on students from the prior academic year, in order to remain on schedule for reporting results in May.	The residency course attached to the methods block semester has been remodeled to provide more support and feedback to the students in the course so that the student can strengthen identified weak areas. The assignments associated with the methods block field experience have been restructured to strengthen learning and skills.
	4.1 (SAO & SLO)	Candidates admitted to the Teacher Education Program will have the basic skill set to successfully complete the program and obtain a teaching license.	The Praxis Core exam and the ACT will be a direct assessment of the students' basic skill sets, and the ability of the department to show that students who are admitted to the Teacher Education Program have the basic skill set to successfully complete the program and obtain a teaching license. The students' scores will coincide with the university's assessment cycle, June to May.	80% of candidates attempting to be admitted into the Teacher Education Program will have passing Praxis Core test scores or a composite score of 21 or higher on the ACT.	2017 - 2018	Target Met	For the 2017-2018 reporting year, the Education Department had twenty-six students apply for admission into the Teacher Education Program. Of the twenty-six applicants, twenty five scored a composite score of twenty-one or higher on the ACT, and one scored passing results on the Praxis Core. This gave us a 100% pass rate for those seeking admission into the Teacher Education Program for 2017-2018.	We will continue to seek the goal of applicants to the Teacher Education Program having an 80% pass rate for the Praxis Core or a composite score of 21 or higher on the ACT. To help maintain this goal, the Education Department will begin to offer test prep for the Praxis Core and ACT.
Program - English (including Minor and	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays, the student's writing will be evaluated with	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by	2017 - 2018	Target Met	The department Rubric is more accurately called Department Rubric	We will keep assessing these two sets of samples, but will move to using the Value Rubrics for Written Communication and Information

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	department rubric 1. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work. A total of at least four faculty members will be involved, since different faculty committee will be assessing using the two different rubrics.	end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 90% of students will be able to analyze language using close reading in a text by scoring at least "proficient" on the department rubric 1.	2017 - 2018	Target Met	1a. A total of two faculty members scored the sample of EN 300 level courses, and two other faculty members scored the sample of EN 499: Capstone Papers. Both sets of faculty members applied two rubrics to their set of papers. The 300 level scorers used the department rubric 1 and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.a. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average	Literacy for all papers, and eliminate the 1.a Department Rubric 1 which says "students will be able to analyze language using close reading in a text by scoring at least 'proficient.'" Instead, "Proficient" in close reading and text analysis will now be equivalent of scoring at least an average of "2" on both Value Rubrics applied to all papers.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays, the student's writing will be evaluated with department rubric 1. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work. A total of at least four faculty members will be involved, since different faculty committee will be assessing using the two different rubrics.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 90% of students will be able to analyze language using close reading in a text by scoring at least "proficient" on the department rubric 1.	2017 - 2018	Target Met	<p>scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year's Capstone papers. As for the 15 300 level papers scored with Rubric 1.a: only one of fifteen scored "Not meeting expectation," according to one of the two scorers. Of the remaining 14, 7 scored "Exemplary" and 7 scored "Proficient"</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1 or the equivalent of Rubric 1: 96 percent. Target exceeded</p>	We will keep assessing these two sets of samples, but will move to using the Value Rubrics for Written Communication and Information Literacy for all papers, and eliminate the 1.a Department Rubric 1 which says "students will be able to analyze language using close reading in a text by scoring at least 'proficient.'" Instead, "Proficient" in close reading and text analysis will now be equivalent of scoring at least an average of "2" on both Value Rubrics applied to all papers.
			In a sample group of essays, the student's writing will be evaluated with the AAU&C RUBRIC on Written Communication. At	In a sample group of essays (16-24 total: 8-12 students who will not graduate by end of academic year from an assignment in EN 303, 304, or 360 and	2017 - 2018	Target Met	The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers	We will continue to use the AAU&C Value Rubric in assessing the upper level papers, but will add the AAU&C Information Literacy to the assessment as a replacement for department Rubric 1a or 1b.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action	
				least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work. A total of at least four faculty members will be involved, since different faculty committee will be assessing using the two different rubrics.	at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 3 or higher on the AAU&C VALUE Rubric on Written Communication.	2017 - 2018	Target Met	used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year’s Capstone papers.  As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary"	We will continue to use the AAU&C Value Rubric in assessing the upper level papers, but will add the AAU&C Information Literacy to the assessment as a replacement for department Rubric 1a or 1b.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			In a sample group of essays, the student's writing will be evaluated with the AAU&C RUBRIC on Written Communication. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work. A total of at least four faculty members will be involved, since different faculty committee will be assessing using the two different rubrics.	In a sample group of essays (16-24 total: 8-12 students who will not graduate by end of academic year from an assignment in EN 303, 304, or 360 and at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 3 or higher on the AAU&C VALUE Rubric on Written Communication.	2017 - 2018	Target Met	by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.  Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded # Students Assessed: 24 # Students Met Target: 24	We will continue to use the AAU&C Value Rubric in assessing the upper level papers, but will add the AAU&C Information Literacy to the assessment as a replacement for department Rubric 1a or 1b.
	1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays, the students writing will be evaluated with department rubric 2. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	90% of students will be able to construct and defend arguments using textual evidence by scoring at least "proficient" on the department rubric 2.	2017 - 2018	Target Met	The department Rubric is more accurately called Department Rubric 2, (question 1b) "Majors will construct and defend arguments using textual evidence." A total of two faculty members scored the sample of EN 300 level courses, and two other faculty members scored the sample of EN 499: Capstone Papers. Both sets of faculty members applied	We will keep assessing these two sets of samples, but will move to using the Value Rubrics for Written Communication and Information Literacy for all papers, and eliminate the 1.b Department Rubric 2 which says "students will be able to construct and defend arguments using textual evidence by scoring at least "proficient" on the department rubric 2." Instead, "Proficient" in defending arguments using textual evidence will now be equivalent of scoring at least an average of "2" on both Value Rubrics applied to all papers.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays, the students writing will be evaluated with department rubric 2. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	90% of students will be able to construct and defend arguments using textual evidence by scoring at least "proficient" on the department rubric 2.	2017 - 2018	Target Met	two rubrics to their set of papers. The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone” - 0 These papers are markedly better than last year's Capstone papers.	We will keep assessing these two sets of samples, but will move to using the Value Rubrics for Written Communication and Information Literacy for all papers, and eliminate the 1.b Department Rubric 2 which says "students will be able to construct and defend arguments using textual evidence by scoring at least "proficient" on the department rubric 2." Instead, "Proficient" in defending arguments using textual evidence will now be equivalent of scoring at least an average of "2" on both Value Rubrics applied to all papers.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays, the students writing will be evaluated with department rubric 2. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	90% of students will be able to construct and defend arguments using textual evidence by scoring at least "proficient" on the department rubric 2.	2017 - 2018	Target Met	As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.  Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded	We will keep assessing these two sets of samples, but will move to using the Value Rubrics for Written Communication and Information Literacy for all papers, and eliminate the 1.b Department Rubric 2 which says "students will be able to construct and defend arguments using textual evidence by scoring at least "proficient" on the department rubric 2." Instead, "Proficient" in defending arguments using textual evidence will now be equivalent of scoring at least an average of "2" on both Value Rubrics applied to all papers.
			In a sample group of essays, the students writing will be evaluated with department rubric 2. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 100% of English Capstone students will demonstrate proficient or exemplary ability to construct and defend	2017 - 2018	Target Met	The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or	We will discard the old department rubrics 1 and 2 and apply the Value Rubrics on Written Communication and Information Literacy to the upper level sample papers.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action	
				In a sample group of essays, the students writing will be evaluated with department rubric 2. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	arguments using textual evidence as measured by departmental rubric 2.	2017 - 2018	Target Met	<p>"Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers:  Lowest Average of two rubrics: 2.3  Highest Average of two rubrics: 4  Overall Average of Rubric Scores from 9 papers – 3.41  Number of papers with overall Average scores between 3.6 and 4 – 5  Number of papers with overall Average scores less than "2" or "lower milestone - 0  These papers are markedly better than last year's Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p>	We will discard the old department rubrics 1 and 2 and apply the Value Rubrics on Written Communication and Information Literacy to the upper level sample papers.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			In a sample group of essays, the students writing will be evaluated with department rubric 2. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 100% of English Capstone students will demonstrate proficient or exemplary ability to construct and defend arguments using textual evidence as measured by departmental rubric 2.	2017 - 2018	Target Met	Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded # Students Assessed: 24 # Students Met Target: 24	We will discard the old department rubrics 1 and 2 and apply the Value Rubrics on Written Communication and Information Literacy to the upper level sample papers.
			In a sample group of essays, the students writing will be evaluated with department rubric 2. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 90% of 300 level major students will demonstrate proficient or exemplary ability to construct and defend arguments using textual evidence as measured by departmental rubric 2.	2017 - 2018	Target Met	The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of	We will keep assessing these two sets of samples, but will move to using the Value Rubrics for Written Communication and Information Literacy for all papers, and eliminate the 1.b Department Rubric 2 which says "students will be able to construct and defend arguments using textual evidence by scoring at least "proficient" on the department rubric 2." Instead, "Proficient" in defending arguments using textual evidence will now be equivalent of scoring at least an average of "2" on both Value Rubrics applied to all papers.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			In a sample group of essays, the students evaluated with department rubric 2. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 90% of 300 level major students will demonstrate proficient or exemplary ability to construct and defend arguments using textual evidence as measured by departmental rubric 2.	2017 - 2018	Target Met	two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year's Capstone papers.  As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers. 100%	We will keep assessing these two sets of samples, but will move to using the Value Rubrics for Written Communication and Information Literacy for all papers, and eliminate the 1.b Department Rubric 2 which says "students will be able to construct and defend arguments using textual evidence by scoring at least "proficient" on the department rubric 2." Instead, "Proficient" in defending arguments using textual evidence will now be equivalent of scoring at least an average of "2" on both Value Rubrics applied to all papers.
			In a sample group of essays, the students' evaluated with the AAU&C Value Rubric on Written Communication. At least two English faculty members	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499:	2017 - 2018	Target Met	The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the	We will discard the old department rubrics 1 and 2 and apply the Value Rubrics on Written Communication and Information Literacy to the upper level sample papers.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			(not the faculty member who taught the class from which the essay was generated) will assess the student work.	English Capstone) 300 level students will score an average of at least a 3 (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	2017 - 2018	Target Met	Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year’s Capstone papers.  As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and	We will discard the old department rubrics 1 and 2 and apply the Value Rubrics on Written Communication and Information Literacy to the upper level sample papers.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			In a sample group of essays, the students' writing will be evaluated with the AAU&C Value Rubric on Written Communication. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 300 level students will score an average of at least a 3 (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	2017 - 2018	Target Met	7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.  Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded	We will discard the old department rubrics 1 and 2 and apply the Value Rubrics on Written Communication and Information Literacy to the upper level sample papers.
			In a sample group of essays, the students' writing will be evaluated with the AAU&C Value Rubric on Written Communication. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) students will score an average of at least a 3 (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	2017 - 2018	Target Met	The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers:	We will discard the old department rubrics 1 and 2 and apply the Value Rubrics on Written Communication and Information Literacy to the upper level sample papers.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			In a sample group of essays, the students' writing will be evaluated with the AAU&C Value Rubric on Written Communication. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) students will score an average of at least a 3 (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	2017 - 2018	Target Met	<p>Lowest Average of two rubrics: 2.3  Highest Average of two rubrics: 4  Overall Average of Rubric Scores from 9 papers – 3.41  Number of papers with overall Average scores between 3.6 and 4 – 5  Number of papers with overall Average scores less than “2” or “lower milestone - 0  These papers are markedly better than last year's Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b  In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300  Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric</p>	We will discard the old department rubrics 1 and 2 and apply the Value Rubrics on Written Communication and Information Literacy to the upper level sample papers.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			In a sample group of essays, the students' writing will be evaluated with the AAU&C Value Rubric on Written Communication. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) English Capstone students will score an average of at least a 3 (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	2017 - 2018	Target Met	1b: 100 percent. Target exceeded	We will discard the old department rubrics 1 and 2 and apply the Value Rubrics on Written Communication and Information Literacy to the upper level sample papers.
	1.3 (SLO)	Senior majors will exhibit at least proficient level reading, writing and analytic skills.	Graduating MUW native senior English majors randomly selected to take the CLA+ test by the QEP director who decide to take the test, which is optional.	90% of senior English majors will score at least Proficient in all tested areas on the CLA+ standardized test. This test targets the following areas (which also mirror MUW General Education Requirements): Analysis and Problem Solving; Writing Effectiveness; Scientific and Quantitative Reasoning; Critical Reading and Evaluation, and Critiquing an Argument.	2017 - 2018	Inconclusive	Again, this year, we do not have any data for our majors who took the CLA+ in 2017. I assume we are still waiting for 2018 to be processed. I can only assume that these students are choosing not to take the test. This information is invaluable, if we can get it. We are going to have to develop a more coordinated system campus wide to glean the information we need about our senior majors.	I will suggest to Dr. Bean that this years CLA+ might be more helpful if given as part of one of our final required English Majors courses: EN 499.
	2.1 (GEO 1.c.)	Students will write an essay which has a thesis	Sample group of EN 101 Essays written	EN 101 sample group of at least 20 papers	2017 - 2018	Target Met	Two faculty scorers scored 9 EN 101	I will ask Dr. Todd Bunnell, Director of English Composition, to request



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.c.)	and develops an argument using documentation of sources.	in response to an assignment which requires a thesis statement and accurate documentation of at least one source. At least two faculty members (who have not taught the sections from which the samples were taken) will apply the rubric to the sample set.	(from at least four sections taught by at least four different faculty members) will score an average of at least 1.5 or higher on the AAU&C Written Communication rubric.	2017 - 2018	Target Met	<p>papers using the Written Communication Value Rubric. Lowest Overall Average Score of 9 EN 101 Papers 1.9 Highest Overall Average Score of 9 EN 101 Papers 4 Overall Average Score of 9 EN 101 Papers 3.22</p> <p>While the sample was small, the EN 101 scores have increased from last year's sample. It is rare that first year writers can score a perfect "4" on an essay, and that the overall sample averaged well above the upper milestone level on this rubric. This average takes in the scores of both faculty. This year, we also added an assessment of a sample of fifteen EN 102 papers, noting that we are particularly interested in measuring growth in student outcomes in use of sources and documentation. Two faculty members applied the same Written Communication</p>	at regular intervals, beginning mid-September through the end of each semester, so we may have a larger assessment sample. We should be aiming for 30 or 40 papers, not 24.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops an argument using documentation of sources.	Sample group of EN 101 Essays written in response to an assignment which requires a thesis statement and documentation of at least one source. At least two faculty members (who have not taught the sections from which the samples were taken) will apply the rubric to the sample set.	EN 101 sample group of at least 20 papers (from at least four sections taught by at least four different faculty members) will score an average of at least 1.5 or higher on the AAU&C Written Communication rubric.	2017 - 2018	Target Met	Value Rubric to these Composition II students. Here are the results (also see related documents).  Range and Mean of Sample of Sixteen EN 102 Papers (one had to be eliminated) Lowest Average Score: 1.6 Highest Average Score: 3.9 Average Score of all Fifteen Papers: 2.86  It is heartening to see that even the lowest averaged paper is above the minimum for EN 101. Again, a 3.9 score is not common even among upper level English majors, and these composition papers have all majors making up their enrollment. The average score of all fifteen papers is well above the lower milestone level on the Rubric.	I will ask Dr. Todd Bunnell, Director of English Composition, to request at regular intervals, beginning mid-September through the end of each semester, so we may have a larger assessment sample. We should be aiming for 30 or 40 papers, not 24.
	3.1 (PO 4.d.)	Students will receive a quality English education meeting students' expectations satisfactorily.	At the end of the academic year, departmental faculty will review and analyze the Focus Group results to determine if	90% of students participating in the Focus Group will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the	2017 - 2018	Inconclusive	This spring we used a focus group, group survey questions, and some statements and suggestions from course evaluations	At our first faculty meeting, I will bring up some of the positive and negative comments about Capstone, and see if the faculty will begin to discuss how the class can be modified to better suite the students needs.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (PO 4.d.)	Students will receive a quality English education meeting students' expectations satisfactorily.	achievement target was met.	English department's curriculum and instruction quality.	2017 - 2018	Inconclusive	to try to get more specific data about the success of EN 499: Capstone. This course is a difficult one to teach, and the department perhaps tries to cram too much information into it, leading to confusion for the students who take it. The majority appreciate the huge accomplishment of the Capstone Paper, but this year's information will be some we can more easily use for positive change which has been needed for over five years. (See attached related document). It seems that the students see the course as fragmented--they don't see the value of the extra assignments on a novel or periods of literature. However, they DO see as very valuable the long Capstone Paper, which they are very proud of at the completion. The suggestions seem to say that the students want more focus on the paper itself (and perhaps	At our first faculty meeting, I will bring up some of the positive and negative comments about Capstone, and see if the faculty will begin to discuss how the class can be modified to better suite the students needs.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (PO 4.d.)	Students will receive a quality English education meeting students' expectations satisfactorily.	At the end of the academic year, departmental faculty will review and analyze the Focus Group results to determine if achievement target was met.	90% of students participating in the Focus Group will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the English department's curriculum and instruction quality.	2017 - 2018	Inconclusive	apply the discussions of literature theory to the individual papers). Several also suggested more one or more paper conferences with the teacher, since the topics of the papers were not really connected. They like the idea of formal Capstone presentations, and consider that professional development. They also are satisfied that their Capstone papers give them a solid piece of research to submit as a sample to graduate programs.	At our first faculty meeting, I will bring up some of the positive and negative comments about Capstone, and see if the faculty will begin to discuss how the class can be modified to better suite the students needs.
	3.2 (SAO)	Students will be actively engaged utilizing their English degrees.	The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	25% of students participating in the Alumni Survey will state that they are enrolled in graduate/professional degree program.	2017 - 2018	Inconclusive	The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met, Achievement Target 25% of students participating in the Alumni Survey will state that they are enrolled in graduate/profession	We will collect the data from the Alumni Survey in Spring 2019.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SAO)	Students will be actively engaged utilizing their English degrees.	The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	25% of students participating in the Alumni Survey will state that they are enrolled in graduate/professional degree program.	2017 - 2018	Inconclusive	al degree program.	We will collect the data from the Alumni Survey in Spring 2019.
			The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	85% of students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the English program.	2017 - 2018	Inconclusive	The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met, Achievement Target 85% of students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the English program.	We will continue to collect similar data through our social media departmental surveys until the alumni survey results are available.
			The Official Departmental Social Media Survey is sent out every year. At the end of the academic year, departmental	5% increase from the previous academic year of English alumni students participating in the Official Departmental Social Media Survey stating	2017 - 2018	Inconclusive	We actually have an anecdotal document of comments from students as far back as 2013 (see related documents), but	We will continue to survey students by social media to keep track of their career and their satisfaction with our programs. We will use not only the department page, but also individual faculty pages to spread the survey information. Our new

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			faculty will analyze and compare the survey results to the previous academic year to determine if there was an increase or decrease in employment or graduate enrollment.	that they are either employed in their field of study or in a field where they regularly use the skills acquired in the English program or are enrolled in a graduate/professional program.	2017 - 2018	Inconclusive	<p>have also managed to track most 2017-2018 graduates through their career and graduate school activities. (see attached data table).</p> <p>We now have a baseline percentage of 90 percent, which will be our new target . Of this group of 20 graduates, May 2017 to 2018, 18 are working in their related field or have been accepted to or are in graduate school in English or a related field (one is in Women's Studies, and one is working on a Master's degree in Library Information Systems.) The anecdotal document about satisfaction suggests that some students who finished with teacher certification have left that field not because of lack of preparation, but because of financial difficulties.</p>	data point will be 90 percent. Target: One year after graduation, 90 percent of English graduates will be employed in their field or a related field, or in graduate school in a field or a related field.
	4.1 (SLO)	Students will complete a portfolio of work that demonstrates a command of grammar, syntax, and aesthetic use	Students in EN 312 Creative Writing will be assessed with a rubric that measures creative use of	Students in EN 312 will achieve on their Final Portfolios an average of at least 80% on the Writing	2017 - 2018	Target Met	During 2017-19, 24 students completed EN 312. All of them,, 100 percent, scored at least an 80	We will continue to assess Creative Writing using the Writing Skills Rubric and will expect at least an 80 percent score on that rubric of all students who complete EN 312.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	of language (CW).	language: the mechanics of grammar and syntax, aesthetic use of language, and use of conventions of the genres used in their Final Portfolios. Each instructor will complete the Writing Skills Rubric after grading Final Portfolios for the class.	Skills Rubric.	2017 - 2018	Target Met	percent on the Writing Skills Rubric (see related documents)	We will continue to offer a section of EN 312 each fall and spring, taught by different faculty members.
			Students in EN 419 Senior Portfolio will be assessed with a rubric that measures creative use of language: the mechanics of grammar and syntax, aesthetic use of language, and use of conventions of the genres used in their final portfolios. Each instructor will complete the Writing Skills Rubric after grading Senior Portfolios for the class.	Students in EN 419 will achieve on their Senior Portfolios an average of at least 88% on the Writing Skills Rubric.	2017 - 2018	Target Met	This year 3 seniors completed their writing portfolio and 100 percent of them achieved at least 88 percent on the Writing Skills Rubric.	We will continue to require and assess EN 419, Writing Portfolio, of all all ENCW seniors.
	5.1 (SLO)	Students will be able to discuss the conventions of a genre (CW).	Students in EN 311, EN 411, EN 412 and EN 415 will complete an exam that includes questions about the conventions of the genre being studied.	Students will achieve an average of at least 85% on the exam.	2017 - 2018	Target Met	This year EN 311 and EN 415 did not make, so 17 students were assessed in EN EN 411 and EN 412. In a section of an exam including questions about genre, all 17 students earned at least an 85 percent.	We will continue to assess these upper level courses at the same level. We will organize course offerings next year so that EN 311 and EN 415 will be more accessible to CW students, and therefore will have enough enrollment to make.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.1 (SLO)	Students will be able to discuss the conventions of a genre (CW).	Students in EN 311, EN 411, EN 412 and EN 415 will complete an exam that includes questions about the conventions of the genre being studied.	Students will achieve an average of at least 85% on the exam.	2017 - 2018	Target Met	(see related documents)	We will continue to assess these upper level courses at the same level. We will organize course offerings next year so that EN 311 and EN 415 will be more accessible to CW students, and therefore will have enough enrollment to make.
	6.1 (SLO)	Students will develop the ability to teach English as a second language.	At the end of each semester, the department TESL director will review student records to determine if all course requirements for the TESL Certificate were met.	25% of English majors and minors will earn the TESL certification by the time they graduate.	2017 - 2018	Target Not Met	Only twenty percent of the 2017-1018 graduates completed the TESL certificate, and it is disturbing that EN 341, the cornerstone course of the four class program did not make in the fall of 2017. In fall of 2016, only seven students enrolled. However, fourteen students are already enrolled in the fall of 2018, so the certificate program is obviously picking up again. The department, at the suggestion of the Director of the TESL Certificate, voted to make a change in requirements for the certificate, beginning fall 2018. (see related document). Instead of requiring both EN 302 and EN 305, students will now select ONE of these classes, and add an English Internship	We will continue to expect at least a quarter of our English majors to graduate with a TESL certificate. We will implement the proposed change in the curriculum (see related document), which should make the certificate requirements more flexible as far as classroom time is concerned.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	6.1 (SLO)	Students will develop the ability to teach English as a second language.	At the end of each semester, the department TESL director will review student records to determine if all course requirements for the TESL Certificate were met.	25% of English majors and minors will earn the TESL certification by the time they graduate.	2017 - 2018	Target Not Met	(EN 401) for the fourth class.	We will continue to expect at least a quarter of our English majors to graduate with a TESL certificate. We will implement the proposed change in the curriculum (see related document), which should make the certificate requirements more flexible as far as classroom time is concerned.
Program - Family Studies (including Minor) - BS {2016-2017}	1.1 (SLO)	Students will demonstrate effective oral communication skills.	Assessment of this achievement target will occur while the students are completing their FLE microteaching assignment.	Students will earn a score of at least 56/70 (grade of B, as measured by the rubric) on the Microteaching Presentation Rubric on their FLE microteaching assignment.	2017 - 2018	Target Not Met	Three out of four students earned a grade of at least 56/70 on the Microteaching Rubric; thus, the target was not met. FS 465 Program Planning and Evaluation was the course used in the assessment.	A few years ago, I included a video of a student (who had to leave Columbus for a family emergency) completing her microteaching by distance through submission of an mp4 file. Posting this file on Canvas gives students an example of what their microteaching should look like. As well, the rubric for microteaching is shared early in the term so that students can see what they need to do for the micoteaching session. Finally, opportunities to practice and prepare for presenting the different aspects of their lesson plan are given during the semester. All of these activities will continue in the future. In terms of the student who did not perform to expectations, I will emphasize that, as we are a CFLE-approved program, and, as such, students must earn at least a 2.5/4 GPA on their CFLE Core Courses, and that student burn-out is not an acceptable excuse for sub-par performance.
	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	(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	2017 - 2018	Target Met	The average score of FS/PSY 290 students was 3.3; thus the target was met	I will continue to require drafts for the first writing assignment and for those who earned Cs or lower on subsequent assignments (not due to lateness or plagiarism). I will also emphasize that drafts are helpful and that I am there to help

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	sections are taught at the same time in the same location.	Written Communication Value Rubric on a literature review assignment.	2017 - 2018	Target Met	The average score of FS/PSY 290 students was 3.3; thus the target was met	the students.
			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.	2017 - 2018	Target Met	The average score of FS 382 students was 3.2; thus, the target was met.	Instructor will continue with the required article summaries and drafts; as well, she will give them a grade for coming to the face-to-face meeting, as those who attended the meetings showed continuous progress in their writing. No grade for conference attendance was assigned in the past, so some students skipped these meetings.
	2.1 (GEO 1.a.)	Students will evaluate 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).	Assessment of this target will be completed by the course instructor.	The average score of FS 465 students will be at least a 3.2 (B) on the AAC & U Problem Solving Value Rubric for their completed needs assessment papers.	2017 - 2018	Target Met	The average score of students in FS 465 on the Problem Solving Value Rubric was 3.4 thus the target was met.	I will continue to use this rubric in the future as students complete their needs assessments and move on to developing their programs. In the course, we do a Problem-based learning (PBL) simulation in which we spend the entire term designing a program for new parents as a class. Students turn in their assignments (for their own term projects) 1-2 weeks after we complete the same activity for the class program. This modeling seems to help students do well in the course, as does the fact that students complete research methods (PSY 455) prior to taking this course. The prerequisite will remain the same, and I will continue to model good program planning and implementation through the course PBL. The student who did not meet the target indicated that they were burned out on school. I will emphasize, in the future, that being tired of school will not help students meet the 2.5 GPA required by the CFLE program

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SAO)	Students will experience clinical practice to become qualified CFLEs.	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 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	100% of students will earn at least a grade of B on the Worksite Supervisor's Evaluation Rubric form from their internship site supervisor for the FS 499, Field Experience in Family Studies Occupations Course.	2017 - 2018	Target Met	100% of students earned a grade of A (30/30) on the supervisor's form	This course is the capstone for the major; all other coursework prepares students for the internship in the FS major. We will continue to emphasize content knowledge and practical knowledge, along with ethical practice, as our students complete their coursework.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SAO)	Students will experience clinical practice to become qualified CFLEs.	strategic goals 2e; 3b, f; 4d.	100% of students will earn at least a grade of B on the Worksite Supervisor's Evaluation Rubric form from their internship site supervisor for the FS 499, Field Experience in Family Studies Occupations Course.	2017 - 2018	Target Met	100% of students earned a grade of A (30/30) on the supervisor's form	This course is the capstone for the major; all other coursework prepares students for the internship in the FS major. We will continue to emphasize content knowledge and practical knowledge, along with ethical practice, as our students complete their coursework.
			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 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	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 Occupations Course.	2017 - 2018	Target Met	100% of students earned an average score of 30/30 on the rubric; thus the target was met	Practical experiences and training in professional ethics will continue in all coursework that leads to this course, the capstone for FS majors. In the written comments section for the rubric, the student's site supervisor indicated that she helped without being asked and always arrived on time. Furthermore, the site supervisor indicated that the student was willing to learn and improve, and appeared to want to help families and better society through her work with families. We will continue to emphasize not only professional ethics, but also professional skill development, including emphasizing development of professional dispositions (e.g., genuine interest in working with families, etc.) required of CFLEs.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	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 Occupations Course.	2017 - 2018	Target Met	100% of students earned an average score of 30/30 on the rubric; thus the target was met	Practical experiences and training in professional ethics will continue in all coursework that leads to this course, the capstone for FS majors. In the written comments section for the rubric, the student's site supervisor indicated that she helped without being asked and always arrived on time. Furthermore, the site supervisor indicated that the student was willing to learn and improve, and appeared to want to help families and better society through her work with families. We will continue to emphasize not only professional ethics, but also professional skill development, including emphasizing development of professional dispositions (e.g., genuine interest in working with families, etc.) required of CFLEs.
	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.	2017 - 2018	Target Met	100% of students in FS 499 rated the FS program as a 9 out of 10 in terms of preparation to work ethically upon graduation; thus, the target was met.	We provide training in ethical work with families beginning in FS 203, professional issues. Students are introduced to the CFLE Code of Professional Ethics in FS 203, and they are trained how to use the Code to make ethical decisions through the use of a five-step process adopted by the CFLE program.
			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 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.	2017 - 2018	Target Met	100% of students in FS 499 rated the program a 9 out of 10 in terms of professional preparation to work in the field upon graduation; thus, the target was met.	The student who completed the survey this year indicated, in the written comments section, that the courses she felt best prepared her for internship and professional work in the field were parenting and program planning. She indicated that parenting and program planning were the courses she found most helpful in terms of professional preparation. These classes provide students with

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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 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.	2017 - 2018	Target Met	100% of students in FS 499 rated the program a 9 out of 10 in terms of professional preparation to work in the field upon graduation; thus, the target was met.	practical applications of what they have learned in the foundation courses for the major. These types of experiences will continue to be provided to our students. As well, many of our foundation courses have these activities (though are more content knowledge based than the upper-level courses); we can emphasize that all material presented in their CFLE coursework prepares them to work with families upon graduation.
	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.	5% increase from the previous academic year in MUW Family Studies alumni that earn the Certified Family Life Educator (CFLE) designation.	2017 - 2018	Target Met	New CFLEs are acknowledged each quarter in the CFLE Networker and in the NCFR Report. In the fall quarter of 17, one of our grads was identified as having become a provisional CFLE in the NCFR Report. The target was met, as we had a 100% increase in graduates earning the CFLE designation from last year.	We will continue to emphasize this credential to all of our majors; as well, I am on the CFLE Board (the national board), and we are developing an initiative to "sell" this credential to students as well as intern supervisors and employers. As we develop these materials, we will share them with all key stakeholders at our institutions. We will also emphasize that students can maintain provisional status for five years and that they have that time period in which to earn 2K hours of work experience. Finally, students can apply for provisional status while they are in their senior year of school; in this case, they pay half the fee while still a student and the other half upon graduation. As grads of an approved school, students need only complete their post-grad work experience to become full CFLEs; they can bypass the national standardized test (a fact which will also be emphasized with students--most of whom are very happy to find out that completing this program and applying for provisional status exempts them from a national

