

## College of Arts, Sciences and Education 2018-2019

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.	2018 - 2019	Inconclusive	There are no Art Ed students enrolled in these courses since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They are now in their last semesters of student teaching.	The Art Education program has been discontinued and will no longer be accepting new students. Once the last remaining students have completed their courses and graduate, the program will be closed out.
	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.	2018 - 2019	Inconclusive	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They are now in their last semesters of student teaching.	The Art Education program has been discontinued and will no longer be accepting new students. Once the last remaining students have completed their courses and graduate, the program will be closed out.
			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	Students will have an average score of at least a 2 or higher on a 0-4 scale on the Written Art Lesson Rubric.	2018 - 2019	Inconclusive	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have	The Art Education program has been discontinued and will no longer be accepting new students. Once the last remaining students have completed their courses and graduate, the program will be closed out.

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			using the Written 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.	2018 - 2019	Inconclusive	already completed these courses. They are now in their last semesters of student teaching.	The Art Education program has been discontinued and will no longer be accepting new students. Once the last remaining students have completed their courses and graduate, the program will be closed out.
	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.	2018 - 2019	Inconclusive	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They are now in their last semesters of student teaching.	The Art Education program has been discontinued and will no longer be accepting new students. Once the last remaining students have completed their courses and graduate, the program will be closed out.
	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.	2018 - 2019	Inconclusive	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They are now in their last semesters of student teaching.	The Art Education program has been discontinued and will no longer be accepting new students. Once the last remaining students have completed their courses and graduate, the program will be closed out.
	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	75% of participating ART 340 students will report that they were "satisfied" on the Exit Survey for Art Education majors.	2018 - 2019	Inconclusive	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have already completed	The Art Education program has been discontinued and will no longer be accepting new students. Once the last remaining students have completed their courses and graduate, the program will be closed out.

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	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.	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.	2018 - 2019	Inconclusive	these courses. They are now in their last semesters of student teaching.	The Art Education program has been discontinued and will no longer be accepting new students. Once the last remaining students have completed their courses and graduate, the program will be closed out.
			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.	2018 - 2019	Inconclusive	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They are now in their last semesters of student teaching.	The Art Education program has been discontinued and will no longer be accepting new students. Once the last remaining students have completed their courses and graduate, the program will be closed out.
	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.	2018 - 2019	Target Met	In evaluating art teacher portfolios of the 2 art ed student's enrolled in ED 407 (one in Fall 2018 & other in Spring 2019) the faculty of record determined that they met the target be scoring a 3.1 and 3.6 average. They have done well.	There are two students left who have not completed ED 407 - it is their hope to be enrolled in Fall 2019.
			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.	2018 - 2019	Target Not Met	2 students successfully completed the praxis art content exam both in fall 2018, the third has been unsuccessful in two attempts. The student plans to retake the test	We now only have three students who have not completed the praxis art content exam, i who has successfully completed ED 407 and is retaking the test, and two who hope to complete the test in summer /fall 2019.

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			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.	2018 - 2019	Target Not Met	summer 2019.	We now only have three students who have not completed the praxis art content exam, i who has successfully completed ED 407 and is retaking the test, and two who hope to complete the test in summer /fall 2019.
	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.	2018 - 2019	Target Met	The overall average of all four was a 2.75 which met the assessment target, with individual scores of 2.75 each.	We have only 2 students left in the program and hopefully they will enroll in Fall 2019 in ED 407.
Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	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 existing knowledge."	Work done by students in this junior-level class (BSB 310) 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 assignments requiring graph interpretation and concept mapping of a scientific article.	2018 - 2019	Target Met	The target was met. 75% of the assessed students (15/20) scored satisfactory or better on the assignment.	We are continuing to meet the target goal, but the percentage of BSB 310 students who are achieving at the level we want is trending down. We will continue to incorporate data figures into the content of as many courses as possible, and we will try to provide exercises to the students where they must deduce the intent and significance of data figures, without being told beforehand what they mean. That way, the students will get experience approaching figures from both directions -- first starting from the conclusions and then determining what specifically in the data lead to those conclusions; second starting from the data and deducing what conclusions can arise from them.
			Work done by students in this sophomore-level class (BSB 230) will be assessed by faculty using departmental rubrics created for	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	2018 - 2019	Target Met	Target WAS met. 76% of Fall 2018 BSB 230 students scored satisfactory or better on the rubric. 23% (4/17) scored proficient; 53% (9/17) scored	This was the first time we have met the target in this assessment. What we have been doing to familiarize students with figures and how to interpret them seems to be paying off. We will continue to incorporate data figures into the content of as many courses as

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			this learning outcome.	question interpreting a single table or figure taken from a scientific paper.	2018 - 2019	Target Met	satisfactory; and 23% (4/17) scored unsatisfactory.	possible, and we will try to provide exercises to the students where they must deduce the intent and significance of data figures, without being told beforehand what they mean. That way, the students will get experience approaching figures from both directions -- first starting from the conclusions and then determining what specifically in the data lead to those conclusions; second starting from the data and deducing what conclusions can arise from them.
	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 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.	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 proposal based on the research in the article.	2018 - 2019	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 the students wrote.	This is the third 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	2018 - 2019	Target Not Met	Target was NOT met. Only 55% (11/20) met the target, and 0% were ranked as advanced . This is a significant drop from the past two years, when 100% of the assessed students met the target.	After a couple of years of meeting the assessment target, we reverted to falling short. 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

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	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.	biology and quantitative chemistry courses.	2018 - 2019	Target Not Met	Target was NOT met. Only 55% (11/20) met the target, and 0% were ranked as advanced . This is a significant drop from the past two years, when 100% of the assessed students met the target.	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 evolutionary relationships between organisms.	2018 - 2019	Target Met	Target was met. 100% (19/19) students scored satisfactory or better on the assessed activity. 74% (14/19) were ranked as proficient and 26% (5/19) were ranked as satisfactory.	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 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	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.	2018 - 2019	Target Not Met	Target NOT met. Only 48% (7/16) of the students taking the Major Fields Test in biology scored above the 50th percentile.	Despite falling just short of meeting the assessment goal, this was the best showing by departmental students on the Exit Exam in almost ten years. We are definitely trending in the right direction. Our students are learning and retaining broad discipline-based knowledge better than in previous years. To keep this trend in the positive direction, we will continue to try to review and reinforce concepts in previous courses in the courses we teach. We will also continue to train our students in effective and efficient study techniques so that they do more than incorporate class material into short-term memory.

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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.	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.	2018 - 2019	Target Not Met	Target NOT met. Only 48% (7/16) of the students taking the Major Fields Test in biology scored above the 50th percentile.	Despite falling just short of meeting the assessment goal, this was the best showing by departmental students on the Exit Exam in almost ten years. We are definitely trending in the right direction. Our students are learning and retaining broad discipline-based knowledge better than in previous years. To keep this trend in the positive direction, we will continue to try to review and reinforce concepts in previous courses in the courses we teach. We will also continue to train our students in effective and efficient study techniques so that they do more than incorporate class material into short-term memory.
	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.	2018 - 2019	Target Not Met	Target was NOT met. 63% of graduating seniors reported participating in two or more community service activities. Nonetheless, this was close to double the percentage who met the goal last year.	We will continue to try to publicize departmental opportunities for students to engage in community service. Hearing faculty advocate for service helps student realize its value and alerts them to the opportunities, they might otherwise be overlooking.
Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and	Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 111 will be	The average score of PSC 111 students should be at least a “3” on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in	2018 - 2019	Target Not Met	98 PSC 111 students across five lecture sections and two semesters (4 sections in fall 2018, 1 section in spring 2019) were	In 2017-18 the average was 2.5. We had hoped that by encouraging students to make use of SI and encouraging them in class, we would reach the target average of 3.0. However, this did not happen. As you can see from the results

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Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	quantitative analysis techniques.	evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	performing calculations and answering questions related to basic stoichiometry.	2018 - 2019	Target Not Met	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 98 students evaluated was "2.5" with the following breakdown (44 students, score = 1; 8 students, score = 2; 9 students, score = 3; 37 students, score = 4). Target was not achieved.	<p>above, 40 of the 98 students, scored 4's, while 44 students scored 1's. It is apparent that, instead of the normal bell curve, we have a bimodal distribution. We do not believe that the students who are scoring 1's are attending SI sessions, and they are not as engaged in class as we want. We have to find ways to engage these students. This will involve a deeper dive into reviewing mathematics and problem-solving. The question is, "Do we want to do this type of review in PSC 111 General Chemistry I at the expense of covering material needed to transition to PSC 112 General Chemistry II?" Currently, the department has several courses for non-science majors (SM 101, SM 102, BSB 109, PS 109, and PSC 108). Should we encourage non-science majors into those courses, which will have no math prerequisites and less scientific depth, and reserve PSC 111 for science majors?</p> <p>As we ponder these questions, we will try to find ways to engage the students who are struggling the most (those who are scoring 1's). Instead of encouraging these students to attend SI sessions, we might need to require extra work from students who are struggling. If we make extra practice work a requirement, instead of encouraging voluntary attendance at SI, maybe these students will do the extra practice to learn the mathematics needed to learn stoichiometric processes.</p>
			Stoichiometry, equilibrium, and	The average score of PSC 112 students	2018 - 2019	Target Not Met	39 PSC 112 students across two lecture	In 2017-18, the average for this assessment was "2.1". We had



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			thermodynamics/quantum mechanics questions from quizzes and exams in PSC 112 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	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.	2018 - 2019	Target Not Met	sections in spring 2019 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from the final exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 39 students evaluated was "2.8" with the following breakdown (9 students, score = 1; 6 students, score = 2; 8 students, score = 3; 16 students, score = 4). Target was not achieved.	planned to include APIL strategies and online homework to reach the target average of "3". However, due to time constraints, we were unable to include the APIL strategies and online homework that we had planned. We were only able to assign more homework and practice in this area and encourage student practice. Even without the APIL strategies and online homework, we were able to increase the average from 2.1 to 2.8. While we did not reach the target, we are encouraged by the improvement. We are also encouraged that over 60% of the students met the score of 3. Next year we hope to revamp the course in order to spend less time on less relevant (although interesting) topics so that we can devote more time to equilibrium.
			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.	2018 - 2019	Target Met	PSC 312 was not taught this academic year. PSC 450/451 was taught during the fall (PSC 450) and the spring (PSC 451). Thermodynamics was assessed in PSC 450. The 5 students were assessed twice. The first assessment occurred during the fall semester with a quiz. Questions were evaluated	PSC 450/451 is on a two year rotation. So these courses, and their assessments, will not be a part of the 2019-20 SMART plan. PSC 312 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.	2018 - 2019	Target Met	<p>using the AAC&amp;U Quantitative Literacy VALUE rubric. The average rubric score of the 5 PSC 450 students evaluated on the semester quiz was "2.4" with the following breakdown (0 students, score = 1; 3 students, score = 2; 2 students, score = 3; 0 students, score = 4). Target was not achieved.</p> <p>However, the second assessment of thermodynamics occurred at the end of the fall semester on the final exam. Questions were evaluated using the AAC&amp;U Quantitative Literacy VALUE rubric. The average rubric score of the 5 PSC 450 students evaluated on the final exam was "3.0" with the following breakdown (1 students, score = 1; 0 students, score = 2; 2 students, score = 3; 2 students, score = 4). Target was achieved.</p> <p>The fact that student performance</p>	PSC 450/451 is on a two year rotation. So these courses, and their assessments, will not be a part of the 2019-20 SMART plan. PSC 312 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.	2018 - 2019	Target Met	<p>improved during the semester is encouraging. Because the target was met at the end of the semester, we are comfortable saying that the target was met.</p> <p>Quantum mechanics was assessed in PSC 451. The 5 students were assessed twice. The first assessment occurred during the spring semester with a quiz. Questions were evaluated using the AAC&amp;U Quantitative Literacy VALUE rubric. The average rubric score of the 5 PSC 451 students evaluated on the semester quiz was "3.8" with the following breakdown (0 students, score = 1; 3 students, score = 2; 1 students, score = 3; 4 students, score = 4). Target was achieved.</p> <p>The second assessment of quantum mechanics occurred at the end of the spring semester on the final exam. Questions were</p>	PSC 450/451 is on a two year rotation. So these courses, and their assessments, will not be a part of the 2019-20 SMART plan. PSC 312 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.	2018 - 2019	Target Met	evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 5 PSC 451 students evaluated on the final exam was "3.0" with the following breakdown (0 students, score = 1; 2 students, score = 2; 1 students, score = 3; 2 students, score = 4). Target was achieved.	PSC 450/451 is on a two year rotation. So these courses, and their assessments, will not be a part of the 2019-20 SMART plan. PSC 312 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.	2018 - 2019	Target Met	40 PSC 112L students across two lab sections were assessed on their written communication using two formal lab reports. Lab reports were evaluated using the AAC&U Written Communication VALUE rubric. 88% of PSC 112L students scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric (40 students evaluated on two lab reports; 2 at level 1, 3 at level 2, 15 at level 3, 20 at level 4). Target was	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.	2018 - 2019	Target Met	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.	2018 - 2019	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".  22 PSC 211 students were evaluated using the rubric attached in the "Related documents" section. 73% of PSC 211 students scored at least "satisfactory" on the rubric. 22 students were evaluated on a quiz	This is the third year in a row that the target has not been met. This year's result (73%) is a significant improvement from last year's result (50%). This improvement shows us that the emphasis placed on this topic and additional assessments are working. The professor will continue in this manner to reach the achievement target of 75%.

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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.	2018 - 2019	Target Not Met	and an exam with questions related to instrumentation and analytical techniques (6 at unsatisfactory, 10 at satisfactory, 6 at proficient). Target of 75% was not achieved.	This is the third year in a row that the target has not been met. This year's result (73%) is a significant improvement from last year's result (50%). This improvement shows us that the emphasis placed on this topic and additional assessments are working. The professor will continue in this manner to reach the achievement target of 75%.
	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.	2018 - 2019	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".  24 PSC 211 students were evaluated using the rubric attached in the "Related documents" section. 71% of PSC 211 students scored at least "satisfactory" on the rubric. 24 students were evaluated on several quizzes and an exam with questions related to reactions and synthesis (7 at unsatisfactory, 14 at satisfactory, 3 at	Instruction will continue in the current manner.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2018 - 2019	Target Met	proficient). 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.	2018 - 2019	Target Met	18 PSC 212 students were assessed on delivering an oral presentation. The presentation was evaluated using the AAC&U Oral Communication VALUE rubric. 100% of PSC 212 students scored at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric (18 students evaluated on one presentation; 0 at level 1, 0 at level 2, 1 at level 3, 17 at level 4). Target 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.	2018 - 2019	Target Met	22 PSC 211L students across two lab sections were assessed on their written communication using one formal lab report. The lab report was evaluated using the AAC&U Written Communication	Instruction will continue in the current manner.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	VALUE rubric. 91% of PSC 211L students scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric (22 students evaluated on one lab report; 0 at level 1, 2 at level 2, 7 at level 3, 13 at level 4). Target 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 Educational Testing Service (ETS).	All Chemistry majors will take the Chemistry MFT during the semester of their graduation. The MFT is graded 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.	2018 - 2019	Target Met	There were two Chemistry majors who graduated in May 2019. The students took the Chemistry Major Fields Test (MFT) during the semester of their graduation. They both scored in the 34th 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	100% of Exit Survey participants (Chemistry majors) will participate in at least one outreach activity.	2018 - 2019	Target Met	There were two Chemistry majors who graduated in May 2019. On their Exit Surveys (attached in the "Related documents" section), they indicated, on Question #1 in the "Community Service Information" section, that they had volunteered	Most MUW Sciences and Mathematics majors participate in K-12 outreach events. The faculty will continue to encourage this participation.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (PO 2.c.)	Chemistry majors will participate in activities that strengthen and expand K-12 partnerships.	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.	2018 - 2019	Target Met	either during the MS Regional High School Science Bowl or during Sonya Kovalevsky Day, both of which are departmental K-12 outreach activities. 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.	2018 - 2019	Target Met	The overall mean score for writing samples from upper-level courses was 3.06 on the 4-point Written Communication rubric. The mean score for samples from COM 307 was 3.16 (n=5), and the mean score from samples from COM 465 was 2.96 (n=5). These courses differ in the type of 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	Continue assessing as planned. Consider places to reinforce APA writing and citation conventions. Perhaps earlier theory-related courses (such as COM 320) could be used to strengthen student skills in this specific area.

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.	2018 - 2019	Target Met	between these two courses as representative of a direct progression in demonstrated skill. However, the comparison between mean scores from lower-level courses (2.42) and upper-level courses (3.06) does demonstrate improvement in skills as students progress through the curriculum. The weakest area for students in COM 465 was APA conventions and citations.	Continue assessing as planned. Consider places to reinforce APA writing and citation conventions. Perhaps earlier theory-related courses (such as COM 320) could be used to strengthen student skills in this specific area.
			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 sophomore-level courses will be at least 2 on the 4-point Written Communication rubric.	2018 - 2019	Target Met	The overall mean was 2.42 on the 4-point Written Communication rubric. The mean score for writing samples drawn from COM 200 was 2.00 (n = 5), and the mean score for writing samples drawn from COM 250 was 2.84 (n = 5). These results indicate students are demonstrating generally clear writing and that their demonstrated proficiency is improving from one course to the next. This offering of	Continue assessment as planned. For COM 250 (Newsgathering), compare 2019-2020 results to 2018-2019 for year-to-year comparison of writing with the larger semester-long project.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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 sophomore-level courses will be at least 2 on the 4-point Written Communication rubric.	2018 - 2019	Target Met	COM 250 (Newgathering) was focused around a semester-long reporting project on the economic conditions of Columbus, Miss. The nature of the project allowed students more time to edit final versions of the news stories that served as writing assignments (and thus writing samples). The improvement in overall scores for these students could be the result of this extra time for self-editing.	Continue assessment as planned. For COM 250 (Newsgathering), compare 2019-2020 results to 2018-2019 for year-to-year comparison of writing with the larger semester-long project.
	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.	2018 - 2019	Target Met	The mean score on Video Production rubric was 3.28 on a 4-point scale. Twelve out of 15 production samples scored at least 3 out of 4, which is 80 percent of the total sampled. The three samples that did not meet the threshold were drawn from the introductory production course (COM 103). The mean score for this course was 2.87 (n = 5). The mean score for productions sampled from the regular upper-level	Continue assessing video production skills as planned. Review coverage of basic techniques in COM 103 to improve student performance. Consider offering a similar advanced course on a rotating basis to encourage development of production skills.

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.	2018 - 2019	Target Met	course (COM 431) was 3.08 (n = 4). During the spring semester, a special topics course (COM 499 "Cinematic Techniques") was also taught and sampled. The mean score for samples from this upper-level course was 3.75 (n = 6). The scores represent an overall increase in demonstrated proficiency with use of video production equipment from the lower-level course to the upper-level courses.	Continue assessing video production skills as planned. Review coverage of basic techniques in COM 103 to improve student performance. Consider offering a similar advanced course on a rotating basis to encourage development of production skills.
	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.	2018 - 2019	Target Not Met	The mean score on the Audio Production rubric was 3.02 on a 4-point scale. Of the 9 production samples drawn from COM 103 and COM 431, 7 scored 3 or better (an overall rate of 78 percent). The mean for production samples from the introductory course (COM 103) was 2.92, and the mean for samples drawn from the upper-level course (COM 431) was 3.15. This represents an improvement from	Continue assessing as planned. In the absence of demand for COM 331 (Audio Production), audio production has been addressed increasingly in COM 103 and COM 431. It is possible that this year's smaller sample size contributed to the result of failure to make the target threshold of 80 percent at 3 or better on the 4-point scale (n = 9 does not allow for much granularity in evaluating assessment results).

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2018 - 2019	Target Not Met	one course to the next, with the students from the upper-level course benefiting from increased attention to audio production in the courses. However, this falls just below the target threshold of 80 percent achieving a score of 3 or better.	Continue assessing as planned. In the absence of demand for COM 331 (Audio Production), audio production has been addressed increasingly in COM 103 and COM 431. It is possible that this year's smaller sample size contributed to the result of failure to make the target threshold of 80 percent at 3 or better on the 4-point scale (n = 9 does not allow for much granularity in evaluating assessment results).
	3.1 (SAO)	Students will complete professional portfolios that showcase their skills for potential employers or graduate schools.	Faculty will use a departmental rubric (Communication Student Portfolio Rubric) to assess portfolios produced by students in Communication Senior Seminar (COM 465).	At least 90 percent of assessed student portfolios will score at least 80 on the 100-point Communication Student Portfolio rubric.	2018 - 2019	Target Met	The mean score for the sampled student portfolios was 96 on a 100-point scale using the departmental Communication Student Portfolio rubric. Of the 10 portfolios sampled, 10 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. Once again, a potential area of improvement is in the breadth of work presented (some	Continue assessing as planned. Consider additional methods of reminding students to retain examples of professional work earlier in their academic careers.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO)	Students will complete professional portfolios that showcase their skills for potential employers or graduate schools.	Faculty will use a departmental rubric (Communication Student Portfolio Rubric) to assess portfolios produced by students in Communication Senior Seminar (COM 465).	At least 90 percent of assessed student portfolios will score at least 80 on the 100-point Communication Student Portfolio rubric.	2018 - 2019	Target Met	portfolios suffered because prior work had been misplaced or not saved).	Continue assessing as planned. Consider additional methods of reminding students to retain examples of professional work earlier in their academic careers.
	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.	2018 - 2019	Target Met	Students enrolled in COM 460 (Internship) were asked to evaluate their internship experience at the end of the course. On a scale of 1 - 7, with 1 being least positive and 7 being most positive, 100 percent of students rated their internship experience 5 or greater, with a mean of 6.38 (n = 8). This exceeds the target threshold of 85 percent rating the internship experience 4 or greater.	Continue assessing as planned.
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.	2018 - 2019	Target Met	100% of students achieved the target with 6 out achieving 100% on the rubric and 2 achieving 95% (14 out of 15). Students by the time they complete their theses, after intense one-on-one interaction with their thesis director,	Continue to assess the writing skills of our graduating MFA students based on their theses.

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.	2018 - 2019	Target Met	are able to produce very publishable work, as we see with their impressive list of publications.	Continue to assess the writing skills of our graduating MFA students based on their theses.
			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.	2018 - 2019	Target Met	Students in Graduate Workshop classes were assessed each semester. Since students take more than one workshop they are assessed multiple times. of the 76 scores recorded, 68 were 80% (a score of 12) or higher on the rubric of 15 points. 89% percent of students met the target. As we have noted in the past, this group of students includes students who are just starting the program and some who have been in the program for a year or more, so there is a fairly wide range of scores from 9 to 15.	We will continue to monitor the scores of our students on the MFA Writing Skill Rubric. we are pleased to see an increase in the scores between the Fall and Spring semesters, suggesting that students are improving. One area we can improve on is to make sure instructors are aware of the deadline to enter grades on the rubric. This is 2 weeks after the Friday of exam week, after this date instructors cannot score the rubric, though the department chair can if they relay the scores to the chair. This caused one set of partial returns, which we will avoid in the future.
	2.1 (RO & SLO)	Students will conduct research in literary scholarship, pedagogy, or the craft of writing and produce essays or other	Students completing Masters Theses will include a bibliography of works related to the	Students will achieve on their Thesis Bibliographies an average of at least 88% on the MFA	2018 - 2019	Target Met	100% of thesis students completed a bibliography of works related to the genre of the thesis.	Because we met our target, we feel we should continue to assess theses based on the research skills rubric. Because all students are now including a craft essay along

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (RO & SLO)	projects based on that research.	genre of the thesis. Faculty will assess the students' thesis bibliographies using the MFA Research Skills Rubric.	Research Skills Rubric.	2018 - 2019	Target Met	When assessed based on the bibliographies using the MFA Research Skills Rubric, all students exceeded the target of 88% with 5 perfect scores and 3 earning 93% (14/15).	with their bibliography, we may consider changing the description of the target to include the bibliography and essay, which will better match the criteria of the rubric.
			Students in Forms and Literature classes will be assessed with a rubric that measures 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.	80% of students assessed will achieve on their Forms and Literature project an average of 80% on the MFA Research Skills Rubric.	2018 - 2019	Target Met	86% of students achieved an average score of 80% or higher on the MFA Research Skills Rubric. Scores ranged from 9 to 15. Given that students may take multiple Forms or Literature classes in a given year, there are more students in the program. Some are doing research for the first time at the graduate level, so it is no surprise that they need work on these skills. Nonetheless, they are showing improvement. Notably, our one 9 was in the Fall semester, and in the Spring there was one 10 and two who scored 11.	It is important to emphasize research in our MFA program. We acknowledge that this is not the main focus, nor is it the strength of many of our students, but it is an area we need to continue to reinforce. Bearing in mind that it may be a student's first graduate-level research experience, we need to balance demanding projects with training on how to conduct scholarly research in the fields of writing and literature.
	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	90% of students participating in the Master's Thesis Survey will report that by the time they defend their	2018 - 2019	Target Met	All students who completed the Thesis Survey (6 out of 8) indicated that they had published	We will continue to survey our students as they complete Thesis and will increase our efforts to encourage them to complete the survey.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO & PO 2.d.)	Students will publish their work in appropriate publications for their genres.	determine students' publication history.	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.	2018 - 2019	Target Met	creative work and listed several publications. A review of other information posted on social media about publications by our students reveals that the other two student who did not complete the survey also had publications while in the program. Two of the students who graduated this year were recognized in AWP's Intro Journals Project: Allison Chestnut with an honorable mention in Poetry and C. T. Salazar with an award and publication in Tampa Review in Poetry. Since receiving the MFA, these students have all continued to publish as well.	We will continue to survey our students as they complete Thesis and will increase our efforts to encourage them to complete the survey.
	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 options on a 5-point Likert scale where 5 is Strongly	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.	2018 - 2019	Target Not Met	On the survey of Professional Knowledge from June 2018 78% of students scored 3 or higher, rating their level of satisfaction with their knowledge of publishing in magazines and books. Of those who scored their	Though we were close to our target, we didn't quite reach it this year. This is a good reminder to continue to emphasize how to publish, especially how to publish a book. Book publishing was a topic of one of our seminars at the Full residency this year, so it will be interesting to see if we have a corresponding increase in those scores.

