

# College of Arts, Sciences and Education 2019-2020

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.	2019 - 2020	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.	All the remaining students have graduated.
	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.	2019 - 2020	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.	No students remain in the program.
			Students participating in ART 240: Introduction to Art Education will be given a Written Art Lesson Assignment, and Art Education faculty will assess the assignment using the Written	Students will have an average score of at least a 2 or higher on a 0-4 scale on the Written Art Lesson Rubric.	2019 - 2020	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	No students remain in the program.

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			Art Lesson Rubric.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the Written Art Lesson Rubric.	2019 - 2020	Inconclusive	these courses.	No students remain in the program.
	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.	2019 - 2020	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.	There are no students remaining in the program.
	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.	2019 - 2020	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.	There are no students remaining in the program.
	5.1 (SLO)	Students will develop future art education leadership qualities such as respect diversity including gender, culture, race, and disability at the school and community service levels.	Students enrolled in ART 340 will be given an Exit Survey to determine growth in the satisfaction of the Art Education program, and Art Education faculty will review and analyze the survey results to determine if achievement target was met.	75% of participating ART 340 students will report that they were "satisfied" on the Exit Survey for Art Education majors.	2019 - 2020	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.	There are no remaining students left in the program.

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			Students enrolled in ART 340: Art Education Methods and Materials will be given Contextual Factor Paper, and Art Education faculty assess the assignment using the Contextual Factor Paper Rubric.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the Contextual Factor Paper Rubric.	2019 - 2020	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.	There are no remaining students left in the program.
	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.	2019 - 2020	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.	There are no remaining students left in the program.
			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.	2019 - 2020	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.	There are no remaining students left in the program.
	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.	2019 - 2020	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.	There are no remaining students left in the program.

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Program - Art History - Minor {2019-2020}	1.1 (SLO)	Students will successfully complete a formal analysis of artworks in Art Appreciation.	Art History minor students enrolled in ART 102 Art Appreciation are assigned a formal analysis project to be evaluated with the course rubric. Each section of Art Appreciation will collect the necessary data.	The average score of students assessed will be a 75 out of 100 total points using the Assessment of Writing for Formal Analysis Papers course rubric.	2019 - 2020	Target Met	The results far exceeded the target with an average of 86 points.  Due to the extraordinary circumstances of the pandemic, only those students who submitted essays were considered for this assessment. Several students did not submit essays. Some students just disappeared from the course, others may have been confused, and still others were known to have experienced internet issues.	The assessment will be carried out for the next academic year.
	2.1 (SLO)	Students will effectively analyze art characteristics from a given culture through written communication in ART 211 Art History Survey I.	Art history minor students enrolled in Survey I will be assigned Image Attribution Worksheets not covered in lectures where they will choose 3 works from a specific culture and compare it to a previous work. It will be evaluated using 1pt for period attribution, 1pt for the connection/comparison to an appropriate work of art, and 3pts for the rationale. The instructor of the	The average score over the semester will be 75 out of 100 total points.	2019 - 2020	Inconclusive	This is a new outcome assessment used by Survey I . Fall 2020 should be the first semester that the outcome will have results to assess.	The assessment will be carried out for the next academic year.

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	2.1 (SLO)	Students will effectively analyze art characteristics from a given culture through written communication in ART 211 Art History Survey I.	course will assess each student results.	The average score over the semester will be 75 out of 100 total points.	2019 - 2020	Inconclusive	This is a new outcome assessment used by Survey I . Fall 2020 should be the first semester that the outcome will have results to assess.	The assessment will be carried out for the next academic year.
	3.1 (GEO 1.b.)	Students in ART 212 Art History Survey II will successfully complete the written comparison and contrast portion of the final exam.	Art History minor students enrolled in Survey II will be assigned a take home comparison/contrast essay that is part of their final exam. The evaluation will only assess the student's position, the evidence and the conclusion portions of the rubric.	The average score of ART 212 art history minors will be at least a "2" on the 1-4 scale using the Critical Thinking VALUE Rubric.	2019 - 2020	Inconclusive	This is a new outcome assessment used by Survey II which is only taught in Spring semesters. The spring 2021 should be the first semester adapting this assessment.	The assessment will be carried out for the next academic year.
	4.1 (SAO)	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. This will be a comparative essay in which they will have to argue their thesis.	Using a course rubric, students will be assessed as to how well they defended their thesis statement by discussing a) the external historical context b) the artistic movement c) the stylistic advancements; and d) the aesthetic impact.	The average score of art history minors in ART 313 will be 2.5 in the 1-4 point scale used by the course rubric.	2019 - 2020	Target Not Met	Following Outcome 4.1, the take-home essay portion of the students' final exams were assessed. In this essay assignment, students were required to compare and contrast the works of three 20th-century artists (Picasso, Matisse, and Duchamp) in terms of their artistic significance and influence on later art or artists. The achievement target (4.1) was for the average score of the essays would be	students will be individually questioned on the essay instructions prior to the final exam via Canvas to make sure they understand what they are supposed to do.

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	4.1 (SAO)	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. This will be a comparative essay in which they will have to argue their thesis.	Using a course rubric, students will be assessed as to how well they defended their thesis statement by discussing a) the external historical context b) the artistic movement c) the stylistic advancements; and d) the aesthetic impact.	The average score of art history minors in ART 313 will be 2.5 in the 1-4 point scale used by the course rubric.	2019 - 2020	Target Not Met	at least 2.5 on the course rubric. This rubric had four separate categories: historical context, artistic movement, stylistic advancements, and aesthetic impact (influence). Due to the extraordinary circumstances of the pandemic, only those students who submitted essays were considered for this assessment. Several students did not submit essays. Some students just disappeared from the course, others may have been confused, and still others were known to have experienced internet issues. The class fell short of the target with an average score of 2.11. While this does not meet the goal for the course, it is higher than in previous years. Students consistently did not meet expectations in the category of aesthetic impact. This may indicate a misunderstanding of the essay instructions on the part of the student.	students will be individually questioned on the essay instructions prior to the final exam via Canvas to make sure they understand what they are supposed to do.

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	4.1 (SAO)	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. This will be a comparative essay in which they will have to argue their thesis.	Using a course rubric, students will be assessed as to how well they defended their thesis statement by discussing a) the external historical context b) the artistic movement c) the stylistic advancements; and d) the aesthetic impact.	The average score of art history minors in ART 313 will be 2.5 in the 1-4 point scale used by the course rubric.	2019 - 2020	Target Not Met	In the future, students will be individually questioned on the essay instructions prior to the final exam via Canvas to make sure they understand what they are supposed to do.	students will be individually questioned on the essay instructions prior to the final exam via Canvas to make sure they understand what they are supposed to do.
	4.2 (PO 3.e.)	Students enrolled in Art History Survey II will complete a pre and post course questionnaire assessment of their knowledge and familiarity of 4 primary art periods/movements between the 1400's-1880.	Using both pre and post course questionnaires, students will rate their level of understanding/familiarity of the Renaissance, the Baroque, Neo-Classicism and Impressionism periods/movements of art.	An improvement score of at least 50% based on the averages of the pre and post surveys.	2019 - 2020	Inconclusive	This is a new outcome assessment used by Survey II which is only taught in Spring semesters. The spring 2021 should be the first semester adapting this assessment.	The assessment will be carried out for the next academic year.
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.	2019 - 2020	Target Met	Target was met. 94% of the students scored satisfactory or better on the assessment. Proficient 59% (10/17 students), Satisfactory 35% (6/17 students), and Unsatisfactory 6% (1/17 students).	The fact that when (different) two assessments were done of this SLO in this course, the one done later in the semester gave better results supports our assumption that exposure to and practice in data analysis strengthens student learning. We will continue to incorporate figure analysis in lectures and assignments in multiple biology courses to train students in how to approach, analyse, and think critically about the data presented in tables and graphs.  As in other assessments, we will have to assume that the 2020-21

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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.	2019 - 2020	Target Met	Target was met. 94% of the students scored satisfactory or better on the assessment. Proficient 59% (10/17 students), Satisfactory 35% (6/17 students), and Unsatisfactory 6% (1/17 students).	academic year holds a strong likelihood that the COVID-19 epidemic will necessitate another campus shut-down and possible last-minute switch to all-online instruction and testing. The biology faculty will design an assessment tool for this SLO that can be administered and assessed online. The online assessment tool may not be necessary, but we will have it in hand, just in case.
			Work done by students in this sophomore-level class (BSB 230) will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 230 General Genetics will score satisfactory or better (as measured by the departmental assessment rubric) in an assignment question interpreting a single table or figure taken from a scientific paper.	2019 - 2020	Target Met	Due to the COVID-19 pandemic, classes were switched to all-online delivery once students returned from their Spring Break week. The regular assessment could not be done online and the regular rubric could not be used. Instead, student performance on two multiple-choice questions on the online BSB 230 Final Exam were used. The questions are included in the related documents. This is not as strong an assessment as the one usually used, so its results should be taken with a grain of salt.	This was a make-shift assessment necessitated by the university shut-down in response to the COVID-19 pandemic. The results might not be reliable, but regardless of that, the biology faculty will continue to incorporate scientific figures into lectures and course assignments. It is important that students get the chance to try to interpret such figures on their own in order to learn from their mistakes.  As the 2020-21 academic year seems to hold a strong likelihood that the COVID-19 epidemic will necessitate another campus shut-down and last-minute switch to all-online instruction and testing, the biology faculty will design an assessment tool for this SLO that can be administered and assessed online that is more nuanced than just multiple-choice questions. The online assessment tool may not be necessary, but we will have it in hand, just in case.
							Students were scored “satisfactory” if they answered both	



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			Work done by students in this sophomore-level class (BSB 230) will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 230 General Genetics will score satisfactory or better (as measured by the departmental assessment rubric) in an assignment question interpreting a single table or figure taken from a scientific paper.	2019 - 2020	Target Met	<p>questions correctly. Students were scored "unsatisfactory" if they answered either question incorrectly. 24/26 answered the first question correctly. 20/26 answered the second question correctly. 20/26 (77%) answered both questions correctly.</p> <p>In the alternative assessment, the achievement target was met. More than 75% of the students in BSB 230 scored satisfactory or better.</p>	<p>This was a make-shift assessment necessitated by the university shut-down in response to the COVID-19 pandemic. The results might not be reliable, but regardless of that, the biology faculty will continue to incorporate scientific figures into lectures and course assignments. It is important that students get the chance to try to interpret such figures on their own in order to learn from their mistakes.</p> <p>As the 2020-21 academic year seems to hold a strong likelihood that the COVID-19 epidemic will necessitate another campus shut-down and last-minute switch to all-online instruction and testing, the biology faculty will design an assessment tool for this SLO that can be administered and assessed online that is more nuanced than just multiple-choice questions. The online assessment tool may not be necessary, but we will have it in hand, just in case.</p>
	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	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.	2019 - 2020	Inconclusive	Due to the COVID-19 outbreak and the subsequent, university-wide switch to online-only course delivery, the planned assessment for this SLO was not done.	As the 2020-21 academic year seems to hold a strong likelihood that the COVID-19 epidemic will necessitate another campus shut-down and last-minute switch to all-online instruction and testing, the biology faculty will design an assessment tool for this SLO that can be administered and assessed online. It may not be necessary, but we will have it in hand, just in case.

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	1.2 (GEO 4.c.)	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.	2019 - 2020	Inconclusive	Due to the COVID-19 outbreak and the subsequent, university-wide switch to online-only course delivery, the planned assessment for this SLO was not done.	As the 2020-21 academic year seems to hold a strong likelihood that the COVID-19 epidemic will necessitate another campus shut-down and last-minute switch to all-online instruction and testing, the biology faculty will design an assessment tool for this SLO that can be administered and assessed online. It may not be necessary, but we will have it in hand, just in case.
	2.1 (SLO)	The student will apply concepts from previous courses to current courses.	Work done by students in BSB 310, typically taken in the 4th year, will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 310 General Ecology will score satisfactory or better (as measured by the departmental assessment rubric) on activities requiring the application of knowledge gained in first-year general biology and quantitative chemistry courses.	2019 - 2020	Target Met	Two very different activities were used to assess this goal. The first was a complex Data Nugget on role of intact forests in carbon cycling. The second activity was a 3-week hands-on lab activity that required both knowledge and lab skills from first year chemistry courses, in addition to mastery of ecological concepts involving carbon cycling. Both of these activities require students to apply knowledge gained about carbon (first year chemistry) and photosynthesis/cellular respiration (first year biology).	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.
							The results from the	

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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.	More than 75% of the students in BSB 310 General Ecology will score satisfactory or better (as measured by the departmental assessment rubric) on activities requiring the application of knowledge gained in first-year general biology and quantitative chemistry courses.	2019 - 2020	Target Met	<p>2nd assessment were used for the annual report.</p> <p>The Satisfactory benchmark was considered a score of 75%. Scores below 75% were labeled as Unsatisfactory and score of 90% and above were considered Proficient. For clarity, scores of 75-89.9% were marked as Satisfactory.</p> <p>Activity #1 - Forests and Global Climate Change Data Nugget</p> <p>Activity #2 - Net Primary Productivity of Open and Closed Ecosystems - Again, 82% of students scored Satisfactory and Proficient. This assessment goal was met. Proficient 5% (1/17 students), Satisfactory 77% (13/17 students), and Unsatisfactory 18% (3/17 students)</p>	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.
			Work done by students in BSB 346, typically taken in the 2nd or 3rd year, will be assessed by faculty using	More than 75% of the students in BSB 346 Evolutionary Biology will score satisfactory or better (as measured by the	2019 - 2020	Target Met	Due to the COVID-19 pandemic, classes were switched to all-online delivery once students returned	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

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			departmental rubrics created for this learning outcome.	departmental assessment rubric) on an exam question that relates DNA sequence changes to evolutionary relationships between organisms.	2019 - 2020	Target Met	<p>from their Spring Break week. The regular assessment could not be done online and the regular rubric could not be used. Instead, student performance on five multiple-choice questions on the online BSB 346 Final Exam were used. The questions are included in the related documents. This is not as strong an assessment as the one usually used, so its results should be taken with a grain of salt.</p> <p>A student was deemed satisfactory if they answered all five multiple questions correctly.</p> <p>19 out of 24 students answered all the questions correctly, or 79%.</p> <p>In the alternative assessment, the achievement target was met. More than 75% of the students in BSB 346 scored satisfactory or better.</p>	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	All Biology majors will, as a requirement for	More than 50% of the students taking the Major Fields Test will	2019 - 2020	Inconclusive	0 out of 4 students (0%) who took the Major Fields Test	This test assesses both comprehension and retention of concepts from the curriculum.

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	2.2 (SAO)	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.	graduation, take a nationally-administered Major Fields Test in biology from ETS in Princeton, NJ, in their last semester of study. The tests will be graded by ETS and returned along with information comparing scores to test-takers at other 4-year institutions nation-wide. ETS will provide information about each student’s percentile ranking for the test.	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.	2019 - 2020	Inconclusive	<p>scored above the 50th percentile.</p> <p>Due to the COVID-19-related university shut-down, the Major Fields Test in biology was NOT administered to the 15 or so biology seniors who were scheduled to take the exam in Spring 2020. Four biology seniors, who all graduated in Fall 2019 did take the Major Fields Test, and their results are reported here. But these four students are NOT a representative sample of this academic year's biology seniors.</p> <p>The students who DID take the Major Fields Test did NOT meet the target, but we are scoring this result as inconclusive because an additional 15 students who were supposed to take the test could not due to the university shut-down. The strongest departmental seniors of this academic year were</p>	<p>When students do poorly in this assessment (as the four who took it all did this year), it is often a failure of retention. Students forget concepts they do not encounter again and skills they do not use again. The Biology unit will endeavor to incorporate concepts and skills from previous courses into each course to strengthen both connections and retention.</p> <p>Also, all students, but especially the weaker ones, have a tendency to study in ways that achieve only short-term memorization. The Biology unit will incorporate exercises and drills in classes that teach the students how to study for long-term retention.</p>

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	2.2 (SAO)	In keeping with the University Mission to provide “a high-quality undergraduate education” and in keeping with the Biology program goal of having students understand “material across disciplines,” the student will learn the concepts covered by a commercial, nationally-administered Major Fields Test in biology, taken in their final semester before graduation.	All Biology majors will, as a requirement for graduation, take a nationally-administered Major Fields Test in biology from ETS in Princeton, NJ, in their last semester of study. The tests will be graded by ETS and returned along with information comparing scores to test-takers at other 4-year institutions nation-wide. ETS will provide information about each student’s percentile ranking for the test.	More than 50% of the students taking the Major Fields Test will score above the 50th percentile ranking when comparing their performance to those of students across the nation taking the same test in the same year.	2019 - 2020	Inconclusive	among the 15 who did not take the test, and we have no idea how many of that cohort would have scored above the 50th percentile.	This test assesses both comprehension and retention of concepts from the curriculum. When students do poorly in this assessment (as the four who took it all did this year), it is often a failure of retention. Students forget concepts they do not encounter again and skills they do not use again. The Biology unit will endeavor to incorporate concepts and skills from previous courses into each course to strengthen both connections and retention.  Also, all students, but especially the weaker ones, have a tendency to study in ways that achieve only short-term memorization. The Biology unit will incorporate exercises and drills in classes that teach the students how to study for long-term retention.
	2.3 (SPG C.3)	In keeping with the University Strategic Priority and Goal C.3 of 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.	2019 - 2020	Target Not Met	Target was NOT met. Only 50% of seniors taking their departmental exit survey reported participating in two or more community service activities.	In the 2020-21 academic year, the university and the community will continue to be under COVID-19 restrictions. Community Service activities will be largely curtailed and the biology faculty will be largely unable to encourage participation in such activities until the COVID-19 pandemic is over.
Program - Chemistry (including	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related	Stoichiometry, equilibrium, and thermodynamics/qu	The average score of PSC 111 students should be at least a	2019 - 2020	Target Not Met	92 PSC 111 students across five lecture sections and two	In 2018-19 the average was 2.5. While we did not reach the target of 3.0, we saw an improvement

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Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	antum mechanics questions from quizzes and exams in PSC 111 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	"3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to basic stoichiometry.	2019 - 2020	Target Not Met	semesters (4 sections in fall 2019, 1 section in spring 2020) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 92 students evaluated was "2.9" with the following breakdown (22 students, score = 1; 10 students, score = 2; 16 students, score = 3; 44 students, score = 4). Target was not achieved.	<p>from 2.5 to 2.9. In 2018-19, we planned to bring about an improvement in these results by 1) encouraging non-science majors to meet their science core requirements by taking our courses designated for non-science majors instead of taking PSC 111 and 2) engaging students who are struggling with extra help in addition to SI sessions.</p> <p>We were able to encourage more of our non-science majors into PSC 108 Introductory Chemistry and other departmental courses for non-science majors, which left mostly science majors in PSC 111. These students have usually taken more math and science courses previously, so a topic like stoichiometry, which involves both chemistry concepts and mathematics, was not as overwhelming for them and was more relevant to their future studies. We also engaged our struggling students in more ways, exposing them to the topic with additional assessments in smaller group sessions. Evidence of this engagement can be seen in the decrease in the percentage of students who scored "1's" on stoichiometry questions assessed with the AAC&amp;U Quantitative Literacy value rubric. In 2018-19, 44 of 98 students (45%) scored a "1" on stoichiometry questions assessed using the rubric. In 2019-20, 22 of 92 students (24%) scored a "1" on stoichiometry questions assessed using the rubric. This is an encouraging improvement.</p> <p>Although, we did not reach the</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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 quantitative analysis techniques.	Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 111 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	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 performing calculations and answering questions related to basic stoichiometry.	2019 - 2020	Target Not Met	92 PSC 111 students across five lecture sections and two semesters (4 sections in fall 2019, 1 section in spring 2020) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 92 students evaluated was "2.9" with the following breakdown (22 students, score = 1; 10 students, score = 2; 16 students, score = 3; 44 students, score = 4). Target was not achieved.	targeted average of "3", we did see an improvement in the average (from 2.5 in 2018-19 to 2.9 in 2019-20), an improvement in the percentage of students who achieved the targeted average (from 45 out of 98 (50%) in 2018-19 to 61 out of 92 (66%) in 2019-20), and a decrease in the percentage of students scoring a "1" on stoichiometry question assessed using the rubric (from 45% in 2018-19 to 24% in 2019-20). We are encouraged by these results, and, in the 2020-21 academic year, we hope to continue our two strategies detailed in the first paragraph, keeping in mind that implementing these strategies might be difficult with possible changes in course delivery brought about by the current health scare.
			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 112 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 112 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to equilibrium.	2019 - 2020	Target Met	34 PSC 112 students across two lecture sections in spring 2020 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and	In 2018-19, the average for this assessment was "2.8". We had planned to revamp the course in order to spend less time on less relevant topics so that we could devote more time to the important topic of equilibrium. We were able to spend more time covering equilibrium with more assessments and more small-group sessions. We believe that spending more time on the topic during the lecture



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 112 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 112 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to equilibrium.	2019 - 2020	Target Met	calculations on equilibrium (from a quiz and an exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 34 students evaluated was "3.4" with the following breakdown (2 students, score = 1; 4 students, score = 2; 6 students, score = 3; 22 students, score = 4). Target was achieved.	and in small-group sessions resulted in an improvement in the average rubric score from 2.8 in 2018-19 to 3.4 in 2019-20.  We hope to continue these strategies in Spring 2021 when PSC 112 will be offered again. If we can maintain this average for another year, then we can turn our focus to other areas of the PSC 112 course.
			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.	2019 - 2020	Target Met	PSC 450/451 was not taught during the 2019-20 academic year. PSC 312 was taught in the fall semester of 2019. 12 students were assessed using questions from the final exam. The average rubric score of the 12 PSC 312 students evaluated was "3.7" with the following breakdown (0 students, score = 1; 1 students, score = 2; 1 students, score = 3; 10 students, score = 4). Target was achieved.	PSC 312 is on a two year rotation. So this course, and this assessment, will not be a part of the 2020-21 SMART plan. PSC 450/451 will be used in this assessment next year.
	1.2 (SLO)	TSW exhibit effective written communication in the areas of inorganic	Formal lab reports will be evaluated in PSC 112L by faculty	75% of PSC 112 students should score at least a "3" on the 0-	2019 - 2020	Target Not Met	29 PSC 112L students across two lab sections were	Students are given a detailed description of the sections that must be included in the lab reports.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	and analytical chemistry.	using the AAC&U Written Communication VALUE Rubric.	4 scale used in the AAC&U Written Communication VALUE Rubric in writing a formal lab report.	2019 - 2020	Target Not Met	<p>assessed on their written communication using one formal lab report. The lab report was evaluated using the AAC&amp;U Written Communication VALUE rubric. 52% of PSC 112L students scored at least a "3" on the 0-4 scale used in the AAC&amp;U Written Communication VALUE Rubric (29 students evaluated on one lab report; 3 at level 1, 11 at level 2, 8 at level 3, 7 at level 4). Target was not achieved.</p>	<p>They are 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. This strategy has been effective in that it has resulted in students submitting informative, well-written lab reports, which allowed us to consistently meet the achievement target.</p> <p>However, PSC 112L was taught during the spring 2020 semester. With the university lock down, the professor did not have the opportunity to give the students two drafts on the first lab report. Also, because of the university lock down, the students were unable to conduct the experiment that provides data for the second lab report, and thus, were unable to write the second lab report. So, instead of assessing with two drafts of one lab report and one draft of a second lab report, we did the assessment with one draft of the first lab report only. Without the opportunity to do a second draft and a second lab report, the students did not perform as well as they had in the past, and the achievement target was not met.</p> <p>When PSC 112L is taught again in the spring semester of 2021, we</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2019 - 2020	Target Not Met	29 PSC 112L 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 VALUE rubric. 52% of PSC 112L students scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric (29 students evaluated on one lab report; 3 at level 1, 11 at level 2, 8 at level 3, 7 at level 4). Target was not achieved.	should be able to return to the normal manner of assessment.
	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.	2019 - 2020	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".  16 PSC 211 students were evaluated using the rubric	This is the first year in several that the target has been met. For the second year in a row, the professor placed increased emphasis on this topic. This year's result (75% of students met the "satisfactory" target) is a slight improvement over last year's results (73% of students met the "satisfactory" target). The professor will continue instruction in this manner.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2019 - 2020	Target Met	attached in the "Related documents" section. 75% of PSC 211 students scored at least "satisfactory" on the rubric. 16 students were evaluated on an exam with questions related to instrumentation and analytical techniques (1 at unsatisfactory, 11 at satisfactory, 1 at proficient). Target of 75% was achieved.	This is the first year in several that the target has been met. For the second year in a row, the professor placed increased emphasis on this topic. This year's result (75% of students met the "satisfactory" target) is a slight improvement over last year's results (73% of students met the "satisfactory" target). The professor will continue instruction in this manner.
	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.	2019 - 2020	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".  17 PSC 211 students were assessed using the rubric attached in the "Related documents" section. 71% of PSC 211 students scored at least "satisfactory" on the rubric. 17 students were	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.	2019 - 2020	Target Met	evaluated on two quizzes and an exam with questions related to reactions and synthesis (5 at unsatisfactory, 8 at satisfactory, 4 at 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.	2019 - 2020	Target Met	12 PSC 212 students were assessed on delivering an oral presentation. The presentation was evaluated using the AAC&U Oral Communication VALUE rubric. 91% of PSC 212 students scored at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric (12 students evaluated on one presentation; 0 at level 1, 1 at level 2, 4 at level 3, 7 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.	2019 - 2020	Target Met	17 PSC 211L students across two lab sections were assessed on their written communication using two formal lab reports. The lab reports were 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.	2019 - 2020	Target Met	VALUE rubric. 94% of PSC 211L students scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric (17 students evaluated on two lab reports; 1 at level 1, 0 at level 2, 9 at level 3, 7 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.	2019 - 2020	Inconclusive	The Major Field Test was planned for late in the spring 2020 semester. The exam was cancelled after the university was placed on lock down. This assessment was not done.	The Major Field Test will be given to graduating seniors at the end of the spring 2021 semester, unless circumstances dictate otherwise.
	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.	2019 - 2020	Target Not Met	There were four Chemistry majors who graduated in May 2020. On their Exit Surveys (attached in the "Related documents" section), two of them indicated, on Question #1 in the "Community Service Information" section, that they had volunteered	Of the four Chemistry majors, two of them volunteered for the Mississippi Regional High School Science Bowl, one of the department's K-12 outreach activities, which occurs each spring semester. One of the other Chemistry majors was scheduled to participate, but was unable to due to illness. Another of the majors was unable to participate due to work obligations. Once the university and surrounding area were placed on lock down, there were no more volunteer

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.	2019 - 2020	Target Not Met	either during the MS Regional High School Science Bowl or during Sonya Kovalevsky Day, both of which are departmental K-12 outreach activities. 50% of the students participated in at least one K-12 outreach activity. The target was not achieved.	opportunities available.
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.	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.
			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.	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.
	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.	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.
	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	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Audio Production Skills	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.