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	5% increase from the previous academic year in MUW Family Studies alumni that earn the Certified Family Life Educator (CFLE) designation.	2017 - 2018	Target Met	New CFLEs are acknowledged each quarter in the CFLE Networker and in the NCFR Report. In the fall quarter of 17, one of our grads was identified as having become a provisional CFLE in the NCFR Report. The target was met, as we had a 100% increase in graduates earning the CFLE designation from last year.	test).
Program - Film Studies - Minor {2016-2017}	1.1 (GEO 2.a.)	Students will demonstrate the ability to analyze films as cultural and aesthetic works.	Using the AAC&U Intercultural Knowledge and Competence VALUE rubric, departmental faculty will assess samples of written film analyses from students in relevant courses.	The average score of assessed film analyses from relevant lower-level courses will be at least 2 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	2017 - 2018	Inconclusive	Results were not reported by the assessment coordinator for this academic program.	The Action for the next assessment cycle is to report results with supporting/related documentation and to report it on time.
			Using the AAC&U Intercultural Knowledge and	The average score of assessed film analyses from relevant upper-	2017 - 2018	Inconclusive	Results were not reported by the assessment	The Action for the next assessment cycle is to report results with supporting/related documentation

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Competence VALUE rubric, departmental faculty will assess samples of written film analyses from students in relevant courses.	level courses will be at least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	2017 - 2018	Inconclusive	coordinator for this academic program.	and to report it on time.
	1.2 (SAO)	Students will demonstrate awareness of films from a variety of genres, cultures, and time periods.	Departmental faculty will assess the variety of films viewed by students in relevant courses with a survey.	At least 80 percent of students surveyed will report having viewed films from another country.	2017 - 2018	Inconclusive	Results were not reported by the assessment coordinator for this academic program.	The Action for the next assessment cycle is to report results with supporting/related documentation and to report it on time.
			Departmental faculty will assess the variety of films viewed by students in relevant courses with a survey.	At least 80 percent of students surveyed will report having viewed films from more than two distinct time periods.	2017 - 2018	Inconclusive	Results were not reported by the assessment coordinator for this academic program.	The Action for the next assessment cycle is to report results with supporting/related documentation and to report it on time.
			Departmental faculty will assess the variety of films viewed by students in relevant courses with a survey.	At least 90 percent of students surveyed will report having viewed films from more than two genres.	2017 - 2018	Inconclusive	Results were not reported by the assessment coordinator for this academic program.	The Action for the next assessment cycle is to report results with supporting/related documentation and to report it on time.
	2.1 (GEO 1.c.)	Students will demonstrate clear, concise writing about films.	Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess student writing samples from relevant courses.	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	2017 - 2018	Inconclusive	Results were not reported by the assessment coordinator for this academic program.	The Action for the next assessment cycle is to report results with supporting/related documentation and to report it on time.
	3.1 (SLO)	Students will show that they can access films in multiple content-delivery modes.	Using a survey, departmental faculty will assess the variety of modes (traditional cinema, online streaming services, TV broadcast, archival storage, etc.) used by students in	At least 80 percent of students surveyed will report having viewed films via two or more content-delivery modes.	2017 - 2018	Inconclusive	Results were not reported by the assessment coordinator for this academic program.	The Action for the next assessment cycle is to report results with supporting/related documentation and to report it on time.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO)	Students will show that they can access films in multiple content-delivery modes.	relevant courses to watch films.	At least 80 percent of students surveyed will report having viewed films via two or more content-delivery modes.	2017 - 2018	Inconclusive	Results were not reported by the assessment coordinator for this academic program.	The Action for the next assessment cycle is to report results with supporting/related documentation and to report it on time.
	3.2 (PO 3.a.)	The program will encourage students to access films in a variety of content-delivery modes by using instructional technologies such as online course delivery to allow students flexibility in viewing films.	Departmental faculty will assess yearly course offerings to determine course-delivery mode.	At least 50 percent of relevant courses will be delivered via online course delivery.	2017 - 2018	Inconclusive	Results were not reported by the assessment coordinator for this academic program.	The Action for the next assessment cycle is to report results with supporting/related documentation and to report it on time.
Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	1.1 (SLO)	Students will successfully complete the Foundation Portfolio Review as a BFA program entry requirement.	Students participating in ART 200 Foundation Portfolio Review are required to submit a portfolio of artwork from ART 103 Design I, ART 104 Design II, ART 105 Drawing I, ART 106 Drawing II, ART 195 Computers in Art, and other examples of works for studio courses to be evaluated with the departmental Foundation Portfolio Review rubric. A minimum of three faculty members will complete the assessments.	The average score of students assessed will be at least 7 "meets expectations" out of the eleven total areas using the departmental Foundation Portfolio Review rubric.	2017 - 2018	Target Met	This data reflects both the Fall 2017 and Spring 2018 foundation portfolio review results. In the Fall 7 out of 7 met the target (100%). (using 7 areas of assessment out of 11 total) For the Spring, we made a change to the assessment - from 11 areas to 7 areas of assessment, due to a streamlining of the processes, our results were 8 out of the 11 meeting target which reflects a 72% rate. The total average for all students in both semesters reflects an 83.3% meeting target. For the Spring course we added a meeting of the	The faculty may be interested in changing this assessment, due to the fact that we are now predominantly accepting transfer students - which is resulting in the department assessing community / junior college teaching over our own in the portfolio review. As for now we would plan to continue but with reservations.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	1.1 (SLO)	Students will successfully complete the Foundation Portfolio Review as a BFA program entry requirement.	Students participating in ART 200 Foundation Portfolio Review are required to submit a portfolio of artwork from ART 103 Design I, ART 104 Design II, ART 105 Drawing I, ART 106 Drawing II, ART 195 Computers in Art, and other examples of works for studio courses to be evaluated with the departmental Foundation Portfolio Review rubric. A minimum of three faculty members will complete the assessments.	The average score of students assessed will be at least 7 “meets expectations” out of the eleven total areas using the departmental Foundation Portfolio Review rubric.	2017 - 2018	Target Met	students in ART 200 to prepare them for their review. We hope that this along with the current Canvas site will provide a better result in the future.	The faculty may be interested in changing this assessment, due to the fact that we are now predominantly accepting transfer students - which is resulting in the department assessing community / junior college teaching over our own in the portfolio review. As for now we would plan to continue but with reservations.
	2.1 (SLO)	Students will complete the written formal analysis of one of their works of art as required in the Foundation Portfolio Review as a BFA program entry requirement.	Students participating in ART 200 Foundation Portfolio Review are required to submit a formal analysis of a work of art focusing on the formal elements (line, color, light, shape, etc.) in a composition. Additionally, the principles of design (what pulls the composition together and makes it work) are discussed in the formal analysis which will be evaluated by the	The average score of ART 200 students will be at least a “3” on the 1-4 scale using the departmental Formal Analysis Review rubric.	2017 - 2018	Target Not Met	We use this assessment as part of the annual foundation portfolio review - a formal analysis of one of their artworks. We are now seeing that many of our students are woefully not prepared for this level of writing. We are seeing the lowest performing area as identifying strengths, weaknesses and areas of improvement. On the bright side, we did see a 10%	We are in discussions to change this evaluation into one that is about identifying these areas. We would create a list of questions that the students would use to identify areas : use of emphasis, eye movement, and what are strengths/weaknesses. We also think if may be best for us to require an assessment of one of their drawings or a design piece - not allowing them to choose an independent work. (too emotionally connected)

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Students will complete the written formal analysis of one of their works of art as required in the Foundation Portfolio Review as a BFA program entry requirement.	departmental Formal Analysis Review rubric. A minimum of three faculty members will complete the assessments.	The average score of ART 200 students will be at least a "3" on the 1-4 scale using the departmental Formal Analysis Review rubric.	2017 - 2018	Target Not Met	increase over last year.	We are in discussions to change this evaluation into one that is about identifying these areas. We would create a list of questions that the students would use to identify areas : use of emphasis, eye movement, and what are strengths/weaknesses. We also think if may be best for us to require an assessment of one of their drawings or a design piece - not allowing them to choose an independent work. (too emotionally connected)
	3.1 (SLO)	Students will effectively display the combination and synthesis of ideas and the experience of working in an imaginative way as students create a body of art through the completion of a written assignment in ART 300 Seminar: Process to Synthesis course.	Students participating in ART 300 Seminar: Process to Synthesis will be assigned a written paper where they can express creative thinking as a response to generating a coherent body of work. It will be evaluated with the AAC&U Creative Thinking VALUE Rubric. The instructor of the course will assess each student submissions.	The average score of ART 300 students' written papers will be at least a "2" on the 0-4 scale evaluated with the AAC&U Creative Thinking VALUE Rubric.	2017 - 2018	Target Met	This year saw a 13% increase in score over last year-this is good, the professor of record worked very hard to have the majority of students meet the target. The total average score is 2.88 and the highest averages were 3.58 and 3.5 and the lowest scores were 2.33 and 2.	We will continue this measure from ART 300 Process to Synthesis Seminar for next years assessment.
	4.1 (SLO)	Students enrolled in the ART 313 Modern and Contemporary Art course will be assessed according to the take-home essay portion of their final exam. In this essay, students will be required to compare and contrast the works of four 20th-century artists	Using the Art History rubric, students will be assessed as to how well they defended their thesis statement by discussing a) the external historical context that affected the production of each	The average score of ART 313 students' essays will be at least 2.5 or better using the Art History rubric. A separate rubric would be completed for each artist and then averaged.	2017 - 2018	Target Not Met	The class improved from last year's assessment but still fell a little short. The 2018 class scored an average of 2.43 compared to the 2.19 average for last year's class.  Interpretations of	We will continue this again next year with modifications: The art historian will scrap the take home essay in favor of an I-Search paper project. The I-Search paper is a research paper that incorporates the process of research into a "portfolio" that the student submits at the end of the research/writing period. This portfolio includes some questions

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	4.1 (SLO)	in terms of their artistic significance and influence on later art or artists.	artist's body of work; b) the artistic movement to which the artist belonged; c) the stylistic advancements made by each artist; and d) the aesthetic impact made by each artist to a later generation of artists.	The average score of ART 313 students' essays will be at least 2.5 or better using the Art History rubric. A separate rubric would be completed for each artist and then averaged.	2017 - 2018	Target Not Met	<p>results: Even though the results were better this year due to more specific instructions, students are relying too much on internet resources. One student even copied and pasted her entire essay straight from an internet site (I did not consider her paper since it was flagrant plagiarism). This leads to two conclusions: Students are not skilled in taking adequate notes and so rely on the shortcut of internet "research."?</p> <p>Students are not using their required textbooks—if they bought a textbook at all.</p> <p>The internet is too tempting for students now—it is simply too easy for busy, stressed undergrads not to try shortcuts.</p>	that drives the student's research, the actual research itself, the finished paper, and a reflection paper on what the student learned from the whole process. We hope that this would help improve the student's learning and also result in better data results.
	5.1 (SAO)	Students successfully complete the capstone Senior Exhibition.	Students are required to complete a Senior Exhibition as part of ART 499 Concept to Exhibition: Senior Seminar, the department's	The average score of students assessed will be at least 4 "meets expectations" out of the six total areas using the departmental Senior Exhibition Review	2017 - 2018	Target Met	We began the fall with the faculty deciding to change to number of areas to be assessed from 6 total to 5, therefore we would see a change to the	We wish to continue to evaluate this capstone exhibition that is require by our accrediting body which some modifications to the set of questions. The faculty will meet before the fall semester begins to discuss modifying the questions to better reflect not our

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.1 (SAO)	Students successfully complete the capstone Senior Exhibition.	capstone course. The Senior Exhibition is a professional group show of graduating students which presents a body of artwork that is aesthetically coherent, professionally presented, and of an advanced quality. Selecting works, completing final projects, and designing the exhibition are addressed and are evaluated by the departmental Senior Exhibition Review rubric. The Art and Design faculty will assess each student.	rubric.	2017 - 2018	Target Met	target: from 4 'meet expectations' out of 6 measures to 3 out of 5. The fall average of the scores for 10 students were 3.18 and the spring average for 4 students were 3.7.	expectations but the realities of our students.
			Students participating in ART 499 Concept to Exhibition: Senior Seminar will be given the Senior Exit Survey to indirectly evaluate their learning, experience as a student, and provide the department with data for evaluating effectiveness. The department faculty will evaluate the surveys.	75% of participating students will score "Satisfied" on the Senior Exit Survey.	2017 - 2018	Target Met	78% of the students from both fall and spring scored satisfied on the exit survey. 8 students were surveyed in Fall 2107 with 56% and 6 students in Spring scored 100%. The lowest score was question #4, were students evaluate the usefulness of the ART 100 Art Fundamentals seminar to their educational experience.	We will continue this assessment and plan to address the ART 100 Art Fundamentals content to make the 1 hour seminar more useful to the general student.
	5.2 (GEO 5.a.)	Students will	Students enrolled in	The average scores	2017 - 2018	Target Met	We saw an average	We may not use this measure again

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	5.2 (GEO 5.a.)	demonstrate appropriate interpersonal skills and display an ability to work effectively within diverse groups while designing publicity and in the planning/hanging of the group senior exhibition as required in ART 499 Concept to Exhibition: Senior Seminar.	ART 499 will complete an indirect online survey assessing their contribution and peer review of their teammate's efforts. Also the faculty of record will directly assess each team members' contributions. These two sources will be combined and evaluated using the AAC&U Teamwork VALUE Rubric by the instructor of the course.	will be at least a "2.5" on the 0-4 scale evaluated with the AAC&U Teamwork VALUE Rubric.	2017 - 2018	Target Met	of 3.02 on the scores. The highest scores in Fall 2017 were on contributing to meetings 3.8 and Facilitates the contribution of team members 3.75. In spring 2018 our lowest score was 2 for facilitates contributions. This is a problematic measure because seniors participating in the senior exhibition don't always work well together.	and seek another GEO evaluation measure. I will consult the faculty in the Fall and we will determine our course of action.
	6.1 (PO 2.d.)	The Mississippi University for Women Galleries will contribute to the creative economy of the university community by offering a diverse and engaging series of annual exhibitions.	Visitors to the Mississippi University for Women Galleries will be asked to complete the MUW Galleries Assessment Survey questionnaire. The focus will be on reception attendees. Using a gallery rubric, gallery visitors will assess their level of engagement or satisfaction with the exhibitions on display. Rubrics will be updated with every change of exhibition. The other information on the assessment measurement	70% of attendees surveyed will choose "satisfactory" with the exhibitions by scoring an average of "3" or higher using the MUW Galleries Assessment Survey.	2017 - 2018	Target Met	a 98% of visitors to the gallery chose satisfactory- which is very good. We had good attendance at the various programming events for both semesters. While I do offer extra credit to my students, very few students take advantage of more than 2 events. This is a good sign for the popularity of these events. The reception attendance was better during the spring semester, primarily because of Homecoming. We renamed the big	We will continue the survey - Since the biennial faculty exhibition will be our Welty exhibition, we do not have the financial expenses of honoraria that we normally pay to our outside artist. Instead, we will use some of that money to host three additional evening receptions as part of our local outreach (one for Lowndes County Alumni Chapter, one for CAFB, and the other for CVB, LINK, and PRAM). Each group will have a wine and cheese reception with a gallery talk that features one or more of our art faculty. The gallery director has already contacted David Carter and Julia Martyakova about a special welcoming reception for CAFB spouses in August to introduce them to the cultural offerings available to them at The W. The Memories of Eudora exhibition received the most negative comments. Our problem is that we

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	6.1 (PO 2.d.)	The Mississippi University for Women Galleries will contribute to the creative economy of the university community by offering a diverse and engaging series of annual exhibitions.	questionnaire will be used to determine demographics. The MUW Galleries Assessment Survey questionnaire and all pertaining data will be assessed by the Gallery Director and gallery staff members.	70% of attendees surveyed will choose "satisfactory" with the exhibitions by scoring an average of "3" or higher using the MUW Galleries Assessment Survey.	2017 - 2018	Target Met	gallery and featured locally popular artists, both of which created a big draw. The student show reception is always well attended because of the families of the students. The Welty exhibition reception is always plagued with low attendance due to the Symposium. This year, we scheduled the reception so that Symposium attendees could attend prior to the dinner at Dr. Richardson's. This was an awkward time for locals. We had a number of 'first timers' assess the exhibitions, which is always good.	own only five photographs by Welty. For any future exhibition, we can enhance the exhibition with more in depth and expansive didactic panels that include visuals.
Program - French - Minor {2016-2017}	1.1 (SLO)	Students will enhance aural skills in French through the use of technological resources.	Students will demonstrate increased aural skills in French after listening or watching films, excerpts from audio-magazines, websites, and video-clips in French. French faculty will assess with the Aural Comprehension Rubric.	70% of non-French minors enrolled in FLF 100 or 200 level French classes will exhibit at least a "minimum understanding" after listening to an audio-clip or being shown a video-clip in French. The Aural Comprehension Rubric will measure aural skills from a range of "no understanding" to "minimum	2017 - 2018	Target Met	26 students took French as non-minors (Note: at the beginning of the academic year, there were no minors, but at the end of the academic year one FLF 102 student declared a French minor. This student will be assessed in the French minor category next academic year). One	There are several very talented French students (four) who are being encouraged to pursue cross registration at MSU to complete a minor in French. The French teacher and I will try to guide them in that direction.  At the end of the spring semester, a student who completed FLF 102 declared a French minor. Next year this student will be assessed in the French minor category.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - French - Minor {2016-2017}	1.1 (SLO)	Students will enhance aural skills in French through the use of technological resources.	Students will demonstrate increased aural skills in French after listening or watching films, excerpts from audio-magazines, websites, and video-clips in French. French faculty will assess with the Aural Comprehension Rubric.	understanding" to "proficient understanding" to "exemplary understanding."	2017 - 2018	Target Met	Spanish major took French as an allowed elective in her curriculum) who completed (six students withdrew without penalty or withdrew passing). 26 of the 26 students scored with the Department Oral Comprehension Rubric met the target.	There are several very talented French students (four) who are being encouraged to pursue cross registration at MSU to complete a minor in French. The French teacher and I will try to guide them in that direction.  At the end of the spring semester, a student who completed FLF 102 declared a French minor. Next year this student will be assessed in the French minor category.
			Students will demonstrate increased aural skills in French after listening or watching films, excerpts from audio-magazines, websites, and video-clips in French. French faculty will assess with the Aural Comprehension Rubric.	80% of all French minors enrolled in FLF 100 or 200 level courses will exhibit at least a "proficient understanding" after listening to an audio-clip or being shown a video-clip in French. The Aural Comprehension Rubric will measure aural skills from a range of "no understanding" to "minimum understanding" to "proficient understanding" to "exemplary understanding."	2017 - 2018	Target Met	This past academic year we did not have any declared French minors  Department Oral Communication Rubric Data All French 101 & 102 Students – no French minors**** 2017-18*  Department Rubric (Oral) A FLF 101 1.04 (Exemplary) FLF 102 1.00 (Exemplary) B FLF 101 1.12 (Exemplary) FLF 102 1.36 (Exemplary) C FLF 101 – Assessment data missing for FLF 101. Additional	We have four excellent French students who have finished FLS 202, and would be excellent minors. The French teacher and the chair will try to persuade them of the value of finishing their remaining 15 hours at MSU.  Although none of the FLF 202 students decided to minor in French (the drive to MSU was not worth it to them), one student who finished FLF 102 in the spring declared a minor at the end of the academic year.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Students will demonstrate increased aural skills in French after listening or watching films, excerpts from audio-magazines, websites, and video-clips in French. French faculty will assess with the Aural Comprehension Rubric.	80% of all French minors enrolled in FLF 100 or 200 level courses will exhibit at least a "proficient understanding" after listening to an audio-clip or being shown a video-clip in French. The Aural Comprehension Rubric will measure aural skills from a range of "no understanding" to "minimum understanding" to "proficient understanding" to "exemplary understanding."	2017 - 2018	Target Met	information: Student completed FLF 101 with an A grade FLF 102 D FLF 101 1.08 (Exemplary) FLF 102 1.2 (Exemplary) E FLF 101 2.84 (Proficient) FLF 102*** 3.08 (Minimal) F FLF 101 2.48 (Proficient) FLF 102 1.84 (Exemplary) G FLF 101 2.44 (Proficient) FLF 102 H FLF 101 1.76 (Exemplary) FLF 102 1.68 (Exemplary) I FLF 101 2.84 (Proficient) FLF 102 2.64 (Proficient) J FLF 101 2.92 (barely Proficient) FLF 102 2.72 (Proficient) K FLF 101 2.84 (Proficient) FLF 102 1.00 (Exemplary) L	We have four excellent French students who have finished FLS 202, and would be excellent minors. The French teacher and the chair will try to persuade them of the value of finishing their remaining 15 hours at MSU.  Although none of the FLF 202 students decided to minor in French (the drive to MSU was not worth it to them), one student who finished FLF 102 in the spring declared a minor at the end of the academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
		Students will demonstrate increased aural skills in French after listening or watching films, excerpts from audio-magazines, websites, and video-clips in French. French faculty will assess with the Aural Comprehension Rubric.	80% of all French minors enrolled in FLF 100 or 200 level courses will exhibit at least a "proficient understanding" after listening to an audio-clip or being shown a video-clip in French. The Aural Comprehension Rubric will measure aural skills from a range of "no understanding" to "minimum understanding" to "proficient understanding" to "exemplary understanding."	2017 - 2018	Target Met	FLF 101 1.12 (Exemplary) FLF 102 1.00 (Exemplary) M FLF 101 1.04 (Exemplary) FLF 102 N FLF 101 2.64 (Proficient—Spanish major**) FLF 102 O FLF 101 Student did not take FLF 101 at MUW FLF 102 3.08 (Minimum) p**** FLF 101 Student did not take FLF 101 at MUW FLF 102 1.00 (Exemplary) Q FLF 101 Student did not take FLF 101 at MUW FLF 102 1.28 (Exemplary)  FLF 101 Notes: two students withdrew and received WP's. The data covers 14 successful completers, although one of them, student C, is missing rubric data FLF 101 range: Department Rubric – from 1.04 to 2.92 (all above target of	We have four excellent French students who have finished FLS 202, and would be excellent minors. The French teacher and the chair will try to persuade them of the value of finishing their remaining 15 hours at MSU.  Although none of the FLF 202 students decided to minor in French (the drive to MSU was not worth it to them), one student who finished FLF 102 in the spring declared a minor at the end of the academic year.	

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Students will demonstrate increased aural skills in French after listening or watching films, excerpts from audio-magazines, websites, and video-clips in French. French faculty will assess with the Aural Comprehension Rubric.	80% of all French minors enrolled in FLF 100 or 200 level courses will exhibit at least a "proficient understanding" after listening to an audio-clip or being shown a video-clip in French. The Aural Comprehension Rubric will measure aural skills from a range of "no understanding" to "minimum understanding" to "proficient understanding" to "exemplary understanding."	2017 - 2018	Target Met	<p>"minimal") FLF 101 average: Department Rubric - 2.01 (well above target average) Department Rubric – six students scored "Exemplary" category—between 1 and 1.99)</p> <p>seven students scored "Proficient" category—between 2 and 2.99 – presumably</p> <p>student C, who earned an A in the course, would also have scored at least</p> <p>"Proficient" on the Departmental Rubric</p> <p>zero students scored minimal (3), or below (N/U, N/R, or I)</p> <p>FLF 102 Notes: one student withdrew and received a WP, leaving 12 students who finished the semester. One student actually failed the semester, but did not score very poorly on the two rubrics. This student will have the option of beginning 201 without having</p>	<p>We have four excellent French students who have finished FLS 202, and would be excellent minors. The French teacher and the chair will try to persuade them of the value of finishing their remaining 15 hours at MSU.</p> <p>Although none of the FLF 202 students decided to minor in French (the drive to MSU was not worth it to them), one student who finished FLF 102 in the spring declared a minor at the end of the academic year.</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Students will demonstrate increased aural skills in French after listening or watching films, excerpts from audio-magazines, websites, and video-clips in French. French faculty will assess with the Aural Comprehension Rubric.	80% of all French minors enrolled in FLF 100 or 200 level courses will exhibit at least a "proficient understanding" after listening to an audio-clip or being shown a video-clip in French. The Aural Comprehension Rubric will measure aural skills from a range of "no understanding" to "minimum understanding" to "proficient understanding" to "exemplary understanding."	2017 - 2018	Target Met	<p>passed 102, so next year's assessment follow through may reveal interesting information in this student's progress.</p> <p>FLF 102 range: Department Rubric – from a perfect 1 to a "Minimal" 3.08. This range meets the target requirement of "no less than minimal" for all 12 students. FLF 102 average: Department Rubric – 1.68 (more than meets target) Department Rubric: Eight students scored "Exemplary" —between 1 and 1.99; three students scored Proficient— between 2 and 2.99 and one student scored "Minimal"— between 3 and 3.99. If a student had an N/U, N/R or I in any category, that she or he was scored as "4" in that category, or below minimal. *Although the majority of academic assessment covers a calendar year, foreign language</p>	<p>We have four excellent French students who have finished FLS 202, and would be excellent minors. The French teacher and the chair will try to persuade them of the value of finishing their remaining 15 hours at MSU.</p> <p>Although none of the FLF 202 students decided to minor in French (the drive to MSU was not worth it to them), one student who finished FLF 102 in the spring declared a minor at the end of the academic year.</p>

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			Students will demonstrate increased aural skills in French after listening or watching films, excerpts from audio-magazines, websites, and video-clips in French. French faculty will assess with the Aural Comprehension Rubric.	80% of all French minors enrolled in FLF 100 or 200 level courses will exhibit at least a "proficient understanding" after listening to an audio-clip or being shown a video-clip in French. The Aural Comprehension Rubric will measure aural skills from a range of "no understanding" to "minimum understanding" to "proficient understanding" to "exemplary understanding."	2017 - 2018	Target Met	(for trending data purposes) assesses the students from fall to spring, since that is the order that the typical student takes FLF 101 and FLF 102. From this assessment year forward, as much as possible, data will track individual students (not by name, but by an alphabetic code) all the way through the four course sequence.  **Spanish majors are expected to take electives from one other language in our department. This student chose to take only one French class as an elective. ***passed rubrics, but failed course	We have four excellent French students who have finished FLS 202, and would be excellent minors. The French teacher and the chair will try to persuade them of the value of finishing their remaining 15 hours at MSU.  Although none of the FLF 202 students decided to minor in French (the drive to MSU was not worth it to them), one student who finished FLF 102 in the spring declared a minor at the end of the academic year.
	2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	A French faculty member will assess a written or oral presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All French minors will average at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. In FLF 101 – no lower than 1.5 In FLF 102 – no lower than 2.0	2017 - 2018	Inconclusive	We had NO MINORS this year, but it is important to note that 26 of 26 non-minors, or 100% met the targets set for French minors.  Unfortunately our one French minor dropped it last summer because of the expense of	The French teacher and the chair are trying to persuade four excellent French students who have completed FLF 202 to declare a minor and finish their coursework at MSU.  None of the top 202 students we've talked to have wanted to continue their French studies by driving over to MSU. However, at the end of the spring semester, one student declared the minor. She will be

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All French minors will average at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. In FLF 101 – no lower than 1.5 In FLF 102 – no lower than 2.0	2017 - 2018	Inconclusive	having to travel to MSU to finish her remaining 15 hours.	assessed separately next year, but will have the same alphabetic code.
			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	2017 - 2018	Target Met	Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 101 & 102 Students – no French minors**** 2017-18*	The French teacher and I think that expecting every French student to meet the target score in every class is unreasonable. Next year this Achievement target should be 80%. This year 87 percent of the non-minor French students met the targets.
							Department Rubric (Oral) AAC&U Intercul. Knowledge & Competence Rubric A FLF 101 1.04 (Exemplary) 4 FLF 102 1.00 (Exemplary) 4 B FLF 101 1.12 (Exemplary) 4 FLF 102 1.36 (Exemplary) 4 C FLF 101 – Assessment data	

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			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	2017 - 2018	Target Met	missing for FLF 101. Additional information: Student completed FLF 101 with an A grade FLF 102 D FLF 101 1.08 (Exemplary) 3.7 FLF 102 1.2 (Exemplary) 4 E FLF 101 2.84 (Proficient) 1.5 FLF 102*** 3.08 (Minimal) 1 F FLF 101 2.48 (Proficient) 2.1 FLF 102 1.84 (Exemplary) 3 G FLF 101 2.44 (Proficient) 2 FLF 102 H FLF 101 1.76 (Exemplary) 3 FLF 102 1.68 (Exemplary) 3.7 I FLF 101 2.84 (Proficient) 1.2 FLF 102 2.64 (Proficient)	The French teacher and I think that expecting every French student to meet the target score in every class is unreasonable. Next year this Achievement target should be 80%. This year 87 percent of the non-minor French students met the targets.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	2017 - 2018	Target Met	1.5 J FLF 101 2.92 (barely Proficient) 1.3 FLF 102 2.72 (Proficient) 2.2 K FLF 101 2.84 (Proficient) 2 FLF 102 1.00 (Exemplary) 4 L FLF 101 1.12 (Exemplary) 4 FLF 102 1.00 (Exemplary) 4 M FLF 101 1.04 (Exemplary) 3.8 FLF 102 N FLF 101 2.64 (Proficient—Spanish major**) 3.4 FLF 102 O FLF 101 Student did not take FLF 101 at MUW FLF 102 3.08 (Minimum) 1 p**** FLF 101 Student did not take FLF 101 at MUW FLF 102	The French teacher and I think that expecting every French student to meet the target score in every class is unreasonable. Next year this Achievement target should be 80%. This year 87 percent of the non-minor French students met the targets.



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			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	2017 - 2018	Target Met	1.00 (Exemplary) 4 Q FLF 101 Student did not take FLF 101 at MUW FLF 102 1.28 (Exemplary) 3.5  FLF 101 Notes: two students withdrew and received WP's. The data covers 14 successful completers, although one of them, student C, is missing rubric data FLF 101 range: Department Rubric – from 1.04 to 2.92 (all above target of 3, which is “minimal”) FLF 101 average: Department Rubric - - 2.01 (well above target average) Department Rubric – six students scored “Exemplary” category—between 1 and 1.99)  seven students scored “Proficient” category—between 2 and 2.99 – presumably  student C, who earned an A in the course, would also have scored at least	The French teacher and I think that expecting every French student to meet the target score in every class is unreasonable. Next year this Achievement target should be 80%. This year 87 percent of the non-minor French students met the targets.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	2017 - 2018	Target Met	<p>“Proficient” on the Departmental Rubric</p> <p>zero students scored minimal (3), or below (N/U, N/R, or I)</p> <p>FLF 101 range: AAC&amp;U Intercultural Rubric—1.3 – 4 (all above target of 1) FLF 101 average: AAC&amp;U Intercultural Rubric—2.77 (well above the target of 1)</p> <p>AAC&amp;U Rubric – 3 students scored a perfect 4; 4 students scored between 3 and 3.99; 3 students scored between 2 and 2.99, and 3 scored above a 1. All exceeded the target of 1.</p> <p>FLF 102 Notes: one student withdrew and received a WP, leaving 12 students who finished the semester. One student actually failed the semester, but did not score very poorly on the two rubrics. This student will have the option of beginning 201 without having passed 102, so next year’s assessment follow through may</p>	The French teacher and I think that expecting every French student to meet the target score in every class is unreasonable. Next year this Achievement target should be 80%. This year 87 percent of the non-minor French students met the targets.