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.	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.	2018 - 2019	Target Not Met	satisfaction lower than 3, one averaged 2.8, one averaged 2.6, and one averaged 2, suggesting that the level of satisfaction is close to our target for most students. 3 rated themselves a perfect 5 (very satisfied) and 3 averaged over 4 (4.2 and 4.6).	Though we were close to our target, we didn't quite reach it this year. This is a good reminder to continue to emphasize how to publish, especially how to publish a book. Book publishing was a topic of one of our seminars at the Full residency this year, so it will be interesting to see if we have a corresponding increase in those scores.
			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.	2018 - 2019	Target Met	100% of Thesis students surveyed rated their satisfaction a 3 or higher on their satisfaction about knowledge or magazine and book publishing and careers for writers. The lowest score was 3.6, then one 4, two 4.4, and one 5. This shows a significant improvement by the end of the student's time in the program. Students are more confident and are publishing their work by the time they complete their thesis.	We need to continue to emphasize publishing and careers in writing in our classes. It would be helpful to intervene earlier, but we can be pleased that students are more confident by the end of their program. We need to continue to assess their satisfaction with their knowledge of the writing profession and seek more ways to train them in this area.
Program - Education - (including Gifted Studies and Reading/Literacy	1.1 (RO)	Students will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of	The instructor for ED 500 (Core Requirement) will assess and grade the research project presented by the student(s) utilizing	Students will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of	2018 - 2019	Target Met	Eight students completed the assignment associated with this learning outcome with a mean score of 93.5%: Student 1,	The division will retain this assessment in ED 600 Leadership through Action Research for School Improvement. ED 500 Educational Research is no longer offered; the key course components offered in ED 500 are now offered as a part of

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Certificates) - ME {2018-2019}	1.1 (RO)	specialization so that learning and development opportunities for P-12 students are enhanced through the development of a research study in the field of their specified concentration.	the Research Project Rubric.	specialization (Word Choice? We need to be consistent) so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of their specified concentration by scoring an average of 86% or higher on the Research Project Rubric in ED 500, Educational Research.	2018 - 2019	Target Met	76%; Student 2, 88%; Student 3, 89%; Student 4, 95%; Student 5, 100%; Student 6, 100%; Student 7, 100%; Student 8, 100%. Seven of eight students exceeded the target of 86% on the Research Project Rubric.	ED 600. The instrument is also used in ED 699 Ethical Leadership Capstone Internship: Practicing Professional Behaviors and Growth and is named ED 699 Action Research Proposal Evaluation rev.-1.
	1.2 (PO 2.e.)	The Master's of Education in Education academic program will provide internship opportunities for its students to form meaningful professional partnerships.	At the end of the academic year, the Division Head will analyze the data from the Student Course Evaluations for ED 697 and ED 699 and report out collectively the students' response to the question: "Please read the statement carefully and select only one response: My internship experience provided me with knowledge and/or skills that are useful and practical for establishing meaning professional partnerships. {Strongly Agree; Agree; Neither Agree nor Disagree; Disagree; Strongly	80% of students participating the ED 697 and ED 699 Course Evaluations will state that they either Strongly Agree or Agree that their internship experience provided them with knowledge and/or skills that are useful and practical for establishing meaning professional partnerships.	2018 - 2019	Inconclusive	ED 697 Internship in Masters of Education and ED 699 Ethical Leadership Capstone Internship: Practicing Professional Behaviors and Growth both were taught in the Summer 2018 term and Spring 2019 term; ED 697 was also taught in the Fall 2018 term. ED 699 was low enrolled in the Spring 2019 term and no course evaluations were collected for that course, that term.  This course evaluation item developed in the	This assessment measure has been added to ED 697 and ED 699 now. This measure will provide valuable feedback for determining student perceptions of the effectiveness of internship/field experiences in ED 697 and Ed 699.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (PO 2.e.)	The Master's of Education in Education academic program will provide internship opportunities for its students to form meaningful professional partnerships.	Disagree]"	80% of students participating the ED 697 and ED 699 Course Evaluations will state that they either Strongly Agree or Agree that their internship experience provided them with knowledge and/or skills that are useful and practical for establishing meaning professional partnerships.	2018 - 2019	Inconclusive	Spring 2019 term and missed being added to the evaluations for these two courses. No data was collected.	This assessment measure has been added to ED 697 and ED 699 now. This measure will provide valuable feedback for determining student perceptions of the effectiveness of internship/field experiences in ED 697 and Ed 699.
			The Division Head will analyze the Student Internship Evaluations to determine if the internship supervisors marked "Yes" that they would hire or recommend to hire the students for employment.	Of those supervisors participating in the Student Internship Evaluations, 80% will indicate that they would hire or recommend to hire the students for employment.	2018 - 2019	Inconclusive	The Student Internship Evaluation instrument was not completed for use in the 2018-2019 academic year; no data was collected.	The Student Internship Evaluation will be implemented in the Fall 2019 academic term.
	1.3 (SAO)	Students will successfully complete the Master's of Education in Education degree program in a timely manner, within six years.	The Division Head will use Banner to determine the graduating students' completion time of the degree program to determine if achievement target was met.	At least 80% of students who graduate from the Master's of Education in Education will have completed the degree program within six years.	2018 - 2019	Inconclusive	No students graduated with the M.Ed. in Education during the 2018-2019 academic year, in the August 2018, December 2018, or May 2019 graduation cycles; No students completed the Gifted Studies Certification or Reading Literacy Certification during this same period of time.	The M.Ed. in Education is a relatively new degree option. We anticipate data for this two-year graduate program in the 2019-2020 academic year.
	2.1 (SLO)	Students demonstrate an	The instructor for ED	Non-certification	2018 - 2019	Inconclusive	ED 595 Program	This assessment remains relevant

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	understanding of and are able to apply knowledge and skills specific to the Gifted Studies concentration 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 (GS).	595 will assess and grade the comprehensive presentation given by the non-certification students in the Master's of Education in Education Gifted Studies concentration using the Advocacy Plan Rubric.	students in the Master's of Education in Education Gifted Studies concentration demonstrate an understanding of and are able to apply knowledge and skills specific to the Gifted Studies concentration by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targetin an audience of appropriate stakeholders by scoring "Acceptable or above" on the Advocacy Plan Rubric.	2018 - 2019	Inconclusive	Development and Evaluation was not taught in the 2018-2019 academic year.	for this SLO. The placement of this assignment and assessment is being reconsidered, but for now it will remain in ED 595. The division will retain this assessment for the upcoming year.
	2.2 (SLO)	Students in the Gifted Studies Certification program will demonstrate an understanding of and are able to apply knowledge and skills specific to the Gifted Studies Certification by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeting an audience of appropriate stakeholders (GS).	The instructor for ED 595 will assess and grade the comprehensive presentation given by the Gifted Studies students using the Advocacy Plan Rubric.	Gifted Studies Certification students demonstrate an understanding of and are able to apply knowledge and skills specific to the Gifted Studies Certification by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeting an audience of appropriate stakeholders by scoring "Acceptable or above" on the	2018 - 2019	Inconclusive	ED 595 Program Development and Evaluation was not taught in the 2018-2019 academic year.	This assessment remains relevant for this SLO. The placement of this assignment and assessment is being reconsidered, but for now it will remain in ED 595. The division 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
	2.2 (SLO)	Students in the Gifted Studies Certification program will demonstrate an understanding of and are able to apply knowledge and skills specific to the Gifted Studies Certification by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeting an audience of appropriate stakeholders (GS).	The instructor for ED 595 will assess and grade the comprehensive presentation given by the Gifted Studies Certification students using the Advocacy Plan Rubric.	Advocacy Plan Rubric.	2018 - 2019	Inconclusive	ED 595 Program Development and Evaluation was not taught in the 2018-2019 academic year.	This assessment remains relevant for this SLO. The placement of this assignment and assessment is being reconsidered, but for now it will remain in ED 595. The division will retain this assessment for the upcoming year.
	3.1 (SLO)	Students will be able to demonstrate an understanding of and apply knowledge and skills specific to the Educational Leadership concentration by completing a Curriculum Program Evaluation (EL).	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.	Students completing the Curriculum Development Assignment will be able to demonstrate an understanding of and apply knowledge and skills specific to the Educational Leadership concentration by scoring an average of 86% or above on the Curriculum Program Evaluation Rubric in ED 652, Leadership through Curriculum Development and Supervision.	2018 - 2019	Target Met	Eight students were assessed in the 2018-2019 academic year with a mean of 99%: Student 1: 20/20, Student 2: 19.5/20, Student 3: 20/20, Student 4: 20/20, Student 5: 20/20, Student 6: 20/20, Student 7: 20/20, Student 8: 20/20. The group mean, as well as each student's individual score, exceeded the target of 86% or above.	The Curriculum Development Assignment is an essential component of the Educational Leadership program. The division will retain this measure.
	4.1 (SLO)	Students will be able to demonstrate an understanding of and apply knowledge and skills specific to their Reading/Literacy concentration by completing a Literacy	The instructor for ED 527 will assess and grade the non-certification students' Literacy Position Statement Final Project Rubric assignment using	Non-certification students demonstrate an understanding of and are able to apply knowledge and skills specific to the Reading/Literacy concentration by	2018 - 2019	Target Met	Three M.Ed. Reading/Literacy concentration students completed the Literacy Position Statement with a mean score of 100%: Student 1,	The Literacy Position Statement Final Project provides essential indications of a Reading/Literacy student's success in the M.Ed. in Education Reading/Literacy concentration. The division will retain this measure.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	Position Statement (RL).	the ED 527 Final Project Rubric.	creating a Literacy Position Statement highlighting evidence-based knowledge and strategies related to a relevant issue/topic in Reading/Literacy targeting an audience of appropriate stakeholders by scoring "Acceptable or above" on the ED 527 Final Project Rubric.	2018 - 2019	Target Met	50/50 or 100%; Student 2, 50/50 or 100%; Student 3, 50/50 or 100%. Each student completed the assignment with 100% completion according to their individual scores on the ED 527 Final Project Rubric.	The Literacy Position Statement Final Project provides essential indications of a Reading/Literacy student's success in the M.Ed. in Education Reading/Literacy concentration. The division will retain this measure.
	4.2 (SLO)	Students in the Reading/Literacy Certification program will be able to demonstrate an understanding of and apply knowledge and skills specific to the Reading/Literacy concentration by completing a Literacy Position Statement (RL).	The instructor for ED 527 will assess and grade the Reading/Literacy Certification students' Literacy Position Statement Final Project Rubric assignment using the ED 527 Final Project Rubric.	Reading/Literacy Certification students demonstrate an understanding of and are able to apply knowledge and skills specific to the Reading/Literacy concentration by creating a Literacy Position Statement highlighting evidence-based knowledge and strategies related to a relevant issue/topic in Reading/Literacy targeting an audience of appropriate stakeholders by scoring "Acceptable or above" on the ED 527 Final Project Rubric.	2018 - 2019	Target Met	Two Reading/Literacy Certification students completed the Literacy Position Statement with a mean score of 100%: Student 1, 50/50 or 100%; Student 2, 50/50 or 100%. Each student completed the assignment with 100% completion according to their individual scores on the ED 527 Final Project Rubric.	The Literacy Position Statement Final Project provides essential indications of a Reading/Literacy student's success in the M.Ed. in Education Reading/Literacy Certification. The division will retain this measure.
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	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	2018 - 2019	Inconclusive	The division did not offer ED 630 Leadership through Instructional Supervision and has this course on an every-other-year rotation.	ED 630 is offered in the 2019-2020 academic year. This measure, the Clinical Supervision Assignment, provides a good indicator of student success in Educational Leadership and will be used in the 2019-2020 academic year as a part of the ED 630 Leadership through Instructional Supervision course.

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.	Clinical Supervision Rubric.	86% or above on the Clinical Supervision Rubric in ED 630, Leadership through Instructional Supervision.	2018 - 2019	Inconclusive	The division did not offer ED 630 Leadership through Instructional Supervision and has this course on an every-other-year rotation.	ED 630 is offered in the 2019-2020 academic year. This measure, the Clinical Supervision Assignment, provides a good indicator of student success in Educational Leadership and will be used in the 2019-2020 academic year as a part of the ED 630 Leadership through Instructional Supervision course.
	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.	2018 - 2019	Target Met	Eight students were assessed in the 2018-2019 academic year with a mean of 99%: Student 1: 20/20, Student 2: 19.5/20, Student 3: 20/20, Student 4: 20/20, Student 5: 20/20, Student 6: 20/20, Student 7: 20/20, Student 8: 20/20. The group mean, as well as each student's individual score, exceeded the target of 86% or above.	The Curriculum Development Assignment is an essential component of the Educational Leadership program. The division will retain this measure.
	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 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.	2018 - 2019	Target Not Met	The division held no focus group meetings with K-12 administration or K-12 teachers concerning Educational Leadership in the 2018-2019 academic year.	The division recognizes the value of engaging K-12 administration and K-12 teachers in discussions to expand Educational Leadership learning opportunities and to better met the needs of our P-12 partners. The division will meet with K-12 administration and K-12 teachers in the 2019-2020 academic year to strengthen current and develop new mutually beneficial P-12 partnerships.
	2.1 (SAO)	Candidates demonstrate leadership skills for	Faculty will review and analyze the	Candidates demonstrate	2018 - 2019	Target Met	For the 2018-2019 year, the program	This exam is a very good measure of Educational Leadership students'



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SAO)	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.	results of the SLLA national exam. The Council for the Accreditation of Educator Preparation Programs require that 80% of candidates pass the SLLA exam.	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.	2018 - 2019	Target Met	had six students to graduate. Of those six students, four passed the School Leadership Exam coded 6011 with scores of 173, 160, 170, and 159. One student passed the School Leadership Exam coded 6990 with a score of 153. There was one student who already had the administrator endorsement on her license so she was not required to retake the test. Five of six students, or 83%, who attempted the exam passed the SLLA exam in the 2018-2019 academic year.  (Please note that the School Leadership Exam was updated within in the 2018-2019 time frame; hence, the two different codes.)	success and will be retained as an assessment measure by the division.
	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	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	2018 - 2019	Target Met	One Educational Leadership student was enrolled in ED 600 in the 2018-2019 academic year and completed the research project. Student 1, 100%.	The division will retain this measure.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (RO & SLO)	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.	opportunities for all P-12 students are enhanced through the development of a research study in the field of educational leadership by scoring an average of 86% or higher on the Research Project Rubric in ED 600, Leadership through Action Research.	2018 - 2019	Target Met	One Educational Leadership student was enrolled in ED 600 in the 2018-2019 academic year and completed the research project. Student 1, 100%.	The division will retain this measure.
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.	2018 - 2019	Target Met	Residency 3 students were assessed on a Video Assignment Rubric to score their level of understanding of content knowledge and skills to their discipline. Out of 21 students, 20 scored a 2 or higher on the InTASC #4 items on the rubric. A more detailed listing of the scores are in the related document, TRACDAT 1.1 DATA. The assignment guidelines and rubric can also be located in the related documents.	The division will retain this measure, which provides information concerning the strength of programming and student success.
	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	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.	2018 - 2019	Target Met	During the 2018-2019 reporting year members of the Division of Education and Outreach continued to build mutually beneficial P-12 partnerships within the community and	All division meetings with K-12 administration and K-12 teachers in the 2018-2019 academic year have addressed concerns related to Elementary Education. The division will retain this measure.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (PO 2.c.)	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.	2018 - 2019	Target Met	<p>state. New partnerships through the year were the result of Implementation Teams (focus groups within the department) meeting and developing goals. Members of the Implementation Teams would then develop the needed relationships within the community to meet the goals.</p> <p>Here are some of the partnerships that were a result of the Implementation Teams during the 2018-2019 year:  1) Dr. Martin Hatton, Ms. Melinda Lowe, and Ms. Penny Mansell, all members the Marketing Implementation Team, developed a partnership with the Lowndes County School District Career &amp; Technical Center. Ami Weldon with the Lowndes County School District Career &amp; Technical Center was an active member of developing this partnership as well. The partnership</p>	All division meetings with K-12 administration and K-12 teachers in the 2018-2019 academic year have addressed concerns related to Elementary Education. The division will retain this measure.

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.	2018 - 2019	Target Met	<p>established W Wednesdays at the center for the Teacher Academy students. During W Wednesdays Ms. Lowe or Dr. Hatton present different items or have events that allow the Teacher Academy students to learn more about the education field and more about The W. This partnership provides aid to Ami Weldon by getting information to her students, and it benefits The W as it is a recruitment opportunity through building relationships with possible future students.</p> <p>2) Ms. Melinda Lowe and Ms. Penny Mansell have developed a partnership with Excel by 5. Excel by 5 is an organization that strives to support families and children through community based collaborations. These collaborations have the goal of preparing children to enter school. The partnership allows</p>	All division meetings with K-12 administration and K-12 teachers in the 2018-2019 academic year have addressed concerns related to Elementary Education. The division will retain this measure.

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.	2018 - 2019	Target Met	us to support the community and promote education. For our students it will allow them to have a wider view of the education process and opportunities to see how early education effects future education.  3) This year we have also partnered with Annunciation Catholic School which is a private Pre-K through 8th grade school. We did not have a partnership with a private school that integrates arts in education. This partnership allows our students to be exposed to another type of school through field experience. Annunciation also allows our students to aid in the musical productions which give students the opportunity to see what working in the education field is like outside the classroom. The partnership also allows us to use the Annunciation Catholic School	All division meetings with K-12 administration and K-12 teachers in the 2018-2019 academic year have addressed concerns related to Elementary Education. The division will retain this measure.

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.	2018 - 2019	Target Met	<p>facilities for Summer Discovery which allows us to provide summer education opportunities to elementary aged children.</p> <p>4) The division remains in partnership with Copiah-Lincoln Community College to expand educational opportunities. Dr. Martin Hatton met with K-12 administration and elementary education teachers at the Wesson Attendance Center which partners with Co-Lin and the W to provide supervised student teaching through the W's Residency courses in Wesson, MS. The outcome of this and other meetings has led to efforts to provide online module training not only for Wesson Attendance Center's supervising classroom teachers but for all supervising classroom teachers that will afford Continuing Education Units</p>	All division meetings with K-12 administration and K-12 teachers in the 2018-2019 academic year have addressed concerns related to Elementary Education. The division will retain this measure.

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.	2018 - 2019	Target Met	(CEUs), a process that not only benefits the individual supervising classroom teacher but that provides consistent documentation of the qualifications of the W's partnering supervising teachers.	All division meetings with K-12 administration and K-12 teachers in the 2018-2019 academic year have addressed concerns related to Elementary Education. The division will retain this measure.
	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.	2018 - 2019	Target Met	For the 2018-2019 academic year 17 out of the 22 students who took the Residency 3 course scored a 2.00 or higher on the Teaching Intern Assessment Instrument (TIAI). The semester breakdown was 4 out of 9 students scored a 2.00 or higher on the TIAI in the fall 2018 and 13 out of 13 students scored a 2.00 or higher on the TIAI in the spring 2019. While it did not appear that our target would be met in the fall 2018, we showed a turn around in the spring 2019 in which all students scored a 2.00 or higher on the TIAI. Please see	The division will retain this measure, which provides information concerning the strength of programming and student success.

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.	2018 - 2019	Target Met	the related document, TRACDAT 2.1, to see a further breakdown of the data.	The division will retain this measure, which provides information concerning the strength of programming and student success.
	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.	2018 - 2019	Target Met	For the 2018-2019 academic year, there were 42 applicants to the Teacher Education Program. Of the 42 applicants 39 obtained a composite score of 21 or higher and 2 obtained passing Praxis Core scores. One applicant did have an SAT score that overly met the Mississippi Department of Education's requirement do be exempt from the Praxis Core and the ACT. Please see that related document TRACDAT 4.1 DATA for a breakdown of the scores.	The division will retain this measure, which provides information concerning the strength of programming and student success.
Program -	1.1 (GEO 1.c.)	Students will analyze	In a sample group of	In a sample group of	2018 - 2019	Target Met	Of the 13 students	We will continue to use the AAU&C



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	language through close reading of texts.	essays, the student's writing will be evaluated with the AAC&U Written Communication VALUE Rubric. 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.	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 2 or higher on the AAC&U Written Communication VALUE Rubric.	2018 - 2019	Target Met	assessed from EN 303 and EN 360 and 10 students assessed from EN 499, all were ranked with a 2 or higher average score on the Written Communication Value Rubric. For 303 and 360, the scores ranged from 2.3 to 4 with an average score of 3.45. For EN 499 the scores ranged from 2.8 to 4 with an average score of 3.45. We are pleased to see a significant improvement in the lowest score between the 300- and 400-level classes, though the average remained the same.	Value Rubric in assessing the upper level papers in assessing 300-level classes and EN 499 English Capstone. Though the average score remained the same, we are pleased to see an improvement in the lowest score between the two levels. We will discuss how we can continue this trend in 300- and 400-level classes and work for an improvement in the average overall score for EN 499. These discussions will be part of our overall curriculum modification discussions that were begun this year, but won't be implemented until 2020.
			In a sample group of essays, the student's writing will be evaluated with the Information Literacy VALUE Rubric. 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	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) classes' sample students will score a class sample average score of 2 on the Information Literacy VALUE Rubric to show their ability to analyze	2018 - 2019	Target Met	Of the 13 students assessed from EN 303 and 360 and 10 students from EN 499, the scores ranged from 2.2 to 3.6 in EN 303 and EN 360 and from 2.3 to 3.6 in EN 499. The average score for EN 300 and 360 was 2.89 and the average score for EN 499 was 3, which indicates a slight improvement by the Capstone. It should	We will keep assessing these two sets of samples using the Value Rubrics for Information Literacy for all papers with the target of at least an average of "2" on both Value Rubrics applied to all papers. We will discuss strategies for use in 300- and 400-level courses to show improvement between 303 and 499, focusing especially on the lower scores. Though a 2 is adequate, we would like to see the low scores improve more over time.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			members will be involved, since different faculty committee will be assessing using the two different rubrics.	language using close reading in a text.	2018 - 2019	Target Met	be noted that the Capstone research project is a 14-20 page research paper, so students were able to sustain their use of information over a much longer project than at the 300-level.	We will keep assessing these two sets of samples using the Value Rubrics for Information Literacy for all papers with the target of at least an average of "2" on both Value Rubrics applied to all papers. We will discuss strategies for use in 300- and 400-level courses to show improvement between 303 and 499, focusing especially on the lower scores. Though a 2 is adequate, we would like to see the low scores improve more over time.
	1.2 (SLO)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays, the student's writing will be evaluated with the AAC&U Information Literacy VALUE Rubric. 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, or EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) students will score a class sample average score of at least a 2 or higher on the AAC&U Information Literacy VALUE Rubric to show their ability to construct and defend arguments using textual evidence.	2018 - 2019	Target Met	Of the 13 students assessed from EN 303 and 360 and 10 students from EN 499, the scores ranged from 2.2 to 3.6 in EN 303 and EN 360 and from 2.3 to 3.6 in EN 499. The average score for EN 300 and 360 was 2.89 and the average score for EN 499 was 3, which indicates a slight improvement by the Capstone. It should be noted that the Capstone research project is a 14-20 page research paper, so students were able to sustain their use of information over a much longer project than at the 300-level.	We will keep assessing these two sets of samples using the Value Rubrics for Information Literacy for all papers with the target of at least an average of "2" on both Value Rubrics applied to all papers. We will discuss strategies for use in 300- and 400-level courses to show improvement between 303 and 499, focusing especially on the lower scores. Though a 2 is adequate, we would like to see the low scores improve more over time. Given that this assessment is listed twice. We suggest removing the Information Literacy Value Rubric from 1.1 and including it only in 1.2 to avoid unnecessary duplication in our report.
	1.3 (SLO)	Senior majors will exhibit at least proficient level reading, writing and	Graduating MUW native senior English majors randomly	90% of senior English majors will score at least Proficient in all	2018 - 2019	Inconclusive	For the third year in a row, we have received no CLA+	Given that no English majors appear to voluntarily take this test and that the numbers, if any did

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO)	analytic skills.	selected to take the CLA+ test by the QEP director who decide to take the test, which is optional.	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.	2018 - 2019	Inconclusive	data on English majors.	take it, would be very small, we will consider removing or replacing this target. The writing and analytic skills are already being assessed with the Information Value Rubric and the Written Communication Value Rubric. If there were another external assessment tool available that students take, we might consider using it if we had access to the data. Otherwise, it would be better to remove this target rather than having inconclusive results year after year.
	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 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.	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.	2018 - 2019	Target Met	A total of 20 essays from four different sections of EN 101 were assessed by faculty who had not taught that section. Four faculty members were involved, and each assessed half of the essays in two sets. Scores for Set1 were then averaged with the scores for the correspondingly numbered essays in Set2 to achieve the final average. All students met the target with a final average ranging between 1.5 and 3.6. There was some variation between scorers, and two students fell slightly below the target for	We will continue using the Written Communication Value Rubric to asses composition essays, but if it is allowed, we would prefer using essays from EN 102, which we feel would yield more accurate results, since the criteria about using and documenting sources could be better assessed.