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.	relevant courses.	rubric.	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.
	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.	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.
	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.	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.
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.	2019 - 2020	Target Met	Of the 8 students who completed their thesis from May 2019 - Dec. 2019, all achieved a score of 88% or higher on the MFA Writing Skills Rubric. Only 2 out of 8 were scored with 14 out of 15.	Results were met, so we will continue to assess the completed theses to see how students have improved by their final project.
			Students in courses designated as Workshop will be assessed with a rubric that measures	80% of students assessed will achieve on their final portfolios an average of 80% on the MFA	2019 - 2020	Target Met	Students in the MFA program take multiple writing workshop classes. Since they are	Given that we continue to see some students who do not meet our standard of 80% on the rubric, we plan to continue to assess with the MFA Writing Skills Rubric. We



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	Writing Skills Rubric.	2019 - 2020	Target Met	assessed in each class, they can be assessed multiple times. In Fall 2019 and Spring 2020. The approx. 35 students in the program were assessed 59 times and met the target 55 times for a 93% rate of meeting the target. The students who do not meet the target are usually newer to the program. In the Fall 3 students (or three times one or more students were assessed) did not meet the target, and in Spring 2 students (or two times students were assessed) they did not meet the target. We admitted more new students in Spring 2020, though, and we also offered fewer workshop classes because more students were moving on to thesis. Because of these factors, it isn't possible to show improvement, but the rate at which we meet the target are satisfactory.	will discuss the results from recent years and discuss where there may be issues and how we can show improvement. We should also discuss whether to raise the target for the percent of students who achieve 80% on the rubric.
	2.1 (RO & SLO)	Students will conduct research in literary	Students completing Masters Theses will	Students will achieve on their Thesis	2019 - 2020	Target Met	100% of students earned 88% or	We will change the method of assessment to include both the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (RO & SLO)	scholarship, pedagogy, or the craft of writing and produce essays or other projects based on that research.	include a bibliography of works related to the genre of the thesis. Faculty will assess the students' thesis bibliographies using the MFA Research Skills Rubric.	Bibliographies an average of at least 88% on the MFA Research Skills Rubric.	2019 - 2020	Target Met	higher on the Research Skills Rubric	Thesis Bibliography and Essay, a craft essay that accompanies the creative thesis, either as an introduction or an appendix. This is required in all Thesis syllabi and is more appropriate for some of the criteria on 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.	2019 - 2020	Target Met	In each forms or literature class (EN 530-598) students were assessed using the MFA Research Skills Rubric on an assignment that involved scholarly or writerly research. Of the 57 times students were assessed, they met the target 52 times for an achievement rate of 91%. Scores ranged from 15 (24 times) to 10 (three times). There were only two times when the score was 11 (just under 80% on the rubric) and six times when students scored 12 (80%).	Given that we have a number of students who are at or under the target of 80% on the rubric and that we have a sizable incoming class, we need to continue to assess them using this rubric. We will discuss our expectations for research in literature and forms classes and review the results of this year's assessment.
	3.1 (SAO & SPG C.4)	Students will publish their work in appropriate publications for their genres.	The program director will review and analyze the Master's Thesis Survey results to determine students' publication history.	90% of students participating in the Master's Thesis Survey will report that by the time they defend their thesis they have published at least one work in a literary journal or had a play published or produced or had their writing	2019 - 2020	Target Not Met	Of the 8 students who graduated during 2019/2020, 4 completed the thesis survey. 3 reported publishing work prior to completing their thesis and one reported that they hadn't published yet	We need to continue to assess this. Given the low response rate to the survey, we need to promote it to those who are completing Thesis. One issue is that they lose access to Canvas once they graduate, so we may consider another vehicle to collect this information. We should also consider whether 90% is a realistic goal, given the numbers of graduates that we have each year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO & SPG C.4)	Students will publish their work in appropriate publications for their genres.	The program director will review and analyze the Master's Thesis Survey results to determine students' publication history.	published in another outlet appropriate to the genre.	2019 - 2020	Target Not Met	but had submitted to magazines. We also report publications on our FB page, so we know that the other students had published their work. Still, one person would not meet our 90% target. Publishing, especially for fiction writers, can be a long process, so it is not unexpected to have a student who hasn't met that goal yet, even though they are writing publishable work. Encouraging them to start earlier is important, though we may still need to revise our target, given the number of students who will likely graduate in a given year.	We need to continue to assess this. Given the low response rate to the survey, we need to promote it to those who are completing Thesis. One issue is that they lose access to Canvas once they graduate, so we may consider another vehicle to collect this information. We should also consider whether 90% is a realistic goal, given the numbers of graduates that we have each year.
	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 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.	2019 - 2020	Target Met	In Summer 2019 17 students in EN 502 Full Writing Residency completed the Professional Knowledge Survey measuring their satisfaction with their exposure to and knowledge of the literary marketplace another career options. 100% of	Given our success this year, we need to continue to emphasize publishing, both at the residency and in workshop and forms classes. The addition of Professional Writer as a class has helped in this area, and we will continue to offer it while looking for ways to get more book publishing information out to students. One way could be to offer a section of Professional Writer that focuses on full-length novels or memoirs.

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.	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 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.	2019 - 2020	Target Met	students had an average score of 3 or higher, with the lowest score being 3 (1 respondent), followed by 3.4 (1) and 3.8 (3). This is a significant improvement over last year. The inclusion of more content on book publishing at the Full Residency was likely the cause of this. Students still scored lower on their satisfaction with this than any other area, but that is to be expected, since book publishing is the biggest challenge.	Given our success this year, we need to continue to emphasize publishing, both at the residency and in workshop and forms classes. The addition of Professional Writer as a class has helped in this area, and we will continue to offer it while looking for ways to get more book publishing information out to students. One way could be to offer a section of Professional Writer that focuses on full-length novels or memoirs.
			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.	2019 - 2020	Target Met	Four out of eight students completed the survey. Out of those 100% scored and average 3 or higher on the Professional Knowledge portion of the Master's Thesis Survey.	Promote the Thesis survey to those who have completed the survey in order to achieve a higher response rate. Continue to collect data from those graduating with the MFA in order to assess their satisfaction.
Program - Digital Studies - Minor {2019-	1.1 (GEO 3.b.)	Students will analyze quantitative information presented in different	Completion of LIB 201, which includes assignments that	Students (on average) will earn a C or higher in the class.	2019 - 2020	Inconclusive	There was only one minor enrolled for the Spring 2020	At this time, we are not sure if the one minor is still enrolled as such. We hope to recruit more minors for

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
2020}	1.1 (GEO 3.b.)	formats.	deconstruct and evaluate existing digital scholarship projects, create original datasets, use available tools to quantitatively explore digital artifacts, and use existing data to construct research questions.	Students (on average) will earn a C or higher in the class.	2019 - 2020	Inconclusive	semester. Due to COVID-19, data collection was not completed.	the program. We will continue this assessment for the upcoming academic year.
			Completion of required MIS course(s) (297 or 322), which include assignments that assess foundational knowledge of programming languages that allow students to build, stylize, structure, and query data sets.	Students, as a whole, will score an average of 2.5 or higher on the AAC&U Quantitative Literacy and Analysis Rubric for one of the course assignments.	2019 - 2020	Inconclusive	There was only one minor enrolled for the Spring 2020 semester. Due to COVID-19, data collection was not completed.	At this time, we are not sure if the one minor is still enrolled as such. We hope to recruit more minors for the program. We will continue this assessment for the upcoming academic year.
	1.2 (PO 3.a.)	Students will adapt to emerging technologies by interacting with digital tools that foster the 21st century learning environment.	Faculty will review and assess the students' digital artifacts creations through selected coursework that are publicly accessible through external or institutional channels to determine if the achievement target is met.	Students will upload selected course artifact(s) to an individual (external) website, an MUW website, or the AthenaCommons, the Institutional repository.	2019 - 2020	Inconclusive	There was only one minor enrolled for the Spring 2020 semester. Due to COVID-19, data collection was not completed.	At this time, we are not sure if the one minor is still enrolled as such. We hope to recruit more minors for the program. We will continue this assessment for the upcoming academic year.
	2.1 (SAO & SLO)	Students will present information, arguments, and ideas in oral, written and visual forms for their contexts through digital platforms.	Students will create an online portfolio in LIB 401 that identifies a disciplinary issue or problem, contextualizes it with accompanying	Students will score a 3 or higher on the Information AAC&U Information Literacy Rubric for their final practicum assignment.	2019 - 2020	Inconclusive	There was only one minor enrolled for the Spring 2020 semester. Due to COVID-19, data collection was not completed.	At this time, we are not sure if the one minor is still enrolled as such. We hope to recruit more minors for the program. We will continue this assessment for the upcoming academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SAO & SLO)	Students will present information, arguments, and ideas in oral, written and visual forms for their contexts through digital platforms.	research, addresses it through digital methods or visualizations, and will upload it to the University's publicly accessible Institutional Repository.	Students will score a 3 or higher on the Information AAC&U Information Literacy Rubric for their final practicum assignment.	2019 - 2020	Inconclusive	There was only one minor enrolled for the Spring 2020 semester. Due to COVID-19, data collection was not completed.	At this time, we are not sure if the one minor is still enrolled as such. We hope to recruit more minors for the program. We will continue this assessment for the upcoming academic year.
	2.2 (SLO)	Students will demonstrate the ability to evaluate information for the purpose of solving a problem utilizing digital tools and research within their field.	Students completing LIB 401 will complete an exit survey and the target measure will be evaluated using the question average of answers 6-8.  "The following questions will assess how you feel the practicum project allowed you to improve quantitative literacy, oral and written presentation skills, and use emerging technologies. (The average of the scores will be calculated for Outcome 2.2) Q6 – Rate how you feel like the practicum project improved your ability to understand or analyze quantitative information to make informed decisions? (1: did not improve – 5: did improve	Students participating in the exit survey will rate an average of 3 or higher (out of 5) on the exit survey questions 6-8.	2019 - 2020	Inconclusive	There was only one minor enrolled for the Spring 2020 semester. No students were eligible to take the Exit Survey; therefore, no data was available to collect.	At this time, we are not sure if the one minor is still enrolled as such. We hope to recruit more minors for the program. We will continue this assessment for the upcoming academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	Students will demonstrate the ability to evaluate information for the purpose of solving a problem utilizing digital tools and research within their field.	strongly). Explain your answer. Q7 – Do you feel like the practicum project improved your ability to learn about and use emerging technologies? (1: did not improve – 5: did improve strongly). Explain your answer. Q8 – Do you feel like the practicum project improved your ability to present information, written or orally, to a wider audience? (1: did not improve – 5: did improve strongly). Explain your answer.”	Students participating in the exit survey will rate an average of 3 or higher (out of 5) on the exit survey questions 6-8.	2019 - 2020	Inconclusive	There was only one minor enrolled for the Spring 2020 semester. No students were eligible to take the Exit Survey; therefore, no data was available to collect.	At this time, we are not sure if the one minor is still enrolled as such. We hope to recruit more minors for the program. We will continue this assessment for the upcoming academic year.
Program - Early Childhood Development - BS {2019-2020}	1.1 (SAO & GEO 5.a.)	Students will demonstrate an understanding of and integrate content and skills by developing a final portfolio project demonstrating the connections among key concepts and skills in ED 404 – Teacher Internship: Early Childhood.	The instructor for ED 404 will provide summative assessment of the final project using the AAC&U Lifelong Learning Value Rubric.	Students will be able to demonstrate an understanding of content knowledge and skills specific to their student focus groups by the final project 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.	2019 - 2020	Inconclusive	The Early Childhood Development (ECD) program began in Fall 2019, and only 2 students have completed the program.	This is the initial assessment plan, finalized in the spring of 2020; data collection will begin with the 2020-2021 academic year.
	2.1 (SLO)	Students will explore and analyze issues, ideas, and/or events in a way	The instructor for ED 404 will use the AAC&U Inquiry and	Student effort on career-related elements of the	2019 - 2020	Inconclusive	The Early Childhood Development (ECD) program began in	This is the initial assessment plan, finalized in the spring of 2020; data collection will begin with the 2020-

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	that serves an ultimately career-related purpose.	Analysis VALUE Rubric to assess the career-related component of ED 404 - Teacher Internship: Early Childhood.	portfolio will produce at least an average score of “3” for each of the six items measured in the AAC&U Inquiry and Analysis VALUE Rubric: (1) topic selection; (2) existing knowledge, research, and/or views; (3) design process; (4) analysis; (5) conclusions; and (6) limitations and implications.	2019 - 2020	Inconclusive	Fall 2019, and only 2 students have completed the program.	2021 academic year.
	3.1 (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 instructor for ED 404 will utilize the AAC&U Written Communication VALUE Rubric to assess written components of the student’s portfolio project.	The average score for students enrolled in ED 404 who are completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2019 - 2020	Inconclusive	The Early Childhood Development (ECD) program began in Fall 2019, and only 2 students have completed the program.	This is the initial assessment plan, finalized in the spring of 2020; data collection will begin with the 2020-2021 academic year.
	4.1 (PO 4.d.)	Students will demonstrate that they value the program’s design and are satisfied with the culmination of their undergraduate academic preparation through the Early Childhood Development program’s design.	As a measure of program quality students will report understanding and satisfaction on 10 binary (yes/no) survey items concerning the integration of their student focus groups as the culmination of their undergraduate academic preparation represented by the completion of a final portfolio project in ED 404.	80% of students will indicate that they are pleased with the culmination of their undergraduate academic preparation after completion of the final portfolio project in ED 404 on 80% (4) of related binary (yes/no) survey items.	2019 - 2020	Inconclusive	The Early Childhood Development (ECD) program began in Fall 2019, and only 2 students have completed the program.	This is the initial assessment plan, finalized in the spring of 2020; data collection will begin with the 2020-2021 academic year.
			As a measure of program quality	80% of students will indicate that they	2019 - 2020	Inconclusive	The Early Childhood Development (ECD)	This is the initial assessment plan, finalized in the spring of 2020; data



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			students will report understanding and satisfaction on 10 binary (yes/no) survey items concerning the integration of their student focus groups as the culmination of their undergraduate academic preparation represented by the completion of a final portfolio project in ED 404.	understand the culmination of their undergraduate academic preparation after completion of the final portfolio project in ED 404 on 80% (4) of related binary (yes/no) survey items.	2019 - 2020	Inconclusive	program began in Fall 2019, and only 2 students have completed the program.	collection will begin with the 2020-2021 academic year.
Program - Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019}	1.1 (RO)	Students 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 P-12 students are enhanced through the development of a research study in the field of their specified concentration.	The instructor for ED 600 will assess and grade the research project presented by the student(s) utilizing the Research Project Rubric.	Students 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 their specified concentration by scoring an average of 86% or higher on the Research Project Rubric in ED 600, Leadership through Action Research for School Improvement.	2019 - 2020	Target Met	Nineteen students enrolled in ED 600 in FA19; Nine enrolled in ED 600 in SP20. Eighteen of the nineteen FA19 students met the target with a mean score of 93.8% (one did not complete the assignment). Only one student of the seven who enrolled in SP20 met the target at 91%; the overall mean for SP20 is 52.9%.  Note: SP20 was disrupted significantly by COVID-19; conclusions drawn are primarily from results of FA19 assessment.	The Department will retain this assessment measure for the 2020 - 2021 academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019}	1.1 (RO)	Students 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 P-12 students are enhanced through the development of a research study in the field of their specified concentration.	The instructor for ED 600 will assess and grade the research project presented by the student(s) utilizing the Research Project Rubric.	Students 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 their specified concentration by scoring an average of 86% or higher on the Research Project Rubric in ED 600, Leadership through Action Research for School Improvement.	2019 - 2020	Target Met	Target is met for the 2019 - 2020 term based upon FA19 results.	The Department will retain this assessment measure for the 2020 - 2021 academic year.
	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	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 meaningful professional partnerships.	2019 - 2020	Target Met	Fall 2019 Combined: $(100+100)/2 = 100\%$ Spring 2020 Combined: $(87.50+100)/2 = 93.75\%$ Total: $(100+93.75)/2 = 96.875\%$  ED 697 Fall 2019 Course Evaluation result for the Internship Experience: Strongly Agree $(13/14) - 92.86\%$ Agree $(1/14) - 7.14\%$ Total - 100%  ED 699 Fall 2019 Course Evaluation	33 of 34 students (97%) who completed course evaluations in FA19 and SP20 responded by indicating 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 meaningful professional partnerships. This is an essential item for the indication of program strength at the graduate level.  The Department will retain this assessment measure for the 2020 - 2021 academic year.

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.	meaning professional partnerships. {Strongly Agree; Agree; Neither Agree nor Disagree; Disagree; Strongly 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.	2019 - 2020	Target Met	<p>Internship Experience: Strongly Agree (4/5) - 80.00% Agree (1/5) - 20.00% Total - 100%</p> <p>ED 697 Spring 2020 Course Evaluation result for the Internship Experience: Strongly Agree (7/8) - 87.50% Agree - 0.00% Total - 87.50%</p> <p>Only one chose "Neither Agree nor Disagree" - 12.50%</p> <p>ED 699 Spring 2020 Course Evaluation result for the Internship Experience: Strongly Agree (4/7) - 57.14% Agree (3/7) - 42.86% Total - 100%</p>	33 of 34 students (97%) who completed course evaluations in FA19 and SP20 responded by indicating 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. This is an essential item for the indication of program strength at the graduate level.  The Department will retain this assessment measure for the 2020 - 2021 academic year.
			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.	2019 - 2020	Inconclusive	No data collected in the 2019 - 2020 academic year.	The Department will retain and implement this assessment measure for the 2020 - 2021 academic year.
	1.3 (SAO)	Students will successfully complete the Master’s of Education in Education	The Division Head will use Banner to determine the	At least 80% of students who graduate from the	2019 - 2020	Target Met	All students enrolled during this time frame graduated	The Department will retain this assessment measure for the 2020 - 2021 academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SAO)	degree program in a timely manner, within six years.	graduating students' completion time of the degree program to determine if achievement target was met.	Master's of Education in Education will have completed the degree program within six years.	2019 - 2020	Target Met	within the initial 2-year graduate plan for completion.	The Department will retain this assessment measure for the 2020 - 2021 academic year.
	2.1 (SLO)	Students 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 targeted at an audience of appropriate stakeholders (GS).	The instructor for ED 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.	Non-certification 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.	2019 - 2020	Target Met	Students were not enrolled in ED 595 during the FA19 academic term; 4 students were enrolled in the SP20 academic term. The mean for all student scores is 98.75: Student 1 = 100%, Student 2 = 100%, Student 3 = 95%, and Student 4 = 100%.	The Department will retain this assessment measure for the 2020 - 2021 academic 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	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	2019 - 2020	Target Met	Students were not enrolled in ED 595 during the FA19 academic term; 4 students were enrolled in the SP20 academic term. The mean for all student scores is 98.75: Student 1 = 100%, Student 2 = 100%, Student 3 = 95%, and Student 4 = 100%.	The Department will retain this assessment measure for the 2020 - 2021 academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	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.	relevant issue/topic in gifted education targeting an audience of appropriate stakeholders by scoring "Acceptable or above" on the Advocacy Plan Rubric.	2019 - 2020	Target Met	Students were not enrolled in ED 595 during the FA19 academic term; 4 students were enrolled in the SP20 academic term. The mean for all student scores is 98.75: Student 1 = 100%, Student 2 = 100%, Student 3 = 95%, and Student 4 = 100%.	The Department will retain this assessment measure for the 2020 - 2021 academic 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.	2019 - 2020	Target Met	Eight students completed this assignment in ED 652 in the FA19 term with a mean score of 92.5: Student 1 - 80%, Student 2 - 80%, Student 3 - 100%, Student 4 - 100%, Student 5 - 100%, Student 6 - 80%, Student 7 - 100%, Student 8 - 100%.	The Department will retain this assessment measure for the 2020 - 2021 academic year.
	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 Position Statement (RL).	The instructor for ED 527 will assess and grade the non-certification students' Literacy Position Statement Final Project Rubric assignment using the ED 527 Final Project Rubric.	Non-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	2019 - 2020	Target Met	Nine students completed this assignment in the FA19 term, all with scores meeting "Acceptable or above" and with an overall mean of 88% : Student 1 - 96%, Student 2 - 92%, Student 3 - 90%, Student 4 - 88%,	The Department will retain this assessment measure for the 2020 - 2021 academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 Position Statement (RL).	The instructor for ED 527 will assess and grade the non-certification students' Literacy Position Statement Final Project Rubric assignment using the ED 527 Final Project Rubric.	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.	2019 - 2020	Target Met	Student 5 - 86%, Student 6 - 96%, Student 7 - 80%, Student 8 - 92%, Student 9 - 92%	The Department will retain this assessment measure for the 2020 - 2021 academic year.
	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.	2019 - 2020	Target Met	Nine students completed this assignment in the FA19 term, all with scores meeting "Acceptable or above" and with an overall mean of 88% : Student 1 - 96%, Student 2 - 92%, Student 3 - 90%, Student 4 - 88%, Student 5 - 86%, Student 6 - 96%, Student 7 - 80%, Student 8 - 92%, Student 9 - 92%	The Department will retain this assessment measure for the 2020 - 2021 academic year.
Program - Elementary Education - BS {2016-2017}	1.1 (SAO & GEO 5.a.)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit.	The instructor(s) for the methods block (ED 305; 310; 312; 334) will assess and grade the InTASC #4 assignment by the student(s) using the AAC&U Lifelong Learning Value Rubric.	Candidates will be able to demonstrate an understanding of content knowledge and skills to their discipline by the assignment on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better	2019 - 2020	Target Met	Twenty-one students completed this assignment in FA19, and nineteen students completed this assignment in SP20. Percentages by student: Twenty-three met the full requirement, one met the requirement at 93%, and five did not	The Department will retain this assessment measure for the 2020 - 2021 academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Elementary Education - BS {2016-2017}	1.1 (SAO & GEO 5.a.)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit.	The instructor(s) for the methods block (ED 305; 310; 312; 334) will assess and grade the InTASC #4 assignment by the student(s) using the AAC&U Lifelong Learning Value Rubric.	(benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	2019 - 2020	Target Met	meet the achievement target.	The Department will retain this assessment measure for the 2020 - 2021 academic year.
	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships.	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	2019 - 2020	Target Not Met	No new partnerships were developed specifically for Elementary Education in the 2019 - 2020 academic year.	Plans for developing and expanding partnerships were significantly disrupted both by program-specific accreditation processes and the onset of COVID-19 related issues. Plans will resume in the 2020 - 2021 academic year.
	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by 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.	2019 - 2020	Target Met	Thirty students completed this assignment via Residency 3 across the FA19 and SP20 academic terms. Twenty-five student scored better than a 2 (acceptable) or above on the Teacher Intern Assessment Instrument; five students scored less than a 2 on this instrument.	The Department will retain this assessment measure for the 2020 - 2021 academic year.
	4.1 (SAO & SLO)	Candidates admitted to the Teacher Education Program will have the	The Praxis Core exam and the ACT will be a direct	80% of candidates attempting to be admitted into the	2019 - 2020	Target Met	100% of students who have applied to the Teacher	The Department will determine of a revision of this assessment item, or a new assessment item developed