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			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	2017 - 2018	Target Met	<p>reveal interesting information in this student’s progress. FLF 102 range: Department Rubric – from a perfect 1 to a “Minimal” 3.08. This range meets the target requirement of “no less than minimal” for all 12 students. FLF 102 average: Department Rubric – 1.68 (more than meets target) Department Rubric: Eight students scored “Exemplary” —between 1 and 1.99; three students scored Proficient— between 2 and 2.99 and one student scored “Minimal”— between 3 and 3.99. If a student had an N/U, N/R or I in any category, that she or he was scored as “4” in that category, or below minimal. FLF 102 range: AAC&amp;U Intercultural Rubric— 1-4. FLF 102 average: AAC&amp;U Intercultural Rubric—3.10 (well above target) AAC&amp;U Rubric —Six students scored a 4, “Capstone” level;</p>	The French teacher and I think that expecting every French student to meet the target score in every class is unreasonable. Next year this Achievement target should be 80%. This year 87 percent of the non-minor French students met the targets.

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			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	2017 - 2018	Target Met	three scored upper milestone level (3-3.99); one scored lower milestone level (2.2) and three students scored “Benchmark” level (between 1 and 1.99). Two of these benchmark students did not hit the 1.5 Target. Analysis of FLF 101 and 102: Ten students (highlighted in yellow above) took the first year two course sequence in the fall 17-spring 18 academic year. Of these ten, seven (70%) improved on the department rubric score, all exceeding the target goal for FLF 102. Two of these seven moved a category up—from Proficient to Exemplary. The three students who dropped in their scores on the department rubric were all “Exemplary” students who did not fall low enough to put them in a lower category. Six of the ten improved their scores on the AAC&U Intercultural Rubric. Three of the ten scored the same	The French teacher and I think that expecting every French student to meet the target score in every class is unreasonable. Next year this Achievement target should be 80%. This year 87 percent of the non-minor French students met the targets.

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			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	2017 - 2018	Target Met	on the AAU&C rubric—all 4’s—and therefore could not move up any higher. The one student whose score dropped on this rubric also dropped in the department rubric score. She or he should be looked at closely and offered intervention if he or she begins to flag in FLF 201 next fall. This student earned an F in the class, but still can register for FLF 201 with teacher permission. Since this student’s rubric scores are not below “Minimal” or “Benchmark,” he or she still has the ability to move into the second year of French. *Although the majority of academic assessment covers a calendar year, foreign language (for trending data purposes) assesses the students from fall to spring, since that is the order that the typical student takes FLF 101 and FLF 102. From this assessment year forward, as much as	The French teacher and I think that expecting every French student to meet the target score in every class is unreasonable. Next year this Achievement target should be 80%. This year 87 percent of the non-minor French students met the targets.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	2017 - 2018	Target Met	possible, data will track individual students (not by name, but by an alphabetic code) all the way through the four course sequence.  **Spanish majors are expected to take electives from one other language in our department. This student chose to take only one French class as an elective. ***passed rubrics	The French teacher and I think that expecting every French student to meet the target score in every class is unreasonable. Next year this Achievement target should be 80%. This year 87 percent of the non-minor French students met the targets.
			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	2017 - 2018	Target Met	Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 201 & 202 Students – no French minors 2017-18*  Department Rubric (Oral) AAC&U Intercul. Knowledge & Competence Rubric AA FLF 201 1.56 (Exemplary) 4 FLF 202 1.92 (Exemplary) 1 (Benchmark) BB FLF 201 1.92 (Exemplary) 2.5 FLF 202	As with the conversation rubric, I believe the achievement target should be "Of all students taking FLF 101-203" during the academic year, at least 75 percent of them will meet the target score."  I am pleased to be assessing FLF 201 and 202 separately now.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	2017 - 2018	Target Met	2.72 (Proficient) 3.8 (Upper Milestone CC FLF 201 1.8 (Exemplary) 3 FLF 202 1.92 (Exemplary) 2.2 (Lower Milestone) DD FLF 201 1.0 (Exemplary) 4 FLF 202 1.0 (Exemplary) 4 (Capstone) EE FLF 201 1.28 (Exemplary) 3 FLF 202 1.0 (Exemplary) 4 (Capstone) FF FLF 201 1.56 (Exemplary) 2.5 FLF 202 1.32 (Exemplary) 3.5 (Upper milestone) GG FLF 201* FLF 202 2.32 (Proficient) 3.5 HH FLF 201** Community College (Hinds) FLF 202 1.0 (Exemplary) 4	As with the conversation rubric, I believe the achievement target should be "Of all students taking FLF 101-203" during the academic year, at least 75 percent of them will meet the target score."  I am pleased to be assessing FLF 201 and 202 separately now.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	2017 - 2018	Target Met	Notes on the second year sequence FLF 201-202. Traditionally, the second year of French enrolls fewer students than the first year. There could be several reasons for this trend. First, Honors College BS students are required to take only one year of foreign language, unlike the students who are completing four semesters for a BA degree. Twelve students completed FLF 102, who could have enrolled in FLF 201 the following fall. But two of the twelve were Nursing majors who completed the first year of French as an Honors College requirement. One of the twelve graduated with a BA in May, 2018, but completed the equivalent of the second year of French at another university. Two of the twelve were on academic probation in the fall of 2017, and the limited number of hours they were allowed to take could not include the three	As with the conversation rubric, I believe the achievement target should be "Of all students taking FLF 101-203" during the academic year, at least 75 percent of them will meet the target score."  I am pleased to be assessing FLF 201 and 202 separately now.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	2017 - 2018	Target Met	hour French class. This left seven BA students who should have enrolled in and completed FLF 201 and 202. Seven students enrolled in FLF 201, but one immediately withdrew because of academic issues. The six remaining students who had taken French I and II at MUW all completed FLF 201 and 202 successfully. Of the two “extra” students who enrolled in and completed FLF 202 in the spring of 2018, one transferred in French I, II, and III from a community college, and one completed FLF 201 in the fall of 2016 and was not included in this year’s FLF 201 analysis. Analysis of data for FLF 201 and 202: In looking at the data collected from the department oral communication rubric over both semesters, the differences are slight, although one already in the	As with the conversation rubric, I believe the achievement target should be "Of all students taking FLF 101-203" during the academic year, at least 75 percent of them will meet the target score."  I am pleased to be assessing FLF 201 and 202 separately now.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	2017 - 2018	Target Met	“Exemplary” category increased to a perfect 1.0 in FLF and another kept the same 1.0 the student earned in FLF 201. Two students dropped slightly in scores for FLF 202, but not enough to push them below the “Exemplary” category. Only one student dropped significantly in the FLF 202 score—from Exemplary to “Proficient,” but still completed the semester successfully. The AAC&U Intercultural rubric data seems overall to reflect success, but there was one outlier who scored only a 1 (Benchmark) in FLF 202 after scoring a 4 in the fall semester. Two of the six finished the 4 course sequence with scores of “Capstone,” and two increased from “Lower Milestone” to “Upper Milestone.” The last of the six who completed 201 & 202 dropped from Upper Milestone to Lower Milestone. I	As with the conversation rubric, I believe the achievement target should be "Of all students taking FLF 101-203" during the academic year, at least 75 percent of them will meet the target score."  I am pleased to be assessing FLF 201 and 202 separately now.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	2017 - 2018	Target Met	do not think that there is enough data here to suggest a trend in the AAC&U Intercultural rubric scores, so I label them “inconclusive.”	As with the conversation rubric, I believe the achievement target should be "Of all students taking FLF 101-203" during the academic year, at least 75 percent of them will meet the target score." I am pleased to be assessing FLF 201 and 202 separately now.
			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. (Active)	All French minors will average at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.5 In FLF 202 – no lower than 3 (lower Capstone level)	2017 - 2018	Inconclusive	We had NO MINORS this year, but it is important to note that 14 of 15 non-minors met the targets set for French minors.	We will apply this rubric to all of the FLF students, to gain a better overall understanding of how our French students are progressing. NOTE: Since Honors students earning BS degrees only have to complete a year of one foreign language, second year French (and Spanish) are much lower in enrollment than FLF 101 and 102. We are happy to have a French minor enrolled in FLF 202 this fall of 2018.
	2.2 (PO 4.d.)	Minors who complete a minor in our foreign language program will demonstrate satisfaction with the instruction and of the program’s intercultural and multicultural knowledge emphasis.	The Alumni Survey is sent out every three years. The next survey will be in 2019. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met. Since French minors are rare, this every third year assessment should be sufficient to	75% of students participating in the Alumni Survey will state that they were satisfied with the instruction received in their minor program, and gained a greater appreciation overall of global culture, including the varied cultures of French speaking countries.	2017 - 2018	Inconclusive	The Alumni Survey is distributed every three years. The next cycle won't be until Spring 2019. Results will be collected and reported next year.	The survey will be distributed Spring 2019. Results will be collected next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (PO 4.d.)	Minors who complete a minor in our foreign language program will demonstrate satisfaction with the instruction and of the program's intercultural and multicultural knowledge emphasis.	determine program success.	75% of students participating in the Alumni Survey will state that they were satisfied with the instruction received in their minor program, and gained a greater appreciation overall of global culture, including the varied cultures of French speaking countries.	2017 - 2018	Inconclusive	The Alumni Survey is distributed every three years. The next cycle won't be until Spring 2019. Results will be collected and reported next year.	The survey will be distributed Spring 2019. Results will be collected next year.
	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 101 and 102 (or the summer intensive courses*) courses using the Department Conversation Rubric.	70% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	2017 - 2018	Target Met	in FLF 101 - 0 students scored below a minimum (16 completed) in FLF 102 - 1 students scored below a minimal (16 completed)  Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 101 & 102 Students – no French minors**** 2017-18*  Department Rubric (Oral) AAC&U Intercul. Knowledge & Competence Rubric A FLF 101 1.04 (Exemplary) 4 FLF 102 1.00 (Exemplary) 4 B	We will continue to assess the non-French minors with the conversational rubric, but I want to raise the target level to 75 percent

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 101 and 102 (or the summer intensive courses*) courses using the Department Conversation Rubric.	70% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	2017 - 2018	Target Met	at MUW FLF 102 3.08 (Minimum) 1 p**** FLF 101 Student did not take FLF 101 at MUW FLF 102 1.00 (Exemplary) 4 Q FLF 101 Student did not take FLF 101 at MUW FLF 102 1.28 (Exemplary) 3.5  FLF 101 Notes: two students withdrew and received WP’s. The data covers 14 successful completers, although one of them, student C, is missing rubric data FLF 101 range: Department Rubric – from 1.04 to 2.92 (all above target of 3, which is “minimal”) FLF 101 average: Department Rubric - - 2.01 (well above target average) Department Rubric – six students scored “Exemplary” category—between 1 and 1.99)  seven students scored “Proficient”	We will continue to assess the non-French minors with the conversational rubric, but I want to raise the target level to 75 percent

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 101 and 102 (or the summer intensive courses*) courses using the Department Conversation Rubric.	70% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	2017 - 2018	Target Met	category—between 2 and 2.99 – presumably  student C, who earned an A in the course, would also have scored at least  “Proficient” on the Departmental Rubric  zero students scored minimal (3), or below (N/U, N/R, or I) FLF 101 range: AAC&U Intercultural Rubric—1.3 – 4 (all above target of 1) FLF 101 average: AAC&U Intercultural Rubric—2.77 (well above the target of 1) AAC&U Rubric – 3 students scored a perfect 4; 4 students scored between 3 and 3.99; 3 students scored  between 2 and 2.99, and 3 scored above a 1. All exceeded the target of 1. FLF 102 Notes: one student withdrew and received a WP, leaving 12 students who finished the semester. One student actually failed the semester, but did not score	We will continue to assess the non-French minors with the conversational rubric, but I want to raise the target level to 75 percent



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	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 101 and 102 (or the summer intensive courses*) courses using the Department Conversation Rubric.	70% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	2017 - 2018	Target Met	very poorly on the two rubrics. This student will have the option of beginning 201 without having passed 102, so next year’s assessment follow through may reveal interesting information in this student’s progress. FLF 102 range: Department Rubric – from a perfect 1 to a “Minimal” 3.08. This range meets the target requirement of “no less than minimal” for all 12 students. FLF 102 average: Department Rubric – 1.68 (more than meets target) Department Rubric: Eight students scored “Exemplary”—between 1 and 1.99; three students scored Proficient—between 2 and 2.99 and one student scored “Minimal” — between 3 and 3.99. If a student had an N/U, N/R or I in any category, that she or he was scored as “4” in that category, or below minimal.	We will continue to assess the non-French minors with the conversational rubric, but I want to raise the target level to 75 percent

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 101 and 102 (or the summer intensive courses*) courses using the Department Conversation Rubric.	70% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	2017 - 2018	Target Met	Rubric— 1-4. FLF 102 average: AAC&U Intercultural Rubric—3.10 (well above target) AAC&U Rubric –Six students scored a 4, “Capstone” level; three scored upper milestone level (3-3.99); one scored lower milestone level (2.2) and three students scored “Benchmark” level (between 1 and 1.99). Two of these benchmark students did not hit the 1.5 Target. Analysis of FLF 101 and 102: Ten students (highlighted in yellow above) took the first year two course sequence in the fall 17-spring 18 academic year. Of these ten, seven (70%) improved on the department rubric score, all exceeding the target goal for FLF 102. Two of these seven moved a category up—from Proficient to Exemplary. The three students who dropped in their scores on the department rubric were all “Exemplary” students who did	We will continue to assess the non-French minors with the conversational rubric, but I want to raise the target level to 75 percent

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 101 and 102 (or the summer intensive courses*) courses using the Department Conversation Rubric.	70% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	2017 - 2018	Target Met	not fall low enough to put them in a lower category. Six of the ten improved their scores on the AAC&U Intercultural Rubric. Three of the ten scored the same on the AAU&C rubric—all 4’s—and therefore could not move up any higher. The one student whose score dropped on this rubric also dropped in the department rubric score. She or he should be looked at closely and offered intervention if he or she begins to flag in FLF 201 next fall. This student earned an F in the class, but still can register for FLF 201 with teacher permission. Since this student’s rubric scores are not below “Minimal” or “Benchmark,” he or she still has the ability to move into the second year of French. *Although the majority of academic assessment covers a calendar year, foreign language (for trending data purposes) assesses the students from	We will continue to assess the non-French minors with the conversational rubric, but I want to raise the target level to 75 percent

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 101 and 102 (or the summer intensive courses*) courses using the Department Conversation Rubric.	70% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	2017 - 2018	Target Met	fall to spring, since that is the order that the typical student takes FLF 101 and FLF 102. From this assessment year forward, as much as possible, data will track individual students (not by name, but by an alphabetic code) all the way through the four course sequence.  **Spanish majors are expected to take electives from one other language in ou	We will continue to assess the non-French minors with the conversational rubric, but I want to raise the target level to 75 percent
			A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 101 and 102 (or the summer intensive courses*) courses using the Department Conversation Rubric.	90% of French minors taking the following FLF elementary and intermediate French courses will score the following averages on the Department Conversation Rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	2017 - 2018	Inconclusive	We have no French minors this year, therefore could not test anyone	We need to have at least one French minor declare in 2018-19
			A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 201 and 202 (or the summer intensive courses*) courses	70% of non-French minors taking the following FLF intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of	2017 - 2018	Target Met	Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 201 & 202 Students – NO FRENCH MINORS 2017-18*  Department Rubric	We will continue to assess the non-French minors with the conversational rubric, but I want to raise the target level to 75 percent

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			using the Department Conversation Rubric.	“proficient” In FLF 202 – no lower than an average of “proficient”	2017 - 2018	Target Met	(Oral) AAC&U Inter. Knowledge & Competence Rubric AA FLF 201 1.56 (Exemplary) 4 FLF 202 1.92 (Exemplary) 1 (Benchmark) BB FLF 201 1.92 (Exemplary) 2.5 FLF 202 2.72 (Proficient) 3.8 (Upper Milestone) CC FLF 201 1.8 (Exemplary) 3 FLF 202 1.92 (Exemplary) 2.2 (Lower Milestone) DD FLF 201 1.0 (Exemplary) 4 FLF 202 1.0 (Exemplary) 4 (Capstone) EE FLF 201 1.28 (Exemplary) 3 FLF 202 1.0 (Exemplary) 4 (Capstone) FF FLF 201 1.56 (Exemplary) 2.5 FLF 202	We will continue to assess the non-French minors with the conversational rubric, but I want to raise the target level to 75 percent

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 201 and 202 (or the summer intensive courses*) courses using the Department Conversation Rubric.	70% of non-French minors taking the following FLF intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	2017 - 2018	Target Met	1.32 (Exemplary) 3.5 (Upper milestone) GG FLF 201* FLF 202 2.32 (Proficient) 3.5 HH FLF 201** Community College (Hinds) FLF 202 1.0 (Exemplary) 4  Notes on the second year sequence FLF 201-202. Traditionally, the second year of French enrolls fewer students than the first year. There could be several reasons for this trend. First, Honors College BS students are required to take only one year of foreign language, unlike the students who are completing four semesters for a BA degree. Twelve students completed FLF 102, who could have enrolled in FLF 201 the following fall. But two of the twelve were Nursing majors who completed the first year of French as an Honors College requirement. One	We will continue to assess the non-French minors with the conversational rubric, but I want to raise the target level to 75 percent

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 201 and 202 (or the summer intensive courses*) courses using the Department Conversation Rubric.	70% of non-French minors taking the following FLF intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	2017 - 2018	Target Met	of the twelve graduated with a BA in May, 2018, but completed the equivalent of the second year of French at another university. Two of the twelve were on academic probation in the fall of 2017, and the limited number of hours they were allowed to take could not include the three hour French class. This left seven BA students who should have enrolled in and completed FLF 201 and 202. Seven students enrolled in FLF 201, but one immediately withdrew because of academic issues. The six remaining students who had taken French I and II at MUW all completed FLF 201 and 202 successfully. Of the two “extra” students who enrolled in and completed FLF 202 in the spring of 2018, one transferred in French I, II, and III from a community college, and one completed FLF 201	We will continue to assess the non-French minors with the conversational rubric, but I want to raise the target level to 75 percent

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 201 and 202 (or the summer intensive courses*) courses using the Department Conversation Rubric.	70% of non-French minors taking the following FLF intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	2017 - 2018	Target Met	in the fall of 2016 and was not included in this year’s FLF 201 analysis. Analysis of data for FLF 201 and 202: In looking at the data collected from the department oral communication rubric over both semesters, the differences are slight, although one already in the “Exemplary” category increased to a perfect 1.0 in FLF and another kept the same 1.0 the student earned in FLF 201. Two students dropped slightly in scores for FLF 202, but not enough to push them below the “Exemplary” category. Only one student dropped significantly in the FLF 202 score—from Exemplary to “Proficient,” but still completed the semester successfully. The AAC&U Intercultural rubric data seems overall to reflect success, but there was one outlier who scored only a 1 (Benchmark) in FLF	We will continue to assess the non-French minors with the conversational rubric, but I want to raise the target level to 75 percent



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 201 and 202 (or the summer intensive courses*) courses using the Department Conversation Rubric.	70% of non-French minors taking the following FLF intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	2017 - 2018	Target Met	202 after scoring a 4 in the fall semester. Two of the six finished the 4 course sequence with scores of “Capstone,” and two increased from “Lower Milestone” to “Upper Milestone.” The last of the six who completed 201 & 202 dropped from Upper Milestone to Lower Milestone. I do not think that there is enough data here to suggest a trend in the AAC&U Intercultural rubric scores, so I label them “inconclusive.”	We will continue to assess the non-French minors with the conversational rubric, but I want to raise the target level to 75 percent
			A French faculty member will assess a five to ten minute conversation between himself and each student enrolled in FLF 201 and 202 (or the summer intensive courses*) courses using the Department Conversation Rubric.	90% of French minors taking the following FLF elementary and intermediate French courses will score the following averages on the Department Conversation Rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	2017 - 2018	Inconclusive	We had NO MINORS this year, but it is important to note that 14 of 15 non-minors met the targets set for French minors.	Not only will we encourage at least one new French minor to declare, we will continue to apply this rubric to all French students with the same target scores. We should consider raising the targets for minors.  Assessing the 201 and 202 students separate from the first year students makes the data more usable.
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	The instructor for ED 598 will assess and grade the interdisciplinary unit presented by the student(s) using the	Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12	2017 - 2018	Target Met	Candidate 1 5.0; Candidate 2 4.8/5.0 Candidates scored 96% or better on the assessment	The department will retain this assessment for the upcoming year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Gifted Studies (including Certificate) - ME {2016-2017}	1.1 (SAO & SLO)	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.	Interdisciplinary Unit Rubric.	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.	2017 - 2018	Target Met	Candidate 1 5.0; Candidate 2 4.8/5.0 Candidates scored 96% or better on the assessment	The department will retain this assessment for the upcoming year.
	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.	2017 - 2018	Inconclusive	The department did not hold any meetings.	The department will retain the assessment for the next academic year.
	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	2017 - 2018	Target Met	Student scores; 44/50, 42/50, 0/50, 46/50, 48/50, 48/50 One student did not submit the assignment. All of the other students scored acceptable (42) or above.	The department will retain this assessment for the upcoming year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	scoring “Acceptable or above” on the Advocacy Plan Rubric.	2017 - 2018	Target Met	Student scores; 44/50, 42/50, 0/50, 46/50, 48/50, 48/50 One student did not submit the assignment. All of the other students scored acceptable (42) or above.	The department will retain this assessment for the upcoming year.
	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 gifted studies.	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 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.	2017 - 2018	Target Met	140/150 (93%) Having only one candidate makes it difficult to accurately interpret this data.	The program will retain this measure.
Program - History (including Minor and Secondary Education Certification in History and Social Studies)	1.1 (SLO)	Identify and evaluate continuity and change, causality and coincidence, voice and agency (SLO 5).	At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year for historical depth to determine if	100% of graduating seniors will complete at least 4 lower-level (100 level) history survey courses (12 credit hours) with a passing grade.	2017 - 2018	Target Met	Five students graduated in August, December, or May 2017-8 with a history degree. All have 12 hours of 100 level history with a passing grade.	No new action is required. We require 12 hours at the lower level and all these history majors have met that requirement with a passing score.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
- BA {2016-2017}	1.1 (SLO)	Identify and evaluate continuity and change, causality and coincidence, voice and agency (SLO 5).	achievement target was met.	100% of graduating seniors will complete at least 4 lower-level (100 level) history survey courses (12 credit hours) with a passing grade.	2017 - 2018	Target Met	Student 1: A ,A, A, A Student 2: A, A, A-, A Student 3: B, B, A, A Student 4: A-, B-, C, B Student 5: A, B, A-, A-	No new action is required. We require 12 hours at the lower level and all these history majors have met that requirement with a passing score.
			At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year for historical depth to determine if achievement target was met.	100% of graduating seniors will complete at least 4 upper- level (either 300 or 400 level) history survey courses (12 credit hours) with a passing grade.	2017 - 2018	Target Met	Five students graduated in August, December, or May 2017-8 with a history degree. All passed and completed at least 4 upper-level courses in history. Student 1: A, A, B, A- Student 2: A-, A, B+, A- Student 3: B-, B-, B, B Student 4: B-, B, B, B- Student 5: A-, A+, A-, A	No new actions are required beyond monitoring graduating senior transcripts.
	1.2 (SLO)	Relate the complexity of the human experience across time and space (SLO 6).	At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year for historical breadth to determine if achievement target was met.	100% of graduating seniors will complete at least one non-western course (3 credit hours) with a passing grade.	2017 - 2018	Target Met	Five students graduated in August, December, or May 2017-8 with a history degree. All passed and completed at least one non-western history course. Student 1: B Student 2: A- Student 3: B Student 4: B Student 5: A-	No new action is needed beyond monitoring graduating senior transcripts.
			At the end of the spring semester, the department chair will review	100% of graduating seniors will complete at least one pre modern (pre 1500)	2017 - 2018	Target Met	Five students graduated in August, December, or May 2017-8 with	We met our goal this year and need only to continue monitoring graduating seniors' transcripts and offering a sufficient number of

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			transcripts of graduating seniors for the previous year for historical breadth to determine if achievement target was met.	course (3 credit hours) with a passing grade.	2017 - 2018	Target Met	a history degree. All passed at least one premodern course. Student 1: B- Student 2: B Student 3: B- Student 4: B- Student 5: A	premodern courses.
			At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year for historical breadth to determine if achievement target was met.	100% of graduating seniors will complete at least two American history courses (6 credit hours) with a passing grade.	2017 - 2018	Target Met	Five students graduated in August, December, or May 2017-8 with a history degree. All passed and completed at least two American history courses. Student 1: B+, B Student 2: B, B+ Student 3: C+, B- Student 4: A, A Student 5: A-, B+	No action is needed beyond continuing to offer American history courses and tracking graduating seniors' transcripts.
			At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year for historical breadth to determine if achievement target was met.	100% of graduating seniors will complete at least two European history courses (6 credit hours) with a passing grade.	2017 - 2018	Target Met	Five students graduated in August, December, or May 2017-8 with a history degree. All passed and completed at least two European history classes. Student 1: B-, B Student 2: A-, A- Student 3: B, B Student 4: C+, B- Student 5: A, A-	No action is needed beyond continuing to offer American and European history courses and tracking graduating seniors' transcripts.
	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument (SLO 1).	The History department faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the Performance Task Assessment	The overall average score for HIS 211 students completing the Performance Task Assessment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE	2017 - 2018	Target Met	The Performance Task Assessment was required of each student and the Critical Thinking Value Rubric was applied to each individual student's	We continue to be satisfied with the Performance Task Assessment as a measurement and feel it is doing a good job of documenting and demonstrating students' grasp of critical thinking. We intend to continue its use and stress critical thinking ability in the HIS 211

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument (SLO 1).	required of HIS 211 students (fall).	Rubric.	2017 - 2018	Target Met	assessment in Fall 2017. Overall, the average for the class was a 3.15. Of the five items assessed by the Value Rubric, students performed similarly (and right at the 3.0 average) on all items except "conclusions and related outcomes", where the class averaged a 2.6. So, in the five categories of the Value Rubric, only in the "conclusions and related outcomes" did we not meet our 3.0 average. Additionally two individual students did not meet the 3.0 average overall and scored consistently low with 2s across the rubric.  However, overall, the good outweighed the bad so that our target of an overall class average of 3.0 was met.	course. We met our target, but we continue to look to find ways to improve critical thinking in this course and throughout the history curriculum.
	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The History department faculty will use the AAC&U Oral Communication VALUE Rubric to assess the Research Presentation required of HIS 211	The overall average score for HIS 211 students completing the Research Presentation will be no lower than a 3.0 on the AAC&U Oral Communication	2017 - 2018	Target Met	In Fall 2017 students in HIS 211 were required to complete an oral presentation on a research topic of their choice. Faculty used the Oral	We are pleased with the improved scores and feel our actions from last year had an impact. Our goal in August 2017 was to make more of a focus on oral presentations outside of HIS 211. Faculty spent more class time this academic year helping students learn how to prepare for

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	students (fall).	VALUE Rubric.	2017 - 2018	Target Met	Communication Value Rubric to assess student performance. The overall average for the class using the rubric was 3.31 (up from last year's 2.9). This put the class just above the 3.0 target. It is also good to see that in every category of the rubric, students met the 3.0 average as a class. Two students, however, failed to get above the overall 3.0 individually.	oral presentations. We want to continue these efforts in the coming year (AY 2018-9) and connect students to more speaking opportunities, as well as better prepare them for those opportunities.
			The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2017 - 2018	Target Met	In Fall 2017 students in HIS 499 were required to complete an original research project that included an essay or paper of significant length. Faculty used the Historical Inquiry Rubric (HIAWR) to assess student performance. The overall average for the class using the rubric was 3.64. In all categories of the rubric, students were above the 3.0 target, but did the worst in "relevant historical facts and context" with an average of 3.33. This is not surprising	Just as last year, students did well at engaging primary sources, but the faculty person reported that students seemed to have a harder time placing their individual projects and primary sources in a larger context. Again, the worst category for students on the rubric was "context". This means that they had a difficult time articulating the historical significance of their study and situating it within a field of scholarship. At the August 2017 meeting to discuss last year's results the faculty agreed that our goal was to get students to consider multiple and competing historical interpretations and the creation of a larger context in history research work. We sought to make sure we provided focused attention on those skills in upperlevel coursework. Again, we will discuss the results of