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 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.	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.	2018 - 2019	Target Met	one scorer but not for the other, bringing their averages up to the target or higher. The average score across all papers was 2.42, which is considerably higher than the target.	We will continue using the Written Communication Value Rubric to assess composition essays, but if it is allowed, we would prefer using essays from EN 102, which we feel would yield more accurate results, since the criteria about using and documenting sources could be better assessed.
	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 EN 499 course evaluations for the Capstone curriculum question results to determine if achievement target was met.	90% of students participating in the EN 499 Capstone course evaluations will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the English department's curriculum and instruction quality.	2018 - 2019	Target Not Met	<p>AY Total Participation: 14/15 - 93.33%</p> <p>AY Total Satisfaction Rate: 12/14 - .857 = 86%</p> <p>Fall 2018 Course Evaluation Results: 57.14% + 28.57% = 85.71% (participation 7/8 - 87.5%)</p> <p>Very Satisfied - 4/7 - 57.14%</p> <p>Somewhat Satisfied - 2/7 - 28.57%</p> <p>Neither Satisfied nor Dissatisfied - 0/7 - 0%</p> <p>Somewhat Dissatisfied - 1/7 - 14.29%</p> <p>Very Dissatisfied - 0/7 - 0%</p> <p>Spring 2019 Course Evaluation Results:</p>	Given that this was the first year to include the question on the course evaluation for EN 499, we should continue this for another year. It seems logical to adjust our target to 80% choosing Somewhat Satisfied or Very Satisfied. This would be a more accurate description of the answers to the question and would account for the occasional student who either is neither satisfied nor dissatisfied, as if that's possible, or only somewhat dissatisfied.

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 EN 499 course evaluations for the Capstone curriculum question results to determine if achievement target was met.	90% of students participating in the EN 499 Capstone course evaluations will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the English department's curriculum and instruction quality.	2018 - 2019	Target Not Met	<p>42.86% + 42.86% = 85.72% (participation 7/7 - 100%)            Very Satisfied - 3/7 - 42.86%            Somewhat Satisfied - 3/7 - 42.86%            Neither Satisfied nor Dissatisfied - 1/7 - 14.29%            Somewhat Dissatisfied - 0/7 - 0%            Very Dissatisfied - 0/7 - 0%</p> <p>Given the small sample size of 14 students participating, it may be unlikely to achieve a 90% satisfaction rate. One student said they were Neither Satisfied nor Dissatisfied, which is a neutral position, and one student said they were somewhat dissatisfied. This seems reasonable, suggesting that our target was too optimistic. This year the method of conducting the survey was changed to include the questions on the course evaluation for EN 499. This may have increased the rate of participation,</p>	Given that this was the first year to include the question on the course evaluation for EN 499, we should continue this for another year. It seems logical to adjust our target to 80% choosing Somewhat Satisfied or Very Satisfied. This would be a more accurate description of the answers to the question and would account for the occasional student who either is neither satisfied nor dissatisfied, as if that's possible, or only somewhat dissatisfied.

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 EN 499 course evaluations for the Capstone curriculum question results to determine if achievement target was met.	90% of students participating in the EN 499 Capstone course evaluations will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the English department's curriculum and instruction quality.	2018 - 2019	Target Not Met	but may have affected the survey results. Only the questions for our assessment were asked, whereas in the prior survey conducted on social media, other questions may have been asked or students may be more likely to express satisfaction in that arena than in a course evaluation.	Given that this was the first year to include the question on the course evaluation for EN 499, we should continue this for another year. It seems logical to adjust our target to 80% choosing Somewhat Satisfied or Very Satisfied. This would be a more accurate description of the answers to the question and would account for the occasional student who either is neither satisfied nor dissatisfied, as if that's possible, or only somewhat dissatisfied.
	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.	2018 - 2019	Target Met	2019 Alumni Survey Results participation (3 English Alumni)  "In which type of degree program have you enrolled since receiving your degree indicated at the beginning of this survey?" 2/3 - 66.67%: I have enrolled/graduated in a master's degree program. 1/3 - 33.33%: Not Applicable  Target Met at 66.67%	Though the participation rate of this survey is small, we can be proud of the results. We will continue to monitor the Alumni Survey when it is next sent out in 2022. We will also continue to support our students through recommendations for graduate school.
			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	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	2018 - 2019	Target Met	2019 Alumni Survey Results participation (3 English Alumni)  "What are you currently doing?" 1/3 - 33.33%: I am	Though the participation rate of this survey is small, we can be proud of the results. We will continue to monitor the Alumni Survey when it is next sent out in 2022. We will also continue to support our students through recommendations for jobs and

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			faculty will review and analyze the results to determine if achievement target was met.	acquired in the English program.	2018 - 2019	Target Met	<p>working full-time for graduate school. pay in my field of study. 1/3 - 33.33%: I am working part-time for pay. 1/3 - 33.33%: I am pursuing further education.</p> <p>"Please indicate your level of agreement for each statement. - The curriculum for my degree was relevant to the position I now hold." 1/3 - 33.33%: Strongly Agree 2/3 - 66.67%: Agree</p> <p>Collectively, both statements meet the 85%, since all three alumni indicate that the curriculum was relevant to their current position. It's important to note the only one out the three indicate that they are working in their field of study, though.</p>	
			The Official Departmental Social Media Survey is sent out every year via the departmental and faculty pages. At the end of the academic year, departmental	One year after graduation, 90% of English graduates will be employed in their field or a related field or in graduation school in their field or related field.	2018 - 2019	Inconclusive	Due to changes in the administration of the social media survey, we are transitioning to using the Senior Exit Survey for graduating seniors. At the time of	In addition to transitioning to using the graduation survey to collect information on current graduates' employment, we will look into other ways to collect data about alumni employment and continue to attempt to survey them until a better method is found.

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.	One year after graduation, 90% of English graduates will be employed in their field or a related field or in graduation school in their field or related field.	2018 - 2019	Inconclusive	<p>graduation out of 11 respondents:  1 had secured full-time employment in the field of study  3 were searching for full-time employment in the field of study  2 were currently employed full-time in the field of study  4 were currently employed part-time  2 responded n/a (likely attending graduate school)  3 indicated plans to continue their education: 1 at MUW, 1 at MUW or MSU, and 1 didn't know where yet.</p> <p>In addition, we conducted a social media survey of alumni (only) with very limited results: 6 respondents. Of those, two listed 'teacher,' one listed librarian, one runs a family business, one waits tables and manages a restaurant, and one (who was a psychology double-major) is a counselor.</p> <p>To gain better insight, we also searched social media for the</p>	In addition to transitioning to using the graduation survey to collect information on current graduates' employment, we will look into other ways to collect data about alumni employment and continue to attempt to survey them until a better method is found.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			The Official Departmental Social Media Survey is sent out every year via the departmental and faculty pages. 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.	One year after graduation, 90% of English graduates will be employed in their field or a related field or in graduation school in their field or related field.	2018 - 2019	Inconclusive	careers of our alumni. Of 51 who listed employment on their profiles: 5 listed writer, 1 editor, 8 college instructor, 11 teacher, 3 librarian	In addition to transitioning to using the graduation survey to collect information on current graduates' employment, we will look into other ways to collect data about alumni employment and continue to attempt to survey them until a better method is found.
	4.1 (SLO)	Students will complete a portfolio of work that demonstrates a command of grammar, syntax, and aesthetic use of language (CW).	Students in EN 312 Creative Writing 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 Final Portfolios for the class.	Students in EN 312 will achieve on their Final Portfolios an average of at least 80% on the Writing Skills Rubric.	2018 - 2019	Target Not Met	One student out of 23 did not achieve 80% on the Writing Skills Rubric. Scores ranged from 1 score of 8 , 4 scores of 13, 3 scores of 14, and 17 scores of 15	Given that 96% of students did meet our target, it does not seem like there is a serious issue. Rather, we may want to adjust our target to account for a few students who do not achieve 80% on the rubric.
			Students in EN 419 Senior Portfolio will be assessed with a rubric that measures creative use of language: the	Students in EN 419 will achieve on their Senior Portfolios an average of at least 88% on the Writing Skills Rubric.	2018 - 2019	Target Met	100% of students completing Senior Portfolios with 5 scores of 15 and 4 scores of 14.	We will continue to offer senior portfolio and assess the portfolios. Creative writing seniors are able to meet the target, though only if they score perfect scores on two of the criteria on the rubric. Therefore, we

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	100% of students completing Senior Portfolios with 5 scores of 15 and 4 scores of 14.	may want to adjust the target to make it more attainable. 85% would be just under 13 (12.75) instead of just over 13 (88% of 15 is 13.2).
	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.	2018 - 2019	Target Met	All students earned 85% or higher on the final exam for these classes.	We will continue to monitor the final exams for workshop level classes to determine whether students are able to talk about their craft.
	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.	2018 - 2019	Target Met	12 seniors graduated from English this year and 5 students were awarded the TESL Certificate. This is 42%, significantly higher than the target, which makes up for a slightly lower number last year.	We will continue to monitor the numbers of students who complete the TESL Certificate program and continue to recruit students to this area.
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.	2018 - 2019	Target Met	Two out of two students earned 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 in FS 465; thus, the	All of the activities listed in the action statement from last year (i.e., microteaching video, sharing of rubric, practice) continued during the spring 19 term. As well, reminders about performance and student burn-out were provided. An additional motivating factor for the 2019 class was that other students from the department (FS majors in lower-level classes) as well as persons from the campus

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	2018 - 2019	Target Met	achievement target was met.	community as a whole were invited to attend the students' microteaching sessions (with the students' permission); students may have been motivated to plan and execute their lessons carefully, given that "outsiders" would be in attendance. This situation was also more like what beginning CFLEs will encounter in the field. As having an outside audience in attendance might have been motivating to the students, this activity, along with the others mentioned, will continue for AY 19-20. As well, a larger audience increases campus awareness of the FS program (and what we do) and serves to increase lower-level students' awareness of future coursework and expectations.
	1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	Assessment of this achievement target will be completed by the instructor of the course; this course is a cross-listed course—both sections are taught at the same time in the same location.	(Foundation Level) The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured by the rubric) on the AAC & U Written Communication Value Rubric on a literature review assignment.	2018 - 2019	Target Met	Students in both FS and PSY 290 during the 18-19 AY earned an average score of 2.9 on the Written Communication Value Rubric; thus, the target was met.	For 18-19, for the first writing assignment, all students were required to submit drafts; for the subsequent assignments, students who earned Cs or lower (not due to plagiarism or lateness) were required to submit drafts. In addition, all students in the course who earned As and Bs were strongly encouraged to submit drafts on subsequent papers. Students were reminded that drafts are helpful and that I am there to help the students. As an extra motivating factor, students were provided with a small number of points (1-3 points) for simply submitting drafts. After discovering that using a wireless connection via laptop can sometimes create challenges for students trying to view my feedback, I decided to also encourage them to use wired connections in one of the computer

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	1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	Assessment of this achievement target will be completed by the instructor of the course; this course is a cross-listed course—both sections are taught at the same time in the same location.	(Foundation Level) The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured by the rubric) on the AAC & U Written Communication Value Rubric on a literature review assignment.	2018 - 2019	Target Met	Students in both FS and PSY 290 during the 18-19 AY earned an average score of 2.9 on the Written Communication Value Rubric; thus, the target was met.	labs on campus, if necessary, to view my feedback. This information is included in my syllabus, and I post reminders to use a wired connection in course announcements. All of these activities will continue for AY 19-20. In addition, because some students appear to be motivated by extra credit, students will be offered extra credit to meet with the instructor to discuss the feedback given on drafts; some students who repeated the same mistakes from draft to final paper may not have understood the feedback and may be unsure of what to ask.
			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.	2018 - 2019	Target Met	The average score of FS 382 students was a 3.2 on the Written Communication Value Rubric; thus, the target was met.	Instructor will continue with prior plan; she will also continue requiring attendance (by providing points for attendance) at meetings regarding paper drafts.
	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 education programs for adult learners on some	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.	2018 - 2019	Target Met	The average score of FS 465 students for spring 2019 was a 3.46 on the Problem Solving Value Rubric; thus, the target was met.	Use of this rubric will continue in spring 2020; as well, the PBL simulation used in FS 465, in which FLE best practices are modeled through use of a semester-long simulation involving creation of a FLE program for new parents, will continue. As part of the simulation, students learn how to use data from a needs assessment and peer-reviewed research to choose appropriate content for the intended audience.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.a.)	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.	2018 - 2019	Target Met	The average score of FS 465 students for spring 2019 was a 3.46 on the Problem Solving Value Rubric; thus, the target was met.	Use of this rubric will continue in spring 2020; as well, the PBL simulation used in FS 465, in which FLE best practices are modeled through use of a semester-long simulation involving creation of a FLE program for new parents, will continue. As part of the simulation, students learn how to use data from a needs assessment and peer-reviewed research to choose appropriate content for the intended audience.
	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	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.	2018 - 2019	Target Not Met	For AY 18-19, 86% of students earned at least a grade of B on the Worksite Supervisor's Evaluation Rubric; thus, the target was not met.	One student who completed FS 499 in summer 2018 earned a C+ from her site supervisor; the other students who completed FS 499 in AY 18-19 earned an A from their supervisors. The student who did not earn at least a B was the student who (as noted in the previous discussion of supervisor ratings) left her internship when she completed the 280 required hours without closing out case files. The supervisor noted on the form that the student left abruptly after informing the supervisor that the student had completed all of her required hours. As noted in the action statement for the supervisor ratings, development of ethical and professional behaviors will be emphasized in all coursework, especially in FS 497 and FS 499, through use of a new textbook. Also, for returning students who apply for scholarships, subsequent awards will be given, in part, based on their professional and ethical behavior in the classroom.

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.	coursework). This rubric is completed by their site supervisor (a person at their worksite that has no affiliation with the family studies program) twice during their internship term and is therefore an indirect assessment. This SAO ties into strategic goals 2e; 3b, f; 4d.	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.	2018 - 2019	Target Not Met	For AY 18-19, 86% of students earned at least a grade of B on the Worksite Supervisor's Evaluation Rubric; thus, the target was not met.	One student who completed FS 499 in summer 2018 earned a C+ from her site supervisor; the other students who completed FS 499 in AY 18-19 earned an A from their supervisors. The student who did not earn at least a B was the student who (as noted in the previous discussion of supervisor ratings) left her internship when she completed the 280 required hours without closing out case files. The supervisor noted on the form that the student left abruptly after informing the supervisor that the student had completed all of her required hours. As noted in the action statement for the supervisor ratings, development of ethical and professional behaviors will be emphasized in all coursework, especially in FS 497 and FS 499, through use of a new textbook. Also, for returning students who apply for scholarships, subsequent awards will be given, in part, based on their professional and ethical behavior in the classroom.
			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	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.	2018 - 2019	Target Met	100% of students earned an average score of 28 on the Worksite Supervisor's Evaluation Rubric for from their internship site supervisor for the FS 499, Internship, course.	Practical experiences and training in professional ethics will continue in all coursework that leads to this course, the capstone for FS majors. 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. While the average score on this rubric exceeded the target, and a few students were praised as being very professional in their interactions with clients and coworkers at their

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			status upon graduation. Students are assessed not only on their content knowledge, but also on the traits, skills, and abilities needed to function well as a CFLE (our rubric examines their traits, skills, and abilities as their content knowledge is assessed in coursework). This rubric is completed by their site supervisor (a person at their worksite that has no affiliation with the family studies program) twice during their internship term and is therefore an indirect assessment. This SAO ties into strategic goals 2e; 3b, f; 4d.	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.	2018 - 2019	Target Met	100% of students earned an average score of 28 on the Worksite Supervisor's Evaluation Rubric for from their internship site supervisor for the FS 499, Internship, course.	human services agency (in fact, one of these students was offered a job at her site), at least one student exhibited unprofessional behavior. Students complete 280 hours in the field at their sites; however, we stress to students that, if they have work yet to finish, they have an obligation to complete that work, unless doing so represents a significant commitment beyond the 280 required hours. We encourage students to have a conversation with their site supervisor about such issues. This past summer, however, a student left her site when she completed 280 hours, even though this student had not finalized several case reports. The student apparently abruptly left without finishing the reports or talking to her supervisor, who was left to close out the cases herself. Clearly, there is an issue with our pre-internship training if issues such as this arise, even with good students (the student had performed quite well in her major coursework). In addition, recent research indicates that employers are looking for recent grads who engage in professional and ethical behavior on the job. Finally, as faculty, we have observed unprofessional behavior (e.g., habitual lateness to class, attempts to play us against each other, difficulty accepting constructive criticism from faculty ) on the part of our students. Based on these issues, during a meeting of FS faculty in fall 18, we decided that we would begin using a textbook for the FS 497, Pre-internship, and FS 499, Internship, courses to reinforce professional and ethical

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			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 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.	2018 - 2019	Target Met	100% of students earned an average score of 28 on the Worksite Supervisor's Evaluation Rubric for from their internship site supervisor for the FS 499, Internship, course.	behavior needed for work as a beginning CFLE. We reviewed several textbooks (those I was aware of from my time on the CFLE Academic Program Review Committee--our accreditation committee) and chose: Sweitzwer, H.F., & King, M.A. (2019). The successful internship: Personal, professional, and civic development in experiential learning. This textbook will be introduced in FS 497, pre-internship; students will revisit ethical decision making and professional behavior in work settings, topics introduced in FS 203, professional issues. During FS 499, students will complete chapters and exercises from the text that deal with becoming a professional, accepting constructive criticism, establishing professional boundaries, etc.. Another reason for adding a textbook was to increase student application of learning that occurs during their internship. Research does indicate that student learning through internships and similar experiential learning activities can be enhanced through increased opportunities for reflection (such as those provided through question sets and activities provided in this text). Such critical reflection, according to research, helps students to apply their learning. Use of this text for FS 497 and 499 will begin during Fall 2019. A final way in which ethical and professional behavior will be reinforced is through use of a rubric to evaluate returning student behavior for the purposes of awarding our departmental scholarships; we will make our



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	100% of students earned an average score of 28 on the Worksite Supervisor's Evaluation Rubric for from their internship site supervisor for the FS 499, Internship, course.	returning students aware of the behaviors expected of them when we are determining awards for the next AY. Work on this rubric will begin during summer 2019 and will be applied to scholarship application review during the spring term of 2020 (note that students are already evaluated for scholarship awards on the basis of an application form submitted through the financial aid portal).
	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.	2018 - 2019	Target Met	The average rating of satisfaction on the Senior Exit survey regarding ethical practice (question 3) was a 9 on a scale of 1 to 10; thus, the target was met.	The ethical decision making process assignment will be required of FS 203 students in the future; as well, the addition of a new textbook for FS 497 and FS 499 will reinforce the idea of ethical practice while preparing for and during the internship. Finally, scholarship renewal, in part, will be tied to a rubric which evaluates returning FS students on ethical and professional behavior. This rubric will be developed during summer 19 and will be based on the CFLE worksite supervisor evaluation form (the form that provisional CFLEs submit to NCFR in order to become full CFLEs after 2300 hours of work in the field). This rubric is the same rubric on which our internship site supervisor evaluation is based; as such, the document has already been uploaded into TracDat. In the future, when reliability and validity studies are completed on the CFLE Exit Exam, we will begin using this measure to assess this outcome. This exam is described above.
			At the end of the academic year, faculty will review and evaluate the	Participating students' will report that they feel the Family Studies program has prepared	2018 - 2019	Target Met	The average satisfaction rating for students completing the exit	Students who completed the survey for AY 18-19 indicated that the courses that best helped them prepare to work professionally

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			results of the Senior Exit Survey.	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.	2018 - 2019	Target Met	survey was 9 on a scale of 1 to 10 for professional practice (question 2); thus, the target was met.	were Families in Crisis and Rehabilitation (FS 392), Program Planning and Evaluation (FS 465), Family Policy (FS 401), and Management of Family Resources (FS 225). Students found FS 392 helpful because they learned how to create treatment plans, conduct basic family assessments, and complete brief client notes; they also learned how trauma impacts families, how to work with traumatized families, and how perceptions shape family responses to stress and crisis. In FS 465, students learned how to plan programs appropriate for their work (internship) settings. FS 225 informed students how to help families set appropriate goals and locate resources to help them meet those goals. FS 401 helped students to understand the impact of policies and programs on families, how to assess those impacts, and how to prepare family impact statements for key stakeholders. Activities supporting this experiential learning will continue in these classes in the future. Because these classes are often the final courses students take in the major (FS 225 was offered in fall 18 and some seniors had missed previous offerings; students take the others during their senior year), students might not remember key assignments from each course. Along with the link to the survey, students will be provided with a list of each CFLE major core course along with key assignments for each course to refresh their memories, which may indicate that students are using more content and application