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SAO & SLO)	basic skill set to successfully complete the program and obtain a teaching license.	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.	Teacher Education Program will have passing Praxis Core test scores or a composite score of 21 or higher on the ACT.	2019 - 2020	Target Met	Education Program in the 2019 - 2020 academic year either had passing Praxis Core test scores or a composite score of 21 or higher on the ACT. The department began a new program in Early Childhood Development (ECD) in the FA19 term; all prospective Elementary Education students now remain ECD until they meet the requirements to be admitted to the Teacher Education Program. For this reason, and the new MDE approved requirement of either 21 or greater ACT - or - passing Praxis Core scores - or - an overall GPA of 3.0 or better for admission to TEP, the program may need to determine another more appropriate assessment measure for 4.1 (SAO & SLO).	to replace this one, is necessary.
Program - English (including Minor and Secondary Education	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays, the student's writing will be evaluated with the AAC&U Written Communication	In a sample group of essays (8-12 students from an assignment in EN 303, 304, or 360) students will score an average of at least 2	2019 - 2020	Target Met	Of the 11 student papers that were assessed using the Written Communication Value Rubric, 100%	Though we have met our goal for recent years, this is still a valuable area to assess, as written communication is one of the foundational skills of the English major and is also used for



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	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.	or higher on the AAC&U Written Communication VALUE Rubric.	2019 - 2020	Target Met	achieved a score of 2 or higher. Scores ranged from 2.2 to 3 for one assessor and 2.6 to 3.6 for the other assessor who were reviewing the same papers. Though there was some difference of opinion between the two scorers, the average of their scores as well as the lowest score was still well above the target. There is room for improvement, though since the students could be sophomores, juniors, or seniors, it is not surprising that their scores would be in the middle of the rubric. One issue we have with African American (which is a good issue to have) is that many students in the class are not English majors, so their essays aren't included in our results. The goal of this assessment is to see where our majors are when they take these junior-level classes. Of the 12 students who were assessed from EN 499 Capstone in Fall	assessment of our general education curriculum. We should continue this assessment goal, though we may want to discuss changing the target description to remove the stipulation about students who are graduating. We may also want to discuss how many essays to include in the sample. Given that we are at a point where we can make bigger changes, we will also discuss separating the assessment target for Capstone from the ones for 300-level classes. The reporting would be clearer, and it would be easier to track improvement between these levels of classes.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays, the student's writing will be evaluated with 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.	In a sample group of essays (8-12 students from an assignment in EN 303, 304, or 360) students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	2019 - 2020	Target Met	2019 and Spring 2020, all achieved a score of 2 or higher with the lowest score being 2.6. All but one student achieved a score of 3 or higher, and 3 achieved a score fo 4.	Though we have met our goal for recent years, this is still a valuable area to assess, as written communication is one of the foundational skills of the English major and is also used for assessment of our general education curriculum. We should continue this assessment goal, though we may want to discuss changing the target description to remove the stipulation about students who are graduating. We may also want to discuss how many essays to include in the sample. Given that we are at a point where we can make bigger changes, we will also discuss separating the assessment target for Capstone from the ones for 300-level classes. The reporting would be clearer, and it would be easier to track improvement between these levels of classes.
	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 (8-12 from students from an assignment in EN 303, 304, or EN 360) 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.	2019 - 2020	Target Met	Of the 11 students who were assessed from EN 360, EN 303, and EN 453, all achieved a score of 2 or higher when the two assessors scores were averaged. It's unclear what is meant by 'class average.' The average for each assessor was also higher than 2, though we did not separate out the scores for each class, since the essays were made anonymous. Either	Though this is a valuable rubric for us to use to assess Information Literacy, the goals and targets need to be revised. It would make sense to split the 300-level class goals from the EN 499 Capstone goals, which would allow us to also set different targets. We also need to revise the language so to clarify how the targets should be calculated, avoiding unclear language like 'class average.'

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 (8-12 from students from an assignment in EN 303, 304, or EN 360) 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.	2019 - 2020	Target Met	way, the average score is higher than the target. There was a significant difference between the two assessors, however, with the first assessor assigning much lower scores, perhaps due to the kind of assignments that were used. Of the 12 students who were assessed in EN 499 Capstone, 100% achieved a score of 2 or higher. In fact 100% achieved a score of 3 or higher. There is significant improvement between the scores from 300-level classes and EN 499, suggesting that students improve on using research and evidence and/or that the Capstone Research Project allows them to fully demonstrate their research skills.	Though this is a valuable rubric for us to use to assess Information Literacy, the goals and targets need to be revised. It would make sense to split the 300-level class goals from the EN 499 Capstone goals, which would allow us to also set different targets. We also need to revise the language so to clarify how the targets should be calculated, avoiding unclear language like 'class average.'
	1.3 (SLO)	Senior majors will exhibit at least proficient level reading, writing and analytic skills.	Graduating MUW native senior English majors randomly selected to take the CLA+ test by the QEP director who decide to take the test, which is optional.	90% of senior English majors will score at least Proficient in all tested areas on the CLA+ standardized test. This test targets the following areas (which also mirror MUW General Education	2019 - 2020	Inconclusive	CLA+ has been discontinued and no data was collected. We will no longer use this assessment.	We will consider whether there is another way to assess this SLO or whether our other assessment SLOs are sufficient.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO)	Senior majors will exhibit at least proficient level reading, writing and analytic skills.	Graduating MUW native senior English majors randomly selected to take the CLA+ test by the QEP director who decide to take the test, which is optional.	Requirements): Analysis and Problem Solving; Writing Effectiveness; Scientific and Quantitative Reasoning; Critical Reading and Evaluation, and Critiquing an Argument.	2019 - 2020	Inconclusive	CLA+ has been discontinued and no data was collected. We will no longer use this assessment.	We will consider whether there is another way to assess this SLO or whether our other assessment SLOs are sufficient.
	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 102 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 102 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.	2019 - 2020	Target Met	28 students from EN 102 sections were assessed by two different sets of assessors (4 total) and all met the target of scoring 1.5 or higher on the Written Communication rubric. Each assessor read half of the papers and each paper was read by two assessors. The lowest total score was 1.6 and the highest score was 4. The average score of the two assessors ranged from 2.2 to 4. The papers assessed in EN 102 proved to be much more appropriate for this kind of assessment and better represent the total learning in our composition sequence.	Since this was our first year to assess EN 102 with this rubric, we will continue to use this assessment next year.
	3.1 (SPG A.1)	Students will receive a quality English education meeting students'	At the end of the academic year, departmental	80% of students participating in the EN 499 Capstone course	2019 - 2020	Target Not Met	AY Total Participation: 14/20 - 70%	The English faculty will review the comments on the survey to determine why some students

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG A.1)	expectations satisfactorily.	faculty will review and analyze EN 499 course evaluations for the Capstone curriculum question results to determine if achievement target was met.	evaluations will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the English department’s curriculum and instruction quality.	2019 - 2020	Target Not Met	<p>AY Total Satisfaction Rate: 11/14 = 0.7857 = 79%</p> <p>Fall 2019 Course Evaluation Results: 45.45% + 27.27% = 72.72% (participation 11/12 - 91.67%) Very Satisfied - 5/11 - 45.45% Somewhat Satisfied - 3/11 - 27.27% Neither Satisfied nor Dissatisfied - 0/11 - 0% Somewhat Dissatisfied - 3/11 - 27.27% Very Dissatisfied - 0/11 - 0%</p> <p>Spring 2020 Course Evaluation Results: 100% (participation 3/8 - 37.50%) Very Satisfied - 3/3 - 100% Somewhat Satisfied - 0/3 - 0% Neither Satisfied nor Dissatisfied - 0/3 - 0% Somewhat Dissatisfied - 0/3 - 0% Very Dissatisfied - 0/3 - 0%</p>	reported that they were somewhat dissatisfied and whether any changes can or should be made to address their concerns. Given that the Spring 2020 response rate was lower than expected, which is likely due to COVID-19 and a lower response rate to course evaluations overall, and considering that the satisfaction rate was 79% and very near the target, we should also encourage students to complete their evaluations and answer this question.
	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	25% of students participating in the Alumni Survey will state that they are enrolled in	2019 - 2020	Inconclusive	The survey will be administered in 2022.	We will continue to use this assessment and will report results in 2022 when the survey is administered.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SAO)	Students will be actively engaged utilizing their English degrees.	on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	graduate/professional degree program.	2019 - 2020	Inconclusive	The survey will be administered in 2022.	We will continue to use this assessment and will report results in 2022 when the survey is administered.
			The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	85% of students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the English program.	2019 - 2020	Inconclusive	The MUW Alumni Survey will be administered in 2022.	We will continue to use this assessment and will report results in 2022 when the survey is administered.
			The MUW Graduation Survey will be used for the assessment of this achievement target. A special report will be ran in EvalKit targeting the English graduates.	90% of English graduates completing the MUW Graduation Survey will be employed in their field or a related field or planning to attend/enrolled in graduate school in their field or related field.	2019 - 2020	Target Not Met	At the time of graduation out of 17 respondents: 0 had secured full-time employment in the field of study 5 were searching for full-time employment in the field of study 1 was currently employed full-time in the field of study 1 was currently employed full-time 4 were currently employed part-time 7 responded n/a (likely attending graduate school) 12 indicated plans to continue their education 76.47% (13/17)	Given that the economy was closed down in May, it is no surprise that many graduates reported they had not secured employment or graduate school. No immediate action is necessary. We will continue to assess these results and advise students on their post-college plans and opportunities.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2019 - 2020	Target Not Met	Of the 21 students who were assessed, 7 did not meet the target of 80% on the rubric (a score of 12 or higher). This was in part due to the disruptions in the Spring semester due to COVID-19, though as was the case last year, it is not uncommon to have one or more students in each class that do not quite reach our standards. Often these are not English / Creative Writing majors.	Though our results are not typical due to the issues that occurred in Spring 2020, we should still consider whether to change the target of 80% to 70% (11 out of 15) or change the percent of students we expect to meet the target.
			Students in EN 419 Senior Portfolio will be assessed with a rubric that measures creative use of language: the mechanics of grammar and syntax, aesthetic use of language, and use of conventions of the genres used in their final portfolios. Each instructor will complete the Writing Skills Rubric after grading Senior Portfolios for the class.	Students in EN 419 will achieve on their Senior Portfolios an average of at least 85% on the Writing Skills Rubric.	2019 - 2020	Target Met	Of the 6 students who graduated with a concentration in Creative Writing, all completed the Senior Portfolio and all achieved a 13 or higher on the rubric. Three students scored 13, 2 scored 14, and 1 scored 15.	Since we met our goal and this assessment aligns with other assessments we are doing in Creative Writing, we need to continue to assess using the Writing Skills Rubric. This will help us determine whether students are reaching the level of mastery we expect by the end of their program.
	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	Students will achieve an average of at least 85% on the exam.	2019 - 2020	Target Met	50% of students who were assessed met the target. The students who did not score 85% or	We will continue to assess students at this level with the final exam. (We expect to be able to continue giving exams.) Since half of one class didn't quite meet the target of

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.1 (SLO)	Students will be able to discuss the conventions of a genre (CW).	questions about the conventions of the genre being studied.	Students will achieve an average of at least 85% on the exam.	2019 - 2020	Target Met	higher on the exam all scored 80% or higher. Though this does not meet our target, it is reasonable for the class.	85%, we should consider whether this is an anomaly due to the small class size and the individual students in this class or whether the target needs to be adjusted (or course content needs adjusting for that course). Given that our total sample was small, it is best not to make any significant changes unless there continues to be an issue.
	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.	2019 - 2020	Target Met	Of the 16 students who graduated in 2019-2020, 5 earned the TESL Certificate for 31.25%.	We will continue to assess the numbers of students who complete the TESL Certificate program, and we will promote the program to our students as a good career opportunity.
Program - Family Science (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.	2019 - 2020	Inconclusive	Twelve out of 12 students earned a score of at least a 32 out of 40 (see notes below for explanation) on the Microteaching Presentation Rubric; the results, however, were inconclusive (see notes below).	Given that presentations to a real audience is motivating and useful to students, presentations to the campus community will continue in the future. We hope that students will be able to make these presentations face-to-face (as had been planned), because most FLE work tends to occur in that manner (with the exception of the current COVID19 times); however, the fact that students were able to complete a successful transition to creating an online presentation allowed them to demonstrate the flexibility often needed by CFLEs in practice. In the future, the instructor and students will plan for a campus-wide live and in person event (public health concerns permitting), as was the goal for spring 2020. As noted, presentation to a real audience appears to motivate students to do well on



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Family Science (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.	2019 - 2020	Inconclusive	Twelve out of 12 students earned a score of at least a 32 out of 40 (see notes below for explanation) on the Microteaching Presentation Rubric; the results, however, were inconclusive (see notes below).	their assignments.
	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.	2019 - 2020	Target Met	The average score of FS/PSY students was 3.11 on the AAC & U Written Communication Value Rubric; thus, the target was met.	Support for students' writing will continue to be provided through feedback provided in Canvas and face-to-face and/or virtual office hours, as well as in-class writing and peer support and review sessions. Another change from the spring term was limiting student choice for the final literature review to five potential topic areas shared by the disciplines of FS and PSY--this factor appeared to help students narrow their focus as they searched the databases and relevant scientific journals for appropriate studies to summarize. The library visit also helped students learn how to use the online databases to search for acceptable journal articles for the paper. The current instructor also reorganized the course to help students understand research terms and concepts used in the studies summarized for the course. In the future, this class, plus the others in the PFS research sequence (PSY 454, applied stats, and PSY 455, research methods) will rotate among the five departmental faculty who have quantitative research methods backgrounds. The main focus of

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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.	2019 - 2020	Target Met	The average score of FS/PSY students was 3.11 on the AAC & U Written Communication Value Rubric; thus, the target was met.	this course will remain on supporting students as they learn scientific and technical writing appropriate to these social science disciplines.
			Assessment of this achievement target will be completed by the instructor of this course.	(Baccalaureate level) The average score of FSC 465 students will be at least 3.2 (a grade of B, as measured by the rubric) on a key stakeholder writing assignment.	2019 - 2020	Target Met	The average score of FS 382 students was 3.3 on the Written Communication Value Rubric for fall 2019; thus, the target was met.	For fall 2019 (note that this course is only offered in the fall terms), the instructor added components to this online course that helped students successfully complete the theoretical paper that is used for this assessment. First, she added more quizzes that examined student knowledge of basic research terms like independent and dependent variables. In addition, students read articles to locate research hypotheses; she also had students read research articles in which both theory and prior research were used to frame hypotheses. Thus, students were able to understand the basic concepts related to FS research. In terms of supporting student writing of the theoretical research paper, the instructor continued to require three face-to-face meetings with students in order to discuss their drafts. She also added reminders (once/week, one week prior to the due date) for assignments coming due. The instructor plans to continue all of these activities for AY 20-21 to ensure student success on the writing assignment; in addition, she would like to add some group meetings to facilitate student peer review on the writing

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of this course.	(Baccalaureate level) The average score of FSC 465 students will be at least 3.2 (a grade of B, as measured by the rubric) on a key stakeholder writing assignment.	2019 - 2020	Target Met	The average score of FS 382 students was 3.3 on the Written Communication Value Rubric for fall 2019; thus, the target was met.	assignment drafts (students had requested this option, and there is research supporting the effectiveness of peer review in relation to success on writing assignments).
	2.1 (GEO 1.a.)	Students will evaluate information for the purposes of making informed decisions (NOTE: Part of being a CFLE requires that students learn to engage in evidence-based practice; in other words, they must use both peer-reviewed and their own research, along with current theoretical approaches to design, implement, and evaluate educations programs for adult learners on some aspect of family life).	Assessment of this target will be completed by the course instructor.	The average score of FS 465 students will be at least a 3.2 (B) on the AAC & U Problem Solving Value Rubric for their completed needs assessment papers.	2019 - 2020	Inconclusive	The average score of FS 465 students in spring 2020 on the Problem Solving Value Rubric was a 3.72 on their detailed lesson plan; results were inconclusive as to whether or not the target was met.	As was expected for this assignment, students did use data to determine the content, etc., covered in the lesson. The current instructor believes that working with the students on multiple drafts, and conducting Zoom sessions provided once/week while students completed their drafts explains the student performance on this combined assignment. The one-on-one work with students will continue for the spring 2021 term.
	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.	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.	2019 - 2020	Target Met	All students (n = 5) who completed FS 499 in AY 19-20 had a recommended grade of A from their site supervisor; thus, the target was met.	All students performed well at their sites. As an explanation for the suggested grade, one supervisor noted that the student worked well with others. Another supervisor noted that the student 'performed well in learning all aspects of work at the agency.' Another supervisor noted that he offered the student a permanent position as a case manager at the site. Thus, given the students' recommended grades and the supervisors' comments, we will continue using the new textbook for both FS 497 (pre-internship) and FS 499 (internship) to promote professional and ethical behavior. The same text is used in both classes, and students

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	2.2 (SAO)	Students will experience clinical practice to become qualified CFLEs.	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 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.	2019 - 2020	Target Met	All students (n = 5) who completed FS 499 in AY 19-20 had a recommended grade of A from their site supervisor; thus, the target was met.	complete assignments in which they reflect on the use of the CFLE Code of Ethics in work with families. In addition, all faculty in the department have supported the development of professional and ethical behaviors through actions such as requiring students to send professional emails related to class and advising matters and addressing violations of the academic integrity policy that occur in class. The use of the new textbook and related assignments, along with shaping of student behavior (through requirements for email and enforcement of the academic integrity policy) will continue for 20-21. In addition, the dispositional rubric will be placed on the department webpage and in the FS scholarship portal for AY 20-21. We will also share the rubric with returning students.
			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	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.	2019 - 2020	Target Met	All students in FS 499, Internship, for the 19-20 AY earned an average score of 30 on the Worksite Supervisor's Evaluation Rubric form; thus the target was met.	In both the Senior Exit Survey and in the course evaluations for FS 499, students noted that the reflections related to textbook readings helped them process their experiences. They also noted that the assignment related to an ethical issue they encountered at their site was especially helpful in terms of processing the incidents they encountered. The use of the textbook and reflections will continue; as previously noted, deep reflection helps students process and therefore learn from experiences like internships. We

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			provisional CFLE status upon graduation. Students are assessed not only on their content knowledge, but also on the traits, skills, and abilities needed to function well as a CFLE (our rubric examines their traits, skills, and abilities as their content knowledge is assessed in coursework). This rubric is completed by their site supervisor (a person at their worksite that has no affiliation with the family studies program) twice during their internship term and is therefore an indirect assessment. This SAO ties into strategic goals 2e; 3b, f; 4d.	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.	2019 - 2020	Target Met	All students in FS 499, Internship, for the 19-20 AY earned an average score of 30 on the Worksite Supervisor's Evaluation Rubric form; thus the target was met.	also plan to have the rubric used to assess returning student dispositions posted on the program website and in the scholarship portal by fall 2020. We have noticed some unethical behavior on the part of continuing students, including collusion and plagiarism (both of which are addressed in the CFLE Code of Ethics and in many courses in the department). Continued reinforcement of professional and ethical behavior while students are completing the program will help shape such behavior in our students.
	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 Science 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.	2019 - 2020	Target Met	The average rating of students (n = 5) in FS 499 for AY 19-20 on the ethical practice item in the Senior Exit Survey was 9/10; thus, the target was met.	Students' responses indicate that we prepare them for ethical practice. A year ago, we had noted that at least one student, while not unethical in practice, was unprofessional, in that she left her site the minute that she had completed the required 280 hours in the field (at noon), rather than completing the entire work day and the remainder of her case charting for the week. We also, as previously mentioned, noted

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	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 Science 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.	2019 - 2020	Target Met	The average rating of students (n = 5) in FS 499 for AY 19-20 on the ethical practice item in the Senior Exit Survey was 9/10; thus, the target was met.	students' attempts to play us (faculty) off one another and unprofessional behavior (poor email etiquette, including use of all caps in emails to advisor, navigator, and chair) and unethical behavior (cheating, collusion, plagiarism) on the part of students. We have always provided a unit to students in FS 203, professional issues, on how to use the CFLE Code of Ethics in practice; that learning is reinforced as they move through other courses in the major (e.g., FS 392, mandated reporting; FS/PSY 290, PSY 454 and 455, integrity in research and informed consent in research and practice). This AY, we added a textbook to FS 497 and FS 499 so that they can reflect on ethical concerns prior to and during their internships. In both the senior exit survey and in course evaluations for FS 499, students reported that the textbook reflections helped them respond appropriately to ethical concerns at work. We also planned to use a dispositional rubric to assess returning student eligibility for FS major scholarships; however, due to circumstances beyond our control, we were unable to do so. We will post the rubric on the departmental webpage and in the scholarship portal beginning in fall 2020. Based on the response of the PIE Council review, and as noted in the action for 18-19, we plan to change the way this item is assessed. If we receive budget approval for use of the CFLE exit exam, we will use that exam to assess this outcome. Use of this exam has been planned to begin in AY 20-21 for the past two years,