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2017 - 2018	Target Met	<p>since context is the hardest thing for undergrads in history to grasp-- their study of history being limited to only 4-5 years. Additionally, two students did not get above the 3.0 mark individually.</p> <p>The class average, however, met the target of 3.0.</p>	this year's assessment at our faculty meeting in August. We look for ways to expand on the importance of historical context. And we will continue to require more frequent and regular meeting times for all Capstone students. Since the class average for 2017 is above that of 2016, we feel we are moving in the right direction.
	4.1 (SLO)	Locate and select a variety of historical sources (primary, secondary, archival, library, electronic, etc.) for use in an historical argument (SLO 2).	The History department faculty will determine HIS 211 students' competency by reviewing the completed Library and Archive Source assignment(s) (fall).	The overall average of HIS 211 students for the Library and Archive Source assignment(s) will be no lower than a C (75 percent).	2017 - 2018	Target Met	<p>In Fall 2017, faculty teaching HIS 211 required the Library and Archive Source Assignment. Of the students in the class, the overall average for the assignment was an 82.8%, far above the 75% target. While the class average was above the target, 3 students failed to meet the target and two dropped the class before the assignment. This indicates that we still have some work to do on helping students figure out how to access or locate and use archival sources.</p> <p>The combined scores are to be taken out of 80</p>	Both assignments have been used in the past and will be used in the future. We will continue to devote a class period to time in the archives and then require time outside of class as well, which the instructor thinks is important to success in the project. Faculty will talk in August about how to further improve students' ability to find archival sources. Ideally, we will see all students be successful in this crucial and basic skill for history research.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	Locate and select a variety of historical sources (primary, secondary, archival, library, electronic, etc.) for use in an historical argument (SLO 2).	The History department faculty will determine HIS 211 students' competency by reviewing the completed Library and Archive Source assignment(s) (fall).	The overall average of HIS 211 students for the Library and Archive Source assignment(s) will be no lower than a C (75 percent).	2017 - 2018	Target Met	points are the hard data is attached.	Both assignments have been used in the past and will be used in the future. We will continue to devote a class period to time in the archives and then require time outside of class as well, which the instructor thinks is important to success in the project. Faculty will talk in August about how to further improve students' ability to find archival sources. Ideally, we will see all students be successful in this crucial and basic skill for history research.
	4.2 (SLO)	Students will successfully understand, synthesize, and engage with the ideas of others and accept and/or resolve differing perspectives or conflicting evidence responsibly.	The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2017 - 2018	Target Met	In Fall 2017 students in HIS 499 were required to complete an original research project that included an essay or paper of significant length. Faculty used the Historical Inquiry Rubric (HIAWR) to assess student performance. While the overall average for the class using the rubric was 3.64, certain categories are more relevant to this SLO. In all categories of the rubric, students were above the 3.0 target, but the categories of "interpretive differences", "evaluates and analyzes primary sources", and "relevant historical facts and context"	We are satisfied with the student performance on the Capstone Research Paper as evaluated with the HIAWR and will continue to monitor their performance. We will discuss these findings at our August, beginning-of-the-year meeting and continue to look for ways to improve students understanding of context, secondary literature, and ability to work with conflicting evidence.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.2 (SLO)	Students will successfully understand, synthesize, and engage with the ideas of others and accept and/or resolve differing perspectives or conflicting evidence responsibly.	The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2017 - 2018	Target Met	are most important to this objective. As mentioned before and as was true last year, students do better with primary sources and explaining them than they do with fully understanding secondary sources and how their small project connects to the larger field of scholarship. This is not surprising, as it a very difficult thing for any undergraduate to do with only several years of study. Still, overall the students' averaged above 3.0 in all categories of the HIAWR rubric.	We are satisfied with the student performance on the Capstone Research Paper as evaluated with the HIAWR and will continue to monitor their performance. We will discuss these findings at our August, beginning-of-the-year meeting and continue to look for ways to improve students understanding of context, secondary literature, and ability to work with conflicting evidence.
	4.3 (SLO)	Students will successfully develop a historical argument that uses ample evidence (primary and secondary) to support its claims.	The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2017 - 2018	Target Met	In Fall 2017 students in HIS 499 were required to complete an original research project that included an essay or paper of significant length. Faculty used the Historical Inquiry Rubric (HIAWR) to assess student performance. The overall average for the class using the rubric was 3.64. In all categories of the rubric, students were above the 3.0 target, but did the	Faculty will discuss the results of the HIAWR in the Capstone and continue to make primary sources and evidence-based arguments using primary sources a focus in all history coursework. We will look for ways to encourage more secondary source work, both in HIS 211Methods and HIS 499 Capstone.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.3 (SLO)	Students will successfully develop a historical argument that uses ample evidence (primary and secondary) to support its claims.	The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2017 - 2018	Target Met	worst in "relevant historical facts and context" with an average of 3.33. However in both the categories "Evaluates and analyzes primary sources" and "Interpretation based on evidence" the class average was 3.66 and 3.91 respectively. By the time that they get to Capstone, it is clear that they know they need to use primary sources as evidence in their historical arguments and are competent at doing so. Secondary sources, however, continue to be more difficult. Again, context and a thorough literature review are difficult in history as they involve extensive historiography, which can include hundreds of years of historical writing, or even simply several decades of historical writing, to review.  While the class averaged above 3.0 in all categories of the rubric, two students did not get above the 3.0 mark individually.	Faculty will discuss the results of the HIAWR in the Capstone and continue to make primary sources and evidence-based arguments using primary sources a focus in all history coursework. We will look for ways to encourage more secondary source work, both in HIS 211Methods and HIS 499 Capstone.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.1 (SAO)	Students in the Capstone course will successfully show improvement in their knowledge and skills in the areas of historical content, critical thinking, communication, and inquiry.	The History departmental faculty will analyze the HIS 499 students' results from the Capstone Survey that asks the degree to which their knowledge and skills improved in historical content, critical thinking, communication, and inquiry (fall).	The overall average for HIS 499 students completing the Capstone Survey will be that students report seeing an increase of at least "3.0" on a 1-5 Likert scale, regarding the degree to which their knowledge and skills improved in historical content, critical thinking, communication, and inquiry.	2017 - 2018	Inconclusive	The instructor for this course tried to survey students at the end of the semester by sending out an email with the survey attached. The result was an entire failure. No student responded to their email, likely because the email came in the last week of class when student email accounts are inundated with messages about graduation. Subsequent efforts to reach students likewise failed to net a single survey.	In consultation with faculty in other programs, the chair found out that other departments get students to complete surveys by making them part of Canvas, not relying on email. The instructor for Capstone will make the survey part of the Canvas shell for the course and lock entry to the course at the end of the semester until the survey is completed. This should ensure that all students in the course complete the survey.
	6.1 (PO 2.e.)	History majors will complete an internship or study abroad program before graduating.	At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year to determine if students have completed an internship or study abroad program.	70 percent of History majors who graduated in the previous year will have completed an internship or study abroad program.	2017 - 2018	Target Met	Five students graduated in August, December, or May 2017-8 with a history degree. All but one had either an internship or study abroad experience and three had multiple internships or an internship and study abroad. One of the five had a teacher internship as her internship. This means that 80 percent of history graduates completed either an internship or study abroad, and 60	We met our goal this year since 80% of graduating students had either an internship or study abroad. We want to continue to monitor students' completion of internships and study abroad and continue to get our students out in the world doing professional work.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	6.1 (PO 2.e.)	History majors will complete an internship or study abroad program before graduating.	At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year to determine if students have completed an internship or study abroad program.	70 percent of History majors who graduated in the previous year will have completed an internship or study abroad program.	2017 - 2018	Target Met	percent had at least two such experiences.  Only one student graduated without an internship. She had been scheduled to complete an internship the summer before graduation, but had to withdraw because of family issues. She worked at the MUW library, however, throughout her undergrad years, so at least she gained some library work experience in that time.	We met our goal this year since 80% of graduating students had either an internship or study abroad. We want to continue to monitor students' completion of internships and study abroad and continue to get our students out in the world doing professional work.
	7.1 (SLO)	Students will demonstrate best practices regarding lesson preparation, lesson delivery, and classroom management.	At the end of the fall semester, the instructor for HIS 410 Methods and Materials in Secondary History and Social Studies will review student work and grades and determine whether the achievement target was met.	100% of students in HIS 410 will complete the class with an average grade of C (70 %) or above.	2017 - 2018	Target Met	In Fall 2017, two students enrolled in HIS 410, our teaching history methods course. The instructor reported that one student received an A+ (96%) and the other a B (84%), which means that the overall average for the course was 90%, well above our target of 70%.	No new actions are needed, as we are meeting our target and satisfied with student performance.
	7.2 (SLO)	Students will demonstrate success regarding supervised teaching in local schools.	At the end of the spring semester, the Social Studies Teacher Certification Coordinator will review the Teacher Intern Assessment	100% of student teachers will receive a 2 or above evaluation from the mentor teacher on the TIAI metric (on a 0-3 scale).	2017 - 2018	Target Met	In spring 2018, one student enrolled in ED 409, the teacher internship for secondary social studies. The instructor for the	No new actions are required on this. We continue to serve the few future teachers who want to take the traditional route to teacher certification and they are doing well.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	7.2 (SLO)	Students will demonstrate success regarding supervised teaching in local schools.	Instrument (TIAI) metric of student teachers enrolled in ED 409 Observation and Directed Teaching in Secondary Education Grades 7-12 during the academic year that is ending. The TIAI measures six facets of teaching, which are: (1) planning and preparation, (2) communication and interaction, (3) teaching for learning, (4) managing the learning environment, (5) assessment of student learning, and (6) professionalism and partnerships. Each student teacher receives an overall score from the mentor teacher related to their performance on the six areas, and the final score is on a 0-3 scale. The coordinator will compile the scores and determine whether the achievement target was met.	100% of student teachers will receive a 2 or above evaluation from the mentor teacher on the TIAI metric (on a 0-3 scale).	2017 - 2018	Target Met	course reports that the student received a 2.0 from her Phase 1 mentor teacher and a 2.72 from their Phase 2 mentor teacher, which means their average from both was a 2.36, well above our target of 2.0.	No new actions are required on this. We continue to serve the few future teachers who want to take the traditional route to teacher certification and they are doing well.
Program - Interdisciplinary Studies	1.1 (SLO)	Students will explore and analyze issues, ideas, and/or events in a way	The faculty members making up individual student	The average score for all students in IS 499 completing the	2017 - 2018	Target Met	Between fall and spring 2017-, one student completed	The student scored well on the Inquiry and Analysis rubric. We will continue to what we're doing to

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
(including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	1.1 (SLO)	that serves an ultimately academic purpose.	research committees in IS 499 will use the AAC&U Inquiry and Analysis VALUE Rubric to assess the Capstone project in IS 499. Student effort on the IS 499 paper will produce at least an average score of "3" for each of the six items measured in the rubric: topic selection; existing knowledge, research, and/or views; design process; analysis; conclusions; limitations and implications.  Direct, summative assessment is accomplished through analysis of a student's independent research project completed in IS 499 Interdisciplinary Studies Capstone. This course is normally taken in the student's last semester.  A IS 499 student develops an idea for a comprehensive project that meaningfully combines aspects of the two to three disciplines he/she	Capstone project will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	2017 - 2018	Target Met	IS 499 Capstone. The faculty committee members scored the single student together and created a single rubric score for the Inquiry and Analysis Value Rubric in evaluating the student's research essay and presentation. The students averaged 3.66 across all categories of the rubric, scoring best in "design process", "analysis", "conclusions", and "limitations and implications" and scoring less well in "topic selection" and "existing knowledge, research, and/or views". In all categories the student was above the 3.0 target.	prepare IS students research and analyze effectively. HPG faculty will discuss the results of this assessment at the August department meeting.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	1.1 (SLO)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	has chosen for the IS major. The student selects a faculty committee (representing each discipline), and the committee works with the IS adviser to keep the student on track over the semester in developing a finished product that is analytical but which may also include creative elements appropriate to the disciplines included. At the very foundation of the course is a paper, usually 20 pages in length that adheres to the goals and standards of academic research. The committee provides guidance to the student through stages spaced out during the semester: prospectus; annotated bibliography; initial draft; second draft; final draft. A couple days after submitting the final draft, the student orally presents his/her project to the committee. This encounter also allows committee members to probe	The average score for all students in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	2017 - 2018	Target Met	Between fall and spring 2017-, one student completed IS 499 Capstone. The faculty committee members scored the single student together and created a single rubric score for the Inquiry and Analysis Value Rubric in evaluating the student's research essay and presentation. The students averaged 3.66 across all categories of the rubric, scoring best in "design process", "analysis", "conclusions", and "limitations and implications" and scoring less well in "topic selection" and "existing knowledge, research, and/or views". In all categories the student was above the 3.0 target.	The student scored well on the Inquiry and Analysis rubric. We will continue to what we're doing to prepare IS students research and analyze effectively. HPG faculty will discuss the results of this assessment at the August department meeting.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	1.1 (SLO)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	areas needing further clarification and to make recommendations about how the student may proceed in the possible further development of the project. Assessment data will be collected from all faculty committee members, whose scores will be averaged for the final result.	The average score for all students in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	2017 - 2018	Target Met	Between fall and spring 2017-, one student completed IS 499 Capstone. The faculty committee members scored the single student together and created a single rubric score for the Inquiry and Analysis Value Rubric in evaluating the student's research essay and presentation. The students averaged 3.66 across all categories of the rubric, scoring best in "design process", "analysis", "conclusions", and "limitations and implications" and scoring less well in "topic selection" and "existing knowledge, research, and/or views". In all categories the student was above the 3.0 target.	The student scored well on the Inquiry and Analysis rubric. We will continue to what we're doing to prepare IS students research and analyze effectively. HPG faculty will discuss the results of this assessment at the August department meeting.
	1.2 (SLO)	Students will report that the courses they took for their interdisciplinary program caused them to evaluate and analyze diverse issues, ideas, and/or events across various traditional academic disciplines while making	The department chair will administer the Interdisciplinary Studies Minors Inquiry and Analysis Survey to all senior IS minors in American Studies, Medieval & Renaissance Studies,	The average score for all surveyed IS minor students on the Interdisciplinary Studies Minors Inquiry and Analysis Survey will be no lower than 3.0 out of a possible 5.0.	2017 - 2018	Inconclusive	In Spring 2017, there were three seniors with an IS minor. None returned the completed Inquiry and Analysis Survey.	Clearly, we need to do something other than email the IS minors in order to reach them. I'm going to create the survey in Canvas and send the survey to faculty who teach the students and see if they can share it with them through a class. Only by connecting the survey to a class, will we ever reach them.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	connections between those disciplines.	and International Studies in the spring semester. The survey is scored on a 5-point Likert scale.	The average score for all surveyed IS minor students on the Interdisciplinary Studies Minors Inquiry and Analysis Survey will be no lower than 3.0 out of a possible 5.0.	2017 - 2018	Inconclusive	In Spring 2017, there were three seniors with an IS minor. None returned the completed Inquiry and Analysis Survey.	Clearly, we need to do something other than email the IS minors in order to reach them. I'm going to create the survey in Canvas and send the survey to faculty who teach the students and see if they can share it with them through a class. Only by connecting the survey to a class, will we ever reach them.
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	Faculty committee members for each student enrolled in IS 499 will utilize the AAC&U Written Communication VALUE Rubric to assess the written portion of the student's Capstone project. This course is normally taken in the student's last semester.	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2017 - 2018	Target Met	Between fall and spring 2017-2018, one student completed IS 499 Capstone. Their faculty committee scored them together on the Written Communication Value Rubric to evaluate their research essay. The student averaged 3.4 across all categories of the rubric, scoring well in "context and purpose for writing" and "sources and evidence" and scoring less well in "content development" and "genre and disciplinary conventions". However, in all categories the student scored above 3.0.	We will continue to what we're doing to prepare IS students to write and communicate effectively. HPG faculty will discuss the results of this assessment at the August department meeting.
	3.1 (GEO 1.c.)	Students will orally communicate the academic value of one's advanced research in an	Faculty committee members for each student enrolled in IS 499 will utilize the	The average score for students enrolled IS 499 completing the Capstone project will	2017 - 2018	Target Met	Between fall and spring 2017-8, one student completed IS 499 Capstone.	We will continue to stress oral communication ability and prepare students for the presentation in IS 499. HPG faculty will discuss this

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (GEO 1.c.)	effective manner.	AAC&U Oral Communication VALUE Rubric to assess the oral portion of the student's Capstone project. This course is normally taken in the student's last semester.	be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2017 - 2018	Target Met	The faculty committee members scored the student together using the Oral Communication Rubric to evaluate the student's oral presentations. The students averaged 4 across all categories of the rubric. The student scored highly across the board regarding oral presentation skills and in all categories of the rubric.	assessment at the August department meeting.
	4.1 (SAO & PO 3.e.)	Students enrolled in IS 499 will successfully complete their Capstone project, which involves collaborating with faculty from multiple academic disciplines in order to intentionally combine those fields into a significant research project focused on the student's interests and academic needs.	Faculty committee members will determine the final course grades of students enrolled in IS 499 Capstone. Final grade information will then be compiled by the Interdisciplinary Studies adviser for review and reporting.	100% of students enrolled in IS 499 Capstone will pass the course.	2017 - 2018	Target Met	Between fall and spring 2017-8, one student attempted and successfully completed IS 499 Capstone. No student dropped, withdrew, or failed the class.	All IS senior students successfully completed IS 499. HPG faculty will continue to work closely on a weekly basis with IS Capstone students to ensure that this trend continues.
Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	1.1 (SLO)	Students will write concise and clear proofs.	Proofs from assignments and exams will be evaluated using the Mathematics Proof Writing Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less	75% of all MA 301 student work sampled at the satisfactory or higher level.	2017 - 2018	Target Met	83% of work sampled in MA 301 was at the satisfactory or higher level. 40 items at the proficient level; 12 items at the satisfactory level; 11 items at the unsatisfactory level. Multiple items assessed for each student in MA 301.	Target met. Instructor will continue quality instruction and emphasis of careful and correct use of mathematical language and terminology in learning to write concise and clear proofs.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	1.1 (SLO)	Students will write concise and clear proofs.	than ten students beyond MA 182), multiple items from each student will be evaluated.	75% of all MA 301 student work sampled at the satisfactory or higher level.	2017 - 2018	Target Met	83% of work sampled in MA 301 was at the satisfactory or higher level. 40 items at the proficient level; 12 items at the satisfactory level; 11 items at the unsatisfactory level. Multiple items assessed for each student in MA 301.	Target met. Instructor will continue quality instruction and emphasis of careful and correct use of mathematical language and terminology in learning to write concise and clear proofs.
			Proofs from assignments and exams will be evaluated using the Mathematics Proof Writing Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	75% of all MA 304 / MA 455 / MA 461 student work sampled at the proficient level.	2017 - 2018	Target Not Met	57% of work sampled in MA 304 and MA 461 was at the proficient level. 55 items at the proficient level; 18 items at the satisfactory level; 23 items at the unsatisfactory level. 9 students in MA 304 and 6 students in MA 461. Multiple items were assessed for each student.	Negative factors of low class attendance, frequently missed homework assignments, limited use of instructor's office hours, and lack of motivation contributed to overall poor performances by students in MA 304 and MA 461. Additional and repeated reminders about the importance of attendance, homework, using office hours, and working hard will take place.
	1.2 (SLO)	Students will interpret concepts and solutions.	Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty	75% of all MA 181 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2017 - 2018	Target Met	76% of work sampled in MA 181 was at level 2 or higher. 27 items at level 3; 2 items at level 2; 9 items at level 1. 14 students in Fall 2017 and 5 students in Spring 2018. Multiple items were assessed for each	Instructor plans to increase paper and pencil work (instead of online work) on topics such as graphing functions and providing explanations and interpretations of concepts and solutions.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	Students will interpret concepts and solutions.	member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	75% of all MA 181 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2017 - 2018	Target Met	student.	Instructor plans to increase paper and pencil work (instead of online work) on topics such as graphing functions and providing explanations and interpretations of concepts and solutions.
			Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	75% of all MA 306 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2017 - 2018	Inconclusive	MA 306 was not taught in 2017-2018.	The achievement target will be evaluated when MA 306 is taught next.
	1.3 (GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	Projects will be evaluated using the Oral Communication VALUE Rubric. The primary evaluator will be the course instructor. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	MA 318 / MA 319 student work sampled will have an average score of 2.5 or higher on the AAC&U Oral Communication VALUE Rubric.	2017 - 2018	Inconclusive	Neither MA 318 nor MA 319 was taught in 2017-2018.	The achievement target will be evaluated when MA 318 / MA 319 is taught next.
	1.4 (SAO)	Students will successfully complete MA 301. MA 301 is the gateway course to many of the upper level MA courses.	Faculty will review semester grades within MA 301.	75% of all MA 301 students will earn a semester grade of C or better.	2017 - 2018	Target Met	63% of students earned a semester grade of C or better. Grades: 1 A; 3 B's; 1 C; 2 D's, 1 WP	Instructor will push harder for students to make use of office hours for assistance with the material. Care should be taken with academic advising and students should typically take MA