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.	2018 - 2019	Target Met	The average satisfaction rating for students completing the exit survey was 9 on a scale of 1 to 10 for professional practice (question 2); thus, the target was met.	knowledge than currently captured by the exit exam. For Spring 2019, FS faculty completed our program accreditation renewal, which was successful. This process requires us to re-evaluate each course in terms of objectives, content, and major student assignments to ensure that they meet the content and practice guidelines for the CFLE program. At the undergrad level, new grads should be able to apply what they have learned in class to work with families. While the lower-level courses will continue to provide students with foundational knowledge, practical application of this knowledge will also be emphasized in these courses. In the future, this outcome will be assessed through use of an exit exam currently being developed by the CFLE Advisory Board (of which I--Berglund--am a member). This test will be available for widespread program use by AY 20-21. This exam emphasizes practical application of CFLE content knowledge.
	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	5% increase from the previous academic year in MUW Family Studies alumni that earn the Certified Family Life Educator (CFLE) designation.	2018 - 2019	Target Not Met	Only 1 student earned the CFLE designation as of the end of the 18-19 AY, representing no change in the percentage of alums from the 17-18 AY to the current AY earning the designation	The CFLE credential is emphasized to all students, especially to graduating seniors. They will be reminded they can pay half of their initial credentialing fee during the semester prior to graduation and pay the other half after graduation, when their official transcripts become available. As well, we (those of us on the CFLE Advisory Board) developed a brochure that explains the CFLE credential to students and potential employers in Fall 2018. Because these brochures are free, we ordered 100 brochures from the 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.	earned a grade of at least a C in all coursework from an accredited institution.  At the end of every academic year, the assessment coordinator will report out the number of Family Studies graduates to act as a frame of reference for reviewers.	5% increase from the previous academic year in MUW Family Studies alumni that earn the Certified Family Life Educator (CFLE) designation.	2018 - 2019	Target Not Met	Only 1 student earned the CFLE designation as of the end of the 18-19 AY, representing no change in the percentage of alums from the 17-18 AY to the current AY earning the designation	Council on Family Relations (NCFR), our parent organization. We have been giving these brochures to new and current students and requiring students in FS 497, pre-internship, to share the brochures with their potential internship site supervisors. These actions will continue for AY 19-20. As well, donations to the Department of Psychology and Family Studies, made through a 'give now' link from our department web site, could be used to support students' CFLE application fees, as well as other professional development activities for all PFS students.
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.	2018 - 2019	Target Met	Writing samples from FLM 201 were analyzed using the Intercultural Knowledge and Competence VALUE rubric. The mean score of 2.267 (n = 10) exceeded the target threshold of 2 on the rubric's 4-point scale, with 8 of 10 samples meeting or exceeding the threshold. These results indicate that students are developing intercultural awareness in their analysis of films from different cultural milieus. (FLM 201 was the only lower-level course offered during the academic	Consider whether a relevant assignment should be added back to FLM 101 to introduce students to intercultural film analysis earlier in the curriculum. Continue assessment as planned.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	2018 - 2019	Target Met	year with an assignment relevant to this assessment measure.)	Consider whether a relevant assignment should be added back to FLM 101 to introduce students to intercultural film analysis earlier in the curriculum. Continue assessment as planned.
			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 upper-level courses will be at least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	2018 - 2019	Target Met	Writing samples from "Images of Women in Film" (COM 303, cross-listed as WS 303) were analyzed using the Intercultural Knowledge and Competence VALUE rubric. The mean score of 3.033 (n = 10) exceeded the target threshold of 3 on the rubric's 4-point scale, with 7 of 10 samples meeting or exceeding the threshold. These results indicate that students are developing intercultural awareness in their analysis of films from different cultural milieus. (COM/WS 303 was the only upper-level course offered during the academic year with an assignment relevant to this assessment measure.)	There was wide variation within the student works analyzed. Seven of 10 samples met or exceeded the threshold, and the mean scores ranged from a low of 2 to a high of 4 on a 4-point scale. This course draws students from a variety of majors and minors, which might explain the variation noted. Continue assessment as planned.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2018 - 2019	Target Met	Departmental faculty surveyed films viewed by students in FLM 101, FLM 201, FLM 301, and COM/WS 303 to assess the country origin for films viewed by students in these courses. All students (100 percent) had viewed films from a country other than the United States. Great Britain, France, India, South Korea, and China were among the countries of origin for films viewed by students. (Student film viewing was surveyed per course, so total might reflect students enrolled in more than one course.)	Continue assessment as planned.
			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.	2018 - 2019	Target Met	Departmental faculty surveyed films viewed by students in FLM 101, FLM 201, FLM 301, and COM/WS 303 to assess the time periods in which the films were made. All students (100 percent) had viewed films from more than two distinct time periods (early silent era, Hays	Continue assessment as planned.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	production code era, post-Hays era, 1980s, 2000s). (Student film viewing was surveyed per course, so total might reflect students enrolled in more than one course.)	Continue assessment as planned.
			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.	2018 - 2019	Target Met	Departmental faculty surveyed films viewed by students in FLM 101, FLM 201, FLM 301, and COM/WS 303 to assess the variety of film genres viewed by students in these courses. All students (100 percent) had viewed films from more than two genres. Comedy and drama were the two most common genres viewed (100 percent). Action, horror, and science fiction genre films were each viewed by at least 90 percent, and a variety of other genres (Western, musical, crime, and war) were also viewed. (Student film viewing was surveyed per course, so total might reflect students enrolled in	Continue assessment as planned.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	more than one course.)	Continue assessment as planned.
	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.	2018 - 2019	Target Not Met	Writing samples from COM/WS 303 (Images of Women in Film) were analyzed using the AACU Written Communication VALUE rubric. The mean score of the assessed writing samples was 2.90 on a 4-point scale (n = 10), which fell below the target threshold of 3 on a 4-point scale. Six of 10 writing samples met or exceeded the target threshold. Because students in this course are drawn from a variety of majors and minors across campus, it is not clear which (if any) writing courses students might have taken prior to this course (COM 303 has no prerequisite).	Continue assessment as planned. Consider whether this specific target threshold is appropriate for students drawn from a variety of majors and in various stages of academic progress.
	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	At least 80 percent of students surveyed will report having viewed films via two or more content-delivery modes.	2018 - 2019	Target Met	Rapid changes in viewing technologies and habits over the past few years have rendered this particular learning	Consider dropping this particular assessment outcome, as it measures what has become common consumer practice, rather than a novel film experience. Streaming services have become the normal mode of film



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.	broadcast, archival storage, etc.) used by students in relevant courses to watch films.	At least 80 percent of students surveyed will report having viewed films via two or more content-delivery modes.	2018 - 2019	Target Met	outcome obsolete. All students (100 percent) from assessed film courses viewed films via two or more content-delivery modes, with 100 percent watching at least one film via traditional cinema, 100 percent watching a film via streaming, and 100 percent watching a film on disc (DVD or Blu-Ray).	consumption (in addition to traditional cinema for big-budget films and the older standby of discs for home viewing).
	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.	2018 - 2019	Target Met	Of the four relevant film courses offered during the fall and spring semesters, three (75 percent) were offered online (FLM 101, 201 & COM/WS 303) and one was face-to-face (FLM 301). (Number of students is not a relevant metric for this particular outcome.)	Continue to schedule courses and modalities as needed based on student demand. Continue assessment as planned.
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,	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.	2018 - 2019	Target Met	It is noteworthy that we met our target goals with 7 students out of 9 meeting expectations or exceeding expectations. Our efforts to provide information and examples in our canvas content has	We will continue this assessment. Our formal meeting with the students has gone well, where we can enforce good practices and answer questions they might have. The Art 100 Seminar faculty of record has created a unit that addresses the foundation review requirements and tips to succeed.

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.	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.	2018 - 2019	Target Met	proved beneficial. We also began to hold a formal meeting with the ART 200 enrolled students to discuss the review process, address problem areas for most students, and relate best practices for a successful review. Our average for the 9 students was a 4.5 score.	We will continue this assessment. Our formal meeting with the students has gone well, where we can enforce good practices and answer questions they might have. The Art 100 Seminar faculty of record has created a unit that addresses the foundation review requirements and tips to succeed.
	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 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.	2018 - 2019	Target Met	The average of scores came out to 2.96 or 3, so we just met our target goal. The area of description scored the lowest points - revealing three participants describing the art making decisions and not the design decisions. The most consistent area that all participants did well was in identifying strengths, weaknesses, and areas of improvement. The next consistent area was in analysis with only one student scoring below target- this shows improvement in discussing how the elements and principles unify the	The faculty met and have discussed adding a formal analysis requirement to all 100 and 200 level art courses. We have also discussed creating a beginning of course quiz and ending quiz for foundation classes that address the element and principles of art.

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.	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 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.	2018 - 2019	Target Met	composition.	The faculty met and have discussed adding a formal analysis requirement to all 100 and 200 level art courses. We have also discussed creating a beginning of course quiz and ending quiz for foundation classes that address the element and principles of art.
	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	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.	2018 - 2019	Target Met	On the whole the average scores were well above our goal of 2.0. These scores are very similar to previous years, though there appears to be a wider range between students- there were five students whose average was at 2.0 exactly. * Five students received a score of	In terms of addressing those scores of 1.0, the faculty of record proposes two discussion sessions (one at the 4th week of the semester and one at around the 12th week). In the discussions, he can explain the overall document but also cover the criteria questions with examples (especially "Taking Risks", "Embracing Contradictions", and "Innovative Thinking"). He also suggests producing a document to go with that discussion that uses narratives from living artists to demonstrate these concepts.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	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.	2018 - 2019	Target Met	<p>1.0 on one of the criteria. Those low scores were widely spaced per criteria but mostly occurred on criteria where the average score was also slightly lower. The one exception to this was Student 7 received a 1.0 on "Embracing Contradictions"- that criteria had the second highest average.</p> <p>The question that received the lowest average score was "Taking Risks". We may need to have a class discussion on that early (like in the first week). The highest average scores were for "Problem Solving", "Embracing Contradictions", and "Synthesizing".</p> <p>High scores in the last two is a little surprising since those are "high order" criteria. We think it demonstrates that the Junior Seminar is succeeding strongly on the issue of pulling together influences, ideas and creating synthesis.</p>	In terms of addressing those scores of 1.0, the faculty of record proposes two discussion sessions (one at the 4th week of the semester and one at around the 12th week). In the discussions, he can explain the overall document but also cover the criteria questions with examples (especially "Taking Risks", "Embracing Contradictions", and "Innovative Thinking"). He also suggests producing a document to go with that discussion that uses narratives from living artists to demonstrate these concepts.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 in terms of their artistic significance and influence on later art or artists.	Using the Art History rubric, students will be assessed as to how well they defended their thesis statement in their I-Search paper project by discussing a) the external historical context that affected the production of each 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' I-Search paper project 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.	2018 - 2019	Target Not Met	<p>The class fell radically short of the achievement target with an overall average of 1.6. In 2018, the average was 2.43, and in 2017, the average was 2.19.</p> <p>Interpretations of results: Out of 12 students in the class, only eight submitted this portion of the final exam. No one in this class earned an "A" for their semester grade, and half either failed or earned the grade of "D." Two students did not participate in the installation project, which is customarily an assignment that the class enjoys. The majority of those who did participate in the project did not comprehend the definition of an installation. My conclusion is that the students were either not academically capable of succeeding or interested in succeeding (or both) in this class. Ironically, their class attendance was</p>	Plans for improvement: the instructor of record will research ways to restructure this course so that students will be more invested in the course. One solution would be to focus on themes and issues, rather than a traditional art historical chronology. The goal would still be to demonstrate how contemporary art is indebted to Modernism.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 in terms of their artistic significance and influence on later art or artists.	Using the Art History rubric, students will be assessed as to how well they defended their thesis statement in their I-Search paper project by discussing a) the external historical context that affected the production of each 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' I-Search paper project 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.	2018 - 2019	Target Not Met	good.	Plans for improvement: the instructor of record will research ways to restructure this course so that students will be more invested in the course. One solution would be to focus on themes and issues, rather than a traditional art historical chronology. The goal would still be to demonstrate how contemporary art is indebted to Modernism.
	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 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,	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 rubric.	2018 - 2019	Target Met	NOTE: the rubric was revised from : The average score of students assessed will be at least 4 "meets expectations" out of the six total areas to The average score of students assessed will be at least 3 "meets expectations" out of the five total areas using the department Senior Exhibition Review rubric.  Fall and spring 2018-2019 saw 16 students pass	The faculty will continue to use this measure of the capstone art experience it is both an indicator of student and program success.

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.	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.	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 rubric.	2018 - 2019	Target Met	<p>through the program, with 6 students in fall 2018 and 10 students in spring 2019. Fall students met with an 83% success rate while spring had a 90% success rate at meeting overall departmental goals for the senior exhibition. The faculty were pleased with the overall success rate of 88%.</p> <p>Both fall and spring students were strongest in technical mastery and independent works with the weakest category being artist statements. In fall 2018 the success rate for artist statements was 50%- after the fall results, the faculty of record reorganized the structure and requirements of the artist statements. For spring 2019, the results jumped to 90%, resulting in the increased success rate. The spring students had an overall improvement in scores across the</p>	The faculty will continue to use this measure of the capstone art experience it is both an indicator of student and program success.

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.	Students are required to complete a Senior Exhibition as part of ART 499 Concept to Exhibition: Senior Seminar, the department's 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.	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 rubric.	2018 - 2019	Target Met	board, with a significant increase in the scoring for artist statements.  We also are pleased that the advanced studio critiques held each semester has proved very beneficial to the graduating student in solidifying their advanced work and professional portfolio. Students are critiques by the faculty and peers.	The faculty will continue to use this measure of the capstone art experience it is both an indicator of student and program success.
			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	75% of participating students will score "Satisfied" on the Senior Exit Survey.	2018 - 2019	Target Met	We are pleased that we are meeting our target and that the majority of our graduates are pleased with their educational experience. Areas that were below target: Spring 2019 Part 1 Q4 – The Art Fundamentals	We will continue this exit survey - it provides a good data source for the art program as a whole. We will address Part 2 Q5 – As you are now graduating you feel that you have developed a personal style of art making –we should modify this question to include graphic design emphasis students whose goal is not a personal style but a professional portfolio, this question may be excluding them for a



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			data for evaluating effectiveness. The department faculty will evaluate the surveys.	75% of participating students will score "Satisfied" on the Senior Exit Survey.	2018 - 2019	Target Met	Seminar provided useful information and aided you as a new student – we have been trying to evolve the ART 100 seminar to provide useful information for new students concerning departmental rules and art basic program requirements ; Spring 2019 Part 2 Q3 – You were encouraged to participate with professionals and peers through conferences, organizations, and exhibitions, etc. –this result is not too concerning, student travel will always be affect by their access to funds ; Fall 2018 Part 2 Q5 – As you are now graduating you feel that you have developed a personal style of artmaking –we should modify this question to include graphic design emphasis students whose goal is not a personal style but a professional portfolio, this question may be excluding them for a favorable response;	favorable response;

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	Fall 2018 Part 2 Q6- You understand how to edit, prepare, and exhibit artwork from your senior show experience –this result is not too low, the instructor of record and gallery staff are available to assist students when hanging their exhibition and the faculty sponsors encourage each senior to meet and discuss the works they plan to display in their exhibition also the data shows a wide range between fall 66% and spring at 90% which could be reflected by a particular student who was not engaged in the process; and Fall 2018 Part 2 Q7- You feel professionally prepared to enter the field of your choice –the data shows a wide range between fall 50% and spring at 90%, this is not alarming it could be an individual's stress at facing a post undergraduate world , the faculty will watch the data in the next year to	We will continue this exit survey - it provides a good data source for the art program as a whole. We will address Part 2 Q5 – As you are now graduating you feel that you have developed a personal style of art making –we should modify this question to include graphic design emphasis students whose goal is not a personal style but a professional portfolio, this question may be excluding them for a favorable response;

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	see if this is reflecting a new trend.	We will continue this exit survey - it provides a good data source for the art program as a whole. We will address Part 2 Q5 – As you are now graduating you feel that you have developed a personal style of art making –we should modify this question to include graphic design emphasis students whose goal is not a personal style but a professional portfolio, this question may be excluding them for a favorable response;
	5.2 (GEO 5.a.)	Students will 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.	Students enrolled in 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.	The average scores will be at least a "2.5" on the 0-4 scale evaluated with the AAC&U Teamwork VALUE Rubric.	2018 - 2019	Target Met	We are pleased that we met the target value with an average of scores resulting in a 3.5 value. As we evaluate the surveys, the lowest score was found under Fosters Constructive Team Climate with a 2.6 average for the fall - slightly above our 2.5 goal. The faculty are aware that these results do not exactly reflect on the faculty of record for ART 499 Senior Exhibition course, but may speak to certain student temperament and lack of willingness to work with their peers to make the senior show a	We will continue this assessment of the teamwork involved in exhibition publicity creation and hanging the group exhibition.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.2 (GEO 5.a.)	Students will 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.	Students enrolled in 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.	The average scores will be at least a "2.5" on the 0-4 scale evaluated with the AAC&U Teamwork VALUE Rubric.	2018 - 2019	Target Met	positive experience.	We will continue this assessment of the teamwork involved in exhibition publicity creation and hanging the group exhibition.
	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.	2018 - 2019	Target Met	The average rating for all 14 exhibitions surveyed was 4.5. The galleries are enjoying 100% above the satisfactory target, approaching extremely satisfied. We continue to attract new people to the Galleries. In large part, this happens with the BFA exhibitions, as well as the exhibitions of some local artists. Roger Rice, Stephen Phillips, and Jessica Wallace brought in the largest number of respondents. All three are alumni and drew from	The galleries will continue to assess visitors to exhibitions and programming. Efforts to encourage more engagement with the questionnaires will be maintained.

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.	2018 - 2019	Target Met	different pools of visitors. Rice's family is well known in the African American community outside of Starkville; Rice is also minister and brought in several family and church members. Phillips is also African American, but his audience came primarily from the amount of press coverage he received. He created a line of ceramics that he called his Black Panther series, and it captured a lot of attention. Wallace is a recent graduate, and she had a number of her classmates returning to support her. These well-known local artists helped to bring visitors to see not only their exhibitions but the others as well. We are attracting a number of alumni throughout the year. We expected student respondents but not these numbers of alumni. The exhibitions continue to receive high	The galleries will continue to assess visitors to exhibitions and programming. Efforts to encourage more engagement with the questionnaires will be maintained.

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.	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 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.	2018 - 2019	Target Met	scores and complimentary comments.	The galleries will continue to assess visitors to exhibitions and programming. Efforts to encourage more engagement with the questionnaires will be maintained.
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-	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-	2018 - 2019	Target Met	During the 2018-2019 academic year, the department had 1 student with a French Minor. and 17 other students in the Fall and 16 other students in	The department will revisit the rubrics to either assign higher scores to better performance or to include a ranking of 4 for no comprehension, so that the numerical data is more intuitive. We will also discuss the assignment or assignments that are used in this

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.	clips in French. French faculty will assess with the Aural Comprehension Rubric.	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."	2018 - 2019	Target Met	the Spring (one student stopped taking French after 101) in French 101-202. Of these students, 100% earned a score of less than 3, where 1 is exemplary, 2 is proficient, and 3 is minimum understanding. Since each student was assessed twice, once per semester, that leaves 33 total non-majors who were assessed (counting each time they were assessed).	assessment.
			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."	2018 - 2019	Target Met	In 2018-2019 the department had one student who was declared as a Foreign Languages Minor in French. She earned a perfect score of 1 both semesters of FLF 201 and 202	The department chair and the French faculty will discuss revising the rubric so that 1 is minimal and 3 is exemplary, which will make analysis of the rubric more straightforward and allow no answer to be rated a 0. We will also discuss which assignment or assignments are used to evaluate this goal.
	2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate	A French faculty member will assess a written or oral	All French minors will average at least the following on the	2018 - 2019	Inconclusive	We had no French minors enrolled in FLF 101 or 102.	We will continue to provide cultural experiences in French classes and continue to asses students

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 2.c.)	knowledge about the variety of cultures in French speaking countries.	student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	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	2018 - 2019	Inconclusive	We had no French minors enrolled in FLF 101 or 102.	comprehension and understanding.
			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	2018 - 2019	Target Met	All students in FLF 101 and 102 reached their respective targets. Scores ranged from 1.5 - 4 (Average 2.83) in 101 and from 2-4 (Average 3.16) in 102. Students clearly benefit from the exposure they have to other cultures in French. 100% of students met the target.	We will continue to assess French assignments dealing with oral presentations on cultural aspects of a French-speaking country. Given the level of success, it may be worth examining whether a more difficult assignment could be used for each class. Review of the assignments used for this assessment will be conducted by the department chair and languages faculty.
			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 on Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	2018 - 2019	Target Met	All students in FLF 201 and FLF 202 met the goals of a 2.0 or 2.5 respectively. The scores ranged from 2.25-4 (Average 3.14) in 201 and 2.5-4 (Average 3.44) in 202. Four students were at the benchmark of a 2.5, whereas in pervious sections of the course, scores have all been above the benchmark. This is likely due to the increased	The department chair and languages faculty will review the assignments used to assess students with the Value Rubric on Intercultural Knowledge to see that each has an appropriate level of difficulty for the class.



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	2018 - 2019	Target Met	competency required and the increased difficulty of the assignment.	The department chair and languages faculty will review the assignments used to assess students with the Value Rubric on Intercultural Knowledge to see that each has an appropriate level of difficulty for the class.
			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)	2018 - 2019	Target Met	We had 1 French minor enrolled in both FLF 201 and FLF 202. She earned a perfect score of 4 both semesters on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Continue assessment.
	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.	At the end of the academic year, departmental faculty will review and analyze the FLF 202 Course Evaluations Survey results to determine if achievement target was met. Since French minors are rare, this every third year assessment should be sufficient to determine program success.	75% of students participating in the FLF 202 course evaluation survey will state that they were satisfied with the instruction received in their time in the French courses and gained a greater appreciation overall of global culture, including the varied cultures of French speaking countries.	2018 - 2019	Target Not Met	AY Total Satisfaction Rate: 3/5 - 60%  Fall 2018 Course Evaluation did not include the targeted survey for this assessment. It only began in the Spring 2019 term.  Spring 2019 Course Evaluation Results: (participation 5/9 - 55.56%) Very Satisfied - 3/5 - 60%	Continue assessment.

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.	At the end of the academic year, departmental faculty will review and analyze the FLF 202 Course Evaluations Survey results to determine if achievement target was met. Since French minors are rare, this every third year assessment should be sufficient to determine program success.	75% of students participating in the FLF 202 course evaluation survey will state that they were satisfied with the instruction received in their time in the French courses and gained a greater appreciation overall of global culture, including the varied cultures of French speaking countries.	2018 - 2019	Target Not Met	Somewhat Satisfied - 0/5 - 0% Neither Satisfied nor Dissatisfied - 0/5 - 0% Somewhat Dissatisfied - 1/5 - 20% Very Dissatisfied - 1/5 - 20%	Continue assessment.
	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.	75% 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”	2018 - 2019	Target Met	All students assessed in FLF 101 and 102 earned scores lower than 3 (minimal), where 1 is Exemplary, 2 is Proficient, and 3 is minimal. Scores ranged from 2.5-1.04 in 101 and 2.68-1.04 in 102.	Continue to assess students in FLF 101 and 102 on the Department Conversation Rubric and review which assignment or assignments are used.
			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”	2018 - 2019	Inconclusive	There were no minors this year in FLF 101 and 102.	We will continue to assess based on the Department Rubric; however, we may consider removing the target based on minors in the first year, since it will be rare to have anyone who has declared that early.

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.	75% 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”	2018 - 2019	Target Not Met	10 students assessed met the target of 2 or lower on this assessment with 1 being Exemplary and 2 being Proficient. Eight students did not meet the target, though of those many were close. non-proficient scores were: 2.32, 2.24, and 2.16 in FLF 201 and 2.16, 2.16, 2.52, 2.24, 2.28 in FLF 202. Of these, all but one would round down to 2, meaning they are closer to proficient than to minimal. We may need to consider how we view average scores between Proficient and Minimal. Only 56% of non-majors met the target score.	The department chair and French faculty will review the assignments that are used to score the Department Conversation Rubric and determine why students have more problems the higher they are in the sequence. Is the because the assignments are more difficult or are students not learning the material? The rubric will also be revised to better account for no response or incorrect response.
			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”	2018 - 2019	Target Met	The department had 1 minor this year, who scored a perfect score of 1 on the department Conversation Rubric.	We will continue to assessed based on the Department Conversation Rubric and a five-ten minute conversation with the French faculty member.
Program -	1.1 (GEO 5.a.)	Students will transfer	Students	The average score of	2018 - 2019	Target Met	FS 250 Spring 2019	This is a first year assessing

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Gerontology - Minor {2018-2019}	1.1 (GEO 5.a.)	general education strands to make connections between disciplines.	participating in FS 250 Introduction to Aging will be given a term paper (Reaction Paper) and the instructor of the course will assess student works.	FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Foundations & Skills for Lifelong Learning Value Rubric in Reaction Paper.	2018 - 2019	Target Met	Average Score of Foundations and Skills for Lifelong Learning VALUE Rubric: 3.02 FS 250 was not offered Fall 18	students' outcome in FS 250. I will continue this assessment measure for next year.
	1.2 (SAO & SLO)	Students will be able to utilize the knowledge on end-of-life issues and explain the ways of the concepts of death can change over time, place, and culture.	Students participating in NU 453 Death, Dying, and Bereavement will be given an online final exam and the instructor of the course will evaluate the exam to determine if achievement target was met.	The average score of NU 453 students will be at least 70% on the final exam.	2018 - 2019	Target Met	NU 453 Spring 2019 Average Score of Final Exam: 94.67 NU 453 was not offered Fall 18	This is a first year assessing students' outcome in FS NU 453. I will continue this assessment measure for next year.
	2.1 (GEO 2.a.)	Students will be able to discuss aging related topics with cultural competency.	Students participating in FS 250 Introduction to Aging will be given a discussion assignment and the instructor of the course will assess student response.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Intercultural Knowledge & Competence Value Rubric in discussion posts.	2018 - 2019	Target Met	FS 250 Spring 2019 Average Score of Intercultural Knowledge and Competence Value Rubric: 3.14 FS 250 was not offered Fall 18	This is a first year assessing students' outcome in FS 250. I will continue this assessment measure for next year.
	3.1 (PO 1.d.)	After completing HED 301 Aging and Public Health & NU 453 Death, Dying, and Bereavement, students will demonstrate more interest in the gerontology discipline and get more interested in gerontology related jobs.	Students participating in HED 301 and NU 453 courses will be given an exit survey and departmental faculty will evaluate the surveys to determine if achievement target was met. The exit survey consists of 5 questions with a Likert scale of 1 to 5, 1 being strongly	50% of participating students assessed will score an overall average of 4 or above on the exit survey, with 1 being strongly disagree and 5 being strongly agree.	2018 - 2019	Target Met	HED 301 and NU 453 Sp 2019: 90.98% students reported 4 (agree) and 5 (strongly agree) in Exit Survey. HED 301 and NU 453 were not offered Fall 18	This is a first year assessing students' outcome in HED 301 and NU453. I will continue this assessment measure for next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (PO 1.d.)	After completing HED 301 Aging and Public Health & NU 453 Death, Dying, and Bereavement, students will demonstrate more interest in the gerontology discipline and get more interested in gerontology related jobs.	disagree and 5 being strongly agree.	50% of participating students assessed will score an overall average of 4 or above on the exit survey, with 1 being strongly disagree and 5 being strongly agree.	2018 - 2019	Target Met	HED 301 and NU 453 Sp 2019: 90.98% students reported 4 (agree) and 5 (strongly agree) in Exit Survey. HED 301 and NU 453 were not offered Fall 18	This is a first year assessing students' outcome in HED 301 and NU453. I will continue this assessment measure for next year.
Program - Gifted Studies (including Certificate) - ME {2016-2017}	1.1 (SAO & SLO)	Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards by planning and implementing an interdisciplinary unit that includes a use of differentiated assessment to measure and report the impact on student learning.	The instructor for ED 598 will assess and grade the interdisciplinary unit presented by the student(s) using the Interdisciplinary Unit Rubric.	Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards by planning and implementing an interdisciplinary unit by scoring an average of 86% or above on the Interdisciplinary Unit Rubric in ED 598, Internship in Gifted Studies.	2018 - 2019	Target Not Met	Six students were enrolled in the course in which this assignment took place and was assessed. One student was not graded on this assignment (as a drop grade). Three of the five students earned 100% and two earned 0% credit: Student A: 100%, Student B: 0%, Student C: 0%, Student D: 100%, Student E: 100%. The average for the five students assessed is 60%.	Faculty teaching gifted studies confirm the value of this assignment and rubric, although the assignment should not be assessed in ED 598 Internship in Gifted Studies. The assignment was assessed in ED 517 Methods, Materials and Resources for Teaching the Gifted, and plans are to continue assessment of this assignment in this course for 2019-2020 for the current MS in Gifted Studies, the Gifted Studies Concentration of the M.Ed., and the Certificate in Gifted Studies.  It is important to remember that there is no longer a Master of Science in Gifted Studies; Gifted Studies is now either a concentration in the Master of Education in Education (M.Ed.) or a program Certificate. Since no new students will be enrolled in the MS in Gifted Studies, we are reporting on students who are completing the previous degree option.
	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	The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about	2018 - 2019	Target Not Met	The department/division did not hold any meetings with K-12 administration and K-12 teachers, once again, in 2018 -	The department/division did not hold any meetings, once again, however this has become a priority for the upcoming year. The division plans to meet with K-12 administration, K-12 teachers, and parents of the gifted children they

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (PO 2.c.)	collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	construct mutually beneficial P-12 partnerships.	developing at least one new mutually beneficial partnership.	2018 - 2019	Target Not Met	2019 related to gifted studies.	serve within the immediate surrounding area to include the Columbus Municipal School District and the Lowndes County School District to discuss ways the division's programming may best meet the needs of our P-12 partners.
	2.1 (SAO & SLO)	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeted at an audience of appropriate stakeholders.	The instructor for ED 595 will assess and grade the comprehensive presentation given by the student(s) using the Advocacy Plan Rubric.	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeted at an audience of appropriate stakeholders by scoring "Acceptable or above" on the Advocacy Plan Rubric.	2018 - 2019	Inconclusive	ED 595 was not offered this past year.	This assessment remains relevant for this SAO & SLO. The placement of this assignment and assessment is being reconsidered, but for now it will remain in ED 595. The division 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	2018 - 2019	Target Met	Four students were assessed with a mean score of 98.75%. Student A: 95%, Student B: 100%, Student C: 100%, and Student D: 100%.	Results were derived from student research project proposals presented in ED 600 Leadership through Action Research for School Improvement (ED 500 is no longer offered). The rubric is named ED 699 and also is used in the ED 699 Ethical Leadership Capstone course.  The program will retain this measure, however the assignment will be assessed from ED 600, not ED 500.