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	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 Science 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.	2019 - 2020	Target Met	The average rating of students (n = 5) in FS 499 for AY 19-20 on the ethical practice item in the Senior Exit Survey was 9/10; thus, the target was met.	pending budget approval. In addition, the dispositional rubric will be put on our program web page and in the scholarship portal beginning in fall 2020; this rubric will help maintain returning students' focus on ethical and professional conduct outside of class.
			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 Science 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.	2019 - 2020	Target Met	The average rating of students (n = 5) completing the survey in the 19-20 AY was 9.6/10; thus, the target was met.	The program was up for re-accreditation at the end of the Spring 2019 term; over the past decade (our first program renewal as faculty), we have worked to ensure that the objectives, content, and learning experiences in each of the major core courses (CFLE content, as listed in the bulletin) match the requirements of the CFLE program. Our lower-level courses focus on providing students with appropriate content and theoretical knowledge that they need to apply their learning in upper-level courses and internship. We have noticed, anecdotally, that, while students feel prepared for work, the students also are unsure of how to translate their classroom and internship experiences into cover letter and resume creation. For this reason, for the past several years, we have required students in the internship course write 10 statements about what they have learned in class and 10 statements regarding what they have learned in internship that they can take forward into the workplace. As noted last year, however, and based on the response of the PIE Council review, we plan to change the way this item is assessed. If we receive budget approval for use of

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			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 Science 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.	2019 - 2020	Target Met	The average rating of students (n = 5) completing the survey in the 19-20 AY was 9.6/10; thus, the target was met.	the CFLE exit exam, we will use that exam to assess this outcome. Use of this exam has been planned to begin in AY 20-21 for the past two years, pending budget approval. In addition, the dispositional rubric will be put on our program web page and in the scholarship portal beginning in fall 2020; this rubric will help maintain returning students' focus on ethical and professional conduct outside of class.
	3.1 (PO 4.d.)	Family Studies students will become professional CFLEs.	Faculty will review the quarterly notifications of newly approved CFLEs in the CFLE Networker, which is the newsletter provided for CFLEs. The CFLE designation is awarded to individuals based on work experience over a certain amount of time and that the individuals earned a grade of at least a C in all coursework from an accredited institution.	5% increase from the previous academic year in MUW Family Studies alumni that earn the Certified Family Life Educator (CFLE) designation.	2019 - 2020	Target Met	Two students (one current, one former) have applied for CFLE as of May 2020; one of these students is a May 2020 grad and is thus seeking provisional certification. The second is a recent grad, who due to her job and internships she is completing for an MSW program in which she is currently enrolled, will be seeking full certification (she became provisional upon graduation from the W). The target was met, as the number of CFLEs represents a 100% increase over the previous year.	We will continue to promote the CFLE in our classes and through the FS club (the W Council on Family Relations). Someone suggested adding the CFLE fee (half of which is due to NCFR during their last term, should students choose to divide their fee up in this manner) be added as a course fee to internship or FS 465, one of the last on-campus classes students complete. Students would then complete the application as part of the requirements for the class. The price for half of the CFLE fee can range from \$70-95, both of which seem quite high for a course fee. We have also suggested that a "give now" button be placed on the departmental website to provide students with help as they seek this credential. The FS faculty will likely discuss this issue in the fall and decide which option would work best for us and which option would be acceptable on campus.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	CAST students will demonstrate "Child First" methodologies when faced with potentially child abusive situations in their Second Module Submission.	Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLs) of CAST students in each CAST course will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the DESCRIBE subscale of the Student Reflective Journal Assignment.	2019 - 2020	Inconclusive	Eight students (in a class of 16, FS 392, Spring 2020) completed the DE portions of the DEAL assessment for spring 2020 in FS 392. The average rubric score on the Describe subscale was 2.56; thus, the target was not met, but results inconclusive (see notes and action for more information)	We plan to offer all classes in CAST for the 20-21 AY; all students will be assessed. Even though this result was limited by the fact that the assessment was taken after we resumed classes online (this was a F2F class), and the fact that only 8 completed the assessment (even though more students participated in the sim), I actually gained some useful information. In the Describe portion of the assessment, students are to describe the situation and their role in the sim. I noticed that students were not putting much detail in their responses; they thought that, if I was there, too, they would not need to describe the sim in much detail. I realized that, as I did when teaching PFS 290 (in which they learn to summarize prior research accurately), I would have to remind the students that they are not providing accurate details for me, but, rather, for others who might not be familiar with what we do, and that the accurate descriptions can assist in the reflections that come in the Examine and Articulate Learning portions of the DEAL questionnaire. Also, those of us who teach CAST at both MSU and MUW are using (with IRB approval) these assessments as part of a bigger research project on the place of reflection in applied learning. We have gone back and forth (even with colleagues from other institutions weighing in) about whether or not to provide the rubric for students. The concern with research (and possibly with the reliability and validity of our assessment) is that helping students provide more accurate

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	4.1 (SLO)	CAST students will demonstrate "Child First" methodologies when faced with potentially child abusive situations in their Second Module Submission.	Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLs) of CAST students in each CAST course will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the DESCRIBE subscale of the Student Reflective Journal Assignment.	2019 - 2020	Inconclusive	Eight students (in a class of 16, FS 392, Spring 2020) completed the DEAL assessment for spring 2020 in FS 392. The average rubric score on the Describe subscale was 2.56; thus, the target was not met, but results inconclusive (see notes and action for more information)	answers (by explaining the rubric and sharing it with them) is that results might not reflect student growth. I have decided that (and I will share with colleagues) I will provide the rubric and remind students of what I am looking for in the future, as the ultimate purpose of DEAL is to create self-reflective professionals. We are not doing this--ultimately--for research or program evaluation, but, rather, to create professionals who reflect on their practice when working with maltreated children. The idea of CAST, and PBLs, is to let students make mistakes in the safe environment of a classroom so as to reduce the likelihood of such issues occurring when they are working with maltreated children in the field. So, self-reflection is a skill that will serve them in their professional growth, so I will share the rubric, and remind them of what we are looking for, not only in service of program assessment and research, but to create professionals better prepared to serve maltreated children.

			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLs) of CAST students in each CAST course will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2019 - 2020	Inconclusive	Eight (of 16) students in one CAST course (FS 392) completed the DEAL questionnaire following the second module of the PBLs; their average score on the Examine subscale was 2.98. Although the target was met, the results are inconclusive (see notes below)	We plan to offer all classes in CAST for the 20-21 AY; all students will be assessed. Even though this result was limited by the fact that the assessment was taken after we resumed classes online (this was a F2F class), and the fact that only 8 completed the assessment (even though more students participated in the sim), I actually gained some useful information. Students actually met this achievement target in FS 392 (the only class in which this assessment occurred). Most of the students in this class
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			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLs) of CAST students in each CAST course will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2019 - 2020	Inconclusive	Eight (of 16) students in one CAST course (FS 392) completed the DEAL questionnaire following the second module of the PBLs; their average score on the Examine subscale was 2.98. Although the target was met, the results are inconclusive (see notes below)	were upper-level students at the W; in addition, several students had completed all of the other CAST courses (which were offered as ST courses prior to the current term). As the examine subscale focuses on reflection about what they experienced in the sim (as opposed to details about the sim), students might have been considering what they had learned more so than the details of the sim. Even so, students will benefit from understanding how they will be graded (their grade is based on their score on the rubric), which will likely help their scores improve (as will instructor feedback on their responses). Also, those of us who teach CAST at both MSU and MUW are using (with IRB approval) these assessments as part of a bigger research project on the place of reflection in applied learning. We have gone back and forth (even with colleagues from other institutions weighing in) about whether or not to provide the rubric for students. The concern with research (and possibly with the reliability and validity of our assessment) is that helping students provide more accurate answers (by explaining the rubric and sharing it with them) is that results might not reflect student growth. I have decided that (and I will share with colleagues) I will provide the rubric and remind students of what I am looking for in the future, as the ultimate purpose of DEAL is to create self-reflective professionals. We are not doing this--ultimately--for research or program evaluation, but, rather, to create professionals who reflect on

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			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLs) of CAST students in each CAST course will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2019 - 2020	Inconclusive	Eight (of 16) students in one CAST course (FS 392) completed the DEAL questionnaire following the second module of the PBLs; their average score on the Examine subscale was 2.98. Although the target was met, the results are inconclusive (see notes below)	their practice when working with maltreated children. The idea of CAST, and PBLs, is to let students make mistakes in the safe environment of a classroom so as to reduce the likelihood of such issues occurring when they are working with maltreated children in the field. So, self-reflection is a skill that will serve them in their professional growth, so I will share the rubric, and remind them of what we are looking for, not only in service of program assessment and research, but to create professionals better prepared to serve maltreated children.
	4.2 (SLO)	CAST students will demonstrate "Child First" methodologies when faced with potentially child abusive situations in their Fourth and Final Module Submission.	Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the ARTICULATE LEARNING subscale of the Student Reflective Journal Assignment.	2019 - 2020	Inconclusive	No assessment occurred because only two CAST courses offered for AY 19-20; also spring courses were disrupted due to COVID. in the case of FS 392, the extended spring break and subsequent switch to online instruction meant that completion of only one sim module per week was realistic (along with one reflection per week). Because the last sim ended during the final week of classes, the describe and examine portions, along with the articulate learning subscales, were not	As noted, all CAST courses are planned for AY 20-21 at the W. We will complete our full assessment at that time; in addition, as noted for the D and E subscales taken after the completed 1st and 2nd modules in FS 392, we will provide the rubric, give student information on what we are looking for, and provide feedback to students on their completed reflections. The idea is to promote reflection among professionals in the field, and, as reflection is part of being an ethical practitioner, we will help students learn how to do so.

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	4.2 (SLO)	CAST students will demonstrate "Child First" methodologies when faced with potentially child abusive situations in their Fourth and Final Module Submission.	Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the ARTICULATE LEARNING subscale of the Student Reflective Journal Assignment.	2019 - 2020	Inconclusive	assessed following completion of modules 3 and 4. No students were assessed in HED 327, as the PBLs designed for the course was not completed before COVID19 (and some work on this would require a F2F run-through of the sim).	As noted, all CAST courses are planned for AY 20-21 at the W. We will complete our full assessment at that time; in addition, as noted for the D and E subscales taken after the completed 1st and 2nd modules in FS 392, we will provide the rubric, give student information on what we are looking for, and provide feedback to students on their completed reflections. The idea is to promote reflection among professionals in the field, and, as reflection is part of being an ethical practitioner, we will help students learn how to do so.
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			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2019 - 2020	Inconclusive	along with the articulate learning subscales, were not assessed following completion of modules 3 and 4. No students were assessed in HED 327, as the PBLs designed for the course was not completed before COVID19 (and some work on this would require a F2F run-through of the sim).	As noted, all CAST courses are planned for AY 20-21 at the W. We will complete our full assessment at that time; in addition, as noted for the D and E subscales taken after the completed 1st and 2nd modules in FS 392, we will provide the rubric, give student information on what we are looking for, and provide feedback to students on their completed reflections. The idea is to promote reflection among professionals in the field, and, as reflection is part of being an ethical practitioner, we will help students learn how to do so.
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.	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.
			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.	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.
	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.	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.
			Departmental faculty will assess	At least 80 percent of students surveyed will	2019 - 2020	Inconclusive	The assessment coordinator did not	The assessment coordinator did not input data for the 2019-2020

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			the variety of films viewed by students in relevant courses with a survey.	report having viewed films from more than two distinct time periods.	2019 - 2020	Inconclusive	input data for the 2019-2020 assessment cycle.	assessment cycle.
			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.	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.
	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.	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.
	3.1 (SLO)	Students will show that they can access films in multiple content-delivery modes.	Using a survey, departmental faculty will assess the variety of modes (traditional cinema, online streaming services, TV broadcast, archival storage, etc.) used by students in relevant courses to watch films.	At least 80 percent of students surveyed will report having viewed films via two or more content-delivery modes.	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.
	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.	2019 - 2020	Inconclusive	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.
Program - Fine Arts (including Studio Art)	1.1 (SLO)	Students will successfully complete the Foundation Portfolio Review as a BFA	Students participating in ART 200 Foundation	The average score of students assessed will be at least 5 “meets	2019 - 2020	Target Met	In reviewing the data, we had a 73.7% passing rate	We will continue our Portfolio review of students since it is required as a means to enter the



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Minor) - BFA {2016-2017}	1.1 (SLO)	program entry requirement.	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 107 Three-Dimensional Design, ART 195 Computers in Art, and other examples of works for studio courses to be evaluated with the departmental rubric. A minimum of three faculty members will complete the assessments.	expectations” out of the seven total areas using the departmental Foundation Portfolio Review rubric.	2019 - 2020	Target Met	for the fall and spring reviews. (one student was deferred in the fall and in the spring, we had one deferred and another repeat student who had been deferred in the fall and failed the review) Our average score was a 6.7.	BFA program and an NASAD program accreditation requirement.
	2.1 (SLO)	Students will develop competency in completing a written formal analysis of their works.	Students enrolled in all 100 and 200 level ART studio courses are required to submit a formal analysis of one of their works of art each semester. The analysis will focus on the formal elements (line, color, light, shape, etc.) and the principles of design (emphasis, movement, harmony, variety, etc.) that are used to create a composition. Each work will be evaluated by the instructor of record using a department rubric.	The average score of students will be at least a “2” on the 1-4 scale using the departmental Formal Analysis Review rubric.	2019 - 2020	Target Not Met	The average of scores came out to 2.43 so we did not meet our target goal. The area of description scored an average of 2.36, analysis scored 2.45 average, and identify strengths/weakness es scored an average of 2.54.	We will increase our efforts to assist student in understanding formal analysis of art works with assigned opportunities to practice in foundation design courses.
	3.1 (SLO & GEO	Students will effectively	Students	The average score of	2019 - 2020	Target Met	On the whole the	We will continue this important

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.a)	display the combination and synthesis of ideas via the creation of a body of art and through the completion of a written assignment in ART 300 Seminar: Process to Synthesis course.	participating in ART 300 Seminar: Process to Synthesis will be assigned a written paper where they can express creative thinking as a response to generating a coherent body of work. It will be evaluated with the AAC&U Creative Thinking VALUE Rubric. The instructor of the course will assess each student submissions.	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.	2019 - 2020	Target Met	average scores were well above our goal of 2.0 with at least a 3 for each category. The highest average scores were for "Acquiring Competencies" and "Connecting, Synthesizing & Transforming". These results prove the relevance of the Junior Seminar course in aiding student in developing the synthesis (pulling together) of influences and ideas as an art maker.	seminar focusing on the synthesis of influences as a means of creating bodies of artwork. The competency of the instructor has led to the course's success.
	4.1 (SLO)	Students enrolled in 300-level art history courses (ART 313 Modern and Contemporary Art, ART 310 Nineteenth-Century European Art History, ART 315 Women Artists in History and ART 316 American Art) critical thinking and writing skills will be assessed using the long essay on their final exam.	Using the AAC&U Written Communication Rubric, students will be assessed as to how well they defend a thesis statement by comparing and contrasting artists and artworks in their historical and cultural contexts, using appropriate art historical terminology.	The average score of students enrolled in 300-level art history courses will be 2.5 using the course rubric.	2019 - 2020	Target Not Met	Following Outcome 4.1, the take-home essay portion of the students' final exams were assessed. In this essay assignment, students were required to compare and contrast the works of three 20th-century artists (Picasso, Matisse, and Duchamp) in terms of their artistic significance and influence on later art or artists. The achievement target (4.1) was for the average score of the essays would be	Our Art Historian plans to question individually each student on the essay instructions prior to the final exam via Canvas to make sure they understand what they are supposed to do.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	Students enrolled in 300-level art history courses (ART 313 Modern and Contemporary Art, ART 310 Nineteenth-Century European Art History, ART 315 Women Artists in History and ART 316 American Art) critical thinking and writing skills will be assessed using the long essay on their final exam.	Using the AAC&U Written Communication Rubric, students will be assessed as to how well they defend a thesis statement by comparing and contrasting artists and artworks in their historical and cultural contexts, using appropriate art historical terminology.	The average score of students enrolled in 300-level art history courses will be 2.5 using the course rubric.	2019 - 2020	Target Not Met	at least 2.5 on the course rubric. This rubric had four separate categories: historical context, artistic movement, stylistic advancements, and aesthetic impact (influence). Due to the extraordinary circumstances of the pandemic, only those students who submitted essays were considered for this assessment. Several students did not submit essays. Some students just disappeared from the course, others may have been confused, and still others were known to have experienced internet issues. The class fell short of the target with an average score of 2.11. While this does not meet the goal for the course, it is higher than in previous years. Students consistently did not meet expectations in the category of aesthetic impact. This may indicate a misunderstanding of the essay instructions on the part of the student.	Our Art Historian plans to question individually each student on the essay instructions prior to the final exam via Canvas to make sure they understand what they are supposed to do.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.1 (SAO & SPG A.1)	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, professional presented, and of an advanced quality. Selecting works, completing final projects, and designing the exhibition are addressed and are evaluated by a department 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.	2019 - 2020	Target Met	The 2019-2020 outcome saw 7 students pass through the program, with 2 students in the fall and 5 in spring 2020 graduating. The overall student average was a 7.1 which has been our highest average yet. This is understood since the fall and spring cohort of graduates were some of our strongest students. Due to the coronavirus, the spring students were unable to mount an exhibition and instead created an online exhibition and opening of their works. The strongest areas were the creation and evaluation of Independent Works and the exhibited works showing Unified Goals. The weakest areas continued to be the artist statement and the layout of the exhibition.	Faculty plan to give greater emphasis to artist process statements that are required as part of the exhibition.
			Students participating in ART 499 Concept to Exhibition: Senior Seminar will be given the Senior Exit	75% of participating students will score "Satisfied" on the Senior Exit Survey.	2019 - 2020	Target Met	We are pleased that we are meeting our target and that the majority of our graduates are pleased with their	No changes will be required since scores have improved over time. We will continue this indirect survey as a measure of student's value of their art education.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2019 - 2020	Target Met	educational experience. In this cohort of students from both fall and spring semesters, no score was below satisfied which resulted in an overall average of 4.7. The highest scores came in three areas: in faculty advising, in the ability of students to create independent/original artwork, and in feeling that they have developed a personal style. The lowest score of 4.5 came in assessing the Art Fundamentals seminar's information and help to a new student.	No changes will be required since scores have improved over time. We will continue this indirect survey as a measure of student's value of their art education.
	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	The average scores will be at least a "2.5" on the 0-4 scale evaluated with the AAC&U Teamwork VALUE Rubric.	2019 - 2020	Target Met	We are pleased that we are meeting our target and that the majority of our graduates are pleased with their educational experience. In this cohort of students from both fall and spring semesters, no score was below satisfied which resulted in an overall average of 4.7. The highest scores came in	The assessment is producing good results and suggests overall a positive experience for our graduates.

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.	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.	2019 - 2020	Target Met	three areas: in faculty advising, in the ability of students to create independent/original artwork, and in feeling that they have developed a personal style. The lowest score of 4.5 came in assessing the Art Fundamentals seminar's information and help to a new student.	The assessment is producing good results and suggests overall a positive experience for our graduates.
	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	70% of attendees surveyed will choose "satisfactory" with the exhibitions by scoring an average of "3" or higher using the MUW Galleries Assessment Survey.	2019 - 2020	Target Met	The assessments for the spring semester are missing from this report due to COVID19 issues. The Galleries were closed mid-semester; the missing assessments are for the annual Juried Student Exhibition and the 2020 Mississippi Collegiate Art Competition. Every other exhibition was canceled. In general, the exhibitions were well received. The highest rated exhibition was the installation by Emmie Sherertz in Gallery B, our smallest gallery. She covered the walls, floor, and ceiling to create an	We are pleased that these surveys affirm the hard work and educational component of the MUW galleries.

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.	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.	2019 - 2020	Target Met	interior that suggested the interior of a body. The fall BFA show is included in this assessment but probably shouldn't because it was not a product of the Galleries. The graduating seniors were responsible for the exhibition as part of their capstone class. Our assessment measure asks visitors to classify themselves according to one of the following categories: student, W faculty, W staff, W administration, alumni, local resident, or other. Most of our visitors are students, although we have seen increasing numbers of non-students enjoying the Galleries. Teachers from an Alabama high school brought 60 of their students to the Galleries as part of a tour of campus. We also ask respondents to identify the frequency of their visits: first time, daily, weekly, monthly, once a	We are pleased that these surveys affirm the hard work and educational component of the MUW galleries.

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.	2019 - 2020	Target Met	semester, or once a year. Since this was based on the fall semester, we had a number of first-time visitors. Finally, we asked respondents to rate the level of satisfaction with the exhibition on a scale of one to five, with one being 'not satisfied at all' to 'extremely satisfied.' We had one (art appreciation) student who did not like the Looking at Art exhibition at all. He was probably expressing his displeasure at having to do an assignment on the exhibition. Some respondents scored the experience a 3 and wrote that they loved the exhibition in the comment section.	We are pleased that these surveys affirm the hard work and educational component of the MUW galleries.
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-	2019 - 2020	Inconclusive	No data received	The department chair will discuss with the French instructor whether there is a better method of assessing aural comprehension. Perhaps the results of students' online assignments in their textbook could be used instead of a separate rubric. That would seem



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."	2019 - 2020	Inconclusive	No data received	to be more objective and also may be easier to compile.
			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."	2019 - 2020	Inconclusive	During the academic year 2019-2020, there were no students who had declared a minor in Foreign Languages with French as their language.	We need to recruit students to the minor. Given that the only way to complete the minor is to take upper-level classes at Mississippi State or elsewhere, we either need to find a way to offer those classes or revise the minor to make it possible to include Spanish or Latin.
	2.1 (SLO & GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural	All French minors will average at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. In FLF 101 – no lower than 1.5 In FLF 102 – no lower than 2.0	2019 - 2020	Inconclusive	No data was provided for this assessment.	The department chair and the French faculty will again discuss the assignments that can be used for this assessment. Since we will use the AAC&U Value Rubric, this needs to be a direct assessment of a presentation about a French-speaking country.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO & GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	Knowledge and Competence.	All French minors will average at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. In FLF 101 – no lower than 1.5 In FLF 102 – no lower than 2.0	2019 - 2020	Inconclusive	No data was provided for this assessment.	The department chair and the French faculty will again discuss the assignments that can be used for this assessment. Since we will use the AAC&U Value Rubric, this needs to be a direct assessment of a presentation about a French-speaking country.
			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 will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	2019 - 2020	Inconclusive	No data was provided (see 2.1.a)	See 2.1.a since this appears to be a duplicate assessment.
			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 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	2019 - 2020	Inconclusive	In 2019-2020 there were no French minors	Should we remove these duplicate entries?
			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	All French minors will average at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. In FLF 201 – no lower	2019 - 2020	Inconclusive	There were no French minors in 2019-2020.	We need to recruit students to the French minor, but this is difficult because students can only complete it by taking cross-registered courses at Mississippi State or by transferring credits in. We need to discuss how we could offer upper-level French courses or

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			AAC&U VALUE Rubric on Intercultural Knowledge and Competence. (Active)	than 2.5 In FLF 202 – no lower than 3 (lower Capstone level)	2019 - 2020	Inconclusive	There were no French minors in 2019-2020.	revise the minor to allow work in two languages.
	2.2 (SPG A.1)	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.	2019 - 2020	Target Met	AY Total Satisfaction Rate: 2/2 - 100%  Fall 2019 did not have FLF-202.  Spring 2020 Course Evaluation Results: (participation 2/2 - 100%) Very Satisfied - 2/2 - 100% Somewhat Satisfied - 0/2 - 0% Neither Satisfied nor Dissatisfied - 0/2 - 0% Somewhat Dissatisfied - 0/2 - 0% Very Dissatisfied - 0/2 - 0%	Continue to monitor student satisfaction with the French sequence.
	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”	2019 - 2020	Inconclusive	The results for students in FLF 102 were very good. Of the 7 students assessed, only one did not meet the minimal standards and other scores ranged from 1.32 to 2.92. However, no assessment data was provided for FLF 101, so no comparison could be made between fall and spring semester.	The department chair will meet with the French faculty to discuss the importance of keeping assessment records in both 101 and 102.