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.4 (SAO)	Students will successfully complete MA 301. MA 301 is the gateway course to many of the upper level MA courses.	Faculty will review semester grades within MA 301.	75% of all MA 301 students will earn a semester grade of C or better.	2017 - 2018	Target Met	63% of students earned a semester grade of C or better. Grades: 1 A; 3 B's; 1 C; 2 D's, 1 WP	301 as sophomores and not as freshmen.
	2.1 (GEO 3.a.)	Students will solve application problems.	Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	MA 284 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2017 - 2018	Target Not Met	mean = 2.36 46 items at level 3; 17 items at level 2; 17 items at level 1. Multiple items assessed for each student in MA 284.	Instructor plans to continue with in class quizzes and shift to more conceptual (less computational) questions which will better prepare the students for exams. Instructor would like to find appropriate 3-dimensional surfaces to help illustrate concepts and help with spatial visualization.
			Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	MA 306 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2017 - 2018	Inconclusive	MA 306 was not taught in 2017-2018.	The achievement target will be evaluated when MA 306 is taught next.
	2.2 (SLO)	Students will combine different mathematical	Problems from assignments and	50% of all MA 303 / MA 312 / MA 457 /	2017 - 2018	Target Met	71% of work sampled in MA 312	Target met. Continue quality instruction.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	ideas in problem solving.	exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	MA 459 student work sampled at level 3 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2017 - 2018	Target Met	was at level 3 or higher. 36 items at level 3; 11 items at level 2; 4 items at level 1. Multiple items assessed for each student in MA 312. None of the other listed courses was taught in 2017-2018.	Target met. Continue quality instruction.
			Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	90% of all MA 303 / MA 312 / MA 457 / MA 459 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2017 - 2018	Target Met	92% of student work sampled in MA 312 was at level 2 or higher. 36 items at level 3; 11 items at level 2; 4 items at level 1. Multiple items assessed for each student in MA 312. None of the other listed courses was taught in 2017-2018.	Target met. Continue quality instruction.
	3.1 (PO 2.c.)	The program will participate in outreach events for K-12 students.	Review the Events Log and count the number of outreach events the Mathematics faculty hosts.	Host at least two outreach events during the academic year.	2017 - 2018	Target Met	1. Sonya Kovalevsky High School Mathematics Day; October 10, 2017; 65 high school girls; 5 teachers; 3 schools represented. 2. Mississippi	Target met. Faculty plan to continue with both these events in 2018-2019.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (PO 2.c.)	The program will participate in outreach events for K-12 students.	Review the Events Log and count the number of outreach events the Mathematics faculty hosts.	Host at least two outreach events during the academic year.	2017 - 2018	Target Met	Regional Science Bowl; February 16, 2018; 80 high school students; 14 teachers; 17 teams from 10 schools; 30 students participated in a science exam competition	Target met. Faculty plan to continue with both these events in 2018-2019.
	3.2 (PO 2.c.)	Mathematics majors will participate in community outreach and service opportunities.	Departmental faculty will review and analyze the results of the Departmental Exit Survey, which is provided to all graduating majors in the department.	100% of graduates surveyed will indicate on the Departmental Exit Survey that they have participated in some community outreach and/or service opportunities while at MUW.	2017 - 2018	Target Met	100% of mathematics graduates in 2017-2018 participated in community outreach and/or community service while at MUW. (4 out of 4 graduates)	Target met. Faculty will continue to encourage student involvement in community service and community outreach and will themselves be role models for such involvement.
Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017}	1.1 (SAO)	Students will perform works from multiple musical periods on their major instrument at the end of their sophomore year.	Students will complete a 10 question Sophomore Exit Interview following the "Sophomore Barrier Jury," to determine their current progress and future career plans.	80% of the students will receive at least a satisfactory rating (given by the music faculty) during their Sophomore Exit Interview.	2017 - 2018	Target Met	The Sophomore Exit Interview was administered to each of the 9 students who took the "Sophomore Barrier Jury". All passed it successfully (they received a satisfactory rating). The students found the questions useful. Some of their answers served as an affirmation of the fact that the students were doing high quality work that would allow them continued success in this profession, while some other answers proved to serve as	We will continue to administer the Sophomore Exit Interview as part of the Sophomore Barrier Jury. The music faculty will review the questionnaire to determine whether additional relevant questions could be added.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017}	1.1 (SAO)	Students will perform works from multiple musical periods on their major instrument at the end of their sophomore year.	Students will complete a 10 question Sophomore Exit Interview following the "Sophomore Barrier Jury," to determine their current progress and future career plans.	80% of the students will receive at least a satisfactory rating (given by the music faculty) during their Sophomore Exit Interview.	2017 - 2018	Target Met	"food for thought" for students and made them reflect on what they could do better in their future musical and academic activities	We will continue to administer the Sophomore Exit Interview as part of the Sophomore Barrier Jury. The music faculty will review the questionnaire to determine whether additional relevant questions could be added.
			At the end of MUS 222, students will perform a 20 minute recital for all music faculty featuring works of at least 3 (Three) musical periods ("Sophomore Barrier Jury"). The performance must be technically/rhythmically secure, memorized, and stylistically appropriate. The entire music faculty, using the "Sophomore Barrier Rubric", will evaluate the student's performance.	90% of the students will score at least an 80 (on the 1-100 scale used in the "Sophomore Barrier Rubric).	2017 - 2018	Target Met	At the end of MUS 222, 9 students performed a Sophomore Barrier Jury. 3 students completed this at the end of the Fall 17 semester, while 6 of them completed it at the end of Spring 18 semester. The music faculty assessed these performances using the "Sophomore Barrier Rubric". All of them scored over 80%, with 3 of them scoring 100%. Two students scored 95%, one scored 92%, while the rest scored 90%, 88%, 85% respectively.	The music faculty will continue to administer the "Sophomore Barrier Jury" for all students enrolled in MUS 222. We will adapt our rubric to better relate to two new fields of study which we began to offer (music composition and brass)
	1.2 (GEO 1.c.)	Students will complete written assignments on music history topics.	During MUS 302 (Music History 2) students will complete assignments to be graded using the AAC&U Written Communication Value Rubric. The MUS 302 instructor	The average scores for students on relevant assignments in MUS 302 will be 2 or higher on the 0-4 scale for the AAC&U Written Communication Value Rubric.	2017 - 2018	Target Met	During MUS 302 (Music History 2) students were required to write a four page paper on a topic of their choice (with instructor approval). These topics ranged from the origins of	We will continue to assess the writing ability of future MUS 302 students and determine whether or not this growth is the result of a strong academic class or whether there is constant growth in our student's ability to astutely write on a variety of musical topics.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 1.c.)	Students will complete written assignments on music history topics.	will assess their work.	The average scores for students on relevant assignments in MUS 302 will be 2 or higher on the 0-4 scale for the AAC&U Written Communication Value Rubric.	2017 - 2018	Target Met	opera, Mozart's life, Henry Purcell's life and career to Richard Rodgers and his musical theater works. The students were assessed using AAC&U Written Communication Value Rubric. Out of 11 students, 2 did not complete the assignment. 7 of the other 9 scored a 4 on their paper according to the above-mentioned scale, while the other 2 scored a 3 on their papers. Even though 2 students received a grade of 0, the average score for the entire calls is 3.09 which exceeds the expectation of the average score being a 2.	We will continue to assess the writing ability of future MUS 302 students and determine whether or not this growth is the result of a strong academic class or whether there is constant growth in our student's ability to astutely write on a variety of musical topics.
	2.1 (PO 3.a.)	Students will compose musical works using music notation software (Sibelius or Finale).	Students in MUS 102 (Music Theory 2) will compose a musical work (solo or chamber music) using a music notation software. The MUS 102 instructor will assess their work using the "MUS 102 Final Project Rubric."	90% of the students will score at least an 85 (on the 1-100 scale used in the "MUS 102 Final Project Rubric").	2017 - 2018	Target Met	There were 9 students enrolled in MUS 102 and every one completed the final project. Their work was assessed via the "MUS 102 Final Project Rubric". 5 students scored 100%, 2 scored 95% and 2 scored 90%. The MUS 102 faculty loosened up some of the project length	We will continue to assign this project at the end of MUS 102. What seemed to help this year is the implementation of a step-by-step process in which students were required to complete parts of the final project by a certain date, so we will continue to adopt this method in the future years.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (PO 3.a.)	Students will compose musical works using music notation software (Sibelius or Finale).	Students in MUS 102 (Music Theory 2) will compose a musical work (solo or chamber music) using a music notation software. The MUS 102 instructor will assess their work using the "MUS 102 Final Project Rubric."	90% of the students will score at least an 85 (on the 1-100 scale used in the "MUS 102 Final Project Rubric").	2017 - 2018	Target Met	requirements and encouraged students to write longer pieces if they chose to do so.	We will continue to assign this project at the end of MUS 102. What seemed to help this year is the implementation of a step-by-step process in which students were required to complete parts of the final project by a certain date, so we will continue to adopt this method in the future years.
	2.2 (SLO)	Students will arrange a musical work of at least 4 measures using the common practice compositional techniques.	Students in MUS 102 (Music Theory 2) will write a four-part chorale in the style of J.S Bach work using the "figured bass" technique. The MUS 102 instructor will assess their work.	80% of the students will score at least an 80% on this assignment.	2017 - 2018	Target Not Met	Students enrolled in MUS 102 were required to complete a "Take Home Exam" in which they were asked to compose a four-part chorale in the style of J.S Bach on a figured bass provided by the instructor. Within this chorale, students were required non-harmonic tones, a number of diatonic V7th chords, two instances of second inversions chords, and a harmonic sequence. There were 9 students registered for MUS 102 in the Spring of 2018, and all of them completed the assignment. Out of the 9, one student received 97%, 3 students scored 92%, 3 students received 82%, 88%,	We will continue to assess our students on this specific skill. I am curious to see if a larger class will affect the results in a positive way (for example, since the sample rate was limited, a lower score by two individual students negatively affects the average). A larger class would perhaps limit the effect such low scores would have on the overall average.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	Students will arrange a musical work of at least 4 measures using the common practice compositional techniques.	Students in MUS 102 (Music Theory 2) will write a four-part chorale in the style of J.S Bach work using the "figured bass" technique. The MUS 102 instructor will assess their work.	80% of the students will score at least an 80% on this assignment.	2017 - 2018	Target Not Met	and 85% respectively. Two students scored below 80% (77% and 66% respectively). While mathematically the goal was not met, it was not missed by much. Mathematically, 7.2 students should have scored 80% or better (of course, that is physically impossible so as far as numbers are concerned the goal was for 8 students to meet the threshold of 80%). 7 did so, while the 8th one only missed by 3% of a grade.	We will continue to assess our students on this specific skill. I am curious to see if a larger class will affect the results in a positive way (for example, since the sample rate was limited, a lower score by two individual students negatively affects the average). A larger class would perhaps limit the effect such low scores would have on the overall average.
	2.3 (SLO)	Students will create a transcription of a musical example containing a single line melody and complex rhythms.	Students in MUS 104 (Music Theory Lab 4) will transcribe a melody featuring ascending and descending intervals and complex rhythms, after hearing it 5 times. The MUS 104 instructor will assess their work.	80% of the students will score at least an 80% on this assignment.	2017 - 2018	Target Met	There were 8 students enrolled in MUS 104 for the Spring 2018 semester. For their final exam, one of the activities required of them was the transcription of a 4 bar melody played on the piano. The total point value of this exercise was 30 points. Students would lose points for wrong pitches and/or wrong rhythms (they were assessed according to a rubric provided	We will continue to assess our students on this activity ("melodic dictation"). We could consider assessing them on an example written in a minor key to determine whether the tonality affects their response.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SLO)	Students will create a transcription of a musical example containing a single line melody and complex rhythms.	Students in MUS 104 (Music Theory Lab 4) will transcribe a melody featuring ascending and descending intervals and complex rhythms, after hearing it 5 times. The MUS 104 instructor will assess their work.	80% of the students will score at least an 80% on this assignment.	2017 - 2018	Target Met	here by the instructor). Out of the 8 students, one scored 100% points, 5 scored between 85-95%, 1 scored 81% and 1 scored 70%.	We will continue to assess our students on this activity ("melodic dictation"). We could consider assessing them on an example written in a minor key to determine whether the tonality affects their response.
Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	1.1 (GEO 1.b.)	The student will be able to critically analyze the arguments and viewpoints of him or herself and others.	In all philosophy courses (PHL 201-450), students will be given an argument identification and/or argument evaluation assignment (paper, in-class quiz, exam, oral exam) that will be graded using the AAC&U Critical Thinking Value Rubric. This assignment will be graded by the instructor of the course.	The average score of philosophy minors will be a '3' on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment in any philosophy course.	2017 - 2018	Target Met	For all students who minor in philosophy, an exam or writing assignment with an argument identification or evaluation component was selected for assessment using the AAC&U Critical Thinking Rubric. During the 2017-2018 academic year, there were three philosophy minors who took philosophy courses. Fall 2017: PHL 204 (2 students: 3.8 & 3.3); Spring 2018: PHL 204 (1 student: 2.9). The average score on the argument identification/evaluation assignment by philosophy minors was a 3.225.	The department will continue assessments into the next academic year for a three-year trend data collection.
			In all philosophy courses (PHL 201-450), students will be given an	The average score of students in a philosophy course will be a '3' on the 0-4	2017 - 2018	Target Met	For all philosophy courses, an exam or writing assignment with an argument	The department will continue assessments into the next academic year for a three-year trend data collection.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			argument identification and/or argument evaluation assignment (paper, in-class quiz, exam, oral exam) that will be graded using the AAC&U Critical Thinking Value Rubric. This assignment will be graded by the instructor of the course.	scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment.	2017 - 2018	Target Met	<p>identification or evaluation component was selected for assessment using the AAC&amp;U Critical Thinking Rubric. Five exams or written assignments were randomly selected from the student pool in every course section. A total of 55 assignments from 11 sections in Fall 2017 of philosophy and across all course levels (200- to 400-level) were assessed using the AAC&amp;U Critical Thinking Rubric. Out of the 11 sections of philosophy, only two course sections in Fall 2017 scored below a 3.0. The average score across all 11 sections in Fall 2017 was a 3.3964.</p> <p>For Spring 2018, 7 courses were evaluated using the critical thinking rubric for assignments from a sampling of 35 students. The total average score is 3.1057.</p> <p>The total average score for 2017-2018</p>	The department will continue assessments into the next academic year for a three-year trend data collection.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			In all philosophy courses (PHL 201-450), students will be given an argument identification and/or argument evaluation assignment (paper, in-class quiz, exam, oral exam) that will be graded using the AAC&U Critical Thinking Value Rubric. This assignment will be graded by the instructor of the course.	The average score of students in a philosophy course will be a '3' on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment.	2017 - 2018	Target Met	academic year is 3.251.	The department will continue assessments into the next academic year for a three-year trend data collection.
	1.2 (SLO)	The student of ethics will be able to solve an ethical dilemma using logical reasoning.	In all ethics courses (PHL 204, 206, 305, 306, 307, 465), students will be given an assignment that requires the evaluation of an ethical dilemma using the tools of logic and ethical reasoning. This assignment will be graded by the instructor using the AAC&U Ethical Reasoning VALUE Rubric.	The average score of philosophy minors who take an ethics course will be a '3' on the 0-4 scale used in the AAC&U Ethical Reasoning VALUE Rubric on the ethical dilemma assignment.	2017 - 2018	Target Met	There were 3 philosophy minors who took ethics courses during the 2017-2018 academic year. Fall 2017 (PHL 204): 2 Minors scored 3.8 and 3.3 - Average Score of 3.6 Spring 2018 (PHL 204): 1 Minor scored 3.6 - Average Score 3.6 Total Average for 17-18 AY = 3.56, rounded to 3.6	The department will continue assessments into the next academic year for a three-year trend data collection.
			In all ethics courses (PHL 204, 206, 305, 306, 307, 465), students will be given an assignment that requires the evaluation of an ethical dilemma using the tools of logic and ethical	The average score of students in an ethics course will be a '3' on the 0-4 scale used in the AAC&U Ethical Reasoning VALUE Rubric on the ethical dilemma assignment.	2017 - 2018	Target Met	For all ethics courses offered during the 2017-2018 academic year, an exam or writing assignment with a component that involves the evaluation of an ethical dilemma	The department will continue assessments into the next academic year for a three-year trend data collection.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			reasoning. This assignment will be graded by the instructor using the AAC&U Ethical Reasoning VALUE Rubric.	The average score of students in an ethics course will be a '3' on the 0-4 scale used in the AAC&U Ethical Reasoning VALUE Rubric on the ethical dilemma assignment.	2017 - 2018	Target Met	<p>using the tools of logic and ethical reasoning was selected for assessment using the AAC&amp;U Ethical Reasoning VALUE Rubric. There were a total of six ethics courses assessed. Five exams or written assignments were randomly selected from the student pool in every course section.</p> <p>Fall 2017 (PHL 204, PHL 206, PHL 307, PHL 465): 25 Total Students; 22 Students Met Target Average Score = 3.2</p> <p>Spring 2018 (PHL 204, PHL 307): 10 Total Students; 8 Students Met Average Score = 3.1</p> <p>Total Average Score for 17-18 AY = 3.15, rounded to 3.2</p>	The department will continue assessments into the next academic year for a three-year trend data collection.
	1.3 (SAO)	Due to the fact that critical thinking—and more specifically, the ability to analyze the views of oneself and others—is a general education requirement (see also 1.1. GEO outcome above), all	A sampling of lower-level courses in philosophy (201 through 205) will be examined. Sample will be selected by random choice via enrollment roster. Instructors of	The average score of the philosophy minors in each course included in the sample will be 85% (grade of B) or higher to indicate the successful completion of the philosophy course.	2017 - 2018	Target Met	<p>There were 3 philosophy minors in a lower-level philosophy course that could be evaluated.</p> <p>Three minors in PHL 204 scored 91% for fall and spring.</p>	The department will continue assessments into the next academic year for a three-year trend data collection.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SAO)	MUW students will be expected to successfully complete a course in philosophy.	philosophy will examine the results of final grading in each course and determine how many students out of each class successfully completed the course and thus fulfilled the Gen Ed requirement (1.b) and how many students failed to complete the course.	The average score of the philosophy minors in each course included in the sample will be 85% (grade of B) or higher to indicate the successful completion of the philosophy course.	2017 - 2018	Target Met	There were 3 philosophy minors in a lower-level philosophy course that could be evaluated. Three minors in PHL 204 scored 91% for fall and spring.	The department will continue assessments into the next academic year for a three-year trend data collection.
			A sampling of lower-level courses in philosophy (201 through 205) will be examined. Sample will be selected by random choice via enrollment roster. Instructors of philosophy will examine the results of final grading in each course and determine how many students out of each class successfully completed the course and thus fulfilled the Gen Ed requirement (1.b) and how many students failed to complete the course.	The average score of the students in each course included in the sample will be 75% (grade of C) or higher to indicate the successful completion of the philosophy course.	2017 - 2018	Target Not Met	A representative sampling of lower-level courses in philosophy (eight total) were assessed. The average score of students in the course was 82% (B-) and well over 80% of the students in each section received a grade of 'C' or higher in the class.  Fall 2017 87% of students in the 8 classes scored C or higher. 164 total students. 142 students met target. (142/164) Spring 2018 70% of students in the 6 classes scored C or higher. 170 total students. 119 students met target.	The department will continue assessments into the next academic year for a three-year trend data collection.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			A sampling of lower-level courses in philosophy (201 through 205) will be examined. Sample will be selected by random choice via enrollment roster. Instructors of philosophy will examine the results of final grading in each course and determine how many students out of each class successfully completed the course and thus fulfilled the Gen Ed requirement (1.b) and how many students failed to complete the course.	The average score of the students in each course included in the sample will be 75% (grade of C) or higher to indicate the successful completion of the philosophy course.	2017 - 2018	Target Not Met	(119/170) For 18-19 AY, 261/334=0.78 or 78%	The department will continue assessments into the next academic year for a three-year trend data collection.
	1.4 (PO 4.d.)	In keeping with the Mississippi University for Women's strategic priority/goal of "providing academic programs to meet the needs of today's student and workforce" (SPG 4.d.), the philosophy program will seek to increase enrollment in the philosophy minor in the conviction that the skills, knowledge, and values instilled in the student of philosophy are invaluable to the success of the student as a person, worker, and citizen beyond	Data will be collected by the philosophy program coordinator on the number of philosophy minors declared.	A steady increase in philosophy minors declared over the next three years, from 6 to 10.	2017 - 2018	Target Not Met	Based on examination of course rosters for the 2017-2018 academic year, it has been determined that there are currently around 3 philosophy minors.	The department will continue assessments into the next academic year for a three-year trend data collection.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.4 (PO 4.d.)	graduation (as regards success in the workplace, this conviction is borne out in an abundance of empirical data).	Data will be collected by the philosophy program assessment coordinator on the number of philosophy minors declared.	A steady increase in philosophy minors declared over the next three years, from 6 to 10.	2017 - 2018	Target Not Met	Based on examination of course rosters for the 2017-2018 academic year, it has been determined that there are currently around 3 philosophy minors.	The department will continue assessments into the next academic year for a three-year trend data collection.
	2.1 (SLO)	The student will exhibit knowledge of the basic themes and ideas specific to the domain of philosophy covered in a given course.	In all philosophy courses, students will be given an assignment (exam, paper, etc.) that requires that the student demonstrate basic knowledge of the subject matter that defines the area of philosophy treated in that course by that point in the course (e.g., a student of PHL 202 Aesthetics will demonstrate knowledge of Kant's aesthetics). Sample will be selected by random choice via enrollment roster.	The average score of the philosophy minors in each course included in the sample will be 85% (grade of B) or higher on the basic subject matter assignment.	2017 - 2018	Target Met	As there were only three philosophy minors who took courses during the 2017-2018 academic year, a pool of three final or last exams, one per student was evaluated. These exams assessed student understanding of the subject matter of the course. The average score was 91% on the sample of exams from the philosophy minors for both fall and spring.	The department will continue assessments into the next academic year for a three-year trend data collection.
			In all philosophy courses, students will be given an assignment (exam, paper, etc.) that requires that the student demonstrate basic knowledge of the subject matter that defines the area of philosophy treated	The average score of the students in each course included in the sample will be 75% (grade of C) or higher on the basic subject matter assignment.	2017 - 2018	Target Met	A sample of student scores on exams or assignments was compiled from philosophy classes. These exams or assignments assessed student understanding of the subject matter of the course. The average score was	The department will continue assessments into the next academic year for a three-year trend data collection.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			in that course by that point in the course (e.g., a student of PHL 202 Aesthetics will demonstrate knowledge of Kant's aesthetics). Sample will be selected by random choice via enrollment roster.	The average score of the students in each course included in the sample will be 75% (grade of C) or higher on the basic subject matter assignment.	2017 - 2018	Target Met	90% on the sample of exams.  Rubric/Grade Conersion: 4=100%; 3=90%; 2=75%  Fall 2017 PHL 205: Journal (5 Students) - 3.5; 2.9; 2.8; 3.8; 3.8 PHL 202: Exam (5 Students) - 3.5; 3.7; 3.6; 3.1; 3.4 PHL 465: Final (5 Students) - 3.5; 3.9; 4; 3.4; 3 Fall 2017 Average Score: 51.9/15= 3.46  Spring 2018 PHL 205: Exam (10 Students) - 3; 4; 3.1; 3.8; 3.8; 2; 3.9; 3.8; 2.2; 4 PHL 201: Exam (5 Students) - 2.3; 3.1; 2.6; 3.4; 3 PHL 307: Exam (5 Students) - 3.2; 3.7; 3; 2.5; 3.6 Spring 2018 Average Score: 64/20= 3.2  Total Average Score: 3.46+3.2=6.66/2= 3.33 = 90%	The department will continue assessments into the next academic year for a three-year trend data collection.
Program - Physical Sciences (including Secondary Education Certification) -	1.1 (SAO)	Students will demonstrate knowledge of principles, theories, laws in the physical sciences as well as educational theory, expectations and	Prior to internship, students will take the Praxis® Subject Assessments test to assess content knowledge in the field of physical	90% of the students evaluated in the program will pass the Praxis Subject Assessments Test in Chemistry: Content Knowledge with a	2017 - 2018	Inconclusive	No students enrolled for this academic year. Therefor, no students took the Praxis.	Current academic year started with one student enrolled in program but midway student changed his major and left the program. Recruiting efforts will be ongoing and now we will continue the assessment measures.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
BS {2016-2017}	1.1 (SAO)	practices as state licensing requirements dictate.	sciences and the corresponding Principles of Learning and Teaching (PLT) Test to assess educational theory and knowledge. Faculty will review and analyze the results to determine if achievement target was met.	score of 151 or above.	2017 - 2018	Inconclusive	No students enrolled for this academic year. Therefor, no students took the Praxis.	Current academic year started with one student enrolled in program but midway student changed his major and left the program. Recruiting efforts will be ongoing and now we will continue the assessment measures.
			Prior to internship, students will take the Praxis® Subject Assessments test to assess content knowledge in the field of physical sciences and the corresponding Principles of Learning and Teaching (PLT) Test to assess educational theory and knowledge. Faculty will review and analyze the results to determine if achievement target was met.	90% of the students evaluated in the program will pass the Praxis Subject Assessments Test in Physics: Content Knowledge with a score of 139 or above.	2017 - 2018	Inconclusive	No students enrolled for this academic year. Therefor, no students took the PLT.	Current academic year started with one student enrolled in program but midway student changed his major and left the program. Recruiting efforts will be ongoing and now we will continue the assessment measures.
			Prior to internship, students will take the Praxis® Subject Assessments test to assess content knowledge in the field of physical sciences and the corresponding Principles of Learning and Teaching (PLT) Test to assess educational theory and knowledge. Faculty will review and analyze the results to determine if achievement target was met.	90% of the students evaluated in the program will pass the Principles of Learning and Teaching (PLT) Test with a score of 157 or above.	2017 - 2018	Inconclusive	No students enrolled for this academic year. Therefor, no students took the PLT.	Current academic year started with one student enrolled in program but midway student changed his major and left the program. Recruiting efforts will be ongoing and now we will continue the assessment measures.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			to assess educational theory and knowledge. Faculty will review and analyze the results to determine if achievement target was met.	90% of the students evaluated in the program will pass the Principles of Learning and Teaching (PLT) Test with a score of 157 or above.	2017 - 2018	Inconclusive	No students enrolled for this academic year. Therefor, no students took the PLT.	Current academic year started with one student enrolled in program but midway student changed his major and left the program. Recruiting efforts will be ongoing and now we will continue the assessment measures.
	1.2 (SLO)	In PS 313, students will successfully apply different pedagogical methods in the teaching of science.	In PS 313, students will develop a detailed Science Unit Plan. Faculty will review and analyze the Science Unit Plan using the Science Unit Plan Scoring Rubric.	90% of PS 313 students evaluated in the program will score at least an "80" on the 0-114 scale used in the Science Unit Plan Scoring Rubric (placed in documents folder) in developing a Science Unit Plan.	2017 - 2018	Inconclusive	No students enrolled for this academic year. Therefor, no students took the Science Unit Plan.	Current academic year started with one student enrolled in program but midway student changed his major and left the program. Recruiting efforts will be ongoing and now we will continue the assessment measures.
	2.1 (GEO 1.b.)	Students will successfully analyze and test standard experimental methods and suggest improvements.	In PS 313, faculty will use the AAC&U Critical Thinking Value Rubric to assess the student's evaluation of an existing experimental procedure.	PS 313 students evaluated in the program will average a score of at least a "3" on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric in evaluating an existing experimental procedure.	2017 - 2018	Inconclusive	No students enrolled for this academic year. Therefor, no students took the experimental procedure critique.	Current academic year started with one student enrolled in program but midway student changed his major and left the program. Recruiting efforts will be ongoing and now we will continue the assessment measures.
	2.2 (GEO 1.b.)	Students will successfully select techniques, apparatus and materials in the designing of experiments.	In BSB 304, faculty will use the AAC&U Critical Thinking Value Rubric to assess the student's design of an experimental procedure.	PS 313 students will average a score of at least a "3" on the 0 - 4 scale used in the AAC&U Critical Thinking Value Rubric in designing an experimental procedure in BSB 304 Research Methods.	2017 - 2018	Inconclusive	No students enrolled for this academic year. Therefor, no students took the designed the experimental procedure.	Current academic year started with one student enrolled in program but midway student changed his major and left the program. Recruiting efforts will be ongoing and now we will continue the assessment measures.
	3.1 (SLO)	Students will successfully research safety aspects and first aid protocol in a chemistry lab.	In PS 313, faculty will use the Safety and Welfare Module Scoring Rubric to assess student's Safety and	90% of PS 313 students evaluated in the program will develop a Safety and Emergency Lesson Plan and score at least	2017 - 2018	Inconclusive	No students enrolled for this academic year. Therefor, no students took the safety and welfare	Current academic year started with one student enrolled in program but midway student changed his major and left the program. Recruiting efforts will be ongoing and now we will continue the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO)	Students will successfully research safety aspects and first aid protocol in a chemistry lab.	Emergency Lesson Plan and Safety Policies and Procedures.	a "8" on the 0 - 12 scale used in the Safety and Welfare Module Scoring Rubric (placed in documents folder) in developing 1. Hazardous Inventory List, 2. Storage Floor Plan for Chemical Storage, 3. Discussion of Safe and Proper Techniques for Preparation, Storage, Dispensing, Supervision, and Disposal of Inventory Items, 4. Discussion of Safety Policies and Procedures as Established by State and/or National Guidelines, and 5. Learning Activities that Demonstrate Maintenance of Safety Equipment.	2017 - 2018	Inconclusive	module.	assessment measures.
	4.1 (GEO 1.b.)	Students will demonstrate various management techniques for the classroom.	In PS 313, faculty will use the AAC&U Critical Thinking Value Rubric to assess the students' evaluation of a webinar on classroom management.	PS 313 students evaluated in the program will evaluate a webinar in relevance to classroom management and average a score of at least a "3" on the 0 – 4 used in the AAC&U Critical Thinking Value Rubric in an evaluation of the webinar.	2017 - 2018	Inconclusive	No students enrolled for this academic year. Therefor, no students took the classroom management webinar.	Current academic year started with one student enrolled in program but midway student changed his major and left the program. Recruiting efforts will be ongoing and now we will continue the assessment measures
	5.1 (PO 2.e.)	Students will actively engage in local K – 12 school events that provide real-life experiences for students.	In PS 313, faculty will use the Professional Development Module Scoring Rubric to assess the	100% of the PS 313 students evaluated in the program will do K-12 outreach and score at least a "2" on the 0 – 3 Professional	2017 - 2018	Inconclusive	No students enrolled for this academic year. Therefor, no students took the	Current academic year started with one student enrolled in program but midway student changed his major and left the program. Recruiting efforts will be ongoing and now we will continue the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.1 (PO 2.e.)	Students will actively engage in local K – 12 school events that provide real-life experiences for students.	student’s participation in local K – 12 school events that provides real-life experiences for students.	Development Module Scoring Rubric (placed in documents folder).	2017 - 2018	Inconclusive	professional development module.	assessment measures.
	5.2 (PO 2.c.)	Students will participate in university or community activities that strengthen and expand K-12 partnership.	Students will complete an Exit Survey during the semester before their professional teaching internship. On the Exit Survey, students will answer questions concerning their participation in K-12 outreach activities. Faculty will review and analyze the results determine if achievement target was met.	100% of the PS 313 students participating in the Exit Survey will report that they participated in at least one outreach activity.	2017 - 2018	Inconclusive	No students enrolled for this academic year. Therefor, no students took the exit survey.	Current academic year started with one student enrolled in program but midway student changed his major and left the program. Recruiting efforts will be ongoing and now we will continue the assessment measures.
Program - Physical Theatre (including Certificate) - MFA {2016-2017}	1.1 (SLO)	First year students will increase level of technical performance skills (acting, voice, movement, and music).	Movement/ Voice (TH 501) introduces students to graduate level voice/speech skills and specific movement vocabulary, leading to specific improvisatory and composition skills. A rubric is used to measure specific technical proficiency. Monologues, Scene Work and dramaturgical exercises in the acting sequence (TH 551 and TH 552) offer students a	75% of students are expected to perform at Journeyman level on the departmental rubric by the end of year one.	2017 - 2018	Inconclusive	We did not accept a new Cohort for Fall 2017, and therefore do not have any "First Year Students" to evaluate. No data collected.	"At this time, we (MUW) are not accepting applications to the MFA in Physical Theatre. "



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Physical Theatre (including Certificate) - MFA {2016-2017}	1.1 (SLO)	First year students will increase level of technical performance skills (acting, voice, movement, and music).	wide variety of textual and Physical Theatre challenges to home skills. Both the texts and the physical oriented theatre span a number of eras and genres offering different stylistic material. Assessment forms are completed for each performance and expectations become more rigorous with each advanced course.	75% of students are expected to perform at Journeyman level on the departmental rubric by the end of year one.	2017 - 2018	Inconclusive	We did not accept a new Cohort for Fall 2017, and therefore do not have any "First Year Students" to evaluate. No data collected.	"At this time, we (MUW) are not accepting applications to the MFA in Physical Theatre. "
	1.2 (SLO)	First year students will create and perform original dramatic works in the form of solo and ensemble projects with a balance in both form and content.	“Hands on” creation of projects is introduced and executed at the end of each semester of the first year of study in public performances. Skills are all evaluated on a rubric for technical and artistic merit. Performances are created and performed in TH 551, TH552, and TH 502 with public showings at the end of each semester. Additional performances are given in Modules 3 (FLIC Circus School in Torino).	75% of students should show proficiency at the Journeyman level on the departmental rubric by end of the first year.	2017 - 2018	Inconclusive	We did not accept a new Cohort for Fall 2017, and therefore do not have any "First Year Students" to evaluate. No data collected.	"At this time, we (MUW) are not accepting applications to the MFA in Physical Theatre. "
	1.3 (SLO)	First year students will increase/develop a strong work ethic. Students are expected to	Attendance is strictly monitored in all departmental courses. Students	80% of students will meet professional standard on the departmental rubric	2017 - 2018	Inconclusive	We did not accept a new Cohort for Fall 2017, and therefore do not have any	"At this time, we (MUW) are not accepting applications to the MFA in Physical Theatre. "

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO)	perform assigned tasks with diligence, reliability, and punctuality.	are evaluated by a rubric (based on Professional/Union standards) for each rehearsal. This rubric is used to determine grade in Performance Labs. Adherence to Rehearsal Demeanor and Code of Ethics is monitored through a log of required attendance for meetings, rehearsals, and performances. Students are further required to collaborate actively in research projects of their peers and are graded accordingly.	by end of first year.	2017 - 2018	Inconclusive	"First Year Students" to evaluate. No data collected.	"At this time, we (MUW) are not accepting applications to the MFA in Physical Theatre. "
	2.1 (SLO)	Second year students will increase level of technical performance skills (acting, voice, movement, music).	Advanced Movement/ Voice (TH 601) continues the study of graduate level voice/speech skills and specific movement vocabulary, leading to specific improvisatory and composition skills. A rubric is used to measure specific technical proficiency. Monologues, Scene Work and dramaturgical exercises in all levels	70% of students are expected to perform at Mastery level on the departmental rubric by the end of the second year of course work.	2017 - 2018	Target Met	75% of the students met this goal (6 students were judged to be at Mastery Level in the courses attached to this goal. 2 students remain at the Journeyman level.	"At this time, we (MUW) are not accepting applications to the MFA in Physical Theatre. "

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Second year students will increase level of technical performance skills (acting, voice, movement, music).	of the acting sequence (TH 634, TH 635, TH 636) offer students a wide variety of textual and Physical Theatre challenges to home skills. Both the texts and the physical oriented theatre span a number of eras and genres offering different stylistic material. Assessment forms are completed for each performance and expectations become more rigorous with each advanced course.	70% of students are expected to perform at Mastery level on the departmental rubric by the end of the second year of course work.	2017 - 2018	Target Met	75% of the students met this goal (6 students were judged to be at Mastery Level in the courses attached to this goal. 2 students remain at the Journeyman level.	"At this time, we (MUW) are not accepting applications to the MFA in Physical Theatre. "
	2.2 (SLO)	Second year students will create and perform original dramatic works in the form of solo and ensemble projects with a balance in both form and content.	“Hands on” creation of projects is continued in the second year of study through public performances. Skills are all evaluated on a rubric for technical and artistic merit. Performances are created and performed in TH 635, and TH 693 with public showings at the end of each semester. Additional performances are given in Module 6 at Famille Floz, Berlin and in Module 7 at Continuo Theatre, Prague.	70% of students should show proficiency at the Mastery level on the departmental rubric by end of the second year of course work.	2017 - 2018	Target Met	75% of the students met the goal.(6 students were judged to be at Mastery Level in the courses attached to this goal. 2 students remain at the Journeyman level.)	"At this time, we (MUW) are not accepting applications to the MFA in Physical Theatre. "
	2.3 (SLO)	Second year students will	Attendance is	85% of students will	2017 - 2018	Target Met	100% of the	"At this time, we (MUW) are not

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SLO)	increase/develop a Strong Work Ethic. Students are expected to perform assigned tasks with diligence, reliability, and punctuality.	strictly monitored in all departmental courses. Students are evaluated by a rubric (based on Professional/Union standards) for each rehearsal. This rubric is used to determine grade in Performance Labs. Adherence to Rehearsal Demeanor and Code of Ethics is monitored through a log of required attendance for meetings, rehearsals, and performances. Students are further required to collaborate actively in research projects of their peers and are graded accordingly.	meet professional standard on the departmental rubric by end of the second year of course work.	2017 - 2018	Target Met	students met this goal. All students were judged to be at the Mastery level for this goal.	accepting applications to the MFA in Physical Theatre. "
	2.4 (SLO)	Second year students will demonstrate Contextualize Practice, the ability to situate current practice in a historical and cultural framework.	Students are introduced to the idea of analyzing, evaluating and critiquing both historically pertinent theatre and contemporary performance. Critical essays, dramaturgical analysis and peer critiques are evaluated for content, execution, and presentation. Students in all of	60% of students enrolled in degree program will be conversant and articulate at the Mastery Level on the departmental rubric at end of Year Two.	2017 - 2018	Target Met	62% of the students met the goal. (5 students were judged to be at Mastery Level in the courses attached to this goal. 3 students remain at the Journeyman level.)	"At this time, we (MUW) are not accepting applications to the MFA in Physical Theatre. "

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.4 (SLO)	Second year students will demonstrate Contextualize Practice, the ability to situate current practice in a historical and cultural framework.	these classes are guided through goal setting exercises (for self) which are compared at the beginning and the end of each semester. Journals are kept for self-evaluation.	60% of students enrolled in degree program will be conversant and articulate at the Mastery Level on the departmental rubric at end of Year Two.	2017 - 2018	Target Met	62% of the students met the goal. (5 students were judged to be at Mastery Level in the courses attached to this goal. 3 students remain at the Journeyman level.)	"At this time, we (MUW) are not accepting applications to the MFA in Physical Theatre. "
	3.1 (SAO & RO)	Students will complete MFA Degree with a written thesis.	Departmental faculty will review student records to determine if achievement target was met.	75% of students who complete the two years of coursework will submit a completed thesis within 5 years of entering the program (2.5 years after final coursework).	2017 - 2018	Target Met	As of May 2018, 100% of Cohort III (12 students) , and 100% Cohort II (7 students) have completed their thesis and will graduate.	There are students in two more Cohorts (IV and V) to complete the thesis process. No new students have been accepted beyond Cohort V.
	4.1 (PO 3.c.)	Students will increase appreciation and understanding of theatre in a global context.	Students graduating the program 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 Graduates participating in the Exit Survey will indicate the experience of international studies as a unique and valuable educational experience beyond the traditional on-campus experience.	2017 - 2018	Target Met	100% of the students who responded to survey indicated "Yes" that "the experience of international studies as a unique and valuable educational experience beyond the traditional on-campus experience. "	"At this time, we (MUW) are not accepting applications to the MFA in Physical Theatre. "
Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2017 - 2018	Target Met	Evidence for both the Critical Thinking and Written Communication Rubrics is drawn from eleven student "Global Comparison" essay submissions in POL 390 Southern Politics in Spring 2018 (see below for assignment details).	Last year our goal was to have the POL faculty teaching the class include more detailed requirements in the assignment description for selecting multiple sources that speak to the same topic from different perspectives, which the faculty person did and scores were higher as a result. We're going to continue this work. Since, overall scores were lowest in the "Context and Assumptions" dimension, moving forward,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2017 - 2018	Target Met	<p>The average Critical Thinking score across categories for this rubric was 3.4, so our target was met and our outcomes improved from last year's score of 3.1.</p> <p>Student averages on all dimensions of the Critical Thinking Value Rubrics were above the target score of three. However, four of the eleven students were at or below an overall score of 15, indicating that they are barely meeting or are failing to meet our goal of three in each dimension of the rubrics. Overall scores were lowest in the "Context and Assumptions" dimension, and this was true for these four students as well. Last year, the student's critical engagement with sources was below the level three target. This year, the average score was 3.6. This was accomplished by scaffolding assignments so that students first submitted a</p>	students will have additional assignments and lectures focused on the empirical methods of comparative political analysis and the role of assumptions in theory.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2017 - 2018	Target Met	<p>literature review, then received feedback and instructions for improvement before moving on to complete the Global Comparison essay. See below for assignment details.</p> <p>Assignment Used for Written Communication and Critical Thinking Assessment: Global Comparison (POL 390 Southern Politics)</p> <p>This is a mid-length, 5-6 page essay drawing connections between the aspect of Southern politics you researched for the literature review* and politics outside the United States. You are not required to use new sources on Southern politics; they can be pulled directly from the lit. review; however, feedback on the literature review should be used to improve your discussion of the state of knowledge about the aspect Southern politics you are comparing. You should have at least</p>	<p>Last year our goal was to have the POL faculty teaching the class include more detailed requirements in the assignment description for selecting multiple sources that speak to the same topic from different perspectives, which the faculty person did and scores were higher as a result. We're going to continue this work. Since, overall scores were lowest in the "Context and Assumptions" dimension, moving forward, students will have additional assignments and lectures focused on the empirical methods of comparative political analysis and the role of assumptions in theory.</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2017 - 2018	Target Met	<p>five sources (at least three being academic sources) on the region/state/province with which you are comparing the South. In the essay, make an argument comparing some political phenomenon in the US South to politics in the area chosen, summarize the state of scholarly literature on this phenomenon in each place, and present a tentative argument about what we might learn from similarities—how some political phenomenon works or the policies needed to address problems, for example—and acknowledge differences between the cases and scholarly methods that may complicate comparison.</p> <p>* Literature Review This is a mid-length, 5-6 page essay and an annotated bibliography providing a review of the literature on a particular aspect of Southern politics.</p>	Last year our goal was to have the POL faculty teaching the class include more detailed requirements in the assignment description for selecting multiple sources that speak to the same topic from different perspectives, which the faculty person did and scores were higher as a result. We're going to continue this work. Since, overall scores were lowest in the "Context and Assumptions" dimension, moving forward, students will have additional assignments and lectures focused on the empirical methods of comparative political analysis and the role of assumptions in theory.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2017 - 2018	Target Met	your discussion profiles as a jumping-off point or choose a wholly new area, as long as I approve the topic (don't fret; I just want to make sure it's do-able). You will need to complete an annotated bibliography of at least 10 academic sources (at least seven of which must be peer-reviewed journal articles). From there, following feedback, you will write an essay that explains the subject the authors are seeking to understand, identify major approaches and their points of agreement and disagreement in the literature, and make an argument that either a) policy or institutions should change to reflect the knowledge produced in the literature or b) scholars studying this subject need to address an un(der)studied aspect of the phenomena, consider new evidence, adopt	Last year our goal was to have the POL faculty teaching the class include more detailed requirements in the assignment description for selecting multiple sources that speak to the same topic from different perspectives, which the faculty person did and scores were higher as a result. We're going to continue this work. Since, overall scores were lowest in the "Context and Assumptions" dimension, moving forward, students will have additional assignments and lectures focused on the empirical methods of comparative political analysis and the role of assumptions in theory.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2017 - 2018	Target Met	to improve the state of knowledge in this field of study.	Last year our goal was to have the POL faculty teaching the class include more detailed requirements in the assignment description for selecting multiple sources that speak to the same topic from different perspectives, which the faculty person did and scores were higher as a result. We're going to continue this work. Since, overall scores were lowest in the "Context and Assumptions" dimension, moving forward, students will have additional assignments and lectures focused on the empirical methods of comparative political analysis and the role of assumptions in theory.
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The Political Science faculty will use the AAC&U Written Communication VALUE Rubric to assess the analytical writing assignment required of students in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2017 - 2018	Target Met	Evidence for both the Critical Thinking and Written Communication Rubrics is drawn from eleven student "Global Comparison" essay submissions in POL 390 Southern Politics in Spring 2018 (see below for assignment details). The average Written Communication Rubric score across categories for this rubric was 3.5, so our target was met and our outcomes improved from last year's score of 3.3.	Moving forward, students will undergo a peer review process augmented to enhance "devil's advocate" roles. The instructor will push students to question assumptions (helping with Goal 1) and arguments, and students will be required to explain what they find least compelling about the arguments made and evidence presented by their peers. Then students will be required to write a peer review response in which they explain how they will address these concerns in their final draft.
							Student averages on all dimensions of the Written Communication	