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 gifted studies.	The instructor for ED 500 will assess and grade the research project presented by the student(s) utilizing the Research Project Rubric.	by scoring an average of 86% or higher on the Research Project Rubric in ED 500, Educational Research.	2018 - 2019	Target Met	Four students were assessed with a mean score of 98.75%. Student A: 95%, Student B: 100%, Student C: 100%, and Student D: 100%.	Results were derived from student research project proposals presented in ED 600 Leadership through Action Research for School Improvement (ED 500 is no longer offered). The rubric is named ED 699 and also is used in the ED 699 Ethical Leadership Capstone course.  The program will retain this measure, however the assignment will be assessed from ED 600, not ED 500.
Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	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 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.	2018 - 2019	Target Met	Seven 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.  1. Student 1: B,B,A,A 2. Student 2: A,A,A,C 3. Student 3: B,B,A,A, 4. Student 4: P,B,B,B 5. Student 6: A,A,A,B 6. Student 7: A,A,A,B 7. Student 8: B,B,B,A	No new action is needed beyond monitoring graduating senior transcripts.
			At the end of the spring semester, the department chair will review transcripts of	100% of graduating seniors will complete at least 4 upper- level (either 300 or 400 level) history survey	2018 - 2019	Target Met	Seven students graduated in August, December, or May 2017-8 with a history degree. All	No new actions are required beyond monitoring graduating senior transcripts.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			graduating seniors for the previous year for historical depth to determine if achievement target was met.	courses (12 credit hours) with a passing grade.	2018 - 2019	Target Met	have 12 hours of 300 and 400 level history with a passing grade. 1. Student 1: B,A,C,B 2. Student 2: B,B,C,A 3. Student 3: B,A,A,A 4. Student 4: B,C,B,B 5. Student 5: A,B, C,A 6. Student 6: B,B,B,B 7. Student 7: C,C,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.	2018 - 2019	Target Met	Seven students graduated in August, December, or May 2017-8 with a history degree. All have non-western course with a passing grade.  1. Student 1: A 2. Student 2: C 3. Student 3: C 4. Student 4: B 5. Student 5: B 6. Student 6: B 7. Student 7: C	No new action is needed beyond monitoring graduating senior transcripts.
			At the end of the spring semester, the department chair	100% of graduating seniors will complete at least one pre	2018 - 2019	Target Met	Seven students graduated in August, December,	No new action is needed beyond monitoring graduating senior transcripts.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			will review transcripts of graduating seniors for the previous year for historical breadth to determine if achievement target was met.	modern (pre 1500) course (3 credit hours) with a passing grade.	2018 - 2019	Target Met	or May 2017-8 with a history degree. All had at least one premodern course with a passing grade. 1. Student 1: C 2. Student 2: C 3. Student 3: A 4. Student 4: B 5. Student 5: D 6. Student 6: B 7. Student 7: A	No new action is needed beyond monitoring graduating senior 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 American history courses (6 credit hours) with a passing grade.	2018 - 2019	Target Met	Seven students graduated in August, December, or May 2017-8 with a history degree. All have 6 hours in American history with a passing grade. 1. Student 1: A,B 2. Student 2: B,A 3. Student 3: A,A 4. Student 4: C,A 5. Student 5: B,B 6. Student 6: B,B 7. Student 7: B,C	No new action is needed beyond monitoring graduating senior transcripts.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	Seven students graduated in August, December, or May 2017-8 with a history degree. All have 6 hours of European history with a passing grade. 1. Student 1: B,B 2. Student 2: B,B 3. Student 3: A,A 4. Student 4: B,B 5. Student 5: A,A 6. Student 6: B,B 7. Student 7: B,C	No new action is needed beyond monitoring graduating senior 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 required of HIS 211 students (fall).	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 Rubric.	2018 - 2019	Target Met	The Performance Task Assessment was required of each student and the Critical Thinking Value Rubric was applied to each individual student's assessment in Fall 2018 in HIS 211 (a required class for all history majors). Students were given a series of pieces of historical evidence and had to determine the significance of each, how each piece related to the others received, and then develop a	We are going to continue to use this assessment (the PTA) in HIS 211, but if the class size continues to be above the class cap of 15, we may need to consider whether we think doing the work in pairs is effectively measuring the skills of each student. This may require adjusting the content of HIS 211 to accommodate or offering HIS 211 more frequently.

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).	The History department faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the Performance Task Assessment required of HIS 211 students (fall).	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 Rubric.	2018 - 2019	Target Met	narrative using all the evidence that had been given. Overall, the average for the class was a 3.125. All students performed at a proficient level in this area and on the specific task that measured it. Two students (see note below) performed at a top level (4) while all other students measured a 3.  The overall class average of 3.0 was met.	We are going to continue to use this assessment (the PTA) in HIS 211, but if the class size continues to be above the class cap of 15, we may need to consider whether we think doing the work in pairs is effectively measuring the skills of each student. This may require adjusting the content of HIS 211 to accommodate or offering HIS 211 more frequently.
	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 students (fall).	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 VALUE Rubric.	2018 - 2019	Target Not Met	In Fall 2018, students in HIS 211 were required to complete an oral presentation on a research topic of their choice. Students presented an 8 minute research presentation based on their semester research. Placed towards the end of the semester, but not at the end, the presentation acted as a research proposal presentation. However, because it was not the final assignment it provided time to	The history faculty need to discuss this at our August meeting. Given the importance of oral communication skills in the 21st century, we need to make this a priority. This remains a frustrating area and one in which our students struggle. If time permits, a practice presentation may be required.

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.	The History department faculty will use the AAC&U Oral Communication VALUE Rubric to assess the Research Presentation required of HIS 211 students (fall).	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 VALUE Rubric.	2018 - 2019	Target Not Met	meet with students who had may be struggling prior to turning in the final portfolio. Students explained their topic, the central question they were addressing, a basic overview of sources, and work to be completed between the time of the presentation and the due date for the final portfolio. Faculty used the Oral Communication Value Rubric to assess student performance. The overall average for the class using the rubric was 2.88. This put the class just below the 3.0 target. Last year 2 students did not meet the target, but this year 6 did not meet the target, not counting the student who dropped the class shortly after the assignment. (NB: 1 student had dropped the course by the time of this assignment. Another student showed up for the presentation but was not prepared and left before their	The history faculty need to discuss this at our August meeting. Given the importance of oral communication skills in the 21st century, we need to make this a priority. This remains a frustrating area and one in which our students struggle. If time permits, a practice presentation may be required.

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.	The History department faculty will use the AAC&U Oral Communication VALUE Rubric to assess the Research Presentation required of HIS 211 students (fall).	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 VALUE Rubric.	2018 - 2019	Target Not Met	<p>turn to present. That student dropped the course shortly after. However, they are scored as a "0" across the board for this assignment.)</p> <p>The reasons for low performance are clear: 1. Not enough time had been devoted to the semester project before the presentation to be effective; 2. The students had not practiced and timed their work. 3. (New this year) Students did not have a presentation prepared but rather read from notes or tried to glean a presentation from other assignments remotely related to the topic area. Indeed, one student seemed to get up and talk about his topic extemporaneously. Overall, students were not prepared to deliver quality oral presentations.</p>	The history faculty need to discuss this at our August meeting. Given the importance of oral communication skills in the 21st century, we need to make this a priority. This remains a frustrating area and one in which our students struggle. If time permits, a practice presentation may be required.
			The History department faculty will use the departmental Historical Inquiry	The overall average score for HIS 499 students completing the Research Paper will be no lower than a	2018 - 2019	Target Met	In Fall 2018 students in HIS 499 were required to complete an original research project	Faculty will discuss the HIS 499 Capstone performance at their department meeting in August. Faculty teaching HIS 499 will continue to stress original research,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	3.0 on the departmental Historical Inquiry and Argument Rubric.	2018 - 2019	Target Met	that included an essay or paper of significant length. Faculty used the Historical Inquiry Rubric (HIAWR) to assess student performance. The six students enrolled in HIS 499 Capstone had an overall average of 3.76 on the historical inquiry rubric and as a group scored above 3.0 on every measure of the rubric. Individually, every student also averaged higher than a 3.0. In the "students write clearly" category, they averaged a 3.67. You can see the specific results in the attached spreadsheet.	analysis, and writing skills in the course.
	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).	2018 - 2019	Target Met	In Fall 2018, students in HIS 211 completed the Library and Archive Source assignment. Students worked in groups on a single archive assignment. This is a change from past semesters when students completed two such assignments. The second assignment had to be cut to make room for the	We intend to continue to use this instrument in HIS 211 to measure students ability to connect with primary, archival sources.

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).	2018 - 2019	Target Met	research presentations (also part of this evaluation). Because of the large number of students in the course additional class periods had to be devoted to the presentations—resulting in the elimination of one archive assignment. The assignment was completed at the MUW Archives. The assignment centered on a specific historical question that had to be answered using archive sources. Additional questions were developed prior to the beginning of the semester—both to replace ones frequently used as well as to accommodate the larger number of students. Students had to figure out 1. What sources might address their question; 2. How to access those sources; and then 3. Write an essay answering the question and using the sources found as support.	We intend to continue to use this instrument in HIS 211 to measure students ability to connect with primary, archival sources.

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).	2018 - 2019	Target Met	<p>The class average for this assignment was an 80.93%. All students received a "C" or higher, but for one group of 2 who earned a 67.5%.</p> <p>Scores out of a total point value of 80. Students worked in pairs.</p> <p>72 68 66 62 66 56 54 70 70 54 56 66 62 66 68 72</p>	We intend to continue to use this instrument in HIS 211 to measure students ability to connect with primary, archival sources.
	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.	2018 - 2019	Target Met	In Fall 2018 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 six students enrolled in HIS 499 Capstone	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.	2018 - 2019	Target Met	<p>had an overall average of 3.76 on the historical inquiry rubric and as a group scored above 3.0 on every measure of the rubric. Individually, every student also averaged higher than a 3.0. These rubric categories are particularly important to this category:</p> <p>Student develops an interpretation based on evidence: 3.75  Student demonstrate awareness of interpretive differences: 3.42  Student evaluates and analyzes primary sources: 4.08  Student employs a broad range of sources: 3.67</p> <p>You can see the specific results in the attached spreadsheet.</p>	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	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.	2018 - 2019	Target Met	In Fall 2018 students in HIS 499 were required to complete an original research project that included an essay or paper of significant length. Faculty used 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 and secondary sources. We are satisfied with the HIAWR assessment and this assignment.

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.	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.	2018 - 2019	Target Met	<p>Historical Inquiry Rubric (HIAWR) to assess student performance. The six students enrolled in HIS 499 Capstone had an overall average of 3.76 on the historical inquiry rubric and as a group scored above 3.0 on every measure of the rubric. Individually, every student also averaged higher than a 3.0. These rubric categories are particularly important to this category:</p> <p>Student develops an interpretation based on evidence: 3.75  Student evaluates and analyzes primary sources: 4.08  Student employs a broad range of sources: 3.67  Student grasps relevant historical facts and content: 3.75</p> <p>You can see the specific results in the attached spreadsheet.</p>	Faculty will discuss the results of the HIAWR in the Capstone and continue to make primary sources and evidence-based arguments using primary sources and secondary sources. We are satisfied with the HIAWR assessment and this assignment.
	5.1 (SAO)	Students in the Capstone course will successfully show improvement in	The History departmental faculty will analyze	The overall average for HIS 499 students completing the	2018 - 2019	Target Met	In Fall 2019 six students completed the Capstone class	While we got results this year without putting the survey in Canvas, we need to make sure that

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.1 (SAO)	their knowledge and skills in the areas of historical content, critical thinking, communication, and inquiry.	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).	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.	2018 - 2019	Target Met	and four completed the Capstone survey. Of the four who completed the survey, all self-reported that they increased their knowledge and skills in history (Question 1, average 4.75), critical thinking (Question 2, average 5.0), communication skills (Question 3, average 5.0), and historical inquiry (Question 4, 5.0). In addition to scoring their learning highly on the numeric scale, some students wrote qualitative comments, which supported their scoring. One student explained that it was the Capstone class (HIS 499) that really cemented much of this learning for them: "The capstone project was exponentially helpful in exposing me to primary source work, and was a deeply important process in helping me crystallize everything that I had learned to this point as a history	the survey is in Canvas this year and we get results from every possible student. 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.

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.	2018 - 2019	Target Met	major. History coursework has taught me to analyze a problem, find appropriate sources both textually and contextually, and how to ask and answer questions that were relevant to and shaped the world around me."	While we got results this year without putting the survey in Canvas, we need to make sure that the survey is in Canvas this year and we get results from every possible student. 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.	2018 - 2019	Target Met	Seven students graduated in August, December, or May 2017-8 with a history degree.  1. Student 1: Study Abroad and internship 2. Student 2: Internship 3. Student 3: Two internships 4. Student 4: Study Abroad and internship 5. Student 5: None 6. Student 6: Two internships 7. Student 7: Internship	We are very pleased with the results of this assessment and will continue to monitor senior transcripts.
	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	100% of students in HIS 410 will complete the class with an average grade of C (70 %) or above.	2018 - 2019	Inconclusive	There are no results to report as we did not offer HIS 410 in AY 2018-9	As more students opt for the alternative route to teacher certification, we should expect low-enrollment or no enrollment in HIS 410.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	7.1 (SLO)	Students will demonstrate best practices regarding lesson preparation, lesson delivery, and classroom management.	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.	2018 - 2019	Inconclusive	There are no results to report as we did not offer HIS 410 in AY 2018-9	As more students opt for the alternative route to teacher certification, we should expect low-enrollment or no enrollment in HIS 410.
	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 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	100% of student teachers will receive a 2 or above evaluation from the mentor teacher on the TIAI metric (on a 0-3 scale).	2018 - 2019	Inconclusive	There are no results to provide.	As more students opt for the alternative route to teacher certification, we should expect low-enrollment or no enrollment in HIS 410.

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.	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).	2018 - 2019	Inconclusive	There are no results to provide.	As more students opt for the alternative route to teacher certification, we should expect low-enrollment or no enrollment in HIS 410.
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.	The faculty members making up individual student 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	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.	2018 - 2019	Inconclusive	There are no results to report. There were no graduating seniors in any of the interdisciplinary studies minors.	The IS program is designed to be a selective program, as any IS major needs to be highly self-motivated and capable of independent research. Our three-year trend in declared majors and degrees awarded reflects the small numbers typical of IS. This is an important major for highly motivated students as it allows them to combine interests without having to double (or triple) major and it costs nothing to the university administer, because it combines fields already in existence on campus and has no overhead regarding faculty. While we had no IS seniors in AY 2017-8, we have two in AY 2018-9. The major continues to work well for a small number of students.

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.	<p>Studies Capstone. This course is normally taken in the student's last semester.</p> <p>A IS 499 student develops an idea for a comprehensive project that meaningfully combines aspects of the two to three disciplines he/she 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:</p>	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.	2018 - 2019	Inconclusive	There are no results to report. There were no graduating seniors in any of the interdisciplinary studies minors.	The IS program is designed to be a selective program, as any IS major needs to be highly self-motivated and capable of independent research. Our three-year trend in declared majors and degrees awarded reflects the small numbers typical of IS. This is an important major for highly motivated students as it allows them to combine interests without having to double (or triple) major and it costs nothing to the university administer, because it combines fields already in existence on campus and has no overhead regarding faculty. While we had no IS seniors in AY 2017-8, we have two in AY 2018-9. The major continues to work well for a small number of students.

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.	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 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.	2018 - 2019	Inconclusive	There are no results to report. There were no graduating seniors in any of the interdisciplinary studies minors.	The IS program is designed to be a selective program, as any IS major needs to be highly self-motivated and capable of independent research. Our three-year trend in declared majors and degrees awarded reflects the small numbers typical of IS. This is an important major for highly motivated students as it allows them to combine interests without having to double (or triple) major and it costs nothing to the university administer, because it combines fields already in existence on campus and has no overhead regarding faculty. While we had no IS seniors in AY 2017-8, we have two in AY 2018-9. The major continues to work well for a small number of students.
	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 connections between those disciplines.	The department chair will administer the Interdisciplinary Studies Minors Inquiry and Analysis Survey to all senior IS minors in American Studies, Medieval & Renaissance Studies, and International Studies in the spring semester. The	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.	2018 - 2019	Inconclusive	There are no results to report. There were no graduating seniors in any of the interdisciplinary studies minors.	The IS program is designed to be a selective program, as any IS major needs to be highly self-motivated and capable of independent research. Our three-year trend in declared majors and degrees awarded reflects the small numbers typical of IS. This is an important major for highly motivated students as it allows them to combine interests without having to double (or triple) major and it costs nothing to the university



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 connections between those disciplines.	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.	2018 - 2019	Inconclusive	There are no results to report. There were no graduating seniors in any of the interdisciplinary studies minors.	administer, because it combines fields already in existence on campus and has no overhead regarding faculty. While we had no IS seniors in AY 2017-8, we have two in AY 2018-9. The major continues to work well for a small number of students.
	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.	2018 - 2019	Inconclusive	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	The IS program is designed to be a selective program, as any IS major needs to be highly self-motivated and capable of independent research. Our three-year trend in declared majors and degrees awarded reflects the small numbers typical of IS. This is an important major for highly motivated students as it allows them to combine interests without having to double (or triple) major and it costs nothing to the university administer, because it combines fields already in existence on campus and has no overhead regarding faculty. While we had no IS seniors in AY 2017-8, we have two in AY 2018-9. The major continues to work well for a small number of students.
	3.1 (GEO 1.c.)	Students will orally communicate the academic value of one's advanced research in an effective manner.	Faculty committee members for each student enrolled in IS 499 will utilize the AAC&U Oral Communication VALUE Rubric to assess the oral portion of the student's Capstone project. This course is normally taken in	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2018 - 2019	Inconclusive	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	The IS program is designed to be a selective program, as any IS major needs to be highly self-motivated and capable of independent research. Our three-year trend in declared majors and degrees awarded reflects the small numbers typical of IS. This is an important major for highly motivated students as it allows them to combine interests without having to double (or triple) major and it

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (GEO 1.c.)	Students will orally communicate the academic value of one's advanced research in an effective manner.	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 Oral Communication VALUE Rubric.	2018 - 2019	Inconclusive	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	costs nothing to the university administer, because it combines fields already in existence on campus and has no overhead regarding faculty. While we had no IS seniors in AY 2017-8, we have two in AY 2018-9. The major continues to work well for a small number of students.
	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.	2018 - 2019	Inconclusive	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	The IS program is designed to be a selective program, as any IS major needs to be highly self-motivated and capable of independent research. Our three-year trend in declared majors and degrees awarded reflects the small numbers typical of IS. This is an important major for highly motivated students as it allows them to combine interests without having to double (or triple) major and it costs nothing to the university administer, because it combines fields already in existence on campus and has no overhead regarding faculty. While we had no IS seniors in AY 2017-8, we have two in AY 2018-9. The major continues to work well for a small number of students.
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 than ten students	75% of all MA 301 student work sampled at the satisfactory or higher level.	2018 - 2019	Target Met	78% of work sampled in MA 301 was at the satisfactory or higher level. 40 total items were assessed (22 items at the proficient level; 9 items at the satisfactory level; 9 items at the unsatisfactory level). Multiple items assessed for each	Continue quality instruction and careful attention to proof writing, including correct use of terminology and notation.

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.	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.	2018 - 2019	Target Met	student in MA 301	Continue quality instruction and careful attention to proof writing, including correct use of terminology and notation.
			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.	2018 - 2019	Inconclusive	None of these three courses were scheduled to be taught in 2018-2019 based on the rotation of mathematics courses. So there are no results for this academic year.	MA 304 will be taught Fall 2019 and either MA 455 or MA 461 will be taught Spring 2020.
	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 member. Due to small classes (less than ten students beyond MA 182), multiple items from	75% of all MA 181 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2018 - 2019	Target Met	75% of work sampled in MA 181 was at level 2 or higher. 114 total items assessed (57 items at level 3; 26 items at level 2; 27 items at level 1). Multiple items were assessed for each student. 9 students in Fall 2018 and 4 students in Spring 2019.	Instructor plans to continue progress toward a flipped classroom. This will include recording lecture material for MA 181 and creating "guided notes" in advance. This will allow more class time for working problems in class and addressing questions from students about the material and homework problems.