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 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”	2019 - 2020	Inconclusive	There were no French minors in 2019-2020.	We need to recruit students to the minor, though that is difficult since they cannot take upper-level classes at MUW. We either need to strategize about how to offer upper-level French or we need to revise the minor to allow two languages to count towards the number of hours.
			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”	2019 - 2020	Inconclusive	There were two students who completed FLF 202 and both scored higher than proficient averaging 2.8 and 2.96. However, no assessment data was provided from FLF 201, so no comparison between fall and spring semesters can be made.	The department chair will meet with the French faculty to discuss the importance of conducting assessment each semester and keeping good, accurate records.
			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”	2019 - 2020	Inconclusive	There were no French minors in 2019-2020.	It is important to recruit French minors, but that proves difficult when we are unable to offer upper-level courses required for the minor. We either need to find a way to offer these courses or change the minor to allow two languages. Since there were only two students who completed FLF 202, it is also important to encourage more students to reach this level.
Program - Gerontology -	1.1 (GEO 5.a.)	Students will transfer general education	Students participating in FS	The average score of FS 250 students will be	2019 - 2020	Inconclusive	In 2019 - 2020, FS 250 was not	Due to no assessment result of FS 250 from 2019-2020, I will continue

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Minor {2018-2019}	1.1 (GEO 5.a.)	strands to make connections between disciplines.	250 Introduction to Aging will be given a term paper (Reaction Paper) and the instructor of the course will assess student works.	at least 3 on the 1-4 scale used in the AAC&U Foundations & Skills for Lifelong Learning Value Rubric in Reaction Paper.	2019 - 2020	Inconclusive	offered. It will be offered in Sp 2021.	this assessment measure for 2020-2021.
	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, focusing on three pertinent questions regarding the outcome.  Three questions from NU 453 final exam: 1. By appreciating the reality of death, dying, and bereavement, individuals can: 2. Many college students find a death education course to be valuable because: 3. By 2025, the number of people age 65 and over in the United States will be:	2019 - 2020	Target Met	NU 453, Spring 20 Average Score of Final Exam (including three selective questions): 98	In Spring 2020, I chose these three questions to assess the Goal1.2 because the questions evaluate some of the basic knowledge points throughout the course. 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.	2019 - 2020	Inconclusive	In 2019 - 2020, FS 250 was not offered. It will be offered in Sp 2021.	Due to no assessment result of FS 250 from 2019-2020, I will continue this assessment measure for 2020-2021.
	3.1 (SPG 4.d)	After completing HED 301 Aging and Public Health, students will demonstrate more interest in the gerontology discipline	Students participating in HED 301 courses will be given a survey and departmental faculty will evaluate	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related	2019 - 2020	Target Met	HED 301 Sp 2020 Exit Survey: 92% of students reported 4 (agree) and 5 (strongly agree) on Q 5 & 6 - related	This is a modified assessment method (separately assess students' interest in career). 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 (SPG 4.d)	and get more interested in gerontology related jobs.	the survey questions pertaining to interest in related jobs to determine if achievement target was met. The survey consists of 2 questions with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	jobs.	2019 - 2020	Target Met	interests in the related jobs.	This is a modified assessment method (separately assess students' interest in career). I will continue this assessment measure for next year.
			Students participating in HED 301 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in the discipline to determine if achievement target was met. The survey consists of 3 questions with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	2019 - 2020	Target Met	HED 301 Sp 2020 Exit Survey: 81% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, & 4 - related interests in the discipline.	This is a modified assessment method (separately assess students' interest in discipline). I will continue this assessment measure for next year.
	3.2 (SLO)	After completing NU 453 Death, Dying, and Bereavement, students will get interested in the gerontology discipline and gerontology related jobs.	Students participating in NU 453 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in related jobs to determine if achievement target was met. The survey consists of 2 questions with a	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	2019 - 2020	Target Met	NU 453 Sp 2020 Exit Survey: 98% of students reported 4 (agree) and 5 (strongly agree) on Q 5 & 6 - related interests in the related jobs.	This is a modified assessment method (separately assess students' interest in careers). 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														
	3.2 (SLO)	After completing NU 453 Death, Dying, and Bereavement, students will get interested in the gerontology discipline and gerontology related jobs.	Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	2019 - 2020	Target Met	NU 453 Sp 2020 Exit Survey: 98% of students reported 4 (agree) and 5 (strongly agree) on Q 5 & 6 - related interests in the related jobs.	This is a modified assessment method (separately assess students' interest in careers). I will continue this assessment measure for next year.														
			Students participating in NU 453 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in the discipline to determine if achievement target was met. The survey consists of 3 questions with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	2019 - 2020	Target Met	NU 453 Sp 2020 Exit Survey: 81% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, & 4 - related interests in the discipline.	This is a modified assessment method (separately assess students' interest in the discipline). I will continue this assessment measure for next year.														
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.	2019 - 2020	Target Met	<p>Eight students graduated in August, December, or May 2019-20 with a history degree. All have 12 hours of 100 level history with a passing grade. Student /100 level survey grades</p> <table border="1"> <tr><td>1</td><td>A,C,D,A</td></tr> <tr><td>2</td><td>A,B,A,A</td></tr> <tr><td>3</td><td>A,A,A,A</td></tr> <tr><td>4</td><td>A,B,A,B</td></tr> <tr><td>5</td><td>C,A,B,A</td></tr> <tr><td>6</td><td>A,A,A,B</td></tr> <tr><td>7</td><td>B,B,C,C</td></tr> </table>	1	A,C,D,A	2	A,B,A,A	3	A,A,A,A	4	A,B,A,B	5	C,A,B,A	6	A,A,A,B	7	B,B,C,C	No new action is needed beyond monitoring graduating senior transcripts.
1	A,C,D,A																					
2	A,B,A,A																					
3	A,A,A,A																					
4	A,B,A,B																					
5	C,A,B,A																					
6	A,A,A,B																					
7	B,B,C,C																					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action	
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.	2019 - 2020	Target Met	8	A,A,A,A	No new action is needed beyond monitoring graduating senior transcripts.
				100% of graduating seniors will complete at least 4 upper- level (either 300 or 400 level) history survey courses (12 credit hours) with a passing grade.	2019 - 2020	Target Met	Eight students graduated in August, December, or May 2019-20 with a history degree. All have 12 hours of upperlevel history with a passing grade.	No new action is needed beyond monitoring graduating senior transcripts.	
							Student \ Upper level scores		
							1	B,B,B,C	
							2	A,B,B,B	
							3	A,A,A,A	
							4	B,B,B,B	
							5	B,B,B,C	
							6	C,B,C,B	
							7	B,C,C,B	
							8	C,A,B,B	
	1.2 (SLO)	Students will successfully relate the complexity of the human experience across time and space by studying past societies and cultures. (SLO 4).	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.	2019 - 2020	Target Met	Eight students graduated in August, December, or May 2019-20 with a history degree. All have 3 hours of nonwestern or global history with a passing grade.	No new action is needed beyond monitoring graduating senior transcripts.	
							Student/ Nonwestern score		



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis		Action
	1.2 (SLO)	Students will successfully relate the complexity of the human experience across time and space by studying past societies and cultures. (SLO 4).	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.	2019 - 2020	Target Met	1	B	No new action is needed beyond monitoring graduating senior transcripts.
							2	B	
							3	A	
							4	B	
							5	B	
							6	B	
							7	C	
							8	A	
			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 pre modern (pre 1500) course (3 credit hours) with a passing grade.	2019 - 2020	Target Met	Eight students graduated in August, December, or May 2019-20 with a history degree. All have 3 hours premodern history with a passing grade. Student / Premodern score		No new action is needed beyond monitoring graduating senior transcripts.
							1	B	
							2	B	
							3	A	
							4	B	
							5	B	
							6	B	
							7	B	
							8	C	
			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.	2019 - 2020	Target Not Met	Eight students graduated in August, December, or May 2019-20 with a history degree. All but one have 6 hours in upperlevel US History with a passing grade. Student/6 hours US		We will continue to use this measurement. While one student did not pass a second US history, we feel that this is not indicative of a larger problem in the program, but reflects one student's thin interest in US history.
							1	C,B	
							2	B,A	
							3	A,A	

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 American history courses (6 credit hours) with a passing grade.	2019 - 2020	Target Not Met	4 B,B 5 B,C 6 C,C 7 D,F 8 A,C	We will continue to use this measurement. While one student did not pass a second US history, we feel that this is not indicative of a larger problem in the program, but reflects one student's thin interest in US history.
			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.	2019 - 2020	Target Met	Eight students graduated in August, December, or May 2019-20 with a history degree. All have 6 hours in upperlevel European History with a passing grade. Student / 6 hours Euro 1 B,B 2 A,A 3 A,A 4 B,B 5 A,B 6 B,B 7 B,C 8 C,B	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 an analytical assignment 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.	2019 - 2020	Inconclusive	Due to COVID-19, students in this class had difficulty completing the PTA. Faculty shifted the class completely online, which meant they did not have the same access to me and my feedback throughout the second half of the	Students needed more guidance in their projects, and under normal circumstances, we would have used class time as a writing lab to work through research questions and thesis statements. Students would also have the opportunity to spend more time with sources. All of these things would have improved their work, and will be done in the future.

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 an analytical assignment 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.	2019 - 2020	Inconclusive	semester. The students who completed the PTA struggled with their arguments and conclusions. Several of them had research questions, but did not have a thesis to answer the questions they posed, others had thesis statements but they were too broad for a project of this length. Considering the circumstances, the students did well; overall, however, they struggled to understand with many aspects of the work.  Due to COVID-19, 6 students did not submit a PTA. They are not included in this assessment.	Students needed more guidance in their projects, and under normal circumstances, we would have used class time as a writing lab to work through research questions and thesis statements. Students would also have the opportunity to spend more time with sources. All of these things would have improved their work, and will be done in the future.
	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.	2019 - 2020	Inconclusive	Due to Covid 19, there were no final oral presentations in HIS 211. The entire class was shifted online and finishing the class, in any fashion, because difficult, given how reliant the class is on access to an archives. There were no final presentations in the course for Spring	We hope that Covid-19 and the departure of the university archivist will be isolated incidents and that assessment will be more feasible in the next academic year.

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.	2019 - 2020	Inconclusive	2020 and therefore no opportunity to evaluate that assignment using the Oral Communication Rubric.	We hope that Covid-19 and the departure of the university archivist will be isolated incidents and that assessment will be more feasible in the next academic year.
			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.	2019 - 2020	Target Met	Overall, student projects were successful according to this analysis and averaged a 3.6/5. There was a definite spread of really excellent projects and not great projects with little in between. Students seemed to have the most difficulty with their central arguments and fitting them into the general history of the topic. They also struggled with connecting primary and secondary source research to their topic (each student was good at one or the other but only 1 student was good at both). Students also struggled with looking at interpretive differences. They would latch onto a particular idea and not look for alternative views.	We spoke as a department in August about increasing the use of both primary and secondary sources in each of our classes. We realized that as a department, we need to advise students to take classes from a variety of faculty in order to capitalize on the different foci of the faculty (eg. Some use more primary source analysis, some more secondary, etc.). By giving students different views of analysis, it should improve their use of, and connection to, the various sources. We will talk about this again this August.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2019 - 2020	Target Met	<p>All of the students used primary sources to focus their papers, but some were more successful than others at connecting them to an argument and/or the historical context.</p> <p>For this particular target on writing, the most relevant measures were "writes clearly" on which students averaged a 3.33 and "frames historical questions" on which students averaged 3.44, both of which are above the 3.0 threshold. You can see all the data attached.</p> <p>Although one student is included in the spreadsheet/hard data, he did not turn in a final project and so is not calculated in the numbers provided below.</p>	We spoke as a department in August about increasing the use of both primary and secondary sources in each of our classes. We realized that as a department, we need to advise students to take classes from a variety of faculty in order to capitalize on the different foci of the faculty (eg. Some use more primary source analysis, some more secondary, etc.). By giving students different views of analysis, it should improve their use of, and connection to, the various sources. We will talk about this again this August.
	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	The overall average of HIS 211 students for the Library and Archive Source assignment(s) will be no lower than a C (75 percent).	2019 - 2020	Inconclusive	Due to the unexpected departure of Derek Webb, university archivist, we did not have an archivist or access to the archives for most of	We should have a new archivist by June 2020, and she will help us with these assignments going forward.

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).	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).	2019 - 2020	Inconclusive	the semester. Therefore, the students only performed a limited in-class archives task rather than a lengthier archives assignment as had been done in previous classes. The in-class assignment consisted of students reading documents from the MUW collection and analyzing what they can tell us about the people and time they were written. Students had good insight and were excited about handling the documents; however, the assignment was not comparable to previous semesters and therefore could not be used in this year's assessment.	We should have a new archivist by June 2020, and she will help us with these assignments going forward.
	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.	2019 - 2020	Target Met	Overall, student projects were successful according to this analysis and averaged a 3.6/5. There was a definite spread of really excellent projects and not great projects with little in between. Students seemed to have the most difficulty with	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 conflicting evidence and historical context.

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.	2019 - 2020	Target Met	<p>their central arguments and fitting them into the general history of the topic. They also struggled with connecting primary and secondary source research to their topic (each student was good at one or the other but only 1 student was good at both). Students also struggled with looking at interpretive differences. They would latch onto a particular idea and not look for alternative views. All of the students used primary sources to focus their papers, but some were more successful than others at connecting them to an argument and/or the historical context.</p> <p>The averages most relevant to this goal were:  Student develops an interpretation based on evidence: 3.66  Student demonstrate awareness of interpretive differences: 3.33</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 conflicting evidence and historical context.

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.	2019 - 2020	Target Met	Student evaluates and analyzes primary sources: 3.88 Student employs a broad range of sources: 3.55  Although one student is included in the spreadsheet/hard data, he did not turn in a final project and so is not calculated in the numbers provided below.	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 conflicting evidence and historical context.
	4.3 (SLO)	Students will successfully develop a historical argument that uses ample evidence (primary and secondary) to support its claims.	The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2019 - 2020	Target Met	Overall, student projects were successful according to this analysis and averaged a 3.6/5. There was a definite spread of really excellent projects and not great projects with little in between. Students seemed to have the most difficulty with their central arguments and fitting them into the general history of the topic. They also struggled with connecting primary and secondary source research to their topic (each student was good at one or the other but only 1 student was good at both).	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 conflicting evidence and historical context.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.3 (SLO)	Students will successfully develop a historical argument that uses ample evidence (primary and secondary) to support its claims.	The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2019 - 2020	Target Met	<p>Students also struggled with looking at interpretive differences. They would latch onto a particular idea and not look for alternative views. All of the students used primary sources to focus their papers, but some were more successful than others at connecting them to an argument and/or the historical context.</p> <p>These rubric categories are particularly important to this category:</p> <p>Student develops an interpretation based on evidence: 3.66  Student evaluates and analyzes primary sources: 3.88  Student employs a broad range of sources: 3.55  Student grasps relevant historical facts and content: 3.66</p> <p>Although one student is included in the spreadsheet/hard</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 conflicting evidence and historical context.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.3 (SLO)	Students will successfully develop a historical argument that uses ample evidence (primary and secondary) to support its claims.	The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2019 - 2020	Target Met	data, he did not turn in a final project and so is not calculated in the numbers provided below.	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 conflicting evidence and historical context.
	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.	2019 - 2020	Target Met	In Fall 2019, 9 students completed the Capstone class and four completed the Capstone survey. On every question but one, 100% of students "strongly agreed" or "agreed" that the history program accomplished the goal in question. One question 5 regarding whether history helped them engage in real-life experiences, one student said "neither agree nor disagree".  In addition to scoring their learning highly on the numeric scale, all students wrote qualitative comments, which supported their scoring. Most thought history improved their writing and critical	While faculty did not move the survey to Canvas, the faculty did get a 100% response rate and very good qualitative information from the faculty. In the August meeting, the faculty will share details about how they got this response rate.

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.	2019 - 2020	Target Met	<p>thinking skills:</p> <ul style="list-style-type: none"> <li>• "It helped improve my writing through professor feedback."</li> <li>• "You can have different views, but if you have evidence to support then your argument is valid."</li> <li>• "The history courses I have taken at MUW have definitely helped me and analyze sources, not only for my classes, but also in everyday life. It has helped me when it comes to rationalizing ideas and the arguments that make up those ideas."</li> <li>• "The history major program has improved my skills and knowledge by helping see the links from the past and how they connect to the present day. It also helped my critical thinking skills."</li> </ul> <p>A spreadsheet breakdown and the hard copies of surveys are attached below.</p>	While faculty did not move the survey to Canvas, the faculty did get a 100% response rate and very good qualitative information from the faculty. In the August meeting, the faculty will share details about how they got this response rate.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	6.1 (PO 2.e.)	History majors will complete an internship or study abroad program before graduating.	At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year to determine if students have completed an internship or study abroad program.	70 percent of History majors who graduated in the previous year will have completed an internship or study abroad program.	2019 - 2020	Target Not Met	<p>Eight students graduated in August, December, or May 2019-20 with a history degree. Of those eight, four had either a study abroad and/or internship, which means we did not meet the goal of 70%.</p> <ol style="list-style-type: none"> <li>1. Student 1: None</li> <li>2. Student 2: None</li> <li>3. Student 3: Two HIS internships (one EN internship and two POL "lab" classes)</li> <li>4. Student 4: Two internships and one study abroad to Israel and one study away to Washington D.C.</li> <li>5. Student 5: None</li> <li>6. Student 6: None</li> <li>7. Student 7: One internship and one study abroad to Spain</li> <li>8. Student 8: One internship</li> </ol> <p>Since I know these students, it is interesting to me that 1) that 3 of the 4 had more than one internship/study abroad experience, while others had none. This seems to</p>	While we did not make our goal this year, we will continue to push both study abroad and internships in advising meetings with students. Our Peyton scholarship program also is instrumental in helping students pay for these experiences.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	6.1 (PO 2.e.)	History majors will complete an internship or study abroad program before graduating.	At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year to determine if students have completed an internship or study abroad program.	70 percent of History majors who graduated in the previous year will have completed an internship or study abroad program.	2019 - 2020	Target Not Met	suggest that those students are are interested in study abroad and internships dedicate themselves to doing as many as possible, while others are not interested in even one of those experiences. We even had one student complete two internships and two study abroad/away experiences without adding time towards degree! This was only possible because some of the study abroad/away hours counted as internship, but it demonstrates what is possible.	While we did not make our goal this year, we will continue to push both study abroad and internships in advising meetings with students. Our Peyton scholarship program also is instrumental in helping students pay for these experiences.
	7.1 (SLO)	Students will demonstrate best practices regarding lesson preparation, lesson delivery, and classroom management.	At the end of the fall semester, the instructor for HIS 410 Methods and Materials in Secondary History and Social Studies will review student work and grades and determine whether the achievement target was met.	100% of students in HIS 410 will complete the class with an average grade of C (70 %) or above.	2019 - 2020	Inconclusive	There are no results to report as we did not offer HIS 410 in AY 2019-20.	No new actions required.
	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	100% of student teachers will receive a 2 or above evaluation from the mentor teacher on the TIAI metric (on a 0-3 scale).	2019 - 2020	Inconclusive	There are no results to report as we did not offer ED 409 in AY 2019-20.	There is no need for new action. We will continue to monitor the traditional path to teacher certification.