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The Political Science faculty will use the AAC&U Written Communication VALUE Rubric to assess the analytical writing assignment required of students in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2017 - 2018	Target Met	Value Rubrics were above the target score of three, and only two students scored below an overall score of 15. However, the average score was barely above 3 (at 3.09) for content development.  Assignment Used for Written Communication and Critical Thinking Assessment: Global Comparison (POL 390 Southern Politics) This is a mid-length, 5-6 page essay drawing connections between the aspect of Southern politics you researched for the literature review* and politics outside the United States. You are not required to use new sources on Southern politics; they can be pulled directly from the lit. review; however, feedback on the literature review should be used to improve your discussion of the state of knowledge about the aspect Southern politics you are comparing. You	Moving forward, students will undergo a peer review process augmented to enhance “devil’s advocate” roles. The instructor will push students to question assumptions (helping with Goal 1) and arguments, and students will be required to explain what they find least compelling about the arguments made and evidence presented by their peers. Then students will be required to write a peer review response in which they explain how they will address these concerns in their final draft.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The Political Science faculty will use the AAC&U Written Communication VALUE Rubric to assess the analytical writing assignment required of students in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2017 - 2018	Target Met	should have at least five sources (at least three being academic sources) on the region/state/province with which you are comparing the South. In the essay, make an argument comparing some political phenomenon in the US South to politics in the area chosen, summarize the state of scholarly literature on this phenomenon in each place, and present a tentative argument about what we might learn from similarities—how some political phenomenon works or the policies needed to address problems, for example—and acknowledge differences between the cases and scholarly methods that may complicate	Moving forward, students will undergo a peer review process augmented to enhance “devil’s advocate” roles. The instructor will push students to question assumptions (helping with Goal 1) and arguments, and students will be required to explain what they find least compelling about the arguments made and evidence presented by their peers. Then students will be required to write a peer review response in which they explain how they will address these concerns in their final draft.
	2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The Political Science faculty will use the AAC&U Oral Communication VALUE Rubric to assess the oral presentation required of students in POL 250 World	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2017 - 2018	Target Met	Evidence for the Oral Communication Rubrics is drawn from eleven student “Roundtable Discussion” evaluations in POL 390 Southern	Moving forward, students will have additional language in their “Roundtable Discussion” assignment that explains they must be able to cite and discuss the methods/evidence used in studies they reference in their presentations. This element of preparation will be emphasized

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	Politics, POL 301 Southern Politics, or POL 202 Affecting Political Change.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2017 - 2018	Target Met	<p>Politics in Spring 2018 (see below for assignment details). The average Oral Communication score across categories for this rubric was 3.6, so our target of three was met. Last year, we did not assess the oral communication skills developed by our students.</p> <p>Student averages on all dimensions of the Critical Thinking Value Rubrics were above the target score of three. In addition, only one of the eleven students was at or below an overall score of 15, indicating that they are barely meeting or are failing to meet our goal of three in each dimension of the rubrics. This lone students' scores were an outlier, and do not suggest areas for systematic improvement. Overall scores were lowest in the "Supporting Material" dimension, and this is where we will focus our efforts.</p>	during in-class rehearsals with the instructor.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The Political Science faculty will use the AAC&U Oral Communication VALUE Rubric to assess the oral presentation required of students in POL 250 World Politics, POL 301 Southern Politics, or POL 202 Affecting Political Change.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2017 - 2018	Target Met	Assignment Used for Oral Communication Assessment: Roundtable Discussion In lieu of a final exam, you will work in assigned groups to conduct academic conference-style, roundtable discussions on a particular aspect of politics in the US South. The number and size of roundtables will depend upon the number of students enrolled and the "fit" of literature reviews and global comparisons produced by the class. Each member of a group will read two of their team members' literature reviews and global comparisons, submitting a one page summary and list of three questions for each team member's work. Working from these summaries and initial questions, groups will collaborate to compile a list of themed questions	Moving forward, students will have additional language in their "Roundtable Discussion" assignment that explains they must be able to cite and discuss the methods/evidence used in studies they reference in their presentations. This element of preparation will be emphasized during in-class rehearsals with the instructor.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The Political Science faculty will use the AAC&U Oral Communication VALUE Rubric to assess the oral presentation required of students in POL 250 World Politics, POL 301 Southern Politics, or POL 202 Affecting Political Change.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2017 - 2018	Target Met	for the “presenters,” with at least three questions specific to each of the presenters and three general questions for the panel. On the day of the roundtable, which will be open to campus members, one person from each group will act as their group’s discussant, asking the prepared questions and following-up on responses from their teammates.	Moving forward, students will have additional language in their “Roundtable Discussion” assignment that explains they must be able to cite and discuss the methods/evidence used in studies they reference in their presentations. This element of preparation will be emphasized during in-class rehearsals with the instructor.
	3.1 (PO 2.e.)	Students will demonstrate understanding of how the curriculum in the major and in-class learning relate to problems of the real world.	The department chair or Political Science faculty will analyze the POL 490 students’ results from the Internship Survey that asks the degree to which their coursework relates to and prepares them to handle real-world problems (fall).	The overall average for POL 490 students completing the Internship Survey will be that students report seeing an increase of at least “3.0” on a 1-5 Likert scale, regarding the degree to which their coursework relates to and prepares them to handle real-world problems.	2017 - 2018	Target Met	Evidence for the assessment of outcome 3.1 is based on a survey given to students who completed POL 490 Internship. In spring 2018, the assistant professor of political science sent both students who had completed POL 490 the survey via email. One student responded and, when asked the degree to which the coursework prepared them to handle real-world problems, reported it “absolutely” did. This response was a	Next year, we expect to have more students completing POL 490 (two are currently completing internships over the summer), and we will make completion of the survey a requirement of the course. A link to the survey will be provided within the course Canvas shell, and students will be reminded to take the survey the week before final exams.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (PO 2.e.)	Students will demonstrate understanding of how the curriculum in the major and in-class learning relate to problems of the real world.	The department chair or Political Science faculty will analyze the POL 490 students' results from the Internship Survey that asks the degree to which their coursework relates to and prepares them to handle real-world problems (fall).	The overall average for POL 490 students completing the Internship Survey will be that students report seeing an increase of at least "3.0" on a 1-5 Likert scale, regarding the degree to which their coursework relates to and prepares them to handle real-world problems.	2017 - 2018	Target Met	5 on the 1-5 Likert scale used in the survey, surpassing our goal of 3.0.  Last year we had only two students completing internships and failed to get any responses to our survey of students completing POL 490. This year, our response rate was 50%, but that was still only one student, since only two completed POL 490.	Next year, we expect to have more students completing POL 490 (two are currently completing internships over the summer), and we will make completion of the survey a requirement of the course. A link to the survey will be provided within the course Canvas shell, and students will be reminded to take the survey the week before final exams.
	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	The Political Science faculty will use the AAC&U Civic Engagement VALUE Rubric to assess the a major Civic Engagement Project (ex., Stakeholder Analysis) required of students in POL 203 Social and Political Analysis.	The overall average score for students in completing the Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	2017 - 2018	Inconclusive	This course was not offered in the academic year as we are revising the Political Science curriculum. While in August we thought this class would be a required part of the course rotation in the major, since then the faculty have reconsidered. Currently, we are on hold as we try to figure out whether this assessment can be moved to a class that will be taught annually.	Faculty would still like to include this assessment in the curriculum for the major, but more work needs to be done on placing it in the curriculum, i.e. identifying the course in which it can be assessed.
Program - Psychology (including Minor) - BA	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	The average score of PSY 455 students on an APA style paper will be at least a 3.5 on the	2017 - 2018	Target Not Met	Average score on the AAC&U Written Communication VALUE Rubric was	Student performance was substantially lower than in the previous year: 1/9 versus 3/5 students met the target,



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
{2016-2017}	1.1 (GEO 1.c.)	Psychology students will demonstrate effective written communication skills.	original, empirical research study. The paper will be evaluated by the course instructor using the AAC&U Written Communication VALUE Rubric.	0-4 scale used in the AAC&U Written Communication VALUE Rubric.	2017 - 2018	Target Not Met	3.2.	respectively. Written communication performance was poorer than oral communication performance. Differences among student cohorts and rotation of faculty assignments make it difficult to take and evaluate actions at this time, but writing instruction will be discussed by faculty beginning in the fall.
	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.	2017 - 2018	Target Met	The average score on the AAC&U Oral Communication VALUE Rubric was 3.6 in PSY 455.	We will retain this achievement target as a new professor will be rotating in on this course starting Fall 2018. New professor rotating into PSY 455 for Fall 2018.
	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 areas: Abnormal, Developmental, Experimental Design, Statistics, History and Systems, Human Learning and Cognition, Social, and Personality.	The average, overall Psychology ACAT score for a sample of graduating seniors in psychology will fall no more than 1 standard deviation below the national average.	2017 - 2018	Inconclusive	The Psychology ACAT was not administered this spring due to a personal emergency that prevented its scheduling.	Beginning with Fall 2018, we will schedule assessments during both regular semesters (i.e., to avoid unexpected situations that can disrupt data collection). We again intend to improve advertising and student buy-in (e.g., presenting an award for highest score) and to use American Psychological Association 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.	Departmental faculty will report to the Department Chair the total	At least one student will work as a research assistant each semester (e.g.,	2017 - 2018	Target Met	During Spring 2018, Dr. Wood conducted a research practicum	We will revise the target moving forward to the following: At least two students will work as research assistants during the year (e.g.,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SAO)	The psychology program will offer research opportunities to students.	number of enlisted research assistants for the academic year.	through PSY 449).	2017 - 2018	Target Met	(i.e., PSY 449) with two students.	through PSY 449).
			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.	2017 - 2018	Target Not Met	2017-2018 MUW Graduation Survey Results: Excellent - 33.33% Good - 40% Total - 73.33%  Excellent - 5/15; 33.33% Good - 6/15; 40% Fair - 2/15; 13.33% Poor - 2/15; 13.33% N/A - 0/15; 0%	Target not met. We did, however, see an increase in the percentage of graduates rating the program's effectiveness at providing research experience as being excellent/good. In 2016-2017 it was 63%; in 2017-2018 it was 73%. No changes moving forward.
	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.	2017 - 2018	Target Not Met	Two May graduates were accepted into graduate school in Spring 2018. One to a masters program at University of Southern Mississippi; one to another masters program at Jackson State University.	Target does not appear to have been met. Current approach will continue because it is practical.
	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.	2017 - 2018	Target Not Met	2017-2018 MUW Graduation Survey Results: Yes - 18.75%  Yes - 3/16; 18.75% No - 13/16; 81.25%	Target not met. We did, however, see an increase in the percentage of graduates reporting post-graduation employment in the discipline. In 2016-2017 it was 7%; in 2017-2018 it was 19%. Career content will be added to courses when possible until substantial curricular changes can be made once more permanent staffing is in place.

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.	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 Development Rubric in ED 599, Internship in Reading Literacy.	2017 - 2018	Inconclusive	The assessment coordinator for this academic program was a departing faculty member who erroneously reported data on the wrong course. ED 599 was not taught in the 2017-2018 AY. (See data below)  ---- "Student 1, 5; Student 2, 5; Student 3, 5; Student 4, 5. All students scored 5 of 5 (Excellent) on the assessment." ----	The department will retain this achievement target for next year.
	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.	2017 - 2018	Target Not Met	No meetings were held.	The department will retain this achievement target for next year.
	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 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	2017 - 2018	Inconclusive	ED 599 was not offered during the assessment period.	The department will retain this achievement target for next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SAO & SLO)	the school.	The instructor for ED 599 will assess and grade the reading program developed by the student(s) using the Reading Program Rubric.	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.	2017 - 2018	Inconclusive	ED 599 was not offered during the assessment period.	The department will retain this achievement target for next year.
	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 reading literacy.	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 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.	2017 - 2018	Target Met	Student 1 138/150; Student 2 138/150 Both students scored an average of 92% on the assessment.	The department will retain this achievement target for next year.
Program - Religious Studies - Minor {2016-2017}	1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	In any religious studies course involving direct analysis of a particular religion, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a	2017 - 2018	Target Met	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2018) scored an average of 3.5 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze	Target Met. Continue actions for one more year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Religious Studies - Minor {2016-2017}	1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	faculty member in religious studies will assess the student's work.	particular world religion on the Exam.	2017 - 2018	Target Met	the history, basic beliefs, and characteristic practices of a particular world religion (Hinduism or Buddhism) on the Mid-Term Exam. (One student scored 4 and one student scored 3.)	Target Met. Continue actions for one more year.
			In any religious studies course involving direct analysis of a particular religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Mid-Term Essay.	2017 - 2018	Target Met	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2018) scored an average of 3.5 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze the history, basic beliefs, and characteristic practices of a particular world religion (Judaism) on the Mid-Term Essay. (One student scored 4 and one student scored 3.)	Target Met. Continue actions for one more year.
	1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	In any religious studies course involving direct analysis of at least two world religions, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts	2017 - 2018	Target Met	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2017) scored an average of 3 (3.7) on the AAC&U Intercultural Knowledge and Competence VALUE	Target Met. Continue actions for one more year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Exam.	2017 - 2018	Target Met	Rubric when using religious studies methods and concepts to analyze and compare the history, basic beliefs, and characteristic practices of at least two world religions (Christianity and Islam) on their final exam. (One student scored 3.3 and one student scored 4.)	Target Met. Continue actions for one more year.
			In any religious studies course involving direct analysis of at least two world religions, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Mid-Term Essay.	2017 - 2018	Target Met	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2018) scored an average of 3.5 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze and compare the history, basic beliefs, and characteristic practices of at least two world religions (one they explored through a field experience compared with any others we have studied) in their Mid-Term Essay. (One student scored 4 and one student scored 3.)	Target Met. Continue actions for one more year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	In any religious studies course involving direct analysis of one or more texts from a particular world religion, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Exam.	2017 - 2018	Inconclusive	No classes were taught in 2017-2018 that involved direct analysis of one or more texts from a particular world religion on an Exam.	Inconclusive. Continue actions for 2018-2019, when Bible as Literature will be offered and this SLO can be assessed.
			In any religious studies course involving direct analysis of one or more texts from a particular world religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Mid-Term Essay.	2017 - 2018	Target Met	Two (2) Religious Studies minors in HIS/REL 331 Medieval Christianity (Spring 2018) scored 3 (3.4) on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition (Christianity) on the Mid-Term Essay.	Target Met. Continue actions with REL/EN 355 Bible as Literature in Fall 2018.
	3.1 (SAO & PO 4.a.)	Religious studies minors will receive advising in the minor each semester to ensure the successful completion of the minor'	Each semester, the Lead Faculty will complete both the department's internal audit sheet	100% of students will attend an advising session each semester with the Lead Faculty in Religious Studies	2017 - 2018	Target Met	In 2017-2018, the program had three minors. The Lead Faculty met with these student for	Target Met. Continue actions.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO & PO 4.a.)	s requirements.	for the minor and the audit sheet provided by the Registrar and will provide a copy of the internal audit sheet to the student. The Lead Faculty will also keep the completed audit sheets on file for review at the end of each academic year.	and receive a copy of his/her internal audit sheet.	2017 - 2018	Target Met	advising, provided completed internal audit sheets to the students, and kept the completed audit sheets on file. In reviewing the completed audit sheets and student transcripts (one at the end of the fall semester in preparation for the student to graduate in spring 2018 and the other two at the end of the academic year), the Lead Faculty concluded that the students were/are on track to complete the requirements for the minor by graduation.	Target Met. Continue actions.
			The Lead Faculty will map out the student's remaining coursework at each advising session, will conduct a final advising session with the student once all requirements have been met, and will confirm that the student will graduate with the minor. At the end of the academic year, the Lead Faculty will review the students' documents/audit sheets.	90% of students will attend a final audit confirming that all requirements of the minor have been met and will graduate with the minor.	2017 - 2018	Target Met	The Lead Faculty conducted a final advising session with the student once all requirements were met and confirmed through the internal audit sheets and the university degree audit that the student would graduate with the minor.	Target Met. Continue actions with the two religious studies minors who will graduate in 2018-2019.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	Religious studies minors will report that they have gained a broad understanding of religion as a human phenomenon and they understand the history and contemporary expressions of world religious traditions.	A written Exit Survey using a five-point scale on each of five questions will be given to the student in the final semester before completion. The Lead Faculty will review and analyze the Exit Survey results at the end of the academic year.	90% of students participating in the Exit Survey will report at least a 3 rating (satisfied) on a five-point scale that they have gained a broad understanding of religion as a human phenomenon and they understand the history and contemporary expressions of world religious traditions.	2017 - 2018	Target Met	A written Exit Survey using a five-point scale on each of five questions was given to the one religious studies minor who graduated in 2017-2018 (spring 2018). On a scale from 1 (Very Dissatisfied) to 5 (Very Satisfied), the student assigned a 4 or 5 for how satisfied she was with what she learned in each area: basic concepts and methods in the field of religious studies, religion as a broad human phenomenon (what religion is and what it means to be religious), the history of world religions, contemporary expressions of world religions, and similarities and differences between religious traditions.	Target Met. Continue actions with the two religious studies minors graduating in 2018-2019.
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 Teacher Intern 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 Teacher Intern Assessment Instrument in ED 566,	2017 - 2018	Target Met	Student 1 2.0; Student 2 3.0. Candidates both met the target; however, the ATAI was not used, but rather the TIAI.	The instructor for ED 566 will assess and grade the teaching of the candidate using the TEACHER INTERN ASSESSMENT INSTRUMENT as it is an initial teacher certification route. 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)

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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 Teacher Intern Assessment Instrument.	Internship is MAT.	2017 - 2018	Target Met	Student 1 2.0; Student 2 3.0. Candidates both met the target; however, the ATAI was not used, but rather the TIAI.	or above on the TEACHER INTERN ASSESSMENT INSTRUMENT in ED 566, Internship is MAT.
	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.	2017 - 2018	Inconclusive	No focus groups held.	We 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 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 2 or above on the Teaching Unit Rubric in ED 566, Internship in MAT.	2017 - 2018	Target Met	Student 1 2/3; Student 2 3/3 Students were evaluated as acceptable or safe to practice rather than as a percentage.	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 lesson plans specific to the needs of the school/classroom by scoring an average of 2 (Acceptable) or above on the Teaching Unit Rubric in ED 566, Internship in MAT.
	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply	The instructor for ED 500 will assess and grade the research project(s) presented	Candidates will demonstrate their proficiencies to understand and apply	2017 - 2018	Inconclusive	No candidates were enrolled in ED 500 during the assessment cycle.	The department will retain this measure for the following academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (RO & SLO)	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.	by the student(s) using the Research Project Rubric.	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 by scoring an average of 86% or higher on the Research Project Rubric in ED 500, Educational Research.	2017 - 2018	Inconclusive	No candidates were enrolled in ED 500 during the assessment cycle.	The department will retain this measure for the following academic year.
Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce forms.	Students will produce a written assignment (composition or exam) that will be graded by the instructor using the AAC&U Writing Communication Value Rubric.	The average score of students on the written assignment will be a 2 or higher on the scale 0-4 from the AAC&U Writing Communication Value Rubric on the control of syntax and mechanics evaluation of this assignment.	2017 - 2018	Target Met	The majority of the students were able to prepare a composition that was comprehensible, although some struggled with sentence formation, grammar and vocabulary to such an extent that parts of the written assignment were difficult, if not impossible to understand. Of the students assessed, 74 scored a 2 on the AAC&U Writing Communication Value Rubric; there were not any that scored higher than a 2 due to the fact that they are writing in Spanish. 7 students scored a 1	Continue with plan.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce forms.	Students will produce a written assignment (composition or exam) that will be graded by the instructor using the AAC&U Writing Communication Value Rubric.	The average score of students on the written assignment will be a 2 or higher on the scale 0-4 from the AAC&U Writing Communication Value Rubric on the control of syntax and mechanics evaluation of this assignment.	2017 - 2018	Target Met	on the Writing Communication Rubric. Total Average - 1.91 = 2	Continue with plan.
	1.2 (GEO 1.c.)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with a reasonably accurate pronunciation on topics related to their personal and academic lives (family, classes, daily activities, leisure activities, etc.)	Students will complete an oral exam with the instructor that will be evaluated using the AAC&U Oral Communication Rubric.	The average score of students on the oral assignment will be a 2 or higher on the scale of 0-4 from the use of Language as described by AAC&U Oral Communication Rubric.	2017 - 2018	Target Met	Of the 122 students assessed, 116 met the target and were able to produce sentences in response to questions with some accuracy. Of the 116 who met the target, all 116 scored a 2 on the Oral Communication Rubric. The remaining 6 students scored a 1 on the Oral Communication Rubric. Total Average - 1.95 = 2	Continue with plan
	2.1 (GEO 2.c.)	Cultural Knowledge: Students will explore issues related to Hispanic cultures at a basic level. Students will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	Students will complete an assignment on a topic of cultural relevance that relates to the Spanish-speaking world. This will be graded by the instructor using the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	The average score of students on the cultural relevance assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2017 - 2018	Target Not Met	See attached descriptions below. In general terms: At the 101 level students investigated a country and presented information to the class, including its location in relation to other countries, cultural icons/stars,	Adjust target to a level 1 or 2 (depending on level of student) from a 3 on the Intercultural Knowledge and Competence Rubric.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 2.c.)	Cultural Knowledge: Students will explore issues related to Hispanic cultures at a basic level. Students will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	Students will complete an assignment on a topic of cultural relevance that relates to the Spanish-speaking world. This will be graded by the instructor using the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	The average score of students on the cultural relevance assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2017 - 2018	Target Not Met	<p>basic information about the government. 45/46 projects by students assessed were satisfactory, although they remained at the Benchmark level in that they demonstrated a surface level understanding of differences, earning a score of 1 on the rubric. At the 101 level, this is normal and to be expected. 1 of the projects earned a 0 on the intercultural knowledge and competence rubric.</p> <p>At the 102 level students prepared recipes in Spanish. They learned about the different measurements used in Spain and LA in addition to the types of regional cuisine. Much like the 101 students, the 102 students were at the benchmark level for intercultural awareness. Again, this is to be expected. Only 1 of the 38 students assessed earned a 0 on the intercultural knowledge and</p>	Adjust target to a level 1 or 2 (depending on level of student) from a 3 on the Intercultural Knowledge and Competence Rubric.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 2.c.)	Cultural Knowledge: Students will explore issues related to Hispanic cultures at a basic level. Students will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	Students will complete an assignment on a topic of cultural relevance that relates to the Spanish-speaking world. This will be graded by the instructor using the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	The average score of students on the cultural relevance assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2017 - 2018	Target Not Met	<p>competence rubric.</p> <p>In 201 students researched a cultural event in a Spanish-speaking country and presented it to the class. Of the 20 projects assessed, 18 were satisfactory and earned a 2 on the rubric, although they did not reach the benchmark of 3 on the Intercultural knowledge and competence rubric. 18 students progressed to a partial understanding of cultural differences, but always from the point of view of their own worldview, reaching milestone 2 on the rubric. The 2 that were not satisfactory earned a benchmark level score of 1 on the rubric.</p> <p>In 202 students prepared presentations based on a component of Hispanic culture of interest to them. They were able to draw from the areas of Music, Indigenous Cultures, Sports &amp; leisure and</p>	Adjust target to a level 1 or 2 (depending on level of student) from a 3 on the Intercultural Knowledge and Competence Rubric.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 2.c.)	Cultural Knowledge: Students will explore issues related to Hispanic cultures at a basic level. Students will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	Students will complete an assignment on a topic of cultural relevance that relates to the Spanish-speaking world. This will be graded by the instructor using the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	The average score of students on the cultural relevance assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2017 - 2018	Target Not Met	the Environment. Of the 18 projects assessed, 14 earned a 2 on the rubric for intercultural competence and knowledge. The 4 that did not earn a 2 on the rubric struggled to understand the differences in verbal communication as well as different cultural practices. They earned a 1 on the rubric.	Adjust target to a level 1 or 2 (depending on level of student) from a 3 on the Intercultural Knowledge and Competence Rubric.
	2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	Students will complete the Cultural Differences Capstone Assignment that requires them to demonstrate an awareness of cultural differences among Spanish speakers. This assignment will be graded by the instructor using the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	The average score of students on the Cultural Differences Capstone Assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2017 - 2018	Target Not Met	Students prepared an assignment on a cultural event/area related to Spanish-speaking world. Topics were chosen in consultation with professor and worked on throughout last third of semester. Presentations were made to the class. Part of the students' grades were based on their own presentation and on their response to the presentations by others (in the form of questions or comments). This facilitated an awareness of the differences among Spanish speakers from different countries and	Change the outcomes to a 2 instead of a 3 for the assignment.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	Students will complete the Cultural Differences Capstone Assignment that requires them to demonstrate an awareness of cultural differences among Spanish speakers. This assignment will be graded by the instructor using the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	The average score of students on the Cultural Differences Capstone Assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2017 - 2018	Target Not Met	regions. With the presentations, students did not progress to level 3 on the Intercultural Competence and Awareness Rubric. As stated earlier, this seems to be too lofty a goal for students coming to the end of 4 semesters of language. 14 students earned a 2 on the rubric 4 students remained at the benchmark level, earning a 1. Total Average - 1.78 = 2	Change the outcomes to a 2 instead of a 3 for the assignment.
	2.3 (PO 3.b.)	The completion of four semesters of Spanish will encourage global thinking and perspectives through broadening of cultural and language-based knowledge among our students. In an effort to provide students with a “global perspective” and to prepare “them for the global workforce of the future,” the Spanish program will actively seek to increase interest and enrollment in the Spanish minor and major.	The assessment coordinator will collect data from an Enrollment Report on the number of declared Spanish minors and majors at the end of the academic year.	An increase in minors and majors over the next three years (7 and 3, respectively).	2017 - 2018	Inconclusive	5 declared majors and 5 declared minors at the end of Spring 2018.	Continue recruiting and promoting major and minor, publicizing the study abroad component and ensuring that students are enrolled in the appropriate courses following the sequence approved by the UCC in Spring of 2018. Look into preparing a placement exam to help students who transfer from other colleges to enroll in the appropriate level.
Program - Theatre - BA {2016-2017}	1.1 (SLO)	Students will increase their level of communication skills.	All first-year transfer students will be reviewed at the end of the Fall semester (last week of regular classes). They are	60% of transfers participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition	2017 - 2018	Inconclusive	Inconclusive; no transfer students were involved in this year's assessment	No change because no data was available this year. We expect 2-3 transfer students to be able to participate in the coming school year.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Theatre - BA {2016-2017}	1.1 (SLO)	Students will increase their level of communication skills.	given a four question Survey in advance that allows them to self-assess their own growth as theatre artists (see attached doc, "Questions for Sophomore Review." The interviewees will be required to turn in written answers to reviewing faculty, but will be required to give an oral response as well. This method of assessment will allow the students to see what skills they need to focus on in the latter part of their college careers. The questions will be scored using the department's own "SOPHOMORE/TRANSFER INTERVIEW/AUDITION PROJECT" Rubric.	Project Rubric a "strong pass" in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2017 - 2018	Inconclusive	Inconclusive; no transfer students were involved in this year's assessment	No change because no data was available this year. We expect 2-3 transfer students to be able to participate in the coming school year.
			Originally, assessment was rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in even-numbered years. Until the number of students is sufficient to support this					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Theatre - BA {2016-2017}	1.1 (SLO)	Students will increase their level of communication skills.	protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two weeks of the Spring semester. The Department intends to assign a date for the "exit portfolio review." On that date graduating seniors will present an "acting portfolio" and/or a "technical theatre portfolio" to the faculty. The Sophomore/Transfer Interview/Audition Project Rubric will be use to assess the level of expertise in the student's chosen area of presentation.	60% of transfers participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a "strong pass" in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2017 - 2018	Inconclusive	Inconclusive; no transfer students were involved in this year's assessment	No change because no data was available this year. We expect 2-3 transfer students to be able to participate in the coming school year.
			All sophomore students will be reviewed at the end of the Fall semester (last week of regular classes). They are given a four question Survey in advance that allows them to self-assess their own growth as theatre artists (see	75% of native sophomores (e.g. those who have matriculated solely at MUW) participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a "strong pass" in two of	2017 - 2018	Target Met	100% (2 out of 2)of students satisfy the requirements of this assessment. The average score was "Strong Pass". Scoring: The rubric used, based on a system of grading used in assessing performance and fine art, uses three	We are satisfied with the results at this time. We expect 2-3 participants for the coming school year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			attached doc, "Questions for Sophomore Review." The interviewees will be required to turn in written answers to reviewing faculty, but will be required to give an oral response as well. This method of assessment will allow the students to see what skills they need to focus on in the latter part of their college careers. The questions will be scored using the department's own "SOPHOMORE/TRANSFER INTERVIEW/AUDITION PROJECT" Rubric.	the three following categories: performance/presentation; craftsmanship; and interpretation.	2017 - 2018	Target Met	categories of assessment instead of letter or number grades. The three categories (from best to worst) are "Strong Pass", "Weak Pass" and "No Pass". The average score was "Strong Pass". Scoring Breakdown: Strong Pass: Two Sophomores	We are satisfied with the results at this time. We expect 2-3 participants for the coming school year.
			Originally, assessment was rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in even-numbered years. Until the number of students is sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two weeks of the Spring semester. The Department intends to assign a date for the "exit portfolio review." On that date graduating seniors will present an "acting portfolio" and/or a "technical theatre portfolio" to the faculty. The Sophomore/Transfer Interview/Audition Project Rubric will be use to assess the level of expertise in the student's chosen area of presentation.	75% of native sophomores (e.g. those who have matriculated solely at MUW) participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a "strong pass" in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2017 - 2018	Target Met	100% (2 out of 2)of students satisfy the requirements of this assessment. The average score was "Strong Pass". Scoring: The rubric used, based on a system of grading used in assessing performance and fine art, uses three categories of assessment instead of letter or number grades. The three categories (from best to worst) are "Strong Pass", "Weak Pass" and "No Pass". The average score was "Strong Pass". Scoring Breakdown: Strong Pass: Two Sophomores	We are satisfied with the results at this time. We expect 2-3 participants for the coming school year.
			Oral interpretation (TH205) introduces students to voice and speech skills. The AAC&U Creative Thinking VALUE Rubric is used to measure specific technical proficiency. Monologues and scene work in the beginning through advanced acting classes (TH 219, TH 319, TH 419) offer students a wide variety of texts to	Each student is expected to improve upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is achieved by a score of "3" or better in all 5 categories.	2017 - 2018	Target Met	100% Proficiency in 2 Sophomores and 2 Graduating Seniors. The cumulative average is 3.5. Score Breakdown: 4: 1 Sophomore 3.5: 1 Sophomore, 1 Senior 3: 1 Senior	The assessment method seems to be working fine, so we see no need to change it at this time. We expect to have 3-4 students for Sophomore Review in the coming year, so with more students participating, we will get a better picture of the efficiency of this rubric i this situation.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
		<p>hone skills. These texts span a number of eras and genres offering different stylistic material.</p> <p>Assessment forms are completed for each performance and expectations become more rigorous with each advanced course. In Design and Directing (TH 275 and TH 320) students make oral presentations to support three-dimensional works. Because the sequence of the listed courses may vary for each student, each student is monitored individually for ongoing improvement. Since we are a small program, it is necessary to rotate the assessment of goals. In order to have a reasonable sampling of sophomores, a file will be kept on all students until there are enough sophomore files to review; likewise, for graduates.</p> <p>Originally, assessment was</p>	<p>Each student is expected to improve upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&amp;U Creative Thinking VALUE Rubric. Proficiency is achieved by a score of "3" or better in all 5 categories.</p>	2017 - 2018	Target Met	<p>100% Proficiency in 2 Sophomores and 2 Graduating Seniors. The cumulative average is 3.5. Score Breakdown: 4: 1 Sophomore 3.5: 1 Sophomore, 1 Senior 3: 1 Senior</p>	<p>The assessment method seems to be working fine, so we see no need to change it at this time. We expect to have 3-4 students for Sophomore Review in the coming year, so with more students participating, we will get a better picture of the efficiency of this rubric in this situation.</p>	