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.	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.	2018 - 2019	Target Met	75% of work sampled in MA 181 was at level 2 or higher. 114 total items assessed (57 items at level 3; 26 items at level 2; 27 items at level 1). Multiple items were assessed for each student. 9 students in Fall 2018 and 4 students in Spring 2019.	Instructor plans to continue progress toward a flipped classroom. This will include recording lecture material for MA 181 and creating "guided notes" in advance. This will allow more class time for working problems in class and addressing questions from students about the material and homework 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.	75% of all MA 306 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2018 - 2019	Target Not Met	68% of work sampled in MA 306 was at level 2 or higher. 17 items at level 3; 9 items at level 2; 12 items at level 1. Multiple items assessed for each student in the class. 8 students enrolled.	Target not met. Half the class was international students who are very good at computational tasks and weaker at verbal tasks related to concepts. Instructor will create additional problems related to interpreting concepts and solutions next offering.
	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),	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.	2018 - 2019	Inconclusive	Neither MA 318 nor MA 319 was taught in 2018-2019.	MA 318 will be taught in Fall 2019.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	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.	2018 - 2019	Inconclusive	Neither MA 318 nor MA 319 was taught in 2018-2019.	MA 318 will be taught in Fall 2019.
	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.	2018 - 2019	Target Met	75% of students in MA 301 earned a semester grade of C or better. Semester grades: 1 A; 2 B's; 1 D	Continue quality instruction and emphasize the importance of the content of MA 301, which is essential for success in subsequent upper level "proof-based" courses.
	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.	2018 - 2019	Target Not Met	mean = 2.30 40 total items assessed in MA 284. 20 items at level 3; 12 items at level 2; 8 items at level 1. Multiple items assessed for each student in MA 284	The instructor felt the students struggled due to weaknesses with some core calculus skills from previous courses, and this impacted their ability to master application problems. The instructor plans to create and provide videos working out sample application problems in full detail so that students have additional examples beyond those presented during lecture.
			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	MA 306 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2018 - 2019	Target Met	mean = 2.65 31 total items assessed in MA 306 (22 items at level 3; 7 items at level 2; 2 items at level 1). Multiple items assessed for each student in the class. 8 students	Target met. Continue quality instruction.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	mean = 2.65 31 total items assessed in MA 306 (22 items at level 3; 7 items at level 2; 2 items at level 1). Multiple items assessed for each student in the class. 8 students	Target met. Continue quality instruction.
	2.2 (SLO)	Students will combine different mathematical ideas in problem solving.	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.	50% of all MA 303 / MA 312 / MA 457 / MA 459 student work sampled at level 3 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2018 - 2019	Target Met	75% of work sampled in MA 460 was at level 3 or higher. 12 items at level 3; 3 items at level 2; 1 item at level 1. Multiple items assessed for each student in the class. 4 students	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),	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.	2018 - 2019	Target Met	94% of work sampled in MA 460 was at level 2 or higher. 16 total items assessed in MA 460 (12 items at level 3; 3 items at level 2; 1 item at level 1). Multiple items assessed for each student in the class. 4 students	Target met. Continue quality instruction.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	94% of work sampled in MA 460 was at level 2 or higher. 16 total items assessed in MA 460 (12 items at level 3; 3 items at level 2; 1 items at level 1). Multiple items assessed for each student in the class. 4 students	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.	2018 - 2019	Target Not Met	<p>The Mississippi Regional Science Bowl was held on February 15, 2019. Attendees included approximately 100 high school students and 20 teachers, with 20 teams competing from 13 different schools. The day also included a science exam competition. It was a very successful day, including awarding MUW scholarships to top performers.</p> <p>We did not host a Sonya Kovalevsky High School Mathematics Day in 2018-2019. The faculty member in charge of organizing the event did not get information to the high schools in time to allow schools to plan and</p>	Hosting the Mississippi Regional Science Bowl and Sonya Kovalevsky High School Mathematics Day are both planned for 2019-2020.

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.	2018 - 2019	Target Not Met	bring students.	Hosting the Mississippi Regional Science Bowl and Sonya Kovalevsky High School Mathematics Day are both planned for 2019-2020.
	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.	2018 - 2019	Target Met	100% of mathematics graduates in 2018-2019 participated in community outreach and/or community service while at MUW. (2 out of 2 graduates)	Target met. Faculty will continue to be role models by participating themselves in community outreach and service activities and will encourage mathematics majors to do the same.
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.	2018 - 2019	Target Met	All 9 students completed the Sophomore Barrier Interview successfully and satisfactorily (even the one who was unprepared from the musical standpoint).	We will continue to implement this interview. We will permanently add on the question: "How much time do you practice each day?", to reinforce our requirement of daily practice from all music majors.
			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	90% of the students will score at least an 80 (on the 1-100 scale used in the "Sophomore Barrier Rubric).	2018 - 2019	Target Not Met	We have had 9 students perform the "Sophomore Barrier Jury" this year, 3 in the Fall semester and 6 in the Spring. Six of the students assessed were singers, and three instrumentalists (guitar, clarinet, and trombone) The majority of the students gave technically strong performances, and they scored grades of 85%, 83%, 90%, 94%, 93%, 94%,	We will continue to implement these high standards of performance. It is our hope that this was an isolated case of simply a student being unprepared, so we do not foresee any similar situations with this year's sophomore class.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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).	2018 - 2019	Target Not Met	95%, 92%. One student was unprepared, and was only able to perform one piece. (approximately 3 minutes long). The student failed the jury and later transferred out of the department.	We will continue to implement these high standards of performance. It is our hope that this was an isolated case of simply a student being unprepared, so we do not foresee any similar situations with this year's sophomore class.
	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 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.	2018 - 2019	Target Met	The students of MUS 302 (Music History 2) were required to write a major paper on the Catholic Mass. There were 9 students who completed this project. and 8 of them scored higher than the 2 on the 0-4 scale for AAC&U Written Communication Value Rubric.	The MUS 302 instructor stated that he will continue to assign the major paper on this topic and will continue to asses the student's communication skills.
	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").	2018 - 2019	Target Met	As a final project for MUS 102, students were asked to write an original composition based on the following conditions: a keyboard piece or a piece for solo voice or instrument and keyboard accompaniment. Its minimum length is sixteen measures in 3/4 or 4/4 time. It should take the form of a well-defined period or	We will continue to assign this project and assess student's ability to write original music and also use technology to notate it. We are pondering loosening some of the restrictions as far as texture and overall structure; when the assignment was first designed these features were put in place to offer a greater direction to students who were not experienced in the art of music composition. However, some current students seem more comfortable with these topics, and there is always the danger of quashing their creativity by assigning a project that proves to be too conservative. The

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").	2018 - 2019	Target Met	double-period structure, with all the phrases and cadences required by that structure, and it should use one of the keyboard styles we have studied during the term. The piece also must feature multiple number of nonharmonic tones, four secondary dominants. Nine students completed this assignment out of the 10 students enrolled in MUS 102. The grades were as follow: 2 students received 100%, 5 received 95%, and 2 received 90%.	instructor will determine this change based on where next Spring's MUS 102 class is in the learning process when this project will be assigned.
	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.	2018 - 2019	Target Met	Students were asked to write a four part chorale on a given bass line provided by the instructor. A slight variation from the previous years was the fact that this chorale also contained diatonic 7th chords which students were required to build and resolve. Two of the 10 students did not complete the assignment, so they received a grade of	Since this was a take-home assignment which was not completed by 2 students, we are considering having this assessment exercise take place in class, on a day when everyone is present. We contend that the results will be even more favorable, since the grades of 0 will not bring down the class 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.	2018 - 2019	Target Met	0. Of the remaining 8, 3 received 80%, 2 received 90%, and 3 received 100%.	Since this was a take-home assignment which was not completed by 2 students, we are considering having this assessment exercise take place in class, on a day when everyone is present. We contend that the results will be even more favorable, since the grades of 0 will not bring down the class 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.	2018 - 2019	Target Met	The students were given a melodic dictation in A major. The meter was 4/4. Out of 10 MUS 104 students, one scored 45%, another one scored 77%, while the rest scored over 80 % (4 students scored 100%, while the others 93%, 91%, 85%, 82% respectively).	We are discussing implementing greater rhythmic variety within our dictation, perhaps more uneven notes, rests, and dotted figuration. This will depend on the development of next year's freshmen class, however.
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.	2018 - 2019	Target Met	For Fall 2018, there were no minors to assess. For Spring 2019, there was one minor. Student 1 scored all 4s on the rubric averaging a total of 4.  For 2016-2017: "The average score on the argument identification/evaluation assignment by philosophy minors was a 3.3." For 2017-2018: "The average score on the argument	Continue this assessment for next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	2018 - 2019	Target Met	identification/evaluation assignment by philosophy minors was a 3.225." Three-Year Trend Data Collection Results for Low-Enrolled: $3.3+3.2+4=10.5/3=3.5$	Continue this assessment for next year.
			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.	2018 - 2019	Target Met	For Fall 2018, samplings from 11 courses were assessed using the Critical Thinking VALUE Rubric : Total Fall Average Score = 3.055 For Spring 2019, samplings from nine courses were assessed using the critical thinking value rubric: total spring average score= 3.389 Total 18-19 score 3.22 {Please see attached spreadsheet and original scans for individual student scores.}	Continue assessment for next year.
	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	The average score of philosophy minors who take an ethics course will be a '3' on	2018 - 2019	Inconclusive	For Fall 2018, there were no minors to assess. For Spring 2019, we	Continue this assessment for next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	The student of ethics will be able to solve an ethical dilemma using logical reasoning.	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 0-4 scale used in the AAC&U Ethical Reasoning VALUE Rubric on the ethical dilemma assignment.	2018 - 2019	Inconclusive	had one minor but the student was not in any of these courses that were assessed.  For 2016-2017: "There were no philosophy minors who took ethics courses during the 2016-2017 academic year." For 2017-2018: "Total Average for 17-18 AY = 3.56, rounded to 3.6"  Three-Year Trend Data Collection Results for Low-Enrolled: 3.6 from the only year there was data available to collect on the minors	Continue this assessment for next year.
			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 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.	2018 - 2019	Target Met	For Fall 2018, samplings from 3 courses were assessed using the Ethical Reasoning VALUE Rubric : Total Fall Average Score = 3.487 For spring 2019, samplings from four courses were assessed using the ethical reasoning value rubric: Total spring average score is 3.43. Total 18-19 average score: 3.46. {Please see attached	Continue the assessment for next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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 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.	2018 - 2019	Target Met	spreadsheet and original scans for individual student scores.}	Continue the assessment for next year.
	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 MUW students will be expected to successfully complete a course in philosophy.	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 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.	2018 - 2019	Inconclusive	For Fall 2018, there were no minors to assess. For spring 2019, we had one minor but the student was not in the courses to be assessed.  For 2016-2017: "There was only one philosophy minor in a lower-level philosophy course that could be evaluated. That student received a final grade of 86% (B) in PHL 202 Aesthetics (Fall 2016)." For 2017-2018: "There were 3 philosophy minors in a lower-level philosophy course that could be evaluated.	Continue this assessment for next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 MUW students will be expected to successfully complete a course in philosophy.	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 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.	2018 - 2019	Inconclusive	Three minors in PHL 204 scored 91% for fall and spring."  Three-Year Trend Data Collection Results for Low-Enrolled: $(86\%+91\%+91\%)/3 = 89.33\%$ from the 2 years that data was available to collect on the minors {Met Three-Year Data Trend Target}	Continue this assessment for next year.
			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	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.	2018 - 2019	Target Not Met	AY Total Average Score: $(70.85\%+66.95\%)/2 = 68.9 = 69\%$  For Fall 2018, samplings from 8 courses were assessed according to their final scores: Total Fall Average Score = 70.85% For Spring 2019, samplings from 7 courses were assessed according to their final scores: Total Fall Average Score = 66.95%	Continue this assessment for next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Not Met	spreadsheet and original scans for individual student scores.}	Continue this assessment for next year.
	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 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.	2018 - 2019	Target Not Met	Based on examination of course rosters for the 2018-2019 academic year, it has been determined that there is 1 new philosophy minor. Currently for the whole program there are 4 minors declared.  For 2016-2017: "Based on examination of course rosters for the 2016-2017 academic year, it has been determined that there are currently around 4 philosophy minors." For 2017-2018: "Based on examination of course rosters for the 2017-2018 academic year, it has been determined that there are currently around 3 philosophy minors."	Continue this assessment for next year.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 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.	2018 - 2019	Target Not Met	Three-Year Trend Data Collection Results for Low-Enrolled: The number of minors have fluctuated over these past 3 years, and currently there are 4 declared minors, which means that the achievement target to go from 6 to 10 declared minors in 3 years was not met.	Continue this assessment for next year.
	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	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.	2018 - 2019	Target Met	As there were only one philosophy minor who took a course (Spring 19 PHL 310) during the 2018-2019 academic year, an assignment was evaluated. The assignment assessed student understanding of the subject matter of the course. The average score was 100% on the sample from the philosophy minor for spring, since the minor did not take a class in	Continue this assessment for next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	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.	2018 - 2019	Target Met	<p>the fall term.</p> <p>Rubric/Grade Conversion: 4=100%; 3=90%; 2=75%</p> <p>The Minor scored scored in all categories. Please see attached/related document.</p> <p>For 2016-2017: "As there were only three philosophy minors who took courses during the 2016-2017 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 93.3% on the sample of exams from the philosophy minors. "</p> <p>For 2017-2018: "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</p>	Continue this assessment for next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2018 - 2019	Target Met	<p>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."</p> <p>Three-Year Trend Data Collection Results for Low-Enrolled:  <math>93.3\% + 91\% + 100\% = 94.77 = 95\%</math> {Met Three-Year Trend Target}</p>	Continue this assessment for next year.
			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	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.	2018 - 2019	Target Met	<p>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 above 90%.  Rubric/Grade Conversion:  4=100%; 3=90%; 2=75%</p> <p>Fall 2018  PHL 201: 3rd Test (10 Students) - 3; 3.7; 3.3; 3.4; 3.7;</p>	Continue this assessment for next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	3.5; 3.6; 3.1; 3; 3.6 PHL 201: 2nd Test (5 Students) - 2.8; 3; 3; 4; 3.4 PHL 204: 2nd Test (5 Students) - 3.7; 3.2; 4; 4; 3.1 PHL 307: 2nd Test (5 Students) - 2.9; 2.8; 4; 3.4; 3.6 PHL 205: (5 Students) - 3.8; 2.4; 3; 3.2; 2.2 PHL 205: (5 Students) - 3.6; 3.8; 3.2; 4; 2.4 PHL 201: (5 Students) - 3.6; 4; 3.4; 3; 2.4 PHL 304: (5 Students) - 4; 4; 3.8; 2.9; 2.2 PHL 465: (5 Students) - 3.8; 3.6; 4; 2; 4 PHL 205: 1st Exam (5 Students) - 3; 3.6; 3.8; 1.8; 4 Fall 2018 Average Score: 3.34 = >90%  Spring 2019 PHL 307: (5 Students) - 3.8; 3.4; 4; 3; 3 PHL 204: (5 Students) - 3; 3; 3.4; 4; 3 PHL 201: (15 Students) - 3.3; 3.8; 3.4; 2.8; 3.4; 4; 3.4; 3.4; 3; 2.4; 2.2; 3; 4; 3.6; 4 PHL 204: (10 Students) - 4; 4; 3.6; 3.6; 4; 2.7; 2.5; 3; 4;	Continue this assessment for next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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 students in each course included in the sample will be 75% (grade of C) or higher on the basic subject matter assignment.	2018 - 2019	Target Met	3 PHL 310: (5 Students) - 4; 4; 4; 3.4; 2.4 PHL 205: (5 Students) - 2; 3.6; 4; 3.4; 4 Spring 2019 Average Score: 3.5 = 95%  Total Average Score: 3.42 = Above 90%	Continue this assessment for next year.
Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	1.1 (SAO)	Students will demonstrate knowledge of principles, theories, laws in the physical sciences as well as educational theory, expectations and practices as state licensing requirements dictate.	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 Chemistry: Content Knowledge with a score of 151 or above.	2018 - 2019	Inconclusive	There was a student enrolled in the Physical Sciences program this academic year; however, he withdrew from the institution at the end of the Fall term. He has since contacted our department and intends to come back Fall 2019.  Therefore, the one student was not eligible to take the Praxis, so there is no data to report.	We will continue our recruiting efforts and the assessment measure. Next year, the student will be back on rotation, so we should have data to report year after next.
			Prior to internship, students will take	90% of the students evaluated in the	2018 - 2019	Inconclusive	There was a student enrolled in the	We will continue our recruiting efforts and the assessment

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	program will pass the Praxis Subject Assessments Test in Physics: Content Knowledge with a score of 139 or above.	2018 - 2019	Inconclusive	Physical Sciences program this academic year; however, he withdrew from the institution at the end of the Fall term. He has since contacted our department and intends to come back Fall 2019.  Therefore, the one student was not eligible to take the Praxis, so there is no data to report.	measure. Next year, the student will be back on rotation, so we should have data to report year after next.
			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.	2018 - 2019	Inconclusive	There was a student enrolled in the Physical Sciences program this academic year; however, he withdrew from the institution at the end of the Fall term. He has since contacted our department and intends to come back Fall 2019.  Therefore, the one student was not eligible to take the Praxis, so there is no data to report.	We will continue our recruiting efforts and the assessment measure. Next year, the student will be back on rotation, so we should have data to report year after next.
	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	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	2018 - 2019	Inconclusive	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	We will continue our recruiting efforts and the assessment measure. Next year, the student will be back on rotation, so we should have data to report year after next.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	In PS 313, students will successfully apply different pedagogical methods in the teaching of science.	Science Unit Plan Scoring Rubric.	in documents folder) in developing a Science Unit Plan.	2018 - 2019	Inconclusive	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	We will continue our recruiting efforts and the assessment measure. Next year, the student will be back on rotation, so we should have data to report year after next.
	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.	2018 - 2019	Inconclusive	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	We will continue our recruiting efforts and the assessment measure. Next year, the student will be back on rotation, so we should have data to report year after next.
	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.	2018 - 2019	Inconclusive	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	We will continue our recruiting efforts and the assessment measure. Next year, the student will be back on rotation, so we should have data to report year after next.
	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 Emergency Lesson Plan and Safety Policies and Procedures.	90% of PS 313 students evaluated in the program will develop a Safety and Emergency Lesson Plan and score at least 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,	2018 - 2019	Inconclusive	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	We will continue our recruiting efforts and the assessment measure. Next year, the student will be back on rotation, so we should have data to report year after next.

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.	In PS 313, faculty will use the Safety and Welfare Module Scoring Rubric to assess student's Safety and Emergency Lesson Plan and Safety Policies and Procedures.	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.	2018 - 2019	Inconclusive	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	We will continue our recruiting efforts and the assessment measure. Next year, the student will be back on rotation, so we should have data to report year after next.
	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.	2018 - 2019	Inconclusive	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	We will continue our recruiting efforts and the assessment measure. Next year, the student will be back on rotation, so we should have data to report year after next.
	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 student's participation in local K – 12 school events that provides real-life experiences for students.	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 Development Module Scoring Rubric (placed in documents folder).	2018 - 2019	Inconclusive	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	We will continue our recruiting efforts and the assessment measure. Next year, the student will be back on rotation, so we should have data to report year after next.
	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,	100% of the PS 313 students participating in the Exit Survey will report that they participated in at least one outreach activity.	2018 - 2019	Inconclusive	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	We will continue our recruiting efforts and the assessment measure. Next year, the student will be back on rotation, so we should have data to report year after next.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.2 (PO 2.c.)	Students will participate in university or community activities that strengthen and expand K-12 partnership.	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.	2018 - 2019	Inconclusive	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	We will continue our recruiting efforts and the assessment measure. Next year, the student will be back on rotation, so we should have data to report year after next.
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 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	75% of students are expected to perform at Journeyman level on the departmental rubric by the end of year one.	2018 - 2019	Inconclusive	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report last year nor this year for this achievement target.	Because this degree program has been discontinued, "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).	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.	2018 - 2019	Inconclusive	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report last year nor this year for this achievement target.	Because this degree program has been discontinued, "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.	2018 - 2019	Inconclusive	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report last year nor this year for this achievement target.	Because this degree program has been discontinued, "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 perform assigned tasks with diligence, reliability, and punctuality.	Attendance is 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	80% of students will meet professional standard on the departmental rubric by end of first year.	2018 - 2019	Inconclusive	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report last year nor this	Because this degree program has been discontinued, "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)	First year students will increase/develop a strong work ethic. Students are expected to perform assigned tasks with diligence, reliability, and punctuality.	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.	80% of students will meet professional standard on the departmental rubric by end of first year.	2018 - 2019	Inconclusive	year for this achievement target.	Because this degree program has been discontinued, "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 of the acting sequence (TH 634, TH 635, TH 636) offer students a wide variety of textual and Physical	70% of students are expected to perform at Mastery level on the departmental rubric by the end of the second year of course work.	2018 - 2019	Inconclusive	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report this year for this achievement target.	Because this degree program has been discontinued, "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).	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.	2018 - 2019	Inconclusive	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report this year for this achievement target.	Because this degree program has been discontinued, "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.	2018 - 2019	Inconclusive	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report this year for this achievement target.	Because this degree program has been discontinued, "At this time, we (MUW) are not accepting applications to the MFA in Physical Theatre."
	2.3 (SLO)	Second year students will increase/develop a Strong Work Ethic. Students are expected to perform assigned tasks with diligence, reliability, and punctuality.	Attendance is strictly monitored in all departmental courses. Students are evaluated by a rubric (based on Professional/Union	85% of students will meet professional standard on the departmental rubric by end of the second year of course work.	2018 - 2019	Inconclusive	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017;	Because this degree program has been discontinued, "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
	2.3 (SLO)	Second year students will increase/develop a Strong Work Ethic. Students are expected to perform assigned tasks with diligence, reliability, and punctuality.	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.	85% of students will meet professional standard on the departmental rubric by end of the second year of course work.	2018 - 2019	Inconclusive	therefore, there was no data to report this year for this achievement target.	Because this degree program has been discontinued, "At this time, we (MUW) are not 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 these classes are guided through goal setting exercises (for self) which are compared at the beginning and the	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.	2018 - 2019	Inconclusive	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report this year for this achievement target.	Because this degree program has been discontinued, "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.	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.	2018 - 2019	Inconclusive	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report this year for this achievement target.	Because this degree program has been discontinued, "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).	2018 - 2019	Inconclusive	The students have not completed their research theses yet. Therefore, no data collected to report on.	The students should be finishing their theses soon. The department will report on the data as it is collected.
	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.	2018 - 2019	Inconclusive	The Accademia dell'Arte, the institution offering this program in conjunction with MUW, has shut down its Graduate Studies office and therefore, has not sent out exit surveys to graduating students. Attempts by the MUW Theatre Dept. to disseminate this survey directly has yielded no results before the Assessment deadline.	We will attempt to send the survey to the graduates we can locate who have not filled it out yet. Data will not be analyzed as there is no reason to address recruitment and retention with the program's termination.
Program - Political Science (including Minor and	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	The overall average score for students in an upper-level POL course completing the analytical assignment	2018 - 2019	Target Met	Eight student submissions in POL 250 World Politics were evaluated using the AAC&U	These strong results are likely the result of assignment scaffolding, wherein the final submission came after several rounds of submissions that had students building up to a

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	analytical assignment required in POL 250 World Politics or POL 301 Southern Politics.	will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2018 - 2019	Target Met	<p>Critical Thinking VALUE Rubric, and the overall average score was 3.6, well above the target of 3.0. In addition, no student completing the assignment scored below a 3.0; the lowest individual average on the rubric was a 3.2, while the highest was a 4.0. Scores were highest on the "explanation of issues" dimension of the rubric, with an overall average of 3.75. They were lowest on the "evidence" and "student's position" dimensions, with overall average scores of 3.5 in both categories.</p> <p>The assignment used to evaluate students' critical thinking was the Case Study Analysis, in which students analyzed an ongoing international dispute using a model of strategic interaction derived from rational choice bargaining theory. The assignment description is attached along with the rubric scores data.</p>	final paper. Because of this structure, students who completed each step of the assignment refined their work with each submission and also developed a clearer conceptual understanding of the paper they were writing and its logical structure. The evidence and student position dimensions are probably the most difficult dimensions to master, so it is not surprising these dimensions had the lowest average scores and is encouraging that no student scored below a 3.0. Given this likelihood, faculty will retain this method of assignment design.

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.	2018 - 2019	Target Met	Eight students' submissions in POL 250 World Politics were scored using the Written Communication VALUE Rubric, and the overall average score was a 3.425, just below last year's score of 3.5 and above the 2016-2017 score of 3.3. No student scored below the target of 3.0, though two students achieved exactly that score. The highest score was a 4.0. Overall averages across the rubric's five dimensions were above 3.0, but were lowest--at 3.25--for the "context and purpose," "genre and disciplinary conventions," and "syntax and mechanics" categories.	As was noted for Goal 1.1 (GEO 1.b), the scaffolding design of this assignment is credited with helping students score well on the rubric. So, the assignment design will be retained and used with other assignments as well. In addition, to help with the "context and purpose of writing" dimension, the instructor will augment the POL 250 assignment with an audience element, asking students to imagine they are addressing a legislature's foreign relations committee, a session of the United Nations, or some other body of policymakers.
	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.	2018 - 2019	Target Met	Five students' final research presentations in POL 390 Southern Politics were evaluated using the Oral Communication VALUE Rubric, and the overall average score was 3.4, above the target of 3.0. In addition, the	Given that students lowest scores were in "supporting material" and "central message," the instructor will provide examples of model student submissions and research presentations and will begin having students begin the scaffolded assignment that ends in the research presentation earlier in the semester. The weaker scores in these areas were likely the result of too-little time spent analyzing data and settling on conclusions.