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.	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 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).	2019 - 2020	Inconclusive	There are no results to report as we did not offer ED 409 in AY 2019-20.	There is no need for new action. We will continue to monitor the traditional path to teacher certification.
Program - Human	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence	The Geography faculty will use the	The overall average score for students in	2019 - 2020	Target Not Met	Results for GEO 318 (10 total students):	GEO 318 students did not meet the target. Because this was the first

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Geography - Minor {2019-2020}	1.1 (GEO 1.b.)	carefully and use them to make an argument.	AAC&U Critical Thinking VALUE Rubric to assess a discussion board assignment required in GEO 318 Population Geography or GEO 314 Economic Geography.	an upper-level GEO course completing the discussion board assignment in GEO 318 or GEO 314 will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2019 - 2020	Target Not Met	4 = 1 3 = 2 2 = 5 1 = 1 One student did not complete the assignment. Average = 2.3  GEO 314 was not taught in Spring 2020 due to low enrollment.	year of assessment, I would like to continue with this target. I will modify the discussion board instructions to add a length requirement and more specific questions to be answered, to encourage students to write more and conduct a deeper analysis.
	2.1 (SLO)	Students will effectively demonstrate a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	The Geography faculty will use the AAC&U Global Learning VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or the final project in GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the GEO 318 analytical writing assignment or the GEO 314 final project will be no lower than a 3.0 on the AAC&U Global Learning VALUE Rubric.	2019 - 2020	Target Not Met	Results for GEO 318 (10 total students): 4 = 2 3 = 4 2 = 4 1 = 0 Average = 2.8  GEO 314 was not taught in Spring 2020 due to low enrollment.	GEO 318 students did not meet the target. Two students in this class had poor writing skills and their papers suffered from major paraphrasing issues, which caused them to score poorly on their papers and on the rubric, which lowered the average. Because this was the first year of assessment, I would like to continue with this target.
	2.2 (SLO)	Students will evaluate and apply diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions.	The Geography faculty will use the AAC&U Global Learning VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or the final project in GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the GEO 318 analytical writing assignment or the GEO 314 final project will be no lower than a 3.0 on the AAC&U Global Learning VALUE Rubric.	2019 - 2020	Target Not Met	Results for GEO 318 (10 total students): 4 = 2 3 = 4 2 = 4 1 = 0 Average = 2.8  GEO 314 was not taught in Spring 2020 due to low enrollment.	GEO 318 students did not meet the target. Because this was the first year of assessment, I would like to continue with this target.
	3.1 (SLO)	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of	The Geography faculty will use the AAC&U Global Learning VALUE Rubric to assess the	The overall average score for students in an upper-level GEO class completing the GEO 318 analytical	2019 - 2020	Target Not Met	Results for GEO 318 (10 total students): 4 = 2 3 = 4 2 = 4	GEO 318 students did not meet the target. Because this was the first year of assessment, I would like to continue with this target.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO)	multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).	analytical writing assignment required of students in GEO 318 Population Geography or the final project in GEO 314 Economic Geography.	writing assignment or the GEO 314 final project will be no lower than a 3.0 on the AAC&U Global Learning VALUE Rubric.	2019 - 2020	Target Not Met	1 = 0 Average = 2.8  GEO 314 was not taught in Spring 2020 due to low enrollment.	GEO 318 students did not meet the target. Because this was the first year of assessment, I would like to continue with this target.
	3.2 (SLO)	Students will apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	The Geography faculty will use the AAC&U Global Learning VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or the final project in GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the GEO 318 analytical writing assignment or the GEO 314 final project will be no lower than a 3.0 on the AAC&U Global Learning VALUE Rubric.	2019 - 2020	Target Not Met	Results for GEO 318 (10 total students): 4 = 0 3 = 2 2 = 7 1 = 1 Average = 2.1  GEO 314 was not taught in Spring 2020 due to low enrollment.	GEO 318 students did not meet the target. I will edit the instructions for this paper to encourage students to discuss solutions in their conclusions. I didn't emphasize this component of the conclusion in this year's iteration of the paper instructions, so solutions were not addressed adequately by most students. This explains the lower average on this outcome. Because this was the first year of assessment, I would like to continue with this target.
	4.1 (PO 1.d.)	Students will indicate that they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world as a result of geography coursework.	The GEO faculty will survey students in GEO 318 Population Geography or GEO 314 Economic Geography, asking whether they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world and whether the minor increased their understanding and awareness of cultural diversity.	The overall average goal for students in an upper-level GEO class completing survey will be no lower than a "3.0" on a 1-5 Likert scale, with no neutral or "N.A" categories.	2019 - 2020	Target Met	I received 4 responses from GEO 318 students to my 2-question survey. The first question was "After taking this course (GEO 318: Population Geography), do you have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world?" All 4 students answered yes. The answer choices were yes, no, and unsure.	I now see that I should have used a Likert scale in my survey, so that students could answer these questions on a scale from 1 to 4. I will make this change next year.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (PO 1.d.)	Students will indicate that they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world as a result of geography coursework.	The GEO faculty will survey students in GEO 318 Population Geography or GEO 314 Economic Geography, asking whether they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world and whether the minor increased their understanding and awareness of cultural diversity.	The overall average goal for students in an upper-level GEO class completing survey will be no lower than a "3.0" on a 1-5 Likert scale, with no neutral or "N.A" categories.	2019 - 2020	Target Met	The second question was "Do you feel that the Geography Minor (or the geography courses you have taken so far) has increased your understanding and awareness of cultural diversity?" All 4 students answered yes. The answer choices were yes, no, and unsure.  GEO 314 was not taught in Spring 2020 due to low enrollment.	I now see that I should have used a Likert scale in my survey, so that students could answer these questions on a scale from 1 to 4. I will make this change next year.
	5.1 (SAO)	Human Geography minors who are seniors will have a strong overall average of final grades in GEO coursework.	At the end of the spring semester, the Human Geography coordinator will review transcripts of seniors with geography minors for the previous year to determine if achievement target was met.	The overall average of final grades in GEO coursework for seniors with a Human Geography minor will be 80 percent.	2019 - 2020	Inconclusive	N/A. There were no senior geography minors who graduated in the 2019-2020 school year.	N/A. There were no senior geography minors who graduated in the 2019-2020 school year.
Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	1.1 (SLO & GEO 4.c)	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	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.	2019 - 2020	Target Met	In AY 2019-20, two IS Capstone students completed IS 499. Both the faculty committees (2 members/committee) for these students reviewed their Capstone paper/project using the Inquiry and Analysis rubric.	These are good results and satisfy the goals of the program. We will discuss these results at our August 2020 meeting and continue to monitor/assess the program using this rubric.

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 & GEO 4.c)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	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.	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.	2019 - 2020	Target Met	The hard data is attached in the file below. However, it is clear that the students met this target. The overall average using the rubric was 3.41. Indeed, in every single item measured by the rubric both students scored above a 3 in all categories. Students in the IS Capstone score high on the inquiry and analysis markers, which we might expect in a program that is as self-directed and rigorous as IS.	These are good results and satisfy the goals of the program. We will discuss these results at our August 2020 meeting and continue to monitor/assess the program using this rubric.
			Direct, summative assessment is accomplished through analysis of a student's independent research project completed in IS 499 Interdisciplinary Studies Capstone. This course is normally taken in the student's last semester.					
			A IS 499 student develops an idea for a comprehensive project that meaningfully combines aspects of the two to three disciplines he/she 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					

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 & GEO 4.c)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	semester in developing a finished product that is analytical but which may also include creative elements appropriate to the disciplines included. At the very foundation of the course is a paper, usually 20 pages in length that adheres to the goals and standards of academic research. The committee provides guidance to the student through stages spaced out during the semester: prospectus; annotated bibliography; initial draft; second draft; final draft. A couple days after submitting the final draft, the student orally presents his/her project to the committee. This encounter also allows committee members to probe areas needing further clarification and to make recommendations about how the student may proceed in the possible further development of the project. Assessment	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.	2019 - 2020	Target Met	In AY 2019-20, two IS Capstone students completed IS 499. Both the faculty committees (2 members/committee) for these students reviewed their Capstone paper/project using the Inquiry and Analysis rubric.  The hard data is attached in the file below. However, it is clear that the students met this target. The overall average using the rubric was 3.41. Indeed, in every single item measured by the rubric both students scored above a 3 in all categories. Students in the IS Capstone score high on the inquiry and analysis markers, which we might expect in a program that is as self-directed and rigorous as IS.	These are good results and satisfy the goals of the program. We will discuss these results at our August 2020 meeting and continue to monitor/assess the program using this rubric.

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 & GEO 4.c)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	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.	2019 - 2020	Target Met	In AY 2019-20, two IS Capstone students completed IS 499. Both the faculty committees (2 members/committee) for these students reviewed their Capstone paper/project using the Inquiry and Analysis rubric.  The hard data is attached in the file below. However, it is clear that the students met this target. The overall average using the rubric was 3.41. Indeed, in every single item measured by the rubric both students scored above a 3 in all categories. Students in the IS Capstone score high on the inquiry and analysis markers, which we might expect in a program that is as self-directed and rigorous as IS.	These are good results and satisfy the goals of the program. We will discuss these results at our August 2020 meeting and continue to monitor/assess the program using this rubric.
	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	The department chair will administer the Interdisciplinary Inquiry and Analysis Survey to all senior IS minors in	The average score for all surveyed IS minor students on the Interdisciplinary Studies Minors Inquiry and Analysis Survey will be no lower than	2019 - 2020	Inconclusive	There was only one IS minor in the Banner system in Spring 2020 in Med Ren Studies. However, that student withdrew	The faculty are going to discuss discontinuing or making inactive the American Studies minor. We continue to work on revising the International Studies curriculum, but have met setbacks with C-19 reducing the amount of time

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	various traditional academic disciplines while making connections between those disciplines.	American Studies, Medieval & Renaissance Studies, and International Studies in the spring semester. The survey is scored on a 5-point Likert scale.	3.0 out of a possible 5.0.	2019 - 2020	Inconclusive	from the university early in the semester for medical issues. Therefore, there was no one to survey in the later spring semester.	faculty have to work on curriculum development. The faculty will take up the question of the American Studies minor in August 2020.
	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.	2019 - 2020	Target Met	In AY 2019-20, two IS Capstone students completed IS 499. Both the faculty committees (2 members/committee) for these students reviewed their Capstone paper/project using the Inquiry and Analysis rubric.  The hard data is attached in the file below. However, it is clear that the students met this target. The overall average using the rubric was 3.3. Again, in every single item measured by the rubric both students scored above a 3 in all categories. Students in the IS Capstone score high on written ability, which I would expect to see in a program this rigorous and self-directed.	No new actions are needed in this area. The faculty will discuss the results at our August meeting and continue to use the writing rubric to assess this program.
	3.1 (GEO 1.c.)	Students will orally	Faculty committee	The average score for	2019 - 2020	Target Met	In AY 2019-20, two	These are good results and satisfy

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (GEO 1.c.)	communicate the academic value of one's advanced research in an effective manner.	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 student's last semester.	students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2019 - 2020	Target Met	<p>IS Capstone students completed IS 499. Both the faculty committees (2 members/committee) for these students reviewed their Capstone paper/project using the Oral Communication rubric.</p> <p>The hard data is attached in the file below. However, it is clear that the students met this target. The overall average using the rubric was 3.25. Indeed, as with the Inquiry and Analysis rubric, students scored above 3 in all categories in every single item measured by the rubric. Students in the IS Capstone score high on oral communication, which we might expect in a program that is as self-directed and rigorous as IS. Also, it might be relevant that both these students had vast experience in oral presentations given their focus in art and theatre.</p>	the goals of the program. We will discuss these results at our August 2020 meeting and continue to monitor/assess the program using this rubric.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2019 - 2020	Target Met	In AY 2019-20, two IS Capstone students completed IS 499. Both students successfully completed the Capstone course with a passing grade.  Student 1: Final Grade of A Student 2: Final Grade of B+	These are good results and satisfy the goals of the program. We will discuss these results at our August 2020 meeting and continue to monitor/assess the program using this target.
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 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.	2019 - 2020	Target Met	82% of work sampled in MA 301 was at the satisfactory or higher level. (38 items assessed; 23 items proficient; 8 items satisfactory; 7 items unsatisfactory; 3 students) Multiple items were assessed for each student.	Continue the emphasis on proof writing, use of correct notation and terminology, and correct English grammar. Also continue to use some class time to have students practice writing proofs at the chalkboard, providing hints, and giving immediate feedback on their efforts (in pairs and individually).
			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	75% of all MA 304 / MA 455 / MA 461 student work sampled at the satisfactory level or higher.	2019 - 2020	Target Not Met	17% of work sampled in MA 304 was at the proficient level. (6 items assessed; 1 proficient; 5 satisfactory; 0 unsatisfactory; 3 students) 53% of work	Instructors modeled good proof writing through examples in class to prepare students for writing proofs on homework and exams. Proof writing is more challenging in these courses due to first needing to understand new and abstract concepts and then using those concepts in proofs. Modifications in the next offerings include: (1)

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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 satisfactory level or higher.	2019 - 2020	Target Not Met	sampled in MA 455 was at the proficient level. (40 items assessed; 21 proficient; 12 satisfactory; 7 unsatisfactory; 4 students) Multiple items were assessed for each student in the classes.	present more applied problems related to new concepts to increase the level of understanding before using the new concepts in proofs; (2) allow students to revise some homework proofs to help develop good habits about reviewing and revising proofs (just like when writing an essay or a paper for any class) that will hopefully carry over to exams; and (3) use partial proofs in class to practice reviewing and revising proofs with student-faculty dialogue.  Change to the Achievement Target: MA 304, MA 455, and MA 461 are three of the most difficult courses in the major. New and abstract concepts are introduced and immediately used in proofs. The current target of 75% of work sampled being at the proficient level is setting the bar too high. The new Achievement Target will be "75% of all MA 304 / MA 455 / MA 461 student work sampled will be at the satisfactory level or higher."

	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),	75% of all MA 181 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2019 - 2020	Target Met	92% of work sampled in MA 181 was at level 2 or higher. 120 total items were assessed (95 items at level 3; 15 items at level 2; 10 items at level 1) Multiple items were assessed for each student. 10 students.	Instructor plans to have video lectures prepared for Fall 2020 to allow for more use of the "flipped classroom" model and more time to provide more student support and supplemental examples as needed.
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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.	multiple items from each student will be evaluated.	75% of all MA 181 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2019 - 2020	Target Met	92% of work sampled in MA 181 was at level 2 or higher. 120 total items were assessed (95 items at level 3; 15 items at level 2; 10 items at level 1) Multiple items were assessed for each student. 10 students.	Instructor plans to have video lectures prepared for Fall 2020 to allow for more use of the "flipped classroom" model and more time to provide more student support and supplemental examples as needed.
			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.	2019 - 2020	Inconclusive	MA 306 was not taught in 2019-2020. It is on an alternate year rotation of upper level mathematics courses.	MA 306 will be taught again Spring 2021. Instructor will create additional problems related to interpreting concepts and solutions as indicated in the 2019-2020 Action statement.
	1.3 (SLO, GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	Projects will be evaluated using the Oral Communication VALUE Rubric. The primary evaluator will be the course instructor. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	MA 318 / MA 319 student work sampled will have an average score of 2.5 or higher on the AAC&U Oral Communication VALUE Rubric.	2019 - 2020	Target Met	MA 318 was taught Fall 2019. Average score = 2.55 for presentations. 8 presentations were assessed.	Students in MA 319 (in Fall 2020) will create two lesson plans, with at least one lesson on a middle school mathematical topic, and present it to the class. If the mentor teaching from the field experience agrees, and the lesson is appropriate, MA 319 students may also present the lessons to the middle/high school students.  In MA 318, the instructor plans to increase the number of lessons that

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO, GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	Projects will be evaluated using the Oral Communication VALUE Rubric. The primary evaluator will be the course instructor. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	MA 318 / MA 319 student work sampled will have an average score of 2.5 or higher on the AAC&U Oral Communication VALUE Rubric.	2019 - 2020	Target Met	MA 318 was taught Fall 2019. Average score = 2.55 for presentations. 8 presentations were assessed.	each student creates and presents. This will increase the opportunities for practice, experience, and feedback in a supportive environment for this key ability for future teachers.
	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.	2019 - 2020	Target Not Met	67% of students earned a semester grade of C or better. Grades: 1 A; 1 C; 1 D	Instructor will continue to emphasize the importance of practice with the material and stress independent efforts at assignments. There is little or no value to students who collaborate or search online for solutions to homework problems, when the solving process is a part of the learning needed in the course. Additionally, having the second half of Spring 2019 online due to COVID-19 took away classroom interactions, questions to and from students, and the opportunities to practice proofs at the chalkboard with hints and feedback from the instructor.
	2.1 (SLO, 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	MA 284 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2019 - 2020	Target Not Met	mean = 2.29 for items assess in MA 284 28 total items were assessed. 14 items at level 3; 8 items at level 2; 6 items at level 1. Multiple items were assessed for each student in MA 284.	Instructor will continue to make video lectures and adjust to each group of students and their backgrounds.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO, GEO 3.a.)	Students will solve application problems.	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.	2019 - 2020	Target Not Met	mean = 2.29 for items assess in MA 284 28 total items were assessed. 14 items at level 3; 8 items at level 2; 6 items at level 1. Multiple items were assessed for each student in MA 284.	Instructor will continue to make video lectures and adjust to each group of students and their backgrounds.
			Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	MA 306 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2019 - 2020	Inconclusive	MA 306 was not taught in 2019-2020, as it is on an alternate year rotation.	MA 306 will be taught in Spring 2021.
	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	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.	2019 - 2020	Target Met	71% of items were at level 3 or higher in MA 312. 17 items total were assessed. 12 items were at level 3; 4 items were at level 2; 1 item was at level 1. Multiple items were assessed for the student.	Continue quality instruction in upper level mathematics courses.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	Students will combine different mathematical ideas in problem solving.	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.	2019 - 2020	Target Met	71% of items were at level 3 or higher in MA 312. 17 items total were assessed. 12 items were at level 3; 4 items were at level 2; 1 item was at level 1. Multiple items were assessed for the student.	Continue quality instruction in upper level mathematics courses.
			Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	90% of all MA 303 / MA 312 / MA 457 / MA 459 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2019 - 2020	Target Met	94% of items assessed were at level 2 or higher in MA 312. 17 items were assessed. 12 items were at level 3; 4 items were at level 2; 1 item was at level 1. Multiple items were assessed for the student.	Continue quality instruction in upper level mathematics courses.
	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.	2019 - 2020	Target Met	The mathematics faculty offered Sonya Kovalevsky High School Mathematics Day on October 8, 2019 (the Tuesday of Fall Break). There were 43 student participants and 9 teachers. Three public high schools and two home-school groups were	Faculty plan to continue their involvement with these two outreach events. With the current COVID-19 situation, Sonya Kovalevsky High School Mathematics Day will be tentatively planned for the week in May 2021 after MUW final exams. If circumstances permit such an event, we hope that high school students will be done with testing by then and an educational field trip would be appealing to teachers.

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.	2019 - 2020	Target Met	<p>represented. The day included a competition exam for MUW scholarships, a keynote speaker, small group sessions on mathematical topics, a campus tour, and lunch in the cafeteria.</p> <p>The mathematics faculty were part of the overall effort of the Department of Mathematics and Sciences to host the Mississippi Regional Science Bowl on February 14, 2020. Attendees included 102 students and 18 teachers/sponsors. This included 21 teams competing from 12 different high schools in Mississippi. The winning team moves on to the national competition in Washington, D.C. and MUW scholarships were awarded to the top individual performers.</p>	Faculty plan to continue their involvement with these two outreach events. With the current COVID-19 situation, Sonya Kovalevsky High School Mathematics Day will be tentatively planned for the week in May 2021 after MUW final exams. If circumstances permit such an event, we hope that high school students will be done with testing by then and an educational field trip would be appealing to teachers.
	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	100% of graduates surveyed will indicate on the Departmental Exit Survey that they have participated in some community	2019 - 2020	Inconclusive	There were no Mathematics or Mathematics with Teacher Certification graduates in 2019-	The mathematics faculty will continue to encourage student involvement in the community.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (PO 2.c.)	Mathematics majors will participate in community outreach and service opportunities.	provided to all graduating majors in the department.	outreach and/or service opportunities while at MUW.	2019 - 2020	Inconclusive	2020.	The mathematics faculty will continue to encourage student involvement in the community.
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.	2019 - 2020	Target Met	Due to the Coronavirus pandemic, the sophomore barrier juries for the majority of the sophomore class members were postponed until the Fall of 2020 semester (since they usually take place at the end of the Spring semester). Thus there was no exit interview We did have a former transfer student complete their jury at the end of Fall 2019, along their interview. They received a satisfactory rating.	We will continue to administer the exit interview at the end of the "Sophomore Barrier Jury". The scores of the students who were not assessed at the end of 2020 Academic year due to the move online will be calculated as part of the 2020/2021 academic year (for the purpose of the assessment report) (06/02/2020)
			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	90% of the students will score at least an 80 (on the 1-100 scale used in the "Sophomore Barrier Rubric).	2019 - 2020	Target Met	Due to the Coronavirus pandemic, the sophomore barrier juries were postponed until the Fall of 2020 the end of the Spring semester) We did have a former transfer student complete their jury at the end of Fall 2019, and they received an A.	We will continue to administer the "Sophomore Barrier Jury". The scores of the students who were not assessed at the end of 2020 Academic year due to the move online will be calculated as part of the 2020/2021 academic year (for the purpose of the assessment report)

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			entire music faculty, using the “Sophomore Barrier Rubric”, will evaluate the student’s performance.	90% of the students will score at least an 80 (on the 1-100 scale used in the “Sophomore Barrier Rubric).	2019 - 2020	Target Met	Due to the Coronavirus pandemic, the sophomore barrier juries were postponed until the Fall of 2020 the end of the Spring semester) We did have a former transfer student complete their jury at the end of Fall 2019, and they received an A.	We will continue to administer the "Sophomore Barrier Jury". The scores of the students who were not assessed at the end of 2020 Academic year due to the move online will be calculated as part of the 2020/2021 academic year (for the purpose of the assessment report)
	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.	2019 - 2020	Target Met	There were 12 students in the MUS 302 Music History 2 during the Spring 2020 semester. All students completed the assignment, and scored the following: 4 students received a score of 4, 5 students received a score of 3, and 3 students received a score of 2.	During the end-of-semester music faculty meeting it was discussed that no further action will be taken, since the result was met.
	2.1 (SPG A.1)	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”).	2019 - 2020	Target Not Met	There were 7 students enrolled in MUS 102. Six of them completed the assignment. The grades were as follow: one 100%, one 98%, two 96%, one 94%, and one 81%. The seventh student did not complete the assignment (due to	We will continue to assign this project and use future results to determine whether the target not being met was an anomaly, or whether some fundamental changes need to be made on how this goal is being assessed.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SPG A.1)	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").	2019 - 2020	Target Not Met	the online move, more than likely, since Internet availability was an issue for them).	We will continue to assign this project and use future results to determine whether the target not being met was an anomaly, or whether some fundamental changes need to be made on how this goal is being assessed.
	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.	2019 - 2020	Target Met	There were seven students enrolled in MUS 102 for Spring 2020. Six of them completed this assignment. The grades were as follow: 2 students scored 100%, 1 student scores 99%, 1 scored 92%, 1 scored 87% and 1 scored 85%. The seventh student did not complete the assignment thus they received a grade of 0.	During the music faculty meeting we decided to continue assigning this specific exercise. Since the target was met, no further changes needed to be made.
	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.	2019 - 2020	Target Met	There were 9 students enrolled in MUS 104 for the Spring 2020. The scores for this assignment were as follow: one student scored 100%, three students scored 94%, one student scored 90%, one student scored 85% and one student scored 70%.	During our final music faculty meeting, we decided to continue this assignment with no further changes since the target goal was met.