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in even-numbered years. Until the number of students is sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two weeks of the Spring semester. The Department intends to assign a date for the "exit portfolio review." On that date graduating seniors will present an "acting portfolio" and/or a "technical theatre portfolio" to the faculty. The AAC&U Creative Thinking VALUE Rubric will be use to assess the level of expertise in the student's chosen area of presentation.	Each student is expected to improve upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is achieved by a score of "3" or better in all 5 categories.	2017 - 2018	Target Met	100% Proficiency in 2 Sophomores and 2 Graduating Seniors. The cumulative average is 3.5. Score Breakdown: 4: 1 Sophomore 3.5: 1 Sophomore, 1 Senior 3: 1 Senior	The assessment method seems to be working fine, so we see no need to change it at this time. We expect to have 3-4 students for Sophomore Review in the coming year, so with more students participating, we will get a better picture of the efficiency of this rubric i this situation.
			Oral interpretation (TH205) introduces	Each student is expected to improve	2017 - 2018	Target Met	100 % Proficiency achieved. The	We are happy with the results and the assessment methods and after

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			students to voice and speech skills. The AAC&U Teamwork VALUE Rubric is used to measure specific technical proficiency. Monologues and scene work in the beginning through advanced acting classes (TH 219, TH 319, TH 419) offer students a wide variety of texts to hone skills. These texts span a number of eras and genres offering different stylistic material.	upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&U Teamwork VALUE Rubric upon graduation. Proficiency is achieved by a score of "3" or better in all 5 categories.	2017 - 2018	Target Met	cumulative average was 3.5. Score Breakdown: 4: 1 Sophomore 3.6: 1 Senior 3.4; 1 Senior 3: 1 Sophomore	further analysis, we see no need to change this rubric at this time (see last year's follow-up). WE anticipate more participants in the coming year so we will have more data to evaluate this assessment method.
			Assessment forms are completed for each performance and expectations become more rigorous with each advanced course. In Design and Directing (TH 275 and TH 320) students make oral presentations to support three-dimensional works. Because the sequence of the listed courses may vary for each student, each student is monitored individually for ongoing improvement. Since we are a small					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			program, it is necessary to rotate the assessment of goals. In order to have a reasonable sampling of sophomores, a file will be kept on all students until there are enough sophomore files to review; likewise, for graduates.	Each student is expected to improve upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&U Teamwork VALUE Rubric upon graduation. Proficiency is achieved by a score of "3" or better in all 5 categories.	2017 - 2018	Target Met	100 % Proficiency achieved. The cumulative average was 3.5. Score Breakdown: 4: 1 Sophomore 3.6: 1 Senior 1 Senior 3.4; 3: 1 Sophomore	We are happy with the results and the assessment methods and after further analysis, we see no need to change this rubric at this time (see last year's follow-up). WE anticipate more participants in the coming year so we will have more data to evaluate this assessment method.
			Originally, assessment was rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in even-numbered years. Until the number of students is sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two weeks of the Spring semester. The Department intends to assign a date for the "exit portfolio review." On that date graduating seniors					



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action	
			will present either and “acting portfolio” and/or a “technical theatre portfolio” to the faculty. The AAC&U Teamwork VALUE Rubric will be use to assess the level of expertise in the student’s chosen area of presentation.	Each student is expected to improve upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&U Teamwork VALUE Rubric upon graduation. Proficiency is achieved by a score of “3” or better in all 5 categories.	2017 - 2018	Target Met	100 % Proficiency achieved. The cumulative average was 3.5. Score Breakdown: 4: 1 Sophomore 3.4; 1 Senior 3: 1 Sophomore	We are happy with the results and the assessment methods and after further analysis, we see no need to change this rubric at this time (see last year's follow-up). WE anticipate more participants in the coming year so we will have more data to evaluate this assessment method.	
	2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	All sophomore and first-year students will be reviewed at the end of the Fall semester (last week of regular classes). They are given a four question Survey in advance that allows them to self-assess their own growth as theatre artists (see attached doc, “Questions for Sophomore Review.” Departmental faculty will review and analyze the results of the Survey to determine if achievement target was met.	90% of students participating in the Survey will state that their goal upon graduating the Theatre program is to have the skillset to gain employment or a long-term internship in theatre or a related field.	2017 - 2018	Target Met	It was an unusually small sample size but the answers to the survey were consistent with past results so for now, we are satisfied that this is an adequate Assessment method (see "Student 1" and "Student 2" attachments for student responses).	No changes to this method seem necessary.	
				At the end of students’ internships, departmental faculty will send the	90% graduating seniors who completed an Internship will receive favorable	2017 - 2018	Target Met	Based on the final grade of TH 360- Internship, The average Final grade was 96 out of 100	Our internship program has always been highly successful and to change this method of assesement would be counterproductive.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			External Supervisor Review Questionnaire (see below) to the immediate supervisor to validate the students' accounts of their performance and conduct and to determine if the supervisor will give the student(s) a favorable recommendation.	recommendation from their external internship supervisor.	2017 - 2018	Target Met	(A+) Scoring Breakdown: 90: 1 95: 2 100: 2 100% of the students successfully completed their internships. Two were even asked back the following summer.	Our internship program has always been highly successful and to change this method of assesement would be counterproductive.
			1. "The student" describes his/her duties as thus (edited):  Would you describe that description as accurate?					
			2. Overall, how would you rate the student's job performance? Excellent, Satisfactory, Unsatisfactory or Unacceptable.  Please feel free to add any additional comments.					
			3. Based on the student's performance this summer, would you considering hiring "the student" again in a similar position?					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action	
				At the end of the academic year, departmental faculty will review graduating seniors' records to determine if an internship was completed.	100% of graduating students will complete an Internship with a professional theatre company.	2017 - 2018	Target Met	Based on final scores in TH 360- Internship, the Avg. Final grade was a score of 97.5 out of 100. Scoring Breakdown: 100: 1 95: 1 100 % (2 out of 2) completed an internship and satisfied the requirements for graduation. One was with a professional theatre company, the other was a student teacher with the Starkville School District.	We will continue to use this method-with the inclusion of student teachers.
				Attendance is strictly monitored in all departmental courses and for all rehearsals and work calls. All students enrolled in TH 400- The Theatre Practicum-will be evaluated using the AAC&U Teamwork VALUE Rubric.	It is expected that the freshmen, sophomores and first year transfers participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of "3" in at least 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate.	2017 - 2018	Target Met	The average cumulative score was 3.4 Scoring Breakdown: 2.0: 1 2.5: 1 2.6: 1 2.8: 1 3.5: 1 3.8: 2 4.0: 6 69% of students met the threshold for success in this category.	The 60% threshold seems to be working well, so we will continue as is.
				Attendance is strictly monitored in all departmental courses and for all	Juniors and Seniors in TH 400 will meet proficiency on the AAC&U Teamwork	2017 - 2018	Target Not Met	That is just below the threshold which, in this case, amount to 1 student. The	Even though the threshold was not met, the difference is just one student. If it is not met next year, we may evaluate our assessment

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			rehearsals and work calls. All students enrolled in TH 400-The Theatre Practicum-will be evaluated using the AAC&U Teamwork VALUE Rubric.	VALUE Rubric. Proficiency for juniors and seniors is defined by averaging a score of "3" or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate.	2017 - 2018	Target Not Met	average was around 2.8, so we find this to be encouraging. Scoring Breakdown: 1.0: 1 1.5: 1 3.0: 2 3.4: 1 3.8: 1 4.0: 1 71% of students met the criteria for success in this category	method and/or attendance policies.
			Attendance is strictly monitored in all departmental courses and for all rehearsals and work calls. Students are evaluated by the AAC&U Creative Thinking VALUE Rubric for their participation in the major productions of both the Fall and Spring semesters.	75% of Juniors and Seniors in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency for juniors and seniors is achieved by a score of "3" or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate.	2017 - 2018	Target Met	The cumulative score was 3.15, taking the average of the top scores in three categories for each student. Scoring Breakdown: 2.0: 1 2.3: 1 3.0: 2 3.2: 1 3.7: 1 4.0: 2 75% of students met the target, which is keeping with our new threshold. Also keep in mind that due to the show schedule, students were evaluated for only one show this year.	The assessment seems satisfactory. We will have an increased schedule of shows so this will involve a much larger sampling size.
			Attendance is strictly monitored in all departmental courses and for all rehearsals and work calls. Students are evaluated by the AAC&U Creative Thinking VALUE Rubric for their participation in the major productions of both the Fall and Spring semesters.	It is expected that 60% of freshmen, sophomores and first year transfers participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of "3" in at least 3 categories for	2017 - 2018	Target Met	The cumulative avg. was 3.16, taking the average of the top scores in three categories for each student. Scoring Breakdown: 1.3: 1 2.0: 1 2.3: 1 3.0: 3 3.3: 1 4.0: 5  75% of students met the requirement, which is almost	Since the results seem to be consistent and the thresholds are being met, there is no reason to change this method.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Attendance is strictly monitored in all departmental courses and for all rehearsals and work calls. Students are evaluated by the AAC&U Creative Thinking VALUE Rubric for their participation in the major productions of both the Fall and Spring semesters.	freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate.	2017 - 2018	Target Met	identical to last year.	Since the results seem to be consistent and the thresholds are being met, there is no reason to change this method.
	2.2 (SLO & PO 4.d.)	Students will develop an accountable character by demonstrating the ability to manage their own time effectively, as well as work well with others in collaborative projects, and to serve as leaders of peer groups.	TH 400 is assessed jointly by 3 faculty members based on ability to meet project deadlines and collaborative skills. Post Mortems (of each theatre production team) are held to track effectiveness of collaboration and are all evaluated using the Creative Project Grading Rubric developed by the faculty.	60% of Sophomores should demonstrate proficiency in this area. Proficiency for Sophomores is defined as scoring at least a 90 in two categories and no lower than a 80 (B-) in the other two categories on the Creative Project Grading Rubric.	2017 - 2018	Target Met	The average score was 88.7, which is above the threshold average of 85. Scoring Breakdown: 68.8: 1 89.5: 1 92.5: 1 94: 1 98.5: 1 80% (4 out of 5) students met the target for this assessment.	We are still satisfied with the consistency of results so we will continue to use this assessment method.
			TH 400 is assessed jointly by 3 faculty members based on ability to meet project deadlines and collaborative skills. Post Mortems (of each theatre production team) are held to track effectiveness of collaboration and are all evaluated using the Creative	90% of graduating Seniors should demonstrate proficiency in this area. Proficiency for graduating seniors in this area is defined as scoring at least a 90 (A-) in at least three categories and no lower than an 80 (B-) in the one other category on the Creative Project	2017 - 2018	Target Met	The average score was 93.2. Scoring breakdown: 97.0%: 1 91.8%: 1 91.0%: 1 100% of students met the target for this assessment. If we add ALL seniors then the result is 85% (6 out of 7).	We still need more data, but the trend seems to encourage using this methodology for graduating seniors.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Project Grading Rubric developed by the faculty.	Grading Rubric.	2017 - 2018	Target Met	The average score was 93.2. Scoring breakdown: 97.0%: 1 91.8%: 1 91.0%: 1 100% of students met the target for this assessment. If we add ALL seniors then the result is 85% (6 out of 7).	We still need more data, but the trend seems to encourage using this methodology for graduating seniors.
	2.3 (SLO & SAO)	Students will effectively demonstrate their comprehension and developed abilities by synthesizing the sum of their knowledge gleaned in the Theatre curriculum to independently devise a creative piece with a unique point of view.	During the student's Senior year, it is expected that the student will be able to independently craft a creative work in at least one area of practical Theatre production and performance. Examples include: acting, directing, scene painting and costume design. The student will utilize practical skills learned in second-year and some third-year classes (TH 217-Stage Crafts; TH 219-Beginning Acting; TH 275-Introduction to Design; TH 318-Stage Lighting, and TH 319-Intermediate Acting). These skills will be mastered in more advanced classes (TH 320-Directing; TH 419-Advanced Acting; and TH 400-Theatre Practicum). The	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at least 90% (A-) on the Senior Exit Project Rubric.	2017 - 2018	Target Met	The average score is 1000 (A+) Breakdown: 1000 (3 A's): 2	This is the first time using the new rubric and the sampling size is small, so we will need more data before reaching a definitive conclusion.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SLO & SAO)	Students will effectively demonstrate their comprehension and developed abilities by synthesizing the sum of their knowledge gleaned in the Theatre curriculum to independently devise a creative piece with a unique point of view.	individual achievement to be assessed will be chosen by the student, with the consent of the Theatre faculty, during the Senior Exit Project. The project will be graded using the departmental Senior Exit Project Rubric.	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at least 90% (A-) on the Senior Exit Project Rubric.	2017 - 2018	Target Met	The average score is 1000 (A+) Breakdown: 1000 (3 A's): 2	This is the first time using the new rubric and the sampling size is small, so we will need more data before reaching a definitive conclusion.
Program - Women's Leadership - MA {2016-2017}	1.1 (RO)	Through finding, examining and analyzing primary and secondary sources, the students will practice graduate level research skills on both assigned and self-generated topics on women's leadership.	Graduate students will complete at least one Annotated Bibliography demonstrating research and source quality assessment skills on a self-selected topic. Either the director or a designated WS faculty member will assess the annotated bibliography using the AAC&U VALUE Rubric on Information Literacy.	In a sample set of at least three annotated bibliographies from either WS 500 or WS 502 sections, each of the essays will earn an average score of 3.5 or higher on the AAC&U Rubric on Information Literacy.	2017 - 2018	Target Met	In the fall of 2017, although we had three new graduate students, only two were required to take WS 500 because the third transferred in a course which substituted for this initial research methods course. A fourth new student who entered the program in the spring will have to take WS 500 in the fall of 2018. Both students who completed WS 500 also completed excellent annotated bibliographies. Both of these scored 4 on the Value Rubric on Information Literacy. Four students completed WS 501 (Women's Leadership and Change Theory). Now that this	From now on, the bibliography assessment samples will be taken from only WS 500 and WS 501, the two "gateway" courses in the program.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Women's Leadership - MA {2016-2017}	1.1 (RO)	Through finding, examining and analyzing primary and secondary sources, the students will practice graduate level research skills on both assigned and self-generated topics on women's leadership.	Graduate students will complete at least one Annotated Bibliography demonstrating research and source quality assessment skills on a self-selected topic. Either the director or a designated WS faculty member will assess the annotated bibliography using the AAC&U VALUE Rubric on Information Literacy.	In a sample set of at least three annotated bibliographies from either WS 500 or WS 502 sections, each of the essays will earn an average score of 3.5 or higher on the AAC&U Rubric on Information Literacy.	2017 - 2018	Target Met	second gateway course is taught by the director, I think selecting annotated bibliographies from these two classes, rather than one of the WS 502 (special topics in Women's Leadership) will allow a more uniform assessment of all beginning graduate students. All four of them submitted annotated and working bibliographies which were very good. One of them scored a 3.5 on a bibliography assignment and the other three scored a four. The numbers might not be perfectly clear below about the number of students assessed. Actually, the two fall students were two of the four in WS 501, so overall, four students were assessed.	From now on, the bibliography assessment samples will be taken from only WS 500 and WS 501, the two "gateway" courses in the program.
	1.2 (SLO & RO)	Through analysis of secondary sources the students will learn to assess the quality of secondary research on both assigned and self-generated topics in women's leadership.	The director of the program will assess a completed WS 500 or WS 502 article review assignment using AAC&U VALUE Rubric on Inquiry and Analysis.	Each of the students completing the assignment for "Article Review II" in the graduate course WS 500 or any of the article review or critique assignments	2017 - 2018	Target Met	In WS 500 and WS 501 this academic year, students completed a total of 12 separate article reviews. I took a sample of one per student from WS	From now on, the sample article reviews assessed will come from the "gateway" classes WS 500 and WS 501. This is what I did this year. In addition, beginning this fall, the research librarian for arts and sciences will be asked to give a Library Use instructional



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO & RO)	Through analysis of secondary sources the students will learn to assess the quality of secondary research on both assigned and self-generated topics in women's leadership.	The director of the program will assess a completed WS 500 or WS 502 article review assignment using AAC&U VALUE Rubric on Inquiry and Analysis.	in WS: 502 will average at least a 3.5 using the AAC&U VALUE Rubric for Inquiry and Analysis.	2017 - 2018	Target Met	500 and one per student from WS 501. All of the students this year in the gateway classes were unusually skilled writers. One, for whom English is a second language scored a 3.7 on her sample review, but the other five article reviews earned 4s on the Value Rubric for Inquiry and Analysis.	presentation at the beginning of both classes. This year's WS 500 and WS 501 benefited greatly from a librarian's presentation.
	1.3 (SLO & RO)	The student will produce a master's level project/thesis with a review of relevant literature and analysis of primary and secondary sources, based on an original idea connected with the development of leadership in women and girls.	The students Capstone/Thesis committee (consisting of a director and two other faculty members) will assess the completed project in WS 512: Capstone/Thesis using the AAC&U VALUE Rubric on Integrative Learning.	A student's WS 512 Capstone/Thesis project will score an average of no less than 3.5 on the AAC&U VALUE RUBRIC on Integrative Learning.	2017 - 2018	Target Met	Three students (one accelerated her program to graduate early) finished the MA in Women's Leadership during 2017-18, with all three defending their theses in December of 2017. Two graduated in December, 2017, The first MAWL graduate's thesis was a biography/leadership character analysis of a local state-wide known public servant and educator: "Alma Turner: An Influential Woman and The Characteristics of Compassionate Leadership." Her committee all	Based on the comments of the first four graduates of this degree, in the WS 500 and WS 501 gateway classes, the director will more clearly emphasis how students should look ahead toward WS 512: Thesis, buy explaining how one can begin preparing to write a thesis in these first two classes.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO & RO)	The student will produce a master's level project/thesis with a review of relevant literature and analysis of primary and secondary sources, based on an original idea connected with the development of leadership in women and girls.	The students Capstone/Thesis committee (consisting of a director and two other faculty members) will assess the completed project in WS 512: Capstone/Thesis using the AAC&U VALUE Rubric on Integrative Learning.	A student's WS 512 Capstone/Thesis project will score an average of no less than 3.5 on the AAC&U VALUE RUBRIC on Integrative Learning.	2017 - 2018	Target Met	recommended A's for the thesis and for her skillful defense. The other December defender also ranked very high on her oral presentations and fielding of questions. Her committee recommended an A for her thesis. Her thesis was based on a large number of interviews of successful women in political life in Mississippi. The title is "Mississippi Women Leaders: Shared Characteristics and Shared Successes." Her committee gave her high marks on her defense, and generally very good comments on her thesis. The May, 2018 graduate completed a professional analysis of the Department of Education at MUW. The title of her thesis is: "Teacher Preparation Programs: A Framework for University Programs To Remain Relevant for the Modern K-12 Classroom," providing not only	Based on the comments of the first four graduates of this degree, in the WS 500 and WS 501 gateway classes, the director will more clearly emphasis how students should look ahead toward WS 512: Thesis, buy explaining how one can begin preparing to write a thesis in these first two classes.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO & RO)	The student will produce a master's level project/thesis with a review of relevant literature and analysis of primary and secondary sources, based on an original idea connected with the development of leadership in women and girls.	The students Capstone/Thesis committee (consisting of a director and two other faculty members) will assess the completed project in WS 512: Capstone/Thesis using the AAC&U VALUE Rubric on Integrative Learning.	A student's WS 512 Capstone/Thesis project will score an average of no less than 3.5 on the AAC&U VALUE RUBRIC on Integrative Learning.	2017 - 2018	Target Met	the clear-eyed experienced vision of a former teacher and administrator, but also the experiences of finishing not only an MS in Education and having the hindsight from the viewpoint of her new MA in WL The faculty committees applied the AAC&U VALUE Rubric on Integrative Learning to all three completed theses. Two graduates scored a perfect 4 on the Integrative Learning VALUE rubric. One scored 3.87 on the rubric.	Based on the comments of the first four graduates of this degree, in the WS 500 and WS 501 gateway classes, the director will more clearly emphasis how students should look ahead toward WS 512: Thesis, buy explaining how one can begin preparing to write a thesis in these first two classes.
	2.1 (SLO)	The students will complete direct mentor or internship experience with a woman who works in a non-traditional field, in a political, educational or non-profit organization with a connection to improving women's lives, or in a field which documents women's lives and experiences.	At the end of their mentoring or internship experience, students will complete a "Reflective Essay" including evidence of intellectual and personal growth in their hands-on knowledge of both the diversity and commonalities of women's experiences. The Director of the Program will assess the reflection essays.	100% of students who complete WS 510 (required practicum) will be able to describe at least two specific examples of personal or intellectual growth in their knowledge about women's leadership skills gained during their mentoring or internship experience.	2017 - 2018	Inconclusive	In 2017-18 no student completed WS 510--three students were in their final year, and had already taking WS 510, two were in just in their first semester, and three were progressing slowly, because they needed to be part-time because of their employment situations. A new MA in WL graduate was the intern for NEW Leadership this Year, so we wasted an opportunity for one of our current	The director will actively search for at least two internship/mentorship situations for which the graduate students may earn academic credit in WS 510 this year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	The students will complete direct mentor or internship experience with a woman who works in a non-traditional field, in a political, educational or non-profit organization with a connection to improving women’s lives, or in a field which documents women’s lives and experiences.	At the end of their mentoring or internship experience, students will complete a “Reflective Essay” including evidence of intellectual and personal growth in their hands-on knowledge of both the diversity and commonalities of women’s experiences. The Director of the Program will assess the reflection essays.	100% of students who complete WS 510 (required practicum) will be able to describe at least two specific examples of personal or intellectual growth in their knowledge about women’s leadership skills gained during their mentoring or internship experience.	2017 - 2018	Inconclusive	graduate students to help with this program.	The director will actively search for at least two internship/mentorship situations for which the graduate students may earn academic credit in WS 510 this year.
			The women leaders who act as mentors or as supervisors in WS 510 will complete a Satisfaction Survey about the student’s participation.	At least 85% of students who complete the WS 510 practicum will earn a score of 3 “satisfactory” or 4 “highly satisfactory” (on a four point range from 1 Unsatisfactory, 2 Slightly dissatisfied, 3 Satisfactory to 4 Highly Satisfactory) from their mentor/supervisor.	2017 - 2018	Inconclusive	Since no students took WS 510 this year, there is no data to report	The director will offer at least two sections of WS 510 in academic year 2018-2020
	3.1 (PO 4.d.)	Students will take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature.	The student course schedule in which the student is registered in Banner Web during every semester of the program after the first semester. After the first semester of graduate work, which will generally consist of	100% of MA in Women’s Leadership graduates will complete graduate level coursework in at least three other areas with prefixes other than WS.	2017 - 2018	Target Met	During the 2017-18 academic year all seven graduate students were enrolled in a class which was either cross-listed with special topics in another discipline or in one of the following disciplines: Political	The director will review all students registered for fall and spring 2018-19 to make sure they are enrolled in at least one course to add to the degree's multidisciplinary requirements.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (PO 4.d.)	Students will take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature.	enrollment in WS 500, WS 501 and WS 502, the student and advisor will work together to select for registration in at least one mutually agreeable course per semester in other graduate programs at MUW which do not have the WS prefix, but also offer significant women's issues or women's leadership content.	100% of MA in Women's Leadership graduates will complete graduate level coursework in at least three other areas with prefixes other than WS.	2017 - 2018	Target Met	Science, History, Education, Management, Paralegal Studies, or Public Health. Since one of our graduate students is training to be an officer in AFROTC at MUW, she both observed and practiced women's leadership regularly in a profession in which serious discrimination is practiced against women (as this student's Theory of Change research revealed). The graduate students who took cross-listed courses in political science and history were mentors for the undergraduates in the class, and guided them in research, as well as completing their own research projects.	The director will review all students registered for fall and spring 2018-19 to make sure they are enrolled in at least one course to add to the degree's multidisciplinary requirements.
	3.2 (PO 4.d.)	Students who take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature will complete papers or projects in those classes with either a direct or	The program director will apply a simple check off rubric to a sample group of at least five papers from at least three graduate level courses taken in other disciplines by Women's Leadership graduate	The program director will collect a sample set of at least five papers from at least three graduate level courses taken in other disciplines by program students over the academic year, and using a simple check off method (1. Paper	2017 - 2018	Inconclusive	We applied the rubric to three excellent sample papers from three different disciplines. All of them met the content expectations of the MA in WL program. We did not have five papers submitted.	We will assess at least five papers from different disciplines next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (PO 4.d.)	indirect focus on women's issues or women's leadership.	students over the academic year.	or project DOES MEET the women's issues content expectations of the MS in Women's Leadership Program or 2. Paper or Project DOES NOT meet the women's issues content expectations), 90 % of students in the program will produce papers or projects which DO MEET the content expectation.	2017 - 2018	Inconclusive	We applied the rubric to three excellent sample papers from three different disciplines. All of them met the content expectations of the MA in WL program. We did not have five papers submitted.	We will assess at least five papers from different disciplines next year.
	4.1 (PO 4.d.)	Students will receive a quality women's studies education.	At the end of the academic year, surveys will be taken of program completers. Departmental faculty will review and analyze the Capstone Survey results.	90% of students participating in the Capstone Survey will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the women's studies curriculum, hands-on learning opportunities and quality of instruction.	2017 - 2018	Target Met	Instead of just surveying this year's graduates of the program, we also surveyed one 2016 graduate and sent surveys to all three 2017-18 MA graduates. One of the 2017 graduates gave all Satisfactory or Very Satisfactory ratings on every questions and mentioned no areas for which she recommend improvements. She mentioned that the program gave her the confidence to quit her current job and open her own business. The first graduate of the program indicated high satisfaction in most areas surveyed, including personal growth	I will draft a "Moving through the MA in WL" handbook this year with student input. I will make sure that there are at least two WS 510 internship/mentorship experiences offered during 2018-19.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (PO 4.d.)	Students will receive a quality women's studies education.	At the end of the academic year, surveys will be taken of program completers. Departmental faculty will review and analyze the Capstone Survey results.	90% of students participating in the Capstone Survey will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the women's studies curriculum, hands-on learning opportunities and quality of instruction.	2017 - 2018	Target Met	and employment opportunities, but said that she "Would have enjoyed a roadmap/handbook for the entire program curriculum and how it LEADS to the thesis/project. A clearer definition AND course for writing my thesis/project at the onset of the program would have made my experience very satisfactory. (unsatisfactory rank). She is correct; her comment has encouraged me to alter my WS 500 and 501 syllabuses to explain more clearly how from the very beginning students should be thinking and working on possible thesis topics." She also "Would have liked to be included in the N.E.W. Leadership program for experience and networking. I expressed interest multiple times, but was not included each year.-More opportunities for real life leadership/internships." The director	I will draft a "Moving through the MA in WL" handbook this year with student input. I will make sure that there are at least two WS 510 internship/mentorship experiences offered during 2018-19.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (PO 4.d.)	Students will receive a quality women’s studies education.	At the end of the academic year, surveys will be taken of program completers. Departmental faculty will review and analyze the Capstone Survey results.	90% of students participating in the Capstone Survey will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the women’s studies curriculum, hands-on learning opportunities and quality of instruction.	2017 - 2018	Target Met	was not aware that this graduate wanted badly to participate in NEW LEADERSHIP MS - Preparing MS Young Women for Public Service; This will remind the director to offer this opportunity to every MA WL candidate, and not only to one or to the same one every year. Graduate 3 was very satisfied" and was hired a semester before she finished the MA in Women’s Leadership for a position which requires a master’s degree. They were so impressed with her and our program that they allowed her to start in the position before she officially received her diploma. She is now Directing Fundraising for a Local residential K-12 boarding school. In her survey she said "This graduate program includes a variety of topics and the flexibility to personalize the study to a concentrated field.	I will draft a "Moving through the MA in WL" handbook this year with student input. I will make sure that there are at least two WS 510 internship/mentorship experiences offered during 2018-19.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (PO 4.d.)	Students will receive a quality women’s studies education.	At the end of the academic year, surveys will be taken of program completers. Departmental faculty will review and analyze the Capstone Survey results.	90% of students participating in the Capstone Survey will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the women’s studies curriculum, hands-on learning opportunities and quality of instruction.	2017 - 2018	Target Met	I was very satisfied with this aspect. I wanted a master's degree in leadership but not only in education. This degree allowed me to focus some research in education while receiving a much broader look at leadership as a women." Graduate 4 did not fill out the formal survey, but responded in conversations with me that she was highly satisfied with the program. One of them was hired a semester before she finished the MA in Women’s Leadership for a position which requires a master’s degree. They were so impressed with her and our program that they allowed her to start in the position before she officially received her diploma. She is now Directing Fundraising for a Local Non-Profit organization. This student said “I have determined to run for some type of public office after I finish this program.	I will draft a "Moving through the MA in WL" handbook this year with student input. I will make sure that there are at least two WS 510 internship/mentorship experiences offered during 2018-19.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (PO 4.d.)	Students will receive a quality women’s studies education.	At the end of the academic year, surveys will be taken of program completers. Departmental faculty will review and analyze the Capstone Survey results.	90% of students participating in the Capstone Survey will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the women’s studies curriculum, hands-on learning opportunities and quality of instruction.	2017 - 2018	Target Met	My thesis research, My involvement with interning with NEW Leadership MS and my participation in the Stennis Center for Public Policy’s “Southern Women in Public Service” conference has given me the confidence to pursue this goal." Also, since I don't know of where else to include the scan, I'm really please with the beautiful push cards Dr. Dunkelberg designed for our program. I'm attaching it in related documents here. It is a great recruiting tool.	I will draft a "Moving through the MA in WL" handbook this year with student input. I will make sure that there are at least two WS 510 internship/mentorship experiences offered during 2018-19.
			Women’s Studies faculty (a group of at least three faculty) who attend the students’ Graduate Capstone/Thesis presentations and review the final projects will score the students’ work using the AAC&U VALUE Rubrics on Critical Thinking, Oral Communication, and Integrative Learning.	100% of students completing WS 512: Capstone/Thesis will average least a 3.5 (upper level milestone) score or higher on all three AAU&C VALUE rubrics applied to their final projects. An average of the faculty committee’s scores will be used to determine the students’ final scores.	2017 - 2018	Target Met	The three rubrics were applied to all three graduates. The oral communication value rubric was applied to all three defenses. All scored a 4. The other two rubrics were applied to the thesis itself. One student, because of a couple of 3s on the Integrative Learning Rubric, had less than a perfect score,	There will be a gap this year in students completing theses, but then four students are on target to enroll in WS 512 in 2020-21. Unofficially, the director will work with all the students helping them focus on a possible thesis topic.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Women's Studies faculty (a group of at least three faculty) who attend the students' Graduate Capstone/Thesis presentations and review the final projects will score the students' work using the AAC&U VALUE Rubrics on Critical Thinking, Oral Communication, and Integrative Learning.	100% of students completing WS 512: Capstone/Thesis will average least a 3.5 (upper level milestone) score or higher on all three AAU&C VALUE rubrics applied to their final projects. An average of the faculty committee's scores will be used to determine the students' final scores.	2017 - 2018	Target Met	but was still well above the 3.5 benchmark. Overall Average - 3.87	There will be a gap this year in students completing theses, but then four students are on target to enroll in WS 512 in 2020-21. Unofficially, the director will work with all the students helping them focus on a possible thesis topic.
	4.2 (SAO)	Students will be actively engaged using their master's degrees in Women's Leadership.	The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, the program director will review and analyze the results to determine if achievement target was met.	15% of students participating in the Alumni Survey will state that they are enrolled in a higher level graduate/professional degree program connected with their master's degree in women's studies.	2017 - 2018	Inconclusive	I suspect that this achievement target needs to be increased, but we will wait for the first data year in spring, 2019.	We will begin collecting and analyzing data after the alumni survey is administered in 2019
			The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, the program director will review and analyze the results to determine if achievement target was met.	75% of former students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the master's program.	2017 - 2018	Inconclusive	The official alumni survey will be administered in 2019.	We will begin collecting this data from the spring, 2019 survey information.
			The Departmental Social Media Survey is sent out on the	5% increase from the previous academic year of Women's	2017 - 2018	Target Met	We now have four graduates from the program and all	We will stay connected with our graduates to see further progress in their careers. Since we will