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.	2018 - 2019	Target Met	lowest individual student average was a 3.0, and the highest was a 4.0. On every dimension of the rubric, the class average was above a 3.0; the lowest scores were in the areas of "supporting material" and "central message," which each saw a class average of 3.2. The highest scores were along the "language" and "delivery" dimensions.  The POL 390 Southern Politics research presentation assignment prompt is attached, as is the rubric scores data.	Given that students lowest scores were in "supporting material" and "central message," the instructor will provide examples of model student submissions and research presentations and will begin having students begin the scaffolded assignment that ends in the research presentation earlier in the semester. The weaker scores in these areas were likely the result of too-little time spent analyzing data and settling on conclusions.
	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.	2018 - 2019	Target Met	There were four students completing POL 490 Internship in 2017-2018, and all four completed the internship survey for assessment. 75% of students (three of the four students) agreed that "yes, absolutely" the work experience gained through POL 490 allowed them to apply knowledge and abilities	The use of Google Drive to create and disseminate the Internship Survey worked well, and if students and faculty continue to use that platform for most of their internship-related communication, the internship survey will continue to be administered there. The faculty will also continue requiring that students use observations made in the course of their internship to engage with academic literature and write a paper.

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.	2018 - 2019	Target Met	developed in the political science program to real world problems. The other student selected a four on the Likert scale, indicating mild agreement with the statement. The overall average score given the POL 490 Internship was a 4.75, well above the 3.0 target.	The use of Google Drive to create and disseminate the Internship Survey worked well, and if students and faculty continue to use that platform for most of their internship-related communication, the internship survey will continue to be administered there. The faculty will also continue requiring that students use observations made in the course of their internship to engage with academic literature and write a paper.
	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 202 Affecting Political Change.	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.	2018 - 2019	Target Met	In Fall 2018, POL 202 Affecting Democracy was taught and the assignment submissions, group work interactions, and reflections of eight students enrolled in the course were monitored over the course of several civic engagement assignments and the entire body of work scored using the Civic Engagement VALUE Rubric. The assignments included periodic attendance and reporting on public meetings (most attended city council meetings), identification of an issue of concern to citizens of the local city (Columbus) or	Goal 4.1 will continue to be assessed using the Civic Engagement VALUE Rubric to evaluate the body of student work in POL 202 Affecting Democracy. The low class average on "civic communication" indicates that group work on engagement event assignments in the course is a demanding and high-quality assessment measure, but the instructor will add instructional material and assignment guidance aimed at having students think about how the principles of deliberative civic communication can and should be applied to their own group work in the class. In addition, it may be that having all end-of-the-semester major assignments structured as group work creates a false impression (for a particular type of student) that free-riding is an adequate strategy. The instructor will put additional stress on the fact that she can track individual contributions to group work in the Google Docs, Google Slides, and Google Sheets software and will add an individual reflection

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 202 Affecting Political Change.	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.	2018 - 2019	Target Met	county (Lowndes), interviews with citizens to assess the range of perspectives on the problem, and small-group work conducting a preliminary stakeholder analysis, designing a civic engagement event that would enable direct, representative deliberation on the issue, and giving a mock proposal presentation imagining that the civic engagement event was being pitched to local officials. Students also reflected on their experiences at the end of the course in an open discussion of the value of civic engagement - theirs and others' - and their ability to do so in existing and new ways.  The overall average score for the class was 3.3, above the target of 3.0. While one student averaged a meager 1.3, this was an extreme outlier, and if that datum is removed from the	essay that requires students to discuss their own experiences in the course and their contributions to the group work.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 202 Affecting Political Change.	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.	2018 - 2019	Target Met	observations, the overall average increases to 3.6 and the range of individual averages extends from 3.2 to 4. On five of the rubric's six dimensions, the class average was above a 3.0, but on "civic communication," the score was a 2.9. Again, the low-scoring student should be considered, since his score of 1 (which reflects the fact that he really only listened to the ideas of other group members in the engagement event assignments, contributing nothing of his own to the project) brings the course average down 0.2 points; if that observation is removed from the analysis, the course average rises to a 3.1.	Goal 4.1 will continue to be assessed using the Civic Engagement VALUE Rubric to evaluate the body of student work in POL 202 Affecting Democracy. The low class average on "civic communication" indicates that group work on engagement event assignments in the course is a demanding and high-quality assessment measure, but the instructor will add instructional material and assignment guidance aimed at having students think about how the principles of deliberative civic communication can and should be applied to their own group work in the class. In addition, it may be that having all end-of-the-semester major assignments structured as group work creates a false impression (for a particular type of student) that free-riding is an adequate strategy. The instructor will put additional stress on the fact that she can track individual contributions to group work in the Google Docs, Google Slides, and Google Sheets software and will add an individual reflection essay that requires students to discuss their own experiences in the course and their contributions to the group work.
Program - Psychology (including Minor) - BA {2016-2017}	1.1 (GEO 1.c.)	Psychology students will demonstrate effective written communication skills.	Students enrolled in PSY 455 will write an APA style paper that describes an original, empirical research study. The paper will be evaluated by the course instructor	The average score of PSY 455 students on an APA style paper will be at least a 3.5 on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric.	2018 - 2019	Target Not Met	Average score was 1.9.	As was noted last year, students performed poorly. Faculty teaching this course will be encouraged to add class discussion of research articles, allow for revision of written work, and provide more effective feedback on student work.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Psychology (including Minor) - BA {2016-2017}	1.1 (GEO 1.c.)	Psychology students will demonstrate effective written communication skills.	using the AAC&U Written Communication VALUE Rubric.	The average score of PSY 455 students on an APA style paper will be at least a 3.5 on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric.	2018 - 2019	Target Not Met	Average score was 1.9.	As was noted last year, students performed poorly. Faculty teaching this course will be encouraged to add class discussion of research articles, allow for revision of written work, and provide more effective feedback on student work.
	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.	2018 - 2019	Inconclusive	Oral presentations were not included in course requirements due to the need for reviewing foundational material across the semester. Data were not collected.	Maintain assessment. Will discuss moving assessment of oral communication to another course to better facilitate data collection.
	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.	2018 - 2019	Target Met	Data from three students who took the test in the fall and from 13 students who took the test in the spring are available. Scores range from 200 to 800; 500 is the average with a standard deviation of 100. Scores from the fall testing ranged from 426 to 483; scores from the spring testing ranged from 287 to 518. Average score for the fall was 445 and for the spring was 433. Both	This is an improvement over last year. Assessment will be maintained.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Upon completion of the program, psychology majors will demonstrate a fundamental understanding of psychological science.	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.	2018 - 2019	Target Met	semester averages fall within one standard deviation of the national average.	This is an improvement over last year. Assessment will be maintained.
	2.2 (SAO)	The psychology program will offer research opportunities to students.	Departmental faculty will report to the Department Chair the total number of enlisted research assistants for the academic year.	At least two students will work as a research assistant each semester (e.g., through PSY 449).	2018 - 2019	Target Not Met	Zero students worked as research assistants.	Assessment will be maintained. We are not optimistic about improvement until faculty staffing needs are met because existing faculty have no time to supervise research assistants.
			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.	2018 - 2019	Target Met	2018-2019 MUW Graduation Survey Results: Excellent - 40% Good - 50% Total - 90%  Excellent - 4/10; 40% Good - 5/10; 50% Fair - 1/10; 10% Poor - 0/10; 0% N/A - 0/10; 0%	We will continue to use this for our assessment measure next year.
	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.	2018 - 2019	Target Not Met	Faculty are not aware of any students being accepted into graduate programs since last year.	Current approach will be maintained because it is practical. Curriculum review and revision will likely include a proposal for a new course with psychology career and graduate study content.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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: "What is your current employment status?"	35% of graduating seniors in psychology who complete the MUW Graduation Survey will report being employed in a job related to the discipline.	2018 - 2019	Target Not Met	2018-2019 MUW Graduation Survey Results: Secured Full-Time Employment in Field of Study - 1/10 - 10% Currently Employed Full-Time in Field of Study - 0/10 - 0% Total - 10%  Secured Full-Time Employment in Field of Study - 1/10 - 10% Searching for Full-Time Employment in Field of Study - 2/10 - 20% Currently Employed Full-Time in Field of Study - 0/10 - 0% Currently Employed Full-Time - 0/10 - 0% Currently Employed Part-Time - 5/10 - 50% N/A - 2/10 - 20%	We will continue to use this for our assessment measure next year. Curriculum review and revision will likely include a proposal for a new course with psychology career content.

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	2018 - 2019	Target Met	Two Reading/Literacy students with a mean score of 100% completed the assignment as evaluated by the ED 699 Action Research Proposal Evaluation instrument: Student 1, 100%; Student 2, 100%.	The division will retain this measure and will continue its evaluation as a part of ED 699 Ethical Leadership Capstone Internship: Practicing Professional Behaviors and Growth.
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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.	in ED 599, Internship in Reading Literacy.	2018 - 2019	Target Met	Two Reading/Literacy students with a mean score of 100% completed the assignment as evaluated by the ED 699 Action Research Proposal Evaluation instrument: Student 1, 100%; Student 2, 100%.	The division will retain this measure and will continue its evaluation as a part of ED 699 Ethical Leadership Capstone Internship: Practicing Professional Behaviors and Growth.
	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.	2018 - 2019	Target Not Met	No meetings were held in 2018-2019 with K-12 administration and K-12 teachers to co-construct mutually beneficial p-12 partnerships specific to the Reading/Literacy major, certificate or M.Ed. concentration.	The division recognizes the value of this measure and will meet with K-12 administration and K-12 teachers in the Columbus Municipal School District and the Lowndes County School District in the 2019-2020 academic year to address ways to strengthen programming and expand opportunities for Reading/Literacy students.
	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by developing a reading program specific to the needs of the school.	The instructor for ED 599 will assess and grade the reading program developed by the student(s) using the Reading Program Rubric.	Candidates will be able to demonstrate skills a commitment to creating supportive environments that afford all students access to rigorous college and career-supportive environments by developing a reading program specific to the needs of the school by scoring an average of 86% or above on the Reading Program Rubric in ED 599, Internship in	2018 - 2019	Target Met	Two Reading/Literacy students with a mean percentage of 100% completed the associated assignment: Student 1, 100%; Student 2, 100%	The division will retain this measure but with the associated assignment in ED 697 Internship in Masters of Education using the Standards Review Rubric.



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 developing a reading program specific to the needs of the school.	The instructor for ED 599 will assess and grade the reading program developed by the student(s) using the Reading Program Rubric.	Reading Literacy.	2018 - 2019	Target Met	Two Reading/Literacy students with a mean percentage of 100% completed the associated assignment: Student 1, 100%; Student 2, 100%	The division will retain this measure but with the associated assignment in ED 697 Internship in Masters of Education using the Standards Review Rubric.
	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.	2018 - 2019	Target Met	Three Reading/Literacy students completed this assignment in ED 600 Leadership Through Action Research in the 2018-2019 academic year with a mean score of 88%: Student 1, 76%; Student 2, 99%; Student 3, 89%.	The division will retain this measure for the Reading/Literacy major. This major is being phased out; Reading/Literacy is now a concentration in the Master of Education (M.Ed.) in Education.
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	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,	2018 - 2019	Inconclusive	One (1) religious studies minor in REL 380 Native American Religions and Literatures, Spring 2019, scored a 3.67 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies	Inconclusive. Use the results for the one student in planning future assessment.

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.	member for the class and the lead faculty member in religious studies will assess the student's work.	and characteristic practices of a particular world religion on the Exam.	2018 - 2019	Inconclusive	methods and concepts to analyze the history, basic beliefs, and characteristic practices of a particular world religion on the Final Exam. Exams were not available for the second religious studies minor.	Inconclusive. Use the results for the one student in planning future assessment.
			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.	2018 - 2019	Target Met	Two (2) Religious Studies minors (one in HIS 327 Rise of Islam, Fall 2018, and one in REL 380 Native American Religions and Literatures, Spring 2019) scored an average of 3.25 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 (Islam or Native American religion) on the Mid-Term Essay. (One student scored 3 and one student scored 3.5.)	Target met. Use in planning future assessment.
	1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious	In any religious studies course involving direct	The average score of students will be at least a 3 on the 0-4	2018 - 2019	Inconclusive	In 2018-2019, religious studies majors (2) did not	No targeted actions because no courses meeting the criteria taken.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 2.b.)	studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	analysis of at least two world religions, 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.	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 Exam.	2018 - 2019	Inconclusive	take any courses that involved in-depth analysis and comparison of the history, basic beliefs, and characteristic practices of at least two world religions. Each of their courses largely focused on a single religion.	No targeted actions because no courses meeting the criteria taken.
			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.	2018 - 2019	Inconclusive	In 2018-2019, religious studies majors (2) did not take any courses that involved in-depth analysis and comparison of the history, basic beliefs, and characteristic practices of at least two world religions. Each of their courses largely focused on a single religion.	No targeted actions because no courses meeting the criteria taken.
	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	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	2018 - 2019	Inconclusive	One (1) Religious Studies minor in REL 380 Native American Religions and Literatures, Spring 2019, scored 4 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies	Inconclusive. Use the results for the one student in planning future assessment.

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.	Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	in-depth analysis of one or more texts from a particular religious tradition on the Exam.	2018 - 2019	Inconclusive	methods and concepts to analyze multiple texts from a particular world religion (Native American/Indigenous) on the Exam. Course requirements did not make an exam available for the second minor.	Inconclusive. Use the results for the one student in planning future assessment.
			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.	2018 - 2019	Target Met	Two (2) Religious Studies minors (one in REL 304 Philosophy of Religion, Fall 2018, and one in REL 380 Native American Religions and Literatures, Spring 2019) scored an average of 3.85 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze one or more texts from a particular world religion on the Mid-Term Essay. (One student scored 3.7 and one student scored 4.)	Target met. Use in planning future assessment.
	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's requirements.	Each semester, the Lead Faculty will complete both the department's internal audit sheet for the minor and the audit sheet	100% of students will attend an advising session each semester with the Lead Faculty in Religious Studies and receive a copy of his/her internal audit	2018 - 2019	Target Met	In 2018-2019, the program had two minors. The Lead Faculty coordinated with the students' major advisors for advising, reviewed	Target met. Use in planning future assessment.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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's requirements.	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.	sheet.	2018 - 2019	Target Met	the audit sheets provided by the Registrar, provided completed internal audit sheets, and kept the completed audit sheets on file.	Target met. Use in planning future assessment.
			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.	2018 - 2019	Target Met	In 2018-2019, the program had two minors. The Lead Faculty coordinated with the students' major advisors for advising the students and completed internal audits o check that all minor requirements were being met. In reviewing the completed audit sheets and student transcripts in the fall semester in preparation for the student to graduate in spring 2019, the Lead Faculty concluded that the students were on track to complete the requirements for the minor by graduation, and both graduated with the religious studies minor in May 2019.	Target met. Use in planning future assessment.
	4.1 (SLO)	Religious studies minors will report that they have	A written Exit Survey using a five-point	90% of students participating in the	2018 - 2019	Target Met	A written Exit Survey using a five-	Target met. Use in planning future assessment.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	gained a broad understanding of religion as a human phenomenon and they understand the history and contemporary expressions of world religious traditions.	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.	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.	2018 - 2019	Target Met	point scale on each of five questions was given to the two religious studies minors who graduated in 20189-201 (spring 2019). On a scale from 1 (Very Dissatisfied) to 5 (Very Satisfied), the students assigned a 4 or 5 for how satisfied they were with what they 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. Use in planning future assessment.
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, Internship is MAT.	2018 - 2019	Inconclusive	The Teacher Intern Assessment Instrument was not implemented in ED 697 Internship in Masters of Education.	Significant changes have occurred with the graduate course offerings in Education, and these changes require greater oversight of the graduate course requirements in Education.  All Secondary Teacher Education - MAT students will be assessed via the Teacher Intern Assessment Instrument.  If ED 566, the MAT internship

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.	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, Internship is MAT.	2018 - 2019	Inconclusive	The Teacher Intern Assessment Instrument was not implemented in ED 697 Internship in Masters of Education.	course is offered in the 2019-2020 academic year, MAT internship students will be assessed via the Teacher Intern Assessment Instrument in that course. If ED 566 is not offered in the 2019-2020 academic year, MAT internship students will be combined with M.Ed. students in ED 697, the M.Ed. Internship course, and assessed via the Teacher Intern Assessment Instrument.
	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.	2018 - 2019	Inconclusive	While discussions occurred on campus that led to significant improvements of the MAT, the division did not hold focus group meetings to develop mutually beneficial partnerships for improvement of the MAT experience for students and our P-12 partners.	The division will retain this achievement target. The division has engaged other areas of campus engaged in secondary education at the undergraduate level to determine ways to improve undergraduate to graduate MAT pathways for students interested in secondary education opportunities, but significant work needs to be done to determine how best we may meet the needs of K-12 administration and K-12 teachers, particularly in the Columbus Municipal School District and the Lowndes County School District. Additionally, the division is interested in providing educational pathways for teacher assistants, and we recognize the value that a MAT pathway may provide for teacher assistants who have undergraduate degrees in a secondary education subject area but who do not have teaching licenses.  The division is committed to this achievement target and to developing partnerships designed to improve and expand MAT opportunities.
	2.1 (SAO & SLO)	Candidates will be able to	The instructor for ED	Candidates will be	2018 - 2019	Inconclusive	This assessment	Significant changes have occurred

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SAO & SLO)	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.	566 will assess and grade the teaching unit developed by the student(s) using the Teaching Unit Rubric.	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.	2018 - 2019	Inconclusive	instrument was overlooked when the decision to move this student from ED 566 to ED 697 was made. Greater oversight of course requirements aligned with assessment measures is required.	with the graduate course offerings in Education, and these changes require greater oversight of the graduate course requirements in Education.  All Secondary Teacher Education - MAT students will be assessed via the Teaching Unit Rubric.  If ED 566, the MAT internship course is offered in the 2019-2020 academic year, MAT internship students will be assessed via the Teaching Unit Rubric in that course. If ED 566 is not offered in the 2019-2020 academic year, MAT internship students will be combined with M.Ed. students in ED 697, the M.Ed. Internship course, and assessed via the Teaching Unit Rubric.
	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in their area of expertise.	The instructor for ED 500 will assess and grade the research project(s) presented by the student(s) using the Research Project Rubric.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in their area of expertise by scoring an average of 86% or higher on the Research Project Rubric in ED 500, Educational Research.	2018 - 2019	Target Met	Three MAT students completed ED 600 Leadership Through Action Research with a mean score of 89%. These students completed the research project proposal with the following scores: Student A: 86%, Student B: 82%, and Student C: 99%. Note: The Research Project Rubric is named ED 699 and is used in that course as well.	This measure is appropriate, and the program will retain this measure with the understanding that this measure is assessed from ED 600, not ED 500.
Program - Spanish	1.1 (GEO 1.c.)	Knowledge of Grammar: Students will be able to	Students will produce a written	The average score of students on the	2018 - 2019	Target Not Met	Of the 142 assignments	Continue with plan. one thing to consider would be having students



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
(including Minor and K-12 Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce forms.	assignment (composition or exam) that will be graded by the instructor using the AAC&U Writing Communication Value Rubric.	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.	2018 - 2019	Target Not Met	assessed, 18 scored a 0 on the rubric for failing to follow instructions and/or produce comprehensible language in written form. 28 students scored a 1 on the rubric; 64 earned a 2 and 32 earned a 3 on the written rubric. Total Average - 2.03	complete drafts of their compositions, provide feedback on those drafts and then grade the final version of the assignment. This could help boost scores and general ability with written language.
	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.	2018 - 2019	Target Not Met	Of the 146 student assignments assessed, 6 earned a zero, 72 earned 1, 59 earned 2 and 9 earned 3 based on the Oral Communication Rubric. The average score was 1.49.	Lowering the average to 1.5 would be a more readily attainable goal, although still a challenge at the lower levels.
	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.	100 level 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 the 100 level students on the cultural relevance assignment will be a 1 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2018 - 2019	Target Not Met	8 students at the 100 level completed an assignment which used the Intercultural Knowledge and Competence value rubric. Of these 8, 5 earned a score of 1 and 3 earned a 2. The average was 1.375.	For the upcoming academic year, in order to ensure continuity and compliance, it is recommended that the instructors agree on and plan a cultural activity that will be assessed prior to the start of the semester.
			200 level students will complete an assignment on a	The average score of the 200 level students on the cultural	2018 - 2019	Target Met	Of the 53 students assessed, 16 earned a 1, 15 earned a 2	Continue with plan.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	relevance assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2018 - 2019	Target Met	and 22 earned a 3 on the rubric. The average score was 2.33.	Continue with plan.
	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 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2018 - 2019	Target Met	Students in 202 completed an assignment researching a musical group/artist from the Spanish-speaking world and then comparing the genre and music to an English-speaking group from the US. Of the 22 students assessed, the average score was 2.09.	Continue with plan.
	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	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).	2018 - 2019	Target Not Met	3 Spanish majors and 4 minors, that I am aware of. I am aware of several students who expressed interest and the intention of declaring a minor, but as of the end of the semester, had yet to do so.	Continue to promote program. Encourage students to enroll in summer courses so they can complete intro/intermediate levels and have sufficient time to complete a major or minor.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (PO 3.b.)	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).	2018 - 2019	Target Not Met	3 Spanish majors and 4 minors, that I am aware of. I am aware of several students who expressed interest and the intention of declaring a minor, but as of the end of the semester, had yet to do so.	Continue to promote program. Encourage students to enroll in summer courses so they can complete intro/intermediate levels and have sufficient time to complete a major or minor.
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 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	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.	2018 - 2019	Target Not Met	3 Transfer received a "Weak Pass" grade. 0% of students achieved Proficiency	From the Chair: This will require a meeting with general faculty before the beginning of the year. There is a concern that the faculty are applying stricter criteria than are needed in the assessment of the transfer students. We need to reconcile the faculty's desire for excellence with the program's responsibility to provide a fair and credible assessment.

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.	<p>“SOPHOMORE/TRANSFER INTERVIEW/AUDITION PROJECT” Rubric.</p> <p>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 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</p>	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.	2018 - 2019	Target Not Met	3 Transfer received a "Weak Pass" grade. 0% of students achieved Proficiency	From the Chair: This will require a meeting with general faculty before the beginning of the year. There is a concern that the faculty are applying stricter criteria than are needed in the assessment of the transfer students. We need to reconcile the faculty's desire for excellence with the program's responsibility to provide a fair and credible assessment.

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.	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.	2018 - 2019	Target Not Met	3 Transfer received a "Weak Pass" grade. 0% of students achieved Proficiency	From the Chair: This will require a meeting with general faculty before the beginning of the year. There is a concern that the faculty are applying stricter criteria than are needed in the assessment of the transfer students. We need to reconcile the faculty's desire for excellence with the program's responsibility to provide a fair and credible assessment.
			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 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	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.	2018 - 2019	Target Met	One Native sophomore received a "Strong Pass" grade 100% Proficiency	We see no need to change this method of assessment. We expect more Sophomores to participate next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			scored using the department's own "SOPHOMORE/TRANSFER/INTERVIEW/AUDITION PROJECT" Rubric.	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.	2018 - 2019	Target Met	One Native sophomore received a "Strong Pass" grade 100% Proficiency	We see no need to change this method of assessment. We expect more Sophomores to participate next 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 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					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	One Native sophomore received a "Strong Pass" grade 100% Proficiency	We see no need to change this method of assessment. We expect more Sophomores to participate next 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 hone skills. These texts span a number of eras and genres offering different stylistic material.	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.	2018 - 2019	Target Not Met	2.5: 1-One-Year Transfer 3: 1-One-Year Transfer 3.5: 1 Sophomore 4: 1 Graduating Senior Avg. Score: 3.25 75% of students achieved "Proficiency"	Even though the target was not met, it was a difference of only one student. There seems to be no need to change this assessment method.
			Assessment forms are completed for each performance and expectations					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	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.	2018 - 2019	Target Not Met	2.5: 1-One-Year Transfer 3: 1-One-Year Transfer 3.5: 1 Sophomore 4: 1 Graduating Senior Avg. Score: 3.25 75% of students achieved "Proficiency"	Even though the target was not met, it was a difference of only one student. There seems to be no need to change 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					



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Not Met	2.5: 1-One-Year Transfer 3: 1-One-Year Transfer 3.5: 1 Sophomore 4: 1 Graduating Senior Avg. Score: 3.25 75% of students achieved "Proficiency"	Even though the target was not met, it was a difference of only one student. There seems to be no need to change 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	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.	2018 - 2019	Target Not Met	75% of students (3 out of 4) answered questions #3 and #4 satisfactorily, showing they understood the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please	Over three years, 85% of sophomores and first-year transfers (11 out of 13) have answered the questions satisfactorily. Given that the threshold for other SLOs for similar student rankings is around 60%, we feel that the threshold for this achievement is too high. We would like to change it to a threshold of 75%, which is consistent with our findings, year-to-year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	artists (see attached doc, "Questions for Sophomore 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.	2018 - 2019	Target Not Met	see the related documents on Student responses.	Over three years, 85% of sophomores and first-year transfers (11 out of 13) have answered the questions satisfactorily. Given that the threshold for other SLOs for similar student rankings is around 60%, we feel that the threshold for this achievement is too high. We would like to change it to a threshold of 75%, which is consistent with our findings, year-to-year.
			At the end of the spring semester, the department chair will review transcripts of TH 360 students to determine if achievement target was met.	The collective average of all TH 360 students' final grades will be 90%.	2018 - 2019	Target Not Met	There were two students enrolled: Student 1 Final Grade: 96.6 Student 2 Final Grade: 58 Average Final Score: 77.3	This is the first time using this assessment method, so we will continue to gather data before making conclusions on its efficacy.
			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, first year transfers, juniors and seniors 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 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	2018 - 2019	Target Met	80% (11 out of 15) students achieved a rating of "Proficiency" For the Scoring Breakdown, please see the Related Document "2-1-1 Scoring Breakdown	The 60% pass rate is still working well so there is no need to change it. However, the threshold of 60% is still not listed on the Achievement Target.
			Attendance is strictly monitored in	It is expected that 70% of freshmen,	2018 - 2019	Target Met	65% (11 out of 17) students achieved a	Results have been consistent, so this assessment method will remain

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	sophomores, first year transfers, juniors and seniors 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 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	2018 - 2019	Target Met	rating of "Proficiency". For a breakdown of the scoring, please see the related document "2-1-2 Scoring Breakdown"	in place.
	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.	2018 - 2019	Target Met	1 student met the criteria for this SLO and was assessed twice, once each in the Fall 2018 and Spring 2019 semesters. Fall Score: 95 Spring Score: 94 Avg. Score: 94.5	This assessment method has been one of our most successful indicators on student development, so we will continue to use it without changes.
			TH 400 is assessed jointly by 3 faculty members based on ability to meet project deadlines and collaborative skills. Post Mortems	90% of graduating Seniors should demonstrate proficiency in this area. Proficiency for graduating seniors in this area is defined as	2018 - 2019	Target Met	Two students met this criteria for the Fall 2018 and Spring 2019 semesters. Student 1: Assessed twice (in Fall and Spring semesters).	This assessment method has been one of our most successful indicators on student development, so we will continue to use it without changes.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			(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.	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 Grading Rubric.	2018 - 2019	Target Met	Fall Score: 95 Spring Score: 96. Cumulative score: 95.5 Student 2: Assessed once, in fall semester. Fall score: 93 Cumulative Avg: 94.6	This assessment method has been one of our most successful indicators on student development, so we will continue to use it without changes.
	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 individual	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at least 90% (A-) on the Senior Exit Project Rubric.	2018 - 2019	Target Met	One student met the criteria for this SLO. This student scored a perfect score of 1000 which is an A+	This is the second time using this rubric so the sampling size is still quite small. Also the one student involved was exceptionally gifted which may skew the average. We will make no formal conclusions at this time, but continue to use the rubric next year.