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 (SLO & GEO 1.b.)	Students will be able to critically analyze the arguments and claims of themselves 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.	2019 - 2020	Inconclusive	There were no minors enrolled in the courses. No results to be collected.	Will continue the assessment for the 2020-2021 academic year.
			In philosophy courses (PHL 201, 202, 205, 210, 299, 301, 302, 304, 310, and 400), students will be given an argument identification and/or argument evaluation assignment. A sample of 5 submissions from each class 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.	2019 - 2020	Target Met	For Fall 2019, samplings from 10 courses were assessed using the Critical Thinking VALUE Rubric : Total Fall Average Score = 3.316 For Spring 2020, samplings from 13 courses were assessed using the critical thinking value rubric: total spring average score= 3.349 Total 19-20 score 3.333 {Please see attached spreadsheet and original scans for individual student scores.}	Continue the assessments, dependent upon departmental faculty discussions in the Fall.
	1.2 (SLO)	Students in ethics courses will be able to thoughtfully respond to an ethical dilemma using	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	2019 - 2020	Inconclusive	There were no minors enrolled in the courses. No results were	Will continue the assessment for the 2020-2021 academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	logical reasoning and relevant ethical theories.	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.	2019 - 2020	Inconclusive	available to be collected.	Will continue the assessment for the 2020-2021 academic year.
			In ethics courses (PHL 204, 206, 207, 298, 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. A sample of 5 submissions from each class 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.	2019 - 2020	Target Met	For Fall 2019, samplings from 4 courses were assessed using the Ethical Reasoning VALUE Rubric : Total Fall Average Score = 3.48 For Spring 2020, samplings from 4 courses were assessed using the ethical reasoning value rubric: Total spring average score is 3.32. Total 19-20 average score: 3.4. {Please see attached spreadsheet and original scans for individual student scores.}	Continue assessment dependent upon departmental faculty discussion in the Fall.
	1.3 (SAO & SPG D.4)	The philosophy department will support students in successfully completing philosophy courses to fulfill the critical thinking general education requirement.	A sampling of lower-level courses in philosophy (201 through 205) will be examined. Sample will be selected by random choice via enrollment roster. Instructors of	The average score of the philosophy minors in each course included in the sample will be 85% (grade of B) or higher to indicate the successful completion of the philosophy course.	2019 - 2020	Inconclusive	There were no minors enrolled in the courses. No results were available to be collected.	Will continue the assessment for the 2020-2021 academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SAO & SPG D.4)	The philosophy department will support students in successfully completing philosophy courses to fulfill the critical thinking general education requirement.	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.	2019 - 2020	Inconclusive	There were no minors enrolled in the courses. No results were available to be collected.	Will continue the assessment for the 2020-2021 academic year.
			At the end of each semester, the percentage of D and F grades assigned out of all non-W grades will be calculated.	Of students who complete philosophy classes, 17% or fewer will receive a grade of D or F.	2019 - 2020	Target Not Met	AY Total Average Score: (58.32%+81.24%)/2 = 69.78 = 70%  For Fall 2019, samplings from 10 courses were assessed according to their final scores: Total Fall Average Score = 58.32% For Spring 2020, samplings from 9 courses were assessed according to their final scores: Total Spring Average Score = 81.24%  {Please see attached spreadsheet and original scans for individual student scores.}	Continue assessment dependent upon departmental faculty discussions in the Fall.
	1.4 (PO 4.d.)	In keeping with the Mississippi University for Women's strategic priority/goal of	Data will be collected by the philosophy program assessment	A steady increase in philosophy minors declared over the next three years, from 6 to	2019 - 2020	Inconclusive	Year 1 in collecting data for the three-year trend: No declared minors for	Continue this assessment next year for Year 2 in the three-year data collection.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.4 (PO 4.d.)	“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).	coordinator on the number of philosophy minors declared.	10.	2019 - 2020	Inconclusive	2019-2020	Continue this assessment next year for Year 2 in the three-year data collection.
	2.1 (SLO)	The student will exhibit knowledge of the basic themes and ideas specific to the domain of philosophy covered in a given course.	In all philosophy courses, students will be given an assignment (exam, paper, etc.) that requires that the student demonstrate basic knowledge of the subject matter that defines the area of philosophy treated in that course by that point in the course (e.g., a student of PHL 202 Aesthetics will demonstrate knowledge of Kant’s aesthetics). Sample will be selected by random choice via enrollment roster.	The average score of the philosophy minors in each course included in the sample will be 85% (grade of B) or higher on the basic subject matter assignment.	2019 - 2020	Inconclusive	There were no declared minors this academic year. No data to collect for assessment.	Continue assessment dependent upon departmental faculty discussions this Fall.
			In all philosophy	The average score of	2019 - 2020	Target Met	A sample of student	Continue assessment dependent

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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 students in each course included in the sample will be 75% (grade of C) or higher on the basic subject matter assignment.	2019 - 2020	Target Met	<p>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 2019  PHL 201: (20 Students) - 4; 3.8; 3.3; 4; 3; 3.5; 4; 3; 3.3; 4; 2.2; 3; 3.8; 4; 2.8; 3.6; 4; 2.6; 3; 2  PHL 204: (10 Students) - 3; 2.5; 2.7; 4; 3.3; 4; 3; 3.6; 4; 2.8  PHL 307: (5 Students) - 3.6; 4; 3; 3.8; 4  PHL 205: (5 Students) - 4; 3.6; 2.6; 3; 2.8  PHL 207: (5 Students) - 3; 3.8; 1.8; 3.8; 3.2  PHL 306: (5 Students) - 3.6; 3; 2.8; 4; 2.6  Fall 2019 Average Score: 3.316 = &gt;90%</p> <p>Spring 2020  PHL 204: (10 Students) - 3; 2.6; 2; 4; 3.4; 4; 4; 4; 3.6; 3;</p>	upon departmental faculty discussion in Fall 2019.

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.	2019 - 2020	Target Met	PHL 307: (5 Students) - 4; 4; 2.8; 3; 4 PHL 201: (10 Students) - 2.4; 2.6; 3.4; 4; 4; 3.4; 3.4; 4; 3; 4 PHL 204: (10 Students) - 4; 4; 3.6; 3.6; 4; 2.7; 2.5; 3; 4; 3 Spring 2020 Average Score: 3.428 = 95%  Total Average Score: 3.37 = Above 90%	Continue assessment dependent upon departmental faculty discussion in Fall 2019.
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.	2019 - 2020	Inconclusive	No student took the Praxis Subject Assessment Test, since the one student that was up to take it has decided to unenroll in the program.	We will continue our recruiting efforts and the assessment measure.
			Prior to internship, students will take	90% of the students evaluated in the	2019 - 2020	Inconclusive	No student took the Praxis Subject	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.	2019 - 2020	Inconclusive	Assessment Test, since the one student that was up to take it has decided to unenroll in the program.	measure.
			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.	2019 - 2020	Inconclusive	No student took the PLT Test, since the one student that was up to take it has decided to unenroll in the program.	We will continue our recruiting efforts and the assessment measure.
	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	2019 - 2020	Inconclusive	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	We will continue our recruiting efforts and the assessment measure.

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.	2019 - 2020	Inconclusive	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	We will continue our recruiting efforts and the assessment measure.
	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.	2019 - 2020	Inconclusive	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	We will continue our recruiting efforts and the assessment measure.
	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.	2019 - 2020	Inconclusive	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	We will continue our recruiting efforts and the assessment measure.
	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	2019 - 2020	Inconclusive	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	We will continue our recruiting efforts and the assessment measure.



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.	Preparation, Storage, Dispensing, Supervision, and Disposal of Inventory Items, 4. Discussion of Safety Policies and Procedures as Established by State and/or National Guidelines, and 5. Learning Activities that Demonstrate Maintenance of Safety Equipment.	2019 - 2020	Inconclusive	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	We will continue our recruiting efforts and the assessment measure.
	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.	2019 - 2020	Inconclusive	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	We will continue our recruiting efforts and the assessment measure.
	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).	2019 - 2020	Inconclusive	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	We will continue our recruiting efforts and the assessment measure.
	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.	100% of the PS 313 students participating in the Exit Survey will report that they participated in at least one outreach activity.	2019 - 2020	Inconclusive	PS 313 was not offered this year; therefore, no students were enrolled to complete this	We will continue our recruiting efforts and the assessment measure.

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.	On the Exit Survey, students will answer questions concerning their participation in K-12 outreach activities. Faculty will review and analyze the results determine if achievement target was met.	100% of the PS 313 students participating in the Exit Survey will report that they participated in at least one outreach activity.	2019 - 2020	Inconclusive	assessment.	We will continue our recruiting efforts and the assessment measure.
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	75% of students are expected to perform at Journeyman level on the departmental rubric by the end of year one.	2019 - 2020	Inconclusive	Since this degree program has been discontinued, there were no students admitted 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).	are completed for each performance and expectations become more rigorous with each advanced course.	75% of students are expected to perform at Journeyman level on the departmental rubric by the end of year one.	2019 - 2020	Inconclusive	Since this degree program has been discontinued, there were no students admitted 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.	2019 - 2020	Inconclusive	Since this degree program has been discontinued, there were no students admitted 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 determine grade in Performance Labs. Adherence to	80% of students will meet professional standard on the departmental rubric by end of first year.	2019 - 2020	Inconclusive	Since this degree program has been discontinued, there were no students admitted 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
	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.	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.	2019 - 2020	Inconclusive	Since this degree program has been discontinued, there were no students admitted 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. "
	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 Theatre challenges to home skills. Both the texts and the	70% of students are expected to perform at Mastery level on the departmental rubric by the end of the second year of course work.	2019 - 2020	Inconclusive	Since this degree program has been discontinued, there were no students admitted 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
	2.1 (SLO)	Second year students will increase level of technical performance skills (acting, voice, movement, music).	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.	2019 - 2020	Inconclusive	Since this degree program has been discontinued, there were no students admitted 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. "
	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.	2019 - 2020	Inconclusive	Since this degree program has been discontinued, there were no students admitted 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. "
	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 standards) for each rehearsal. This rubric is used to	85% of students will meet professional standard on the departmental rubric by end of the second year of course work.	2019 - 2020	Inconclusive	Since this degree program has been discontinued, there were no students admitted 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
	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.	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.	2019 - 2020	Inconclusive	Since this degree program has been discontinued, there were no students admitted 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. "
	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 end of each semester. Journals are kept for self-	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.	2019 - 2020	Inconclusive	Since this degree program has been discontinued, there were no students admitted 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
	2.4 (SLO)	Second year students will demonstrate Contextualize Practice, the ability to situate current practice in a historical and cultural framework.	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.	2019 - 2020	Inconclusive	Since this degree program has been discontinued, there were no students admitted 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. "
	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).	2019 - 2020	Target Met	75% of students enrolled in the Final Cohort has successfully submitted their thesis in required framework. No more data will be collected on the remaining students needing to complete their theses	We have two more students to submit theses, but since we have met the target goal for a program that has been dark for three years, we will not be tracking any further data in this category.
	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.	2019 - 2020	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.	Because this degree program has been discontinued, "At this time, we (MUW) are not accepting applications to the MFA in Physical Theatre. "
Program - Political Science	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to	The Political Science faculty will use the AAC&U Critical	The overall average score for students in an upper-level POL	2019 - 2020	Target Met	Of the seven students enrolled in POL 250 World	As mentioned in the 2018-2019 assessment, assignment scaffolding appears to be successful in helping

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
(including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	make an argument.	Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 301 Southern Politics.	course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2019 - 2020	Target Met	Politics in Fall 2019, five submitted the analytic writing assignment. Those five students' submissions were scored using the Critical Thinking VALUE Rubric, and the overall average score was a 3.4, down slightly from last year's score of 3.6. However, the achievement target was met. In addition, only one student scored below the target of 3.0, though they were close, at 2.8. The highest score was a 4.0. Overall averages across the rubric's five dimensions were all above 3.0, but were lowest (at 3.2) for the "evidence" category. This represented both continuity and slight decline with respect to last year's results, when the "evidence" category was one of the lowest dimensions of performance but had an average score of 3.5.	students develop the skills scored in the Critical Thinking (and Written Communication) VALUE Rubric and will be maintained. Because the evidence dimension is especially difficult, and the students are struggling to question the viewpoints of experts and government officials, faculty will increase the amount of instructional time devoted to strategic communication on the part of state actors and audience effects. Further, this lecture and discussion will be specifically tied to the analytical assignment so that students clearly understand they are expected to apply these theories as they question the expressed interests of heads of state as well as the interpretation of foreign affairs experts.
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content	The Political Science faculty will use the AAC&U Written Communication	The overall average score for students in an upper-level POL class completing the	2019 - 2020	Target Met	Of the seven students enrolled in POL 250 World Politics in Fall 2019,	To maintain these outcomes, the instructor will continue using the scaffolded approach in this assignment and, to help with the



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.c.)	development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	VALUE Rubric to assess the analytical writing assignment required of students in POL 250 World Politics or POL 301 Southern Politics.	analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2019 - 2020	Target Met	five submitted the analytic writing assignment. Those five students' submissions were scored using the Written Communication VALUE Rubric, and the overall average score was a 3.44, essentially unchanged from last year's score of 3.42. Thus, the achievement target was met. One student scored below the target of 3.0, though they were close, at 2.8. The highest score was a 4.0. Overall averages across the rubric's five dimensions were all above 3.0, but were lowest--at 3.2--for the "context and purpose" category. This represented an improvement over last year's results, when average scores in the "genre and disciplinary conventions" and "syntax and mechanics" categories were also at 3.2.	"context and purpose of writing" dimension, the instructor will continue 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. However, the instructor will utilize game-play in order to focus student attention on the goal.
	2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting	The Political Science faculty will use the AAC&U Oral Communication	The overall average score for students in an upper-level POL class completing the	2019 - 2020	Target Met	Seven students were enrolled in POL 250 World Politics in Fall 2019,	Because students in POL 250 World Politics appear less skillful in their oral communication delivery than those in POL 390 Southern Politics,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (GEO 1.c.)	material, and central message for 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.	oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2019 - 2020	Target Met	and all gave oral presentations as part of the "Country Profile" assignment. For this assessment, each student's second presentation was evaluated using the Oral Communication VALUE Rubric, and the overall average score was 3.37, above the target of 3.0. The lowest individual student average was a 2.0, and the highest was a 4.0. On every dimension of the rubric, the class average was above a 3.0, and the lowest scores were in the areas of "delivery" and "central message," which had averages of 3 and 3.2, respectively. The highest scores were along the "language" and "supporting material" dimensions. The most surprising result is the decline in average performance along the "delivery" dimension, which had the lowest scores this year but was among the highest scores last	faculty will add several less formal, less extensive presentation assignments to POL 250 World Politics. It is expected that these will help students in World Politics in the same way that it benefits students in Southern Politics.

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.	2019 - 2020	Target Met	year. The change is likely due to the fact that measurement utilized an end-of-term presentation in POL 390 Southern Politics in 2018-19, and students in that class give smaller, more informal presentations earlier in the semester that help them practice skills and develop confidence.	Because students in POL 250 World Politics appear less skillful in their oral communication delivery than those in POL 390 Southern Politics, faculty will add several less formal, less extensive presentation assignments to POL 250 World Politics. It is expected that these will help students in World Politics in the same way that it benefits students in Southern Politics.
	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.	2019 - 2020	Inconclusive	Unable to complete assessment. Only one student completed POL 490 Internship during the 2019-2020 academic year, and that was for the Summer term, which was not yet complete at the time of assessment.	At least one student is completing an internship over the summer and will enroll in POL 490 during the Fall semester. Further, as enrollment in the program continues to grow, more students will complete the internship. So, it will be possible to resume this assessment method next year.
	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.	2019 - 2020	Target Met	In Fall 2019, POL 202 Affecting Political Change was taught and the assignment submissions, group work interactions, and reflections of five students enrolled in the course were monitored over the course of several civic engagement	Because students benefited so clearly from the deliberative facilitation assignment, faculty will attempt to include the assignment in future versions of the course. The main difficulty is finding a group willing to participate in a deliberative event, but the Student Government Association president has specifically asked the program coordinator about the possibility of organizing these (after hearing about the class exercise from Honors students), so hopefully

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.	2019 - 2020	Target Met	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), selection of an issue of concern to citizens of the local city (Columbus) or county (Lowndes), research into local, state, and national grant programs that might provide funding for a civic deliberation workshop on the issue, small-group work writing a preliminary grant proposal, and conducting a deliberative discussion of gun control policy for an Honors class. 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.	willing participants will continue to be available.
							The overall average	

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.	2019 - 2020	Target Met	score for the class was 3.36, above the target of 3.0. Only one student failed to earn a 3.0 overall score on the rubric, at 2.6, and that student did not complete all assignments in the course; when the student was engaged, they often performed well. On all of the rubric's six dimensions, the class average was above a 3.0, and performance on the "civic communication" dimension improved markedly, from 2.9 in 2018-19 to 3.4 this year. The lowest class score this year was on the "civic identity and commitment" dimension, at 3.2.  While the action proposed in 2019 to address the low civic communication score was implemented, it is not the most likely source of improvement. Instead, the growth in student ability to "tailor communication strategies to effectively express,	Because students benefited so clearly from the deliberative facilitation assignment, faculty will attempt to include the assignment in future versions of the course. The main difficulty is finding a group willing to participate in a deliberative event, but the Student Government Association president has specifically asked the program coordinator about the possibility of organizing these (after hearing about the class exercise from Honors students), so hopefully willing participants will continue to be available.

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.	2019 - 2020	Target Met	listen, and adapt to others to establish relationships to further civic action" likely came from a new assignment and the lectures and practice sessions created to support it. This assignment was an in-class exercise in which students served as deliberative discussion moderators/facilitators for an Honors class. Students chose a hot-button issue--gun control policy--prepared a policy brief, received deliberative facilitator training from the instructor, and practiced with one another in class before the actual deliberative event. Students also divided the work of facilitation among themselves, with some taking primary responsibility for participating more directly in the conversation, asking questions and encouraging quiet members to speak up, while others took primary responsibility for note-taking and	Because students benefited so clearly from the deliberative facilitation assignment, faculty will attempt to include the assignment in future versions of the course. The main difficulty is finding a group willing to participate in a deliberative event, but the Student Government Association president has specifically asked the program coordinator about the possibility of organizing these (after hearing about the class exercise from Honors students), so hopefully willing participants will continue to be available.

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.	2019 - 2020	Target Met	leading intermittent reflections on the conversation to that point. After the deliberative event had taken place, students had a debriefing session with the instructor, reflecting on the various views expressed, the difficulty of facilitating the discussion without imposing their own views on those of the participants, and the benefits of structured, deliberative civic engagement on community issues. Students benefited tremendously from the entire experience, and their increased learning was apparent when their performance as facilitators and comments in the debriefing session were measured against the criteria in the civic communication dimension.	Because students benefited so clearly from the deliberative facilitation assignment, faculty will attempt to include the assignment in future versions of the course. The main difficulty is finding a group willing to participate in a deliberative event, but the Student Government Association president has specifically asked the program coordinator about the possibility of organizing these (after hearing about the class exercise from Honors students), so hopefully willing participants will continue to be available.
Program - Pre-Law - Minor {2019-2020}	1.1 (GEO 1.b.)	Students will demonstrate the ability to analyze the arguments and points of view of others.	The pre-law coordinator will use the Critical Thinking VALUE Rubric to evaluate the analytic assignment	The overall average score of students completing the analytical assignment required in one of the Logic & Moral	2019 - 2020	Inconclusive	Unable to complete assessment. During the Spring 2020 semester, there were only two pre-law minors, and	As the program grows, we expect to have several students completing one of these courses each year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Pre-Law - Minor {2019-2020}	1.1 (GEO 1.b.)	Students will demonstrate the ability to analyze the arguments and points of view of others.	submission of each pre-law minor who completes one of the Logic & Moral Reasoning courses in an assessment year.	Reasoning courses in the minor curriculum (PHL 204 Ethics and PHL 205 Logic) will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2019 - 2020	Inconclusive	neither took PHL 204 Ethics nor PHL 205 Logic during the 2019-2020 academic year.	As the program grows, we expect to have several students completing one of these courses each year.
	1.2 (GEO 1.c.)	Students will demonstrate the ability to present information, arguments, and ideas in written forms.	The pre-law coordinator will use the Written Communication VALUE Rubric to evaluate the major writing assignment submission of each pre-law minor who completes one of the Research & Writing courses in an assessment year.	The overall average score of students completing the major writing assignment required in one of the Research & Writing courses in the minor curriculum (HIS 211 Intro. to Historical Thinking and Research, PLG 330 Legal Writing, and POL 390 Southern Politics) will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2019 - 2020	Inconclusive	Unable to complete assessment. During the Spring 2020 semester, there were only two pre-law minors, and neither took HIS 211 Intro. to Historical Thinking and Research, PLG 330 Legal Writing, or POL 390 Southern Politics during the 2019-2020 academic year.	As the program grows, we expect to have several students completing one of these courses each year.
	2.1 (SLO & SAO)	Students will demonstrate progress toward successful law school admissions and knowledge of the law school admissions process as well as the specific components required in the typical law school application.	The instructor for each section of IS 101 Law School Preparation will review law school admissions portfolios produced by students in the course and report those results to the pre-law coordinator.	No fewer than 80% of students who complete IS 101 Law School Preparation will submit completed admissions portfolios, each containing a personal statement, a resume, a list of references, and an annotated list of the student's three most-preferred law schools.	2019 - 2020	Inconclusive	Unable to complete assessment. IS 101 Law School Preparation has not been offered yet, since this is a new minor and there have not been enough students to justify offering the course. The course is being offered in Fall 2020, so next year we will be able to conduct this portion of the assessment plan.	The course is being offered in Fall 2020, so next year we will be able to conduct this portion of the assessment plan.
			The instructor for each section of IS	The average score for completed admissions	2019 - 2020	Inconclusive	Unable to complete assessment. IS 101	The course is being offered in Fall 2020, so next year we will be able



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			101 Law School Preparation will review law school admissions portfolios produced by students in the course and report those results to the pre-law coordinator.	portfolios will be no lower than 70/100.	2019 - 2020	Inconclusive	Law School Preparation has not been offered yet, since this is a new minor and there have not been enough students to justify offering the course.	to conduct this portion of the assessment plan.
	2.2 (PO 4.a.)	The program will contribute to the University's retention, completion and student success by enhancing student advising, mentoring, and support services.	The HPG department chair or one of the University's Law School Admissions Council advisors will survey IS 101 students to determine whether they have met the targets and report those results to the pre-law coordinator.	At least 70% of the IS 101 students completing the survey will "agree" or "strongly agree" that they feel supported and confident in their ability to gain law school admission.	2019 - 2020	Inconclusive	Unable to complete assessment. IS 101 Law School Preparation has not been offered yet, since this is a new minor and there have not been enough students to justify offering the course.	The course is being offered in Fall 2020, so next year we will be able to conduct this portion of the assessment plan.
			The HPG department chair or one of the University's Law School Admissions Council advisors will survey IS 101 students to determine whether they have met the targets and report those results to the pre-law coordinator.	At least 70% of the IS 101 students completing the survey will be able to name one of the University's official LSAC advisors as their personal pre-law advisor.	2019 - 2020	Inconclusive	Unable to complete assessment. IS 101 Law School Preparation has not been offered yet, since this is a new minor and there have not been enough students to justify offering the course.	The course is being offered in Fall 2020, so next year we will be able to conduct this portion of the assessment plan.
Program - Psychology (including Minor) - BA {2016-2017}	1.1 (GEO 1.c.)	Psychology students will demonstrate effective written communication skills.	Students enrolled in PSY 455 will write an APA style paper that describes an original, empirical research study. The paper will be evaluated by the course instructor using the AAC&U	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.	2019 - 2020	Inconclusive	Assessment not conducted as planned due to Covid-19 situation in the spring. Assignments were simplified; as a result, certain components on the rubric could not be	Assessment maintained, and data collection expected in the next year.

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.	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.	2019 - 2020	Inconclusive	evaluated as had been done for past assessments.	Assessment maintained, and data collection expected in the next year.
	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.	2019 - 2020	Inconclusive	Assessment not conducted due to Covid-19 situation in the spring. Relevant assignment was canceled.	Assessment maintained, and data collection expected in the next year.
	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.	2019 - 2020	Inconclusive	Assessment not conducted due to budgetary constraints in the fall and the Covid-19 situation in the spring.	Assessment maintained, and data collection expected in the next year.
	2.2 (SAO)	The psychology program will offer research opportunities to students.	Departmental faculty will report to Psychology Assessment Coordinator the total number of	At least two students will work as a research assistant each semester (e.g., through PSY 449).	2019 - 2020	Target Met	Two students (both psychology majors) conducted research under the supervision of departmental	Change to wording: "Departmental faculty will report to Psychology Assessment Coordinator the total number of psychology students who gained experience as research assistants during the academic

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SAO)	The psychology program will offer research opportunities to students.	psychology students who gained experience as research assistants during the academic year.	At least two students will work as a research assistant each semester (e.g., through PSY 449).	2019 - 2020	Target Met	faculty.	year."  Assessment will otherwise be maintained. Discussion of potential revision to assessment will take place to incorporate input from two new permanent psychology faculty who start in the fall and will likely have their own research labs.
			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.	2019 - 2020	Target Not Met	2019-2020 MUW Graduation Survey Results: Excellent - 29.03% Good - 45.18% Total - 74.21%  Excellent - 9/31; 29% Good - 14/31; 45% Fair - 6/31; 19% Poor - 2/31; 6.5% N/A - 0/31; 0%  Despite the online transition in the spring that at the very least resulted in less participation in PSY 455 research activities, a majority of graduating seniors indicated Good or better research opportunities. In fact, it should be noted that the target was missed by less than one percentage point.	Assessment maintained. Although the upcoming year is expected to be challenging, research opportunities are expected to improve with the addition of two new permanent faculty.
	2.3 (SAO)	The psychology program will prepare students for graduate study.	Social media and other communications will be monitored by faculty to identify	Each year a minimum of three alums in psychology will enter graduate programs in psychology or a	2019 - 2020	Target Not Met	As of 8 May, two students were accepted into graduate programs: one for a masters in	Assessment maintained.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SAO)	The psychology program will prepare students for graduate study.	students accepted into graduate programs.	related discipline.	2019 - 2020	Target Not Met	linguistics and one for a doctorate in psychology.	Assessment maintained.
	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.	2019 - 2020	Target Not Met	2019-2020 MUW Graduation Survey Results: Secured Full-Time Employment in Field of Study - 2/31 - 6.45% Currently Employed Full-Time in Field of Study - 0/31 - 0% Total - 6.45%  Secured Full-Time Employment in Field of Study - 2/31 - 6.45% Searching for Full-Time Employment in Field of Study - 10/31 - 32.26% Currently Employed Full-Time in Field of Study - 0/31 - 0% Currently Employed Full-Time - 8/31 - 25.81% Currently Employed Part-Time - 6/31 - 19.35% N/A - 9/31 - 29.03%  Although the above findings are fairly dismal, they are not surprising due to the current Covid-19 situation. Anecdotal evidence indicates a larger proportion of these graduating seniors are applying for	Assessment maintained. In the fall, discussion will take place among faculty regarding ways to incorporate job information into fall and spring courses and by other means.