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Program Facebook page every year. At the end of the academic year, the director faculty will analyze and compare the survey results to the previous academic year to determine if there was an increase or decrease in employment or further graduate study.	Studies alumni students participating in the Official Departmental Social Media Survey stating that they are either employed in a field where they regularly use the skills acquired in the master's program or are enrolled in a higher level graduate/professional program connected with women's leadership.	2017 - 2018	Target Met	indicate that they are very satisfied with the program and that the degree has either prompted them to begin something different in a current career, such as run for public office, or manage an office differently. One says the program gave her the confidence to open her own business. Another credits her new administrative job in development for a K-12 school to the preparation the MA in WL gave her.	(probably not) have a graduate in the next calendar year, we will make more of an effort to talk about career planning and to offer more hands on internships with the continuing students.
Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	In a sample group of at least 10 essays from the final exams of at least two sections of WS 200, with two women's studies faculty members scoring using the AAC&U VALUE Rubric on Critical Thinking, students enrolled in WS 200: Introduction to Women's Studies will demonstrate the ability to write a final exam essay analyzing two or more of the global historical, political, psychological, sociological,	Non-women's studies majors or minors' writing will score an average of at least a 2 (lower milestone level) or higher using the AAC&U VALUE rubric on Critical Thinking.	2017 - 2018	Target Not Met	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.6, considerably above the target score. However, individually, two of the essays scored below target: 1.6 and 1.8. I am still encouraged by the relatively high scores of the other 8 students. All of the students are non-minors or non-	We plan to offer a spring and a summer section of WS 200 next year to cover a greater range of students. WS Majors and minors tend to take the WS 200 introductory course during the regular spring term.  I think that my reporting on this section is not accurate, because it should be put in the General Education assessment section. This year, I will just repeat this information about the ten non-majors or minors in the Gen Ed section.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors' writing will score an average of at least a 2 (lower milestone level) or higher using the AAC&U VALUE rubric on Critical Thinking.	2017 - 2018	Target Not Met	majors	<p>We plan to offer a spring and a summer section of WS 200 next year to cover a greater range of students. WS Majors and minors tend to take the WS 200 introductory course during the regular spring term.</p> <p>I think that my reporting on this section is not accurate, because it should be put in the General Education assessment section. This year, I will just repeat this information about the ten non-majors or minors in the Gen Ed section.</p>
			In a sample group of at least 10 essays from the final exams of at least two sections of WS 200, with two women's studies faculty members scoring using the AAC&U VALUE Rubric on Critical Thinking, students enrolled in WS 200: Introduction to Women's Studies will demonstrate the ability to write a final exam essay analyzing two or more of the global historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher (mid milestone level) using the AAC&U VALUE rubric on Critical Thinking.	2017 - 2018	Inconclusive	No women's studies minors or majors took WS 200 last summer and we did not offer the course in the spring of 2018	We will offer WS 200 in the spring of 2019, in addition to the summer of 2018, since minors and majors are more likely to take the class during a fall/spring class year.
				Non-women's studies majors or minors will score an average of at	2017 - 2018	Target Not Met	This year, since we were not able to offer WS 200 in the	In June of this year the Inquiry and Analysis Rubric was also applied to ten WS 200 exams. We have

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			VALUE rubric on Intercultural Knowledge and Competence, in a sample group of at least 10 essays and/or discussion posts from students enrolled in WS 200 in one academic year, students enrolled in WS 200: Introduction to Women's Studies, will demonstrate the ability to write an essay or discussion post demonstrating the historical and current global and intercultural roles of women in society.	least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	2017 - 2018	Target Not Met	spring, we could use the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.6, considerably above the target score. However, individually, two of the essays scored below target: 1.6 and 1.8. I am still encouraged by the relatively high scores of the other 8 students. All of the students are non-minors or non-majors	included that information on the Rubric data sheet, and will add the following Target permanently to the Assessment Process: With the Director applying the Inquiry and Analysis Value Rubric, all students in WS 200 will score at least a 1.5 on this rubric. This year (2017-2018) all ten students scored at least a 1.5 (lowest score made by one student), but the class average was 2.5. New Target Met.
			With the director of women's studies applying the AAC&U VALUE rubric on Intercultural Knowledge and Competence, in a sample group of at least 10 essays and/or discussion posts from students enrolled in WS 200 in one academic year, students enrolled in WS 200: Introduction to Women's Studies, will demonstrate the ability to write an essay or discussion post demonstrating the historical and current global and	Women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	2017 - 2018	Inconclusive	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.5, meeting the target score, with one student scoring a perfect 4. However, individually, three of the essays scored below target: 1.8, 1.8, and 1.5. I am still encouraged by the relatively high scores of the other 7 students. All of the students are	We will continue to collect final exams for application of the Intercultural Knowledge and Competence Value Rubric. So that we may have a larger pool to assess, we will resume offering the WS 200 section in the spring of 2019 as well as in the summer of 2018. Majors and Minors are more likely to take the spring section of WS 200.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			intercultural roles of women in society.	Women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	2017 - 2018	Inconclusive	non-minors or non-majors. This rubric data, therefore, cannot be applied to WS majors or minors.	We will continue to collect final exams for application of the Intercultural Knowledge and Competence Value Rubric. So that we may have a larger pool to assess, we will resume offering the WS 200 section in the spring of 2019 as well as in the summer of 2018. Majors and Minors are more likely to take the spring section of WS 200.
1.2 (SAO)		By the completion of the minor or major program in women's studies, the students will complete a direct mentor or internship experience with a woman who works in a non-traditional field, in a non-profit organization with a connection to improving women's lives, or in a field which documents women's lives and experiences.	At the end of their mentoring or internship experience, students will complete a "Reflective Essay" including evidence of intellectual and personal growth in their hands-on knowledge of both the diversity and commonalities of women's experiences. Faculty will review and analyze the students' essays to determine if achievement target was met.	90% of students will be able to provide at least two specific examples of personal or intellectual growth in their knowledge about women's experiences which was gained during their mentoring or internship experience.	2017 - 2018	Target Met	This year five students, four graduates with the equivalent of a women's studies minor (21 hours in WS classes), and one WS minor completed reflective papers or gave a formal vocal reflection on their experiences in addition to their completed final project. WS faculty assessed their reflections using the departmental Rubric on Mentoring or Internship Experience. One graduate in Interdisciplinary Studies, with women's studies as one of her three emphases, was under the supervision of Erin Kempker, a historian. Under her guidance, she completed oral	As we did this year, we will continue to include "formal presentation reflection" in the same category as reflective essay

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SAO)	By the completion of the minor or major program in women's studies, the students will complete a direct mentor or internship experience with a woman who works in a non-traditional field, in a non-profit organization with a connection to improving women's lives, or in a field which documents women's lives and experiences.	At the end of their mentoring or internship experience, students will complete a "Reflective Essay" including evidence of intellectual and personal growth in their hands-on knowledge of both the diversity and commonalities of women's experiences. Faculty will review and analyze the students' essays to determine if achievement target was met.	90% of students will be able to provide at least two specific examples of personal or intellectual growth in their knowledge about women's experiences which was gained during their mentoring or internship experience.	2017 - 2018	Target Met	histories of seven women who have suffered from domestic violence and then wrote a play, identities hidden, based on their descriptions of the abuse. She performed the play with one other actor to an audience of faculty and students. She reflected on the experience in a detailed manner as she answered questions from the audience for half an hour after her play concluded. Another graduate completed her senior Honors Thesis on male and female sexuality as represented in Medieval Irish manuscripts. She was mentored by at least one faculty member at her university in Ireland, where she spent a year researching her subject. In the spring of 2018, she presented the final project, reflecting on what she had been taught, and what she had learned from her guided research. (Both final	As we did this year, we will continue to include "formal presentation reflection" in the same category as reflective essay



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SAO)	By the completion of the minor or major program in women's studies, the students will complete a direct mentor or internship experience with a woman who works in a non-traditional field, in a non-profit organization with a connection to improving women's lives, or in a field which documents women's lives and experiences.	At the end of their mentoring or internship experience, students will complete a "Reflective Essay" including evidence of intellectual and personal growth in their hands-on knowledge of both the diversity and commonalities of women's experiences. Faculty will review and analyze the students' essays to determine if achievement target was met.	90% of students will be able to provide at least two specific examples of personal or intellectual growth in their knowledge about women's experiences which was gained during their mentoring or internship experience.	2017 - 2018	Target Met	presentations earned these graduates a top grade from 90-98 percent--and A) from a large committee of Honors faculty reviewers. Another graduate (an English major with 21 hours in WS classes), was mentored by a marketing faculty member to complete an Honors Project examining the effect of differently designed covers on male and female consumers. She specifically talked about how her marketing mentor made her paper have a real focus, and taught her how to use surveys, focus groups, and to analyze data. She also earned a 90-100 percent grade from the Honors faculty committee observing her presentation. A junior minor took a class under the guidance of a psychology faculty member (Research in Human Behavior) and her final reflective paper described in detail	As we did this year, we will continue to include "formal presentation reflection" in the same category as reflective essay

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SAO)	By the completion of the minor or major program in women's studies, the students will complete a direct mentor or internship experience with a woman who works in a non-traditional field, in a non-profit organization with a connection to improving women's lives, or in a field which documents women's lives and experiences.	At the end of their mentoring or internship experience, students will complete a "Reflective Essay" including evidence of intellectual and personal growth in their hands-on knowledge of both the diversity and commonalities of women's experiences. Faculty will review and analyze the students' essays to determine if achievement target was met.	90% of students will be able to provide at least two specific examples of personal or intellectual growth in their knowledge about women's experiences which was gained during their mentoring or internship experience.	2017 - 2018	Target Met	how she had learned from her mentor how to observe and then analyze through research many types of human behavior, including behavior which was connected to violence against women. A final graduate, a women's studies minor, completed two WS 400 Special Topics classes, one on Women's Rebellion and one on Gender and Sexuality. Both required final projects which reflected on what she had gained from examining "historical mentors" whose information was presented as part of the class content.	As we did this year, we will continue to include "formal presentation reflection" in the same category as reflective essay

	1.3 (SLO)	Senior majors will exhibit at least a proficient level in reading, writing and analytic skills.	Graduating MUW native senior Women's Studies majors and minors randomly selected to take the CLA+ test by the QEP director will decide to take the test (which is optional). Results will be reviewed and analyzed by faculty.	90% of senior Women's Studies majors and minors will score at least Proficient in all tested areas on the CLA+ standardized test. This test targets the following areas (which also mirror MUW General Education Requirements): Analysis and Problem Solving; Writing	2017 - 2018	Inconclusive	Unfortunately, none of the four graduates analyzed this year either chose not to take or wasn't selected to take the CLA+ test, so there is nothing to analyze.	We will continue to recommend particular graduating seniors to the CLA+ testing center, and will push those students to actually take the test. I will also talk to the testing director about providing a particular incentive to the students who complete the test.
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Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO)	Senior majors will exhibit at least a proficient level in reading, writing and analytic skills.	Graduating MUW native senior Women's Studies majors and minors randomly selected to take the CLA+ test by the QEP director will decide to take the test (which is optional). Results will be reviewed and analyzed by faculty.	Effectiveness; Scientific and Quantitative Reasoning; Critical Reading and Evaluation, and Critiquing an Argument.	2017 - 2018	Inconclusive	Unfortunately, none of the four graduates analyzed this year either chose not to take or wasn't selected to take the CLA+ test, so there is nothing to analyze.	We will continue to recommend particular graduating seniors to the CLA+ testing center, and will push those students to actually take the test. I will also talk to the testing director about providing a particular incentive to the students who complete the test.
	2.1 (SLO)	Students will exhibit the ability to conduct and record a structured interview of a woman.	Faculty will review students' recorded oral histories and keep a log of all new oral histories of women that are added to the university archives for future student, faculty and scholar research.	By the end of each academic year, at least three new digital oral histories of women interviewed by women's studies majors or minors will be added to University archives for future research. The interview subjects will choose after the completed interview whether or not they wish the recording and written materials to be preserved for future research.	2017 - 2018	Target Met	This year an English major who intends to declare a WS minor recruited and trained ten people who collected 14 interviews from the Class of 1968. Two of the interviewers who volunteered were WS minors. All four of the graduating seniors assessed in the internship reflection above have been active Golden Girl interviewers during their time at MUW. All have been accurate in collecting interviewees biographical data. Last year questions on race relations and memories of the racial desegregation of MSCW have been added so that the Golden Girl projects can help provide	This fall I will begin early to make sure all women's studies majors or minors are part of the group who interview Golden Girls in the spring of 2019

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Students will exhibit the ability to conduct and record a structured interview of a woman.	Faculty will review students' recorded oral histories and keep a log of all new oral histories of women that are added to the university archives for future student, faculty and scholar research.	By the end of each academic year, at least three new digital oral histories of women interviewed by women's studies majors or minors will be added to University archives for future research. The interview subjects will choose after the completed interview whether or not they wish the recording and written materials to be preserved for future research.	2017 - 2018	Target Met	data also for the ongoing research on Race and desegregation of the W. (see updated interview question sheet). The trainer/recruiter this year completed the 2018 project by making sure all of the digital recordings from this year were uploaded to the Center's data collection files. All of the women interviewed from the class of 1968 signed "Deed of Gift" forms donating the interviews to the W archives.	This fall I will begin early to make sure all women's studies majors or minors are part of the group who interview Golden Girls in the spring of 2019
			Women's Studies majors and minors will use oral history best practices, including collecting signed "deed of gift" forms from interviewees, preparing targeted questions, and digitally recording an oral history of a woman from a particular age group or professional group. Faculty will review and analyze the students' work.	By the time they graduate, 100% of Women's Studies minors and majors will successfully conduct and report in writing on at least two structured interviews of at least two women. These interviews will contain specific familial and biographical details, work history, educational history and gender relationship opinions (from the subject).	2017 - 2018	Target Met	This year an English major who intends to declare a WS minor recruited and trained ten people who collected 14 interviews from the Class of 1968. Two of the interviewees who volunteered were WS minors. All four of the graduating seniors assessed in the internship reflection above have been active Golden Girl interviewees during their time at MUW. All have been accurate in collecting	Beginning in the fall, I will begin to recruit majors and minors to participate in the spring Golden Girls project.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Women's Studies majors and minors will use oral history best practices, including collecting signed "deed of gift" forms from interviewees, preparing targeted questions, and digitally recording an oral history of a woman from a particular age group or professional group. Faculty will review and analyze the students' work.	By the time they graduate, 100% of Women's Studies minors and majors will successfully conduct and report in writing on at least two structured interviews of at least two women. These interviews will contain specific familial and biographical details, work history, educational history and gender relationship opinions (from the subject).	2017 - 2018	Target Met	interviewees biographical data. Last year questions on race relations and memories of the racial desegregation of MSCW have been added so that the Golden Girl projects can help provide data also for the ongoing research on Race and desegregation of the W. (see updated interview question sheet). The trainer/recruiter this year completed the 2018 project by making sure all of the digital recordings from this year were uploaded to the Center's data collection files.	Beginning in the fall, I will begin to recruit majors and minors to participate in the spring Golden Girls project.
	2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	Two women's studies faculty members will apply the Value Rubric on Critical Thinking to a sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS 400 or WS 499).	A sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS 400 or WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	2017 - 2018	Target Not Met	This year we had 13 papers from even a broader range (six different disciplines cross-listed), four of which were written by declared majors or minors. Using the Critical Thinking Value rubric, the average for all 13 was 3.23, which is just over the overall target of 3, but three of the students scored under a 3, one paper a 0 (for	We will continue to apply the new departmental rubric to the sample paper collection as well as the Value Rubric on Critical Thinking.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	Two women's studies faculty members will apply the Value Rubric on Critical Thinking to a sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS 400 or WS 499).	A sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS 400 or WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	2017 - 2018	Target Not Met	plagiarism) one a 2 and the third paper a 2.4 . (see attached rubric table). The target, therefore, was only partially met. The lowest score was a 0, and the highest a 4. Four of the papers were written by women's studies minors or majors. Their average score overall is impressive--3.85 with the lowest score a 3.6 and the highest, a 4. The non-majors or minors total average is 2.95, and the highest score in this group is a 4 and the lowest a 0. Overall, the non-major and minor scores are impressive, although they do not all meet the upper-milestone level of 3. The majors and minors's scores are very impressive. This year I applied a new departmental WS upper level paper rubric to all the papers. All four majors/minors scored Exemplary on both 1a and 1b of the Rubric. Excluding the	We will continue to apply the new departmental rubric to the sample paper collection as well as the Value Rubric on Critical Thinking.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	Two women's studies faculty members will apply the Value Rubric on Critical Thinking to a sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS 400 or WS 499).	A sample set of at least six research or analytic essays from at least three upper level undergraduate courses (excluding papers from WS 400 or WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	2017 - 2018	Target Not Met	"Minimum Standards Not Met" plagiarized paper, the 8 non-majors or minors all scored either a Proficient or Exemplary on the Departmental Rubric	We will continue to apply the new departmental rubric to the sample paper collection as well as the Value Rubric on Critical Thinking.
			Women's Studies majors and minors will complete a 400 level project using primary biographical or creative sources by/from women.	Women's Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	2017 - 2018	Target Met	One graduate in Interdisciplinary Studies, with women's studies as one of her three emphases, completed oral histories of seven women who have suffered from domestic violence and then wrote a play, identities hidden, based on their descriptions of the abuse. She performed the play with one other actor to an audience of faculty and students. She reflected on the experience in a detailed manner as she answered questions from the audience for half an hour after her play concluded. Another graduate	Beginning in the fall semester, I will encourage women's studies majors and minors to take the WS 400: ST in Diary Transcriptions. We have many available diaries, and half of them have not been transcribed or annotated.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Women's Studies majors and minors will complete a 400 level project using primary biographical or creative sources by/from women.	Women's Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	2017 - 2018	Target Met	completed her senior Honors Thesis on male and female sexuality as represented in Medieval Irish manuscripts. She was mentored by at least one faculty member at her university in Ireland, where she spent a year researching her subject, including private as well as public medieval writing. In the spring of 2018, she presented the final project, reflecting on what she had been taught, and what she had learned from her guided research. (Both final presentations earned these graduates a top grade from 90-98 percent--and A) from a large committee of Honors faculty reviewers. Both students scored a 4 on the Inquiry and Analysis Rubric.	Beginning in the fall semester, I will encourage women's studies majors and minors to take the WS 400: ST in Diary Transcriptions. We have many available diaries, and half of them have not been transcribed or annotated.
	2.3 (PO 4.d.)	Students will exhibit information literacy and research skills.	A committee of at least three women's studies faculty members will assess all WS 499 final projects using the AAC&U VALUE	100% of students' WS 499 final projects will score at least a 3 or higher (upper milestone level) on the AAC&U VALUE rubric on Information	2017 - 2018	Target Met	There were no seniors who took WS 499 Capstone in 2017-18, but one Interdisciplinary Studies major had women's studies as	When we do not have WS 499 capstone students to assess, we will continue to assess the final project/papers of IS students with a women's studies emphasis, and Honors Thesis presentations and papers which have a women's



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (PO 4.d.)	Students will exhibit information literacy and research skills.	rubric on Information Literacy.	Literacy.	2017 - 2018	Target Met	one of her three emphases and two student completed an HO 402 paper whose subject was in women's studies. The IS 499 student earned a 4 in Information Literacy. The two HO 402 students also also earned a 4 in Information Literacy.	studies emphasis
	3.1 (PO 4.d.)	Students will receive a quality women's studies education.	At the end of the academic year, departmental faculty will review and analyze the Capstone Survey results to determine if achievement target was met.	90% of students participating in the Capstone Survey will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the women's studies curriculum, hands-on learning opportunities and quality of instruction.	2017 - 2018	Target Met	We had three graduate students complete a WS master's degree in Leadership, but no BA graduates who completed a major and therefore did not need Capstone offered this year. Since we have two junior level majors, it will probably by 2020 before WS 499 needs to be offered again. Instead, the director created a more comprehensive survey for recent graduates and students currently in both undergraduate and graduate programs. That survey is in "related documents," for more analysis. The positive rankings and comments are	Beginning in the fall, I will ask faculty to offer in the spring at least one more 300 or 400 WS class which can be cross-listed in another discipline. I will also put together an committee to recommend more and more varied types of internship opportunities for the undergraduates and the graduate students. I also need to work on a handbook for the program, as one of the graduates described in her survey, to help the students understand in the beginning how the program moves from "Research Methods" to Thesis defense.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (PO 4.d.)	Students will receive a quality women’s studies education.	At the end of the academic year, departmental faculty will review and analyze the Capstone Survey results to determine if achievement target was met.	90% of students participating in the Capstone Survey will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the women’s studies curriculum, hands-on learning opportunities and quality of instruction.	2017 - 2018	Target Met	marked in red and the negative rankings or suggestions for improvement are marked in blue. Since the survey includes graduate students also, I will only mention the statistics about undergraduates below. NOTE: Eighteen students were selected to receive the survey, including some who are in the middle of either their undergraduate minor, some who are in the middle of their undergraduate majors, a few WS BA graduates, some who are recent MA in WL graduates, and some who are currently master’s candidates. Twelve people responded, with at least one from every category, giving a 75% percent survey response rate. The positive ratings (Satisfactory or Very Satisfactory) and added positive comments are highlighted in red in the attached complete survey responses. The negative ratings and	Beginning in the fall, I will ask faculty to offer in the spring at least one more 300 or 400 WS class which can be cross-listed in another discipline. I will also put together an committee to recommend more and more varied types of internship opportunities for the undergraduates and the graduate students. I also need to work on a handbook for the program, as one of the graduates described in her survey, to help the students understand in the beginning how the program moves from "Research Methods" to Thesis defense.

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	3.1 (PO 4.d.)	Students will receive a quality women’s studies education.	At the end of the academic year, departmental faculty will review and analyze the Capstone Survey results to determine if achievement target was met.	90% of students participating in the Capstone Survey will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the women’s studies curriculum, hands-on learning opportunities and quality of instruction.	2017 - 2018	Target Met	Women's Leadership in the fall of 2018. A 2015 graduate is completing a fully funded Master's degree in Health Informatics at George Mason University. Another graduate minor will continue her students at a MA graduate program in Ireland, continuing her Honors Thesis research in Medieval Irish documents. A 2016 graduate is going into her third year of law school at UM and has been involved in pro bono work helping vulnerable populations.	Beginning in the fall, I will ask faculty to offer in the spring at least one more 300 or 400 WS class which can be cross-listed in another discipline. I will also put together an committee to recommend more and more varied types of internship opportunities for the undergraduates and the graduate students. I also need to work on a handbook for the program, as one of the graduates described in her survey, to help the students understand in the beginning how the program moves from "Research Methods" to Thesis defense.
			Women’s Studies faculty (a group of at least three faculty) who attend the students’ Capstone presentations and review the final projects will score the students’ work using the AAC&U VALUE rubrics on Critical Thinking, Oral Communication, and Information Literacy.	100% of all WS Capstone students will average a score of at least a 3 (upper level milestone) or higher on all three AAC&U VALUE rubrics applied to their final projects. An average of the faculty scores will be used to determine the students’ final scores.	2017 - 2018	Inconclusive	We had no students take Capstone this year because the two students expected to take it changed their majors to IS with a women's studies emphasis and to Public Health, with an emphasis on women's health.	Within the next two years two WS majors will complete WS 499.
	3.2 (SAO)	Students will be actively engaged using their	The Alumni Survey is sent out every three	25% of students participating in the	2017 - 2018	Inconclusive	Next year (2019) will be the first year	We look forward to the results of the 2019 Alumni Survey.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SAO)	Women's Studies degrees.	years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	Alumni Survey will state that they are enrolled in a graduate/professional degree program connected with their degree in Women's Studies.	2017 - 2018	Inconclusive	we can analyze data from the MUW Alumni Survey.	We look forward to the results of the 2019 Alumni Survey.
			The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	75% of students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the Women's Studies program.	2017 - 2018	Inconclusive	This year was not a year to collect data for an alumni survey, so there is nothing to report from the Office of Institutional Research and Assessment. The next alumni survey will be in 2019.	We look forward to the information we will learn from the MUW Alumni Survey.
			The Departmental Social Media Survey is sent out on the LLP Facebook page every year. At the end of the academic year, departmental faculty will analyze and compare the survey results to the previous academic year to determine if there was an increase or decrease in employment or graduate enrollment.	5% increase from the previous academic year of Women's Studies alumni students participating in the Official Departmental Social Media Survey stating that they are either employed in their field of study or in a field where they regularly use the skills acquired in the Women's Studies program or are enrolled in a graduate/professional program connected with women's studies or women's leadership.	2017 - 2018	Target Met	We did a more formal social media/text and email survey of our graduates this year and had five responses. One of our 2018 graduate minors is beginning a Women's Psychology master's degree at Memphis State in the fall; another graduate minor will enter our own MA in Women's Leadership in the fall of 2018. A 2015 graduate is completing a fully	In my advising of my women's studies undergraduates, I will talk more specifically about the careers and fields they are thinking about pursuing and attempt to match them with pertinent internships.

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			The Departmental Social Media Survey is sent out on the LLP Facebook page every year. At the end of the academic year, departmental faculty will analyze and compare the survey results to the previous academic year to determine if there was an increase or decrease in employment or graduate enrollment.	5% increase from the previous academic year of Women's Studies alumni students participating in the Official Departmental Social Media Survey stating that they are either employed in their field of study or in a field where they regularly use the skills acquired in the Women's Studies program or are enrolled in a graduate/professional program connected with women's studies or women's leadership.	2017 - 2018	Target Met	funded Master's degree in Health Informatics at George Mason University. She plans to return to her home country and be an advocate for women's public health. Another graduate minor will continue her students at a MA graduate program in Ireland, continuing her Honors Thesis research in sexuality as depicted in Medieval Irish documents. A 2016 graduate is going into her third year of law school at UM and has been involved in pro bono work helping vulnerable populations, including women. Another graduate minor is a Registered Nurse at a local hospital and has regularly mentioned to me that her women's studies courses prepared her to deal with many issues which come up in her duties as a nurse.	In my advising of my women's studies undergraduates, I will talk more specifically about the careers and fields they are thinking about pursuing and attempt to match them with pertinent internships.