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.	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.	2018 - 2019	Target Met	One student met the criteria for this SLO. This student scored a perfect score of 1000 which is an A+	This is the second time using this rubric so the sampling size is still quite small. Also the one student involved was exceptionally gifted which may skew the average. We will make no formal conclusions at this time, but continue to use the rubric next year.
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 501 sections, each of the essays will earn an average score of 3.5 or higher on the AAC&U Rubric on Information Literacy.	2018 - 2019	Target Met	Four Bibliographies from WS 500 were assessed. All four scored above a 3.5. I have moved the Annotated Bibliography assignment sooner in the semester, and I now expect the Bibliography topic to be their final project topic, which has made a big difference in the coherence of WS 500. I don't know why I ever allowed the students to switch topics after their Annotated Bibliography was finished. One full semester's research on one topic is ideal for what these students need to prepare for their thesis. I see a significant improvement in their information literacy/research	We will continue this type of assignment. A faculty member in the Public Health graduate program will teach WS 500 in the fall while I am on sabbatical. She and I have talked a great deal about having consistency in the syllabus, no matter who is teaching the class.

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 501 sections, each of the essays will earn an average score of 3.5 or higher on the AAC&U Rubric on Information Literacy.	2018 - 2019	Target Met	abilities, comparing the beginning of the semester to the final week of the semester. The Research Librarian's presentation is exactly what they need to push them forward toward the Annotated Bibliography. Several WS 500 and WS 501 students made individual visits to have one on one help with the Research Librarian. She is very helpful and patient.	We will continue this type of assignment. A faculty member in the Public Health graduate program will teach WS 500 in the fall while I am on sabbatical. She and I have talked a great deal about having consistency in the syllabus, no matter who is teaching the class.
	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 in WS 501 will average at least a 3.5 using the AAC&U VALUE Rubric for Inquiry and Analysis.	2018 - 2019	Target Met	Six sample article reviews were selected at random from WS 500 and WS 502, one of which was written by a student who was dismissed from the program. Technically, all six reviews did not meet the target of 3.5 and above, since the dismissed student's review was scored a 2. However, the remaining 5 students who are progressing through the program all scored above the target number. This cohort of WS 500 and WS 501 is	The article review assignments are an important part of learning research methods and theory applications. Next year I plan to require students to choose articles from their major research projects. Up until now, I didn't specify that the articles had to be connected to their selected topics, but the progress in research methods and theory applications needs to be more coherent in these gateway courses.

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.	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 in WS 501 will average at least a 3.5 using the AAC&U VALUE Rubric for Inquiry and Analysis.	2018 - 2019	Target Met	particularly strong in analysis, and have written sophisticated reviews. Their ability to assess secondary material is one of the foundation stones of their thesis completion.	The article review assignments are an important part of learning research methods and theory applications. Next year I plan to require students to choose articles from their major research projects. Up until now, I didn't specify that the articles had to be connected to their selected topics, but the progress in research methods and theory applications needs to be more coherent in these gateway courses.
	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.	2018 - 2019	Inconclusive	We did not have a thesis completed this year, so there was no assessment of WS 512. We will have 4 theses completed in 2019-2020.	Four theses will be completed by May 2020.
	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	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.	2018 - 2019	Inconclusive	Only one section of WS 510 was offered in the spring in the accelerated term. Three graduate students, under the supervision of a female state senator and a political science faculty member, attempted to complete a booklet giving the biographies of every woman in the senate. As they moved into the	This spring 2019 WS 510 will be offered again in the full term spring 2020 semester. Another WS 510, an internship with The North Mississippi Coalition for Breastfeeding, is offered in the fall. One graduate student is enrolled.

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.	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.	2018 - 2019	Inconclusive	work, the supervisors realized that the booklet could not be completed this semester, and would be much more likely to come to fruition during a full term 2019-2020. At the recommendation of the supervisors, since the students could not complete the project in WS 510, they all dropped the course with WPs. Conversations about the project between the students, director, and supervisors indicated a positive experience with a worthy goal. They all agreed that it could not be completed in the second accelerated term. The supervisor and the faculty member plan to offer this same research and work experience next spring.	This spring 2019 WS 510 will be offered again in the full term spring 2020 semester. Another WS 510, an internship with The North Mississippi Coalition for Breastfeeding, is offered in the fall. One graduate student is enrolled.
			The women leaders who act as mentors or as supervisors in WS 510 will complete a Satisfaction Survey about the student's	At least 85% of students who complete the WS 510 practicum will earn a score of 3 "satisfactory" or 4 "highly satisfactory"	2018 - 2019	Inconclusive	Only one section of WS 510 was offered in the spring in the accelerated term. Three graduate students, under the supervision of a	We will offer the WS 510 on the senate women booklet in the spring of 2020 in the full term. Both supervisors have agreed to the project. In the fall, one graduate student is enrolled in WS 510 for an internship with the



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
				participation. (on a four point range from 1 Unsatisfactory, 2 Slightly dissatisfied, 3 Satisfactory to 4 Highly Satisfactory) from their mentor/supervisor.	2018 - 2019	Inconclusive	female state senator and a political science faculty member, attempted to complete a booklet giving the biographies of every woman in the senate. As they moved into the work, the supervisors realized that the booklet could not be completed this semester, and would be much more likely to come to fruition during a full term 2019-2020. At the recommendation of the supervisors, since the students could not complete the project in WS 510, they all dropped the course with WPs. Conversations about the project between the students, director, and supervisors indicated a positive experience with a worthy goal. They all agreed that it could not be completed in the second accelerated term. The supervisor and the faculty member plan to offer this	Northeast Mississippi Coalition on Breastfeeding.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Inconclusive	same research and work experience next spring.	We will offer the WS 510 on the senate women booklet in the spring of 2020 in the full term. Both supervisors have agreed to the project. In the fall, one graduate student is enrolled in WS 510 for an internship with the Northeast Mississippi Coalition on Breastfeeding.
	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 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.	2018 - 2019	Target Met	Graduate Students this year took classes which allowed them to focus on women's issues topics in five different disciplines: English (Women Playwrights), Entrepreneurship, Educational Leadership, Political Science, and Public Health. We are fortunate to have such a broad range of courses in other graduate areas which can be applied to our interdisciplinary program.	Graduate students will complete the year having taken at least two interdisciplinary areas beyond courses with the WS prefix. Although through this past year the director has been the only advisor for the program, next year an additional faculty member will be advising in the program.
	3.2 (PO 4.d.)	Students who take a variety of graduate level	The program director will apply a	The program director will collect a sample	2018 - 2019	Target Met	All of the students who took courses in	Through consultation with graduate faculty and advising

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (PO 4.d.)	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 indirect focus on women's issues or women's leadership.	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 students over the academic year.	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 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.	2018 - 2019	Target Met	other disciplines besides Women's Leadership completed papers or projects focus on a women's issue or issues.	sessions with students, all students who take courses in other disciplines will continue to complete projects and papers focused on a women's issue or issues.
	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.	2018 - 2019	Inconclusive	This year there were no completers. Next spring (2020) there will be four completers.	Next spring, unless someone decides to move to part-time status, four completers will be enrolled in WS 512 and will graduate. They will be assessed as planned.
			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	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	2018 - 2019	Inconclusive	This year there were no completers. In the spring of 2020 we should have four graduates who give thesis presentations.	Next spring, unless someone decides to move to part-time status, four completers will be enrolled in WS 512 and will graduate. Their presentations will be assessed as planned.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			the students' work using the AAC&U VALUE Rubrics on Critical Thinking, Oral Communication, and Integrative Learning.	projects. An average of the faculty committee's scores will be used to determine the students' final scores.	2018 - 2019	Inconclusive	This year there were no completers. In the spring of 2020 we should have four graduates who give thesis presentations.	Next spring, unless someone decides to move to part-time status, four completers will be enrolled in WS 512 and will graduate. Their presentations will be assessed as planned.
	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.	2018 - 2019	Inconclusive	After running a report from the 2019 MUW Alumni Survey, there were no Women's Leadership Alumni who completed the survey. Therefore, there are no results to report for this assessment measure.	The MUW Alumni Survey will be ran again in 2022.
			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.	2018 - 2019	Inconclusive	After running a report from the 2019 MUW Alumni Survey, there were no Women's Leadership Alumni who completed the survey. Therefore, there are no results to report for this assessment measure.	The MUW Alumni Survey will be run again in 2022. However, the director will continue to keep track of where our graduates are working.
			The Departmental Social Media Survey is sent out on the 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	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 a field where they regularly use the skills acquired	2018 - 2019	Target Met	Our graduates continue to maintain a strong connection to our program through social media, and have proven to be positive marketers and recruiters. They all are working in careers which use the skills they	We will continue to track our graduates' careers. In spring 2020, we will double the number of graduates from this program.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action	
				year to determine if there was an increase or decrease in employment or further graduate study.	in the master's program or are enrolled in a higher level graduate/professional program connected with women's leadership.	2018 - 2019	Target Met	<p>acquired from our program. The first graduate of the program has chosen not to work full time, but to volunteer in non-profits and to use her girls' leadership program (which was her thesis) in small groups in her home city. She still works full time in their family's business. The 2017 graduate who quit her job that year and opened her own business thrived in that role. She then applied and was hired to be a store manager for a corporation in a nearby large city. She says that earning the degree restarted a stagnant career. Graduate 3, who was hired as a Director of Development for the local K-12 boarding school the semester she finished her degree, is now in her second year in that job, and has become a well-known community leader. After graduate 4 completed her degree, she almost immediately moved</p>	We will continue to track our graduates' careers. In spring 2020, we will double the number of graduates from this program.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			The Departmental Social Media Survey is sent out on the 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.	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 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.	2018 - 2019	Target Met	into a career in public relations and marketing for a local K-12 Boarding school. This spring she has just completed her community's year-long program for emerging local leaders. Graduate 4 has thus moved into a field in which she uses the skills from our program. Since we have no completers this year, there are no other graduates to survey.	We will continue to track our graduates' careers. In spring 2020, we will double the number of graduates from this program.
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, biological, and/or religious aspects of	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.	2018 - 2019	Target Met	Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Using the critical thinking rubric scores, the range is from 2 to 3.71 with a mean of 3. I'm impressed with the overall average, because it is one full point	I will have ten to twelve general education student papers to score next spring.

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.	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.	2018 - 2019	Target Met	ahead a the target.	I will have ten to twelve general education student papers to score next spring.
			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.	2018 - 2019	Target Met	*This Rubric is applied only to the majors and minors in WS 200. The other 7 students are assessed with the general education students. Two students, one minor and one major, took WS 200 this year, scoring 3 and 3.6, well above the target score of 2.5.	We will continue to score majors' and minors' WS 200 papers using the critical thinking rubric, and will continue to have a higher target score than for general education students.
			The director of women's studies will apply the AAC&U VALUE rubric on Inquiry and Analysis on a sample group of at least 10 essays and/or discussion posts from students enrolled in WS 200:	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	2018 - 2019	Target Met	This analysis is meant to be applied to the general education students in WS 200. Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major	Because higher level critical thinking is such an important outcome of our core curriculum, I will continue to apply this rubric to non-majors and non-minors. Next year I will add an AT and AM to measure also major and minor scores using this rubric (this year the two major/minor students scored 2.67 and 3.5, well above the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Introduction to Women's Studies to determine if the achievement target was met.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	2018 - 2019	Target Met	papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Using the Inquiry and Analysis rubric, this group's scores had a range of 1.75 to 3.5. The mean score was 2.79. All students scored well above the target score of 1.5. I am pleased with these results, because this rubric scores a higher level of critical thinking which is necessary for research. These are the skills students should be learning in their general education.	target of 1.5. The target score for majors and minors next year will be 2.5.
			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:	Non-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.	2018 - 2019	Target Not Met	Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better	Next year I will lower the target score for general education students from a 2.5 to a 2 on the Intercultural Knowledge and Competence Rubric.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	Non-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.	2018 - 2019	Target Not Met	sample overall than last year. The Intercultural Knowledge and Competence Rubric scores range from 1.5 to 4, with a mean of 2.9. Two of the seven scored well below the target of 2.5. In retrospect, I think it is unrealistic to expect students taking this class for general education credit to score 2.5 on this rubric. I think that the target should be lowered to 2. However, two of the papers did not meet a target of 2, either. It could be that these students were unfamiliar with the software and expectations of an online abbreviated summer class.	Next year I will lower the target score for general education students from a 2.5 to a 2 on the Intercultural Knowledge and Competence Rubric.
			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	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.	2018 - 2019	Target Met	Because of one accidentally destroyed and one duplicated paper, there were only 9 papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better	We will continue to apply this rubric to majors and minors papers with a target score of 2.5. However, next year, if the raw data shows majors and minors regularly score 3 or above, I will consider raising the target from 2.5 to 3.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	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.	2018 - 2019	Target Met	sample overall than last year. Of these nine, 2 were women's studies majors or minors. They scored 3 and 3.6, well above the target score of 2.5.	We will continue to apply this rubric to majors and minors papers with a target score of 2.5. However, next year, if the raw data shows majors and minors regularly score 3 or above, I will consider raising the target from 2.5 to 3.
	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.	2018 - 2019	Target Met	WS internships and special topics classes both were once offered under the WS 400 number. Last fall, therefore, we had one student intern who earned a three hour credit. However, the department agreed to add WS 401: Internship in Women's Studies to the curriculum, so that special topics courses and internships could be more easily recognized on a student's transcript. In the spring of 2019, one student completed WS 401: Internship. Both students wrote reflective essays about their experiences. The attached Rubric data shows that the students scored exemplary in all three categories:	We will offer WS 401 again next spring, and help interested minors and majors find an internship within a field or discipline in which they will flourish.

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.	2018 - 2019	Target Met	Essay Overall Ranking, Quality of Writing, and Number and Specificity of Examples. Both students say that they enhanced specific skills. One student wrote: "In order to achieve success, I had to exhibit confidence in every decision I made. I also set my own work schedule, so self-sufficiency was necessary for me to complete my interview transcriptions and research in a timely manner. I employed newfound communication skills when conversing with faculty, students, and, most importantly, with [my internship director] as I worked within the Painter facilities. The most vital attribute I perfected during this internship was my clear and concise writing and listening skills. When listening to the oral interviews, I had to learn how to rapidly and accurately transcribe each one.	We will offer WS 401 again next spring, and help interested minors and majors find an internship within a field or discipline in which they will flourish.

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.	2018 - 2019	Target Met	This involved my undivided attention, clear and concise writing, and even more focused listening in order for the transcriptions to truly read and sound like the women who generously gave them."	We will offer WS 401 again next spring, and help interested minors and majors find an internship within a field or discipline in which they will flourish.
	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 Effectiveness; Scientific and Quantitative Reasoning; Critical Reading and Evaluation, and Critiquing an Argument.	2018 - 2019	Inconclusive	Since we had no graduating senior in women's studies this year, the CLA+ did not provide any useful information. Two seniors graduated with the minor, but they did not take the CLA+.	Next year we will have a graduating senior. I will make sure she takes the CLA+
	2.1 (SLO)	Students will exhibit the ability to conduct and	Faculty will review students' recorded	By the end of each academic year, at	2018 - 2019	Target Met	We have the signed "Deed of Gift" forms	In January of 2020, I will begin training the student intern who will

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	record a structured interview of a woman.	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.	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.	2018 - 2019	Target Met	from all but one of the 13 "Golden Girls" the students interviewed on their fiftieth homecoming reunion. The missing documentation has been promised to me by the alumna who gave her interview.	recruit and train the interviewers for Homecoming in March, 2020.
			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).	2018 - 2019	Target Met	This year one graduate student in women's leadership, one major and three minors were in the student group which conducted the Homecoming oral histories of the class of 1969 which graduated fifty years ago this year. A junior minor who learned the process last year was the Head intern who made sure all paperwork--deed of gift forms and biographical forms were completed. This year 13 alumnae were interviewed using best practices and their stories digitized. However, one alumna left	In the fall, I will be on sabbatical, and the head student intern will graduate in December. In January I will train a senior major to begin recruiting and training a new group of student interviewers. The senior major I have selected has already interviewed alumnae for two Homecomings. In addition, since I will retire after the spring semester, I have also recruited another faculty member skilled in collecting oral histories to work with the Golden Girls project, and she will take over this role after I am gone.

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).	2018 - 2019	Target Met	before signing the deed of gift form (through no fault of the student), and I am waiting for her to send that signed form to me electronically.	In the fall, I will be on sabbatical, and the head student intern will graduate in December. In January I will train a senior major to begin recruiting and training a new group of student interviewers. The senior major I have selected has already interviewed alumnae for two Homecomings. In addition, since I will retire after the spring semester, I have also recruited another faculty member skilled in collecting oral histories to work with the Golden Girls project, and she will take over this role after I am gone.
	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.	2018 - 2019	Target Not Met	Seven papers from three different upper level classes were scored by two faculty members. Using the Critical Thinking Value rubric, the overall average of the seven papers was 2.8. The major/minor average was 4.00, and the non--major average was 2.5. Although the major/minor score was well above the target of 3, and 2 other papers scored above a three, four papers scored well below target, with a range from 1.3 to 2.4. I think part of the low scores were	For the first time this year I also applied the Inquiry and Analysis Rubric to these upper level papers. In my opinion, the department rubric is not sensitive enough to give enough usable data. I will continue applying both the department rubric and the Inquiry and Analysis Rubric from now on. (see attached rubric data.)

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.	2018 - 2019	Target Not Met	due to the large number of non-English/Women's Studies majors who took the WS/EN 350 cross-listed course last summer. Several of them had considerable trouble analyzing and writing on literature about women, because they had not learned those skills in their general education survey classes.	For the first time this year I also applied the Inquiry and Analysis Rubric to these upper level papers. In my opinion, the department rubric is not sensitive enough to give enough usable data. I will continue applying both the department rubric and the Inquiry and Analysis Rubric from now on. (see attached rubric data.)
			Utilizing the WS Departmental Rubric for Upper Level Papers, the assessment coordinator will assess the students papers to determine if the achievement target was met.	The collective average score for those students' assessed papers will be a 2 (Proficient) on the WS Departmental Rubric for Upper Level Papers.	2018 - 2019	Target Met	Of the six upper level papers scored using the department rubric, all met the target score. Three scored Exemplary (3), and four scored Proficient (2). Since there is considerable difference between the department rubric scores and the Critical Thinking Value Rubric scores, I do not think that the department rubric is sensitive enough to give us significant information.	For the first time this year I also applied the Inquiry and Analysis Rubric to these upper level papers. In my opinion, the department rubric is not sensitive enough to give enough usable data. I will continue applying both the department rubric and the Inquiry and Analysis Rubric from now on.
			Women's Studies majors and minors will complete a 400 level project using	Women's Studies minors and majors will successfully complete a 400 level project	2018 - 2019	Target Met	This year one minor completed a 400 level internship which included	I want to continue having majors or minors transcribe oral history interviews, and next year I also want to add a diary transcription to

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			primary biographical or creative sources by/from women.	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.	2018 - 2019	Target Met	transcribing two alumnae interviews from the 2018 Golden Girl oral histories. Both transcriptions scored a 4 on the inquiry and analysis value rubric. These transcriptions will aid considerably those who are researching these oral histories in the archives. In her reflection on the internship, she detailed what she had learned about women's roles in history and education.	the tasks. We have a considerable number of diaries in the archives which need transcription.
	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 rubric on Information Literacy.	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 Literacy.	2018 - 2019	Inconclusive	No students completed WS 499 this year.	One student is on track to complete WS 499 in spring, 2020
	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.	2018 - 2019	Inconclusive	For Fall 2018 and Spring 2019, no students were in rotation to complete the WS 499 course. However, there should be enrollment in Fall 2019, so there will be data to collect for the next assessment cycle.	Data will be collected on those students who enroll in the WS 499 course in the next academic year.



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' 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.	2018 - 2019	Inconclusive	No student completed WS 499 this year.	Next year a faculty committee will score the completer in WS 499.
	3.2 (SAO)	Students will be actively engaged using their Women's Studies 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 a graduate/professional degree program connected with their degree in Women's Studies.	2018 - 2019	Inconclusive	After running a report from the 2019 MUW Alumni Survey, there were no Women's Studies Alumni who completed the survey. Therefore, there are no results to report for this assessment measure.	The MUW Alumni Survey will be run again in 2022.
			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.	2018 - 2019	Inconclusive	After running a report from the 2019 MUW Alumni Survey, there were no Women's Studies Alumni who completed the survey. Therefore, there are no results to report for this assessment measure.	The MUW Alumni Survey will be run again in 2022.
			The Departmental Social Media Survey is sent out on the	5% increase from the previous academic year of Women's	2018 - 2019	Target Met	This year through social media I updated	At this point, I do not think it is unreasonable to continue tracking ALL of the students who graduate

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	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.	2018 - 2019	Target Met	information from 10 of the minors/majors/inter disciplinary emphasis/Honors WS emphasis students I've been tracking since 2013. No minors or majors graduated this year, although three Honors College seniors completed their senior research projects in women's studies. A 2013 IS emphasis graduate who works with the BBC in her home country won (with her journalism team) Best Documentary at the Hong Kong Human Rights Press Awards this year. She was the photographer and producer. A 2014 minor has finished her fifth year of teaching in a public high school, and is also in a master's program. A 2015 major is still pursuing a graduate degree in Health Information Technology. She plans to return to her home country and work in public health with women and children. A 2016 graduate has completed her law	in one of the categories in women's studies.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	degree and now is an attorney for Legal Services in a mid-western capital city. Another 2016 IS emphasis graduate is continuing a Ph.D. program in English at a large mid-western university. A 2017 minor is working as a nurse for a large hospital network. One 2018 graduate is will begin her second year of the MA in Women's Leadership program at MUW. One 2018 student with a WS Honors thesis will begin her second year in an English MA program. Another 2018 graduate who completed a WS Honors thesis is in a graduate program in Maynooth, Ireland. A 2018 minor is in a Ph.D. program in Psychology. Since our women's studies program is multidisciplinary, our students are prepared for any number of graduate and professional programs. All of their work reflects a continuing interest in gender studies,	At this point, I do not think it is unreasonable to continue tracking ALL of the students who graduate in one of the categories in women's studies.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2018 - 2019	Target Met	women's issues and women's lives, which is the purpose of our degree. This is the total number of majors/minors/IS WS emphasis/Honors WS emphasis students who have graduated from MUW. Last year I reported the progress of five students. This year I was able to update information on 10 students.	At this point, I do not think it is unreasonable to continue tracking ALL of the students who graduate in one of the categories in women's studies.