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.	2019 - 2020	Target Not Met	graduate study in a variety of programs (e.g., social work, public health, counseling, and social psychology), which is a practical plan considering the decreased employment opportunities.  These data also provide evidence of the need to add a course on psychology-related careers, and for advisors to keep up with new, pandemic-related jobs such as contact tracers.	Assessment maintained. In the fall, discussion will take place among faculty regarding ways to incorporate job information into fall and spring courses and by other means.
Program - Religious Studies - Minor {2016-2017}	1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	In any religious studies course involving direct analysis of a particular religion, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead 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 Exam.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Given that the Achievement Target was met only twice from 2016 to 2019 (results were inconclusive in 2018-2019) and that no data was available for assessment in 2019-2020, and especially given that any religious studies minors in the 2020-2021 year will be new to the program, it will be beneficial to continue to assess for the current goal. However, given the range of classes being taught across disciplines, including by new faculty, it will be useful to revise the Outcome to more clearly cover contemporary expressions of religion and intersections of religion and other dimensions of culture (e.g., politics, science, gender, race). Given the variety of course formats, it will also be beneficial to adjust the 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.	In any religious studies course involving direct analysis of a particular religion, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead 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 Exam.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Method to include any exam, whether mid-term or final, and any exam portion, including short-answer, essay, and take-home exam essay. These revisions will be discussed with the department chair and program faculty in summer 2020. Planning for 2020-2021 assessment will then include discussing with any faculty new to the process what the Outcome, Assessment Method, and Achievement Target are, the results in previous years, which course materials to assess and how to gather them, and how to assess in partnership with the lead faculty member. The lead faculty member will also discuss the lack of results/minors with the department chair and program faculty and plan course rotation and other strategies to attract students to the program.
			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.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Given that the Achievement Target was met all of the previous three years, even without data to collect for 2019-2020, the Outcome and Assessment Method can be revised in consultation with the department chair and program faculty. While continuing to assess for the current goal, given the range of classes being taught across disciplines, including by new faculty, it will be useful to revise the Outcome to more clearly cover contemporary expressions of religion and intersections of religion and other dimensions of culture (e.g., politics, science, gender, race). Given the variety of course formats, it will also be beneficial to adjust the Assessment Method to include any writing

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			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.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	assignment, including discussion posts, short writing assignments, short essays, and research-based essays. These revisions will be discussed with the department chair and program faculty in summer 2020. Planning for 2020-2021 assessment will then include discussing with any faculty new to the process what the Goal, Outcome, Assessment Method, and Achievement Target are, the results in previous years, which course materials to assess and how to gather them, and how to assess in partnership with the lead faculty member. The lead faculty member will also discuss the lack of results/minors with the department chair and program faculty and plan course rotation and other strategies to attract students to the program.
	1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	In any religious studies course involving direct analysis of at least two world religions, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and 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 Exam.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Given that the Achievement Target was met only twice from 2016 to 2019 (results were inconclusive in 2018-2019) and that no data was available for assessment in 2019-2020, and especially given that any religious studies minors in the 2020-2021 year will be new to the program, it will be beneficial to continue to assess for the current goal. However, given the range of classes being taught across disciplines, including by new faculty, it will be useful to revise the Outcome to more clearly cover contemporary expressions of at least two religions and intersections of religions and other dimensions of culture (e.g., politics, science, gender, race). Given the variety of course formats, it will also be beneficial to adjust the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	In any religious studies course involving direct analysis of at least two world religions, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and 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 Exam.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Assessment Method to include any exam, whether mid-term or final, and any exam portion, including short-answer, essay, and take-home exam essay. These revisions will be discussed with the department chair and program faculty in summer 2020. Planning for 2020-2021 assessment will then include discussing with any faculty new to the process what the Outcome, Assessment Method, and Achievement Target are, the results in previous years, which course materials to assess and how to gather them, and how to assess in partnership with the lead faculty member. The lead faculty member will also discuss the lack of results/minors with the department chair and program faculty and plan course rotation and other strategies to attract students to the program.
			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.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Given that the Achievement Target was met only twice from 2016 to 2019 (results were inconclusive in 2018-2019) and that no data was available for assessment in 2019-2020, and especially given that any religious studies minors in the 2020-2021 year will be new to the program, it will be beneficial to continue to assess for the current goal. However, given the range of classes being taught across disciplines, including by new faculty, it will be useful to revise the Outcome to more clearly cover contemporary expressions of at least two religions and intersections of religions and other dimensions of culture (e.g., politics, science, gender, race). Given the variety of course formats, it will



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	also be beneficial to adjust the Assessment Method to include any writing assignment, including discussion posts, short writing assignments, short essays, and research-based essays. These revisions will be discussed with the department chair and program faculty in summer 2020. Planning for 2020-2021 assessment will then include discussing with any faculty new to the process what the Goal, Outcome, Assessment Method, and Achievement Target are, the results in previous years, which course materials to assess and how to gather them, and how to assess in partnership with the lead faculty member. The lead faculty member will also discuss the lack of results/minors with the department chair and program faculty and plan course rotation and other strategies to attract students to the program.
	2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	In any religious studies course involving direct analysis of one or more texts from a particular world religion, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Exam.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Given that the Achievement Target was met only once from 2016 to 2019 (results were inconclusive in 2017-2018 and 2018-2019) and that no data was available for assessment in 2019-2020, and especially given that any religious studies minors in the 2020-2021 year will be new to the program, it will be beneficial to continue to assess for the current Goal. However, given the range of classes being taught across disciplines, it will be useful to revise the Outcome to explicitly cover a variety of types of texts, including traditional sacred, theological, philosophical, literary, legal, and any other deemed by the faculty member to be an expression of a

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	In any religious studies course involving direct analysis of one or more texts from a particular world religion, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Exam.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	religious tradition. Given the variety of course formats, it will also be beneficial to adjust the Assessment Method to include any exam, whether mid-term or final, and any exam portion, including short-answer, essay, and take-home exam essay. These revisions will be discussed with the department chair and program faculty in summer 2020. Planning for 2020-2021 assessment will then include discussing with any faculty new to the process what the Outcome, Assessment Method, and Achievement Target are, the results in previous years, which course materials to assess and how to gather them, and how to assess in partnership with the lead faculty member. The lead faculty member will also discuss the lack of results/minors with the department chair and program faculty and plan course rotation and other strategies to attract students to the program.
			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	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.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Achievement Targets were met 2016 to 2019, but given that no data was available for assessment in 2019-2020 and that any religious studies minors in the 2020-2021 year will be new to the program, it will be beneficial to continue to assess for the current Goal. However, given the range of classes being taught across disciplines, it will be useful to revise the Outcome to explicitly cover a variety of types of texts, including traditional sacred, theological, philosophical, literary, legal, and any other deemed by the faculty member to be an expression of a religious tradition. Given the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	variety of course formats, it will also be beneficial to adjust the Assessment Method to include any writing assignment, including discussion posts, short writing assignments, short essays, and research-based essays. These revisions will be discussed with the department chair and program faculty in summer 2020. Planning for 2020-2021 assessment will then include discussing with any faculty new to the process what the Outcome, Assessment Method, and Achievement Target are, the results in previous years, which course materials to assess and how to gather them, and how to assess in partnership with the lead faculty member. The lead faculty member will also discuss the lack of results/minors with the department chair and program faculty and plan course rotation and other strategies to attract students to the program.
	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 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.	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 sheet.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Goal 3.1 is necessary on an ongoing basis for student success in the program, but in understanding the minor's requirements to include discussion with the student of the relevance of the field of religious studies to his or her other goals (for research, including within the major and/or the Honors College if applicable, and beyond degree completion, including for graduate school and/or a profession), the Outcome can be updated to include elements of this discussion at each advising appointment. This revision will be discussed with the department chair and program faculty in summer 2020.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Goal 3.1 is necessary on an ongoing basis for successful student completion of the program, but in understanding the minor's requirements to include discussion with the student of the relevance of the field of religious studies to his or her other goals beyond degree completion, including for graduate school and/or a profession, the Outcome can be updated to include this discussion at the final advising appointment. This revision will be discussed with the department chair and program faculty in summer 2020.
	4.1 (SLO)	Religious studies minors will report that they have gained a broad understanding of religion as a human phenomenon and they understand the history and contemporary expressions of world religious traditions.	A written Exit Survey using a five-point scale on each of five questions will be given to the student in the final semester before completion. The Lead Faculty will review and analyze the Exit Survey results at the end of the academic year.	90% of students participating in the Exit Survey will report at least a 3 rating (satisfied) on a five-point scale that they have gained a broad understanding of religion as a human phenomenon and they understand the history and contemporary expressions of world religious traditions.	2019 - 2020	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Targets were met in 2017-2018 and 2018-2019, but given that no data was available for assessment in 2016-2017 or 2019-2020, it will be beneficial to continue to assess for the current Outcome using the current Assessment Method. However, given changes to other Outcomes and Assessment Methods for the minor, the lead faculty will discuss the exit survey with program faculty for any needed adjustments.
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 697 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 697,	2019 - 2020	Inconclusive	ED 697 faced significant challenges in the 2019-2020 academic year. The faculty member responsible for this course in the FA19 term was confronted by a major personal crisis	This is an important assessment. The Department will retain this assessment for the 2020 - 2021 academic year.

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 697 will assess and grade the teaching of the candidate using the Teacher Intern Assessment Instrument.	Internship Master of Education.	2019 - 2020	Inconclusive	and was not able to finish the course as planned (another faculty member finished the course but did not implement the Teacher Intern Assessment Instrument). ED 697 was complicated by COVID-19 in the SP20 term, and again this instrument was not implemented for this course in the spring.	This is an important assessment. The Department will retain this assessment for the 2020 - 2021 academic year.
	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education will hold focus group meetings with various partners (K-12 administration, K-12 teachers) to co-construct mutually beneficial P-12 partnerships.	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	2019 - 2020	Inconclusive	The Department did not hold focus group meetings with various partners in the 2019-2020 academic year. Our field experience coordinator and liaison with our partnership schools was unavailable to facilitate these discussions due to an unexpected personal matter, and partnership talks were further complicated by the onset of COVID-19 during the spring 2020 term.	The Department will retain this achievement target. The Department is committed 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 Department 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 Department 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 demonstrate skills and commitment to creating	The instructor for ED 697 will assess and grade the teaching	Candidates will be able to demonstrate skills and commitment	2019 - 2020	Inconclusive	ED 697 faced significant challenges in the	This is an important assessment. The Department will retain this assessment for the 2020 - 2021

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SAO & SLO)	supportive environments that afford all students access to rigorous college and career-ready standards by developing a teaching unit.	unit developed by the student(s) using the Teaching Unit Rubric.	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 697, Internship Master of Education.	2019 - 2020	Inconclusive	2019-2020 academic year. The faculty member responsible for this course in the FA19 term was confronted by a major personal crisis and was not able to finish the course as planned (another faculty member finished the course but did not implement the Teacher Intern Assessment Instrument). ED 697 was complicated by COVID-19 in the SP20 term, and again this instrument was not implemented for this course in the spring.	academic 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 their area of expertise.	The instructor for ED 600 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	2019 - 2020	Target Not Met	Twenty-three of twenty-six students enrolled in ED 600 during the 2019 - 2020 academic year completed the Research Project Proposal with an overall mean of 81%. FA19 scores for 19 students included 100% (12 ), 99% (3), 98% (1), 95% (1), 93% (1), 0% (1); SP20 scores for 7 students included 91% (1), 79% (2), 71% (1), 50% (1), 0% (2).	Two observations are relevant: First, two different faculty members have evaluated students very differently across each semester, FA19 term and SP20 term. The Department will need to evaluate how instruments are used to increase inter-rater reliability. Second, one student did not complete this final assignment in the FA19 term; two did not complete in the SP20 term. Two of seven students not completing the assignment is very significant compared with one of nineteen, however student course completion was disrupted heavily during the SP20 term due to COVID-19.
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Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in their area of expertise.	The instructor for ED 600 will assess and grade the research project(s) presented by the student(s) using the Research Project Rubric.	Rubric in ED 600 Leadership through Action Research for School Improvement.	2019 - 2020	Target Not Met	Twenty-three of twenty-six students enrolled in ED 600 during the 2019 - 2020 academic year completed the Research Project Proposal with an overall mean of 81%. FA19 scores for 19 students included 100% (12 ), 99% (3), 98% (1), 95% (1), 93% (1), 0% (1); SP20 scores for 7 students included 91% (1), 79% (2), 71% (1), 50% (1), 0% (2).	The Department will retain this assessment. Individual faculty members' use of assessment rubrics will also be reconsidered to increase inter-rater reliability.
Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce forms.	Students will produce a written assignment (composition or exam) that will be graded by the instructor using the AAC&U Writing Communication Value Rubric.	The average score of students on the written assignment will be a 2 or higher on the scale 0-4 from the AAC&U Writing Communication Value Rubric on the control of syntax and mechanics evaluation of this assignment.	2019 - 2020	Target Not Met	11 students scored a 2. 26 students scored a 1. 3 students scored 0. Total average: 1.2	Over the course of the Summer, Dr. Vergara and Professor Holloway will propose changes for the Fall.
	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 1.5 or higher on the scale of 0-4 from the use of Language as described by AAC&U Oral Communication Rubric.	2019 - 2020	Target Met	7 students scored a 4. 24 students scored a 3. 19 students scored a 2. 10 students scored a 1. Total average: 2.4	Over the course of the Summer, Dr. Vergara and Professor Holloway will propose changes for the Fall.
	2.1 (GEO 2.c.)	Cultural Knowledge:	100 level students	The average score of	2019 - 2020	Target Met	9 students scored a	Over the course of the Summer, Dr.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 2.c.)	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.	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 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.	2019 - 2020	Target Met	4.8 students scored a 3.3 students scored a 2. Total average: 3.3	Vergara and Professor Holloway will propose changes for the Fall.
			200 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 200 level students on the cultural relevance assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2019 - 2020	Target Not Met	2 students scored a 3.9 students scored a 2.9 students scored a 1. Total average: 1.6	Over the course of the Summer, Dr. Vergara and Professor Holloway will propose changes for the Fall.
	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.	2019 - 2020	Target Not Met	1 student scored a 3.12 students scored a 2.7 students scored a 1. Total average: 1.7	Over the course of the Summer, Dr. Vergara and Professor Holloway will propose changes for the Fall.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (PO 3.b.)	The completion of four semesters of Spanish will encourage global thinking and perspectives through broadening of cultural and language-based knowledge among our students. In an effort to provide students with a “global perspective” and to prepare “them for the global workforce of the future,” the Spanish program will actively seek to increase interest and enrollment in the Spanish minor and major.	The assessment coordinator will collect data from an Enrollment Report on the number of declared Spanish minors and majors at the end of the academic year.	An increase in minors and majors over the next three years (7 and 3, respectively).	2019 - 2020	Target Not Met	5 majors 1 minor	Over the course of the Summer, Dr. Vergara and Professor Holloway will propose changes for the Fall.
Program - Theatre - BA (including minor, Theatre Education concentration) {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	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.	2019 - 2020	Target Met	Student 1: 2 "Strong Pass" grades and one "Weak Pass". Majority favors a "Strong Pass" grade 100% Proficiency in the field	After meeting with faculty and establishing less strict criteria, we have a more equitable system. The student who was assessed has struggled in some areas, but overall has showed a lot of growth over the past year. I don't think the student would have passed if applying the previous, stricter criteria.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Theatre - BA (including minor, Theatre Education concentration) {2016-2017}	1.1 (SLO)	Students will increase their level of communication skills.	on in the latter part of their college careers. The questions will be scored using the department's own "SOPHOMORE/TRANSFER INTERVIEW/AUDITION PROJECT" Rubric. 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	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.	2019 - 2020	Target Met	Student 1: 2 "Strong Pass" grades and one "Weak Pass". Majority favors a "Strong Pass" grade 100% Proficiency in the field	After meeting with faculty and establishing less strict criteria, we have a more equitable system. The student who was assessed has struggled in some areas, but overall has showed a lot of growth over the past year. I don't think the student would have passed if applying the previous, stricter criteria.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Theatre - BA (including minor, Theatre Education concentration) {2016-2017}	1.1 (SLO)	Students will increase their level of communication skills.	theatre portfolio” to the faculty. The Sophomore/Transfer Interview/Audition Project Rubric will be use to assess the level of expertise in the student’s chosen area of presentation.	60% of transfers participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a “strong pass” in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2019 - 2020	Target Met	Student 1: 2 "Strong Pass' grades and one "Weak Pass". Majority favors a "Strong Pass" grade 100% Proficiency in the field	After meeting with faculty and establishing less strict criteria, we have a more equitable system. The student who was assessed has struggled in some areas, but overall has showed a lot of growth over the past year. I don't think the student wold have passed if applying the previous, stricter criteria.

			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.	2019 - 2020	Target Met	Student 1: 2 "Strong Pass' grades and one "Weak Pass". Majority favors a "Strong Pass" grade Student 2: 2 "Strong Pass' grades and one "Weak Pass". Majority favors a "Strong Pass" grade Students receive 100% Proficiency	This assessment has been consistent, so we will continue to use it.
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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. 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	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.	2019 - 2020	Target Met	Student 1: 2 "Strong Pass" grades and one "Weak Pass". Majority favors a "Strong Pass" grade Student 2: 2 "Strong Pass" grades and one "Weak Pass". Majority favors a "Strong Pass" grade Students receive 100% Proficiency	This assessment has been consistent, so we will continue to use it.

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.	2019 - 2020	Target Met	Student 1: 2 "Strong Pass' grades and one "Weak Pass". Majority favors a "Strong Pass" grade Student 2: 2 "Strong Pass' grades and one "Weak Pass". Majority favors a "Strong Pass" grade Students receive 100% Proficiency	This assessment has been consistent, so we will continue to use it.
			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.	2019 - 2020	Target Met	Sophomore & 1st Year Transfers Avg. Score: 3.5 out of 4 Seniors: 3.6 out of 4 92% of students met the criteria for Proficiency	We are satisfied with the results. Our sample size is still small so we will continue to do both Sophomores & Transfers and Seniors in the same year.
			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.	2019 - 2020	Target Met	Sophomore & 1st Year Transfers Avg. Score: 3.5 out of 4 Seniors: 3.6 out of 4 92% of students met the criteria for Proficiency	We are satisfied with the results. Our sample size is still small so we will continue to do both Sophomores & Transfers and Seniors in the same 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					

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.	2019 - 2020	Target Met	Sophomore & 1st Year Transfers Avg. Score: 3.5 out of 4 Seniors: 3.6 out of 4 92% of students met the criteria for Proficiency	We are satisfied with the results. Our sample size is still small so we will continue to do both Sophomores & Transfers and Seniors in the same year.
	2.1 (GEO 5.a., SPG C.3, 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 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	75% 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.	2019 - 2020	Target Not Met	66% of students (2out of 3) answered questions #3 and #4 satisfactorily, showing they understood the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre	Even though the target was not met, the difference was one student. We will continue to use this method, as it is a good indicator on suggesting career paths for individual students.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	theatre artists (see attached doc, "Questions for Sophomore Review." Departmental faculty will review and analyze the results of the Survey to determine if achievement target was met.	75% 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.	2019 - 2020	Target Not Met	Education. Please see the related documents on Student responses. [less]	Even though the target was not met, the difference was one student. We will continue to use this method, as it is a good indicator on suggesting career paths for individual students.
			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%.	2019 - 2020	Inconclusive	No students were eligible for enrollment in this class.	I cannot comment on this as we had no students eligible for Internships in the summer of 2019. We did have a student teacher intern, but that was an EDU class and under their auspices.
			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.	2019 - 2020	Target Met	Sophomores and one 1st-Year Transfer Avg. Score: 3.5 Juniors Avg. Score: 3.7 Seniors Avg. Score: 3.7 94% of students achieved Proficiency.	This was very successful this year. However, it should be noted that our data is assessed from productions and we only had one production this year.
			Attendance is strictly monitored in	It is expected that 70% of freshmen,	2019 - 2020	Target Met	Sophomores & 1 1st Year Transfer Avg.	This data has remained consistent for the last few years, so there



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.	2019 - 2020	Target Met	Score: 3.5 Juniors Avg. Score: 3.4 Seniors Avg. Score: 3.6 90% of students achieved Proficiency	seems no need to change it. It should be noted that there is less data this year because we only did one production instead of two, due to the Covid-19 Quarantine.
	2.2 (SLO & SPG C.3)	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.	2019 - 2020	Target Met	Four students were assessed for the Fall Production of "No Exit". The Average Score was 94 100% of the students reached Proficiency.	As stated in SLO 2.2.a, this has always been one of our best indicators on student success and this past Fall was no exception. The work of the students was largely exceptional. There was no Spring production due to the Quarantine.
			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	2019 - 2020	Target Met	Three students were graded for the Fall Production of "No Exit". The Avg. Score was 97.7. 100% of students met Proficiency	This has always been one of our best indicators on student success and this past Fall was no exception. The work of the students was largely exceptional. There was no Spring production due to the Quarantine.

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.	2019 - 2020	Target Met	Three students were graded for the Fall Production of "No Exit". The Avg. Score was 97.7. 100% of students met Proficiency	This has always been one of our best indicators on student success and this past Fall was no exception. The work of the students was largely exceptional. There was no Spring production due to the Quarantine.
	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 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.	2019 - 2020	Target Met	One student met the criteria for this SLO. This student scored a perfect score of 1000 which is an A+ [less]	The sampling size was very small (one student) who was especially gifted, so there is no indication that the assessment should be changed. More data is needed.

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.	2019 - 2020	Target Met	One student met the criteria for this SLO. This student scored a perfect score of 1000 which is an A+ [less]	The sampling size was very small (one student) who was especially gifted, so there is no indication that the assessment should be changed. More data is needed.
Program - University Studies (C2C) - {2019-2020}	1.1 (SAO & GEO 5.a.)	Students will demonstrate an understanding of and integrate content and skills by developing a final project demonstrating the connections between these groups in PRO 490 - Senior Seminar in Professional Studies.	The instructor for PRO 490 will provide summative assessment of the final project using the AAC&U Lifelong Learning Value Rubric.	Students will be able to demonstrate an understanding of content knowledge and skills specific to their student focus groups by the final project 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	2019 - 2020	Inconclusive	Assessment Plan developed at the end of Spring 2020. No data collected for the 2019-2020 year.	University Studies (C2C) is being transitioned into the School of Education on July 1, 2020. This is the initial assessment plan; data collection will begin with the 2020-2021 academic year.
	2.1 (SLO)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately career-related purpose.	The instructor for PRO 490 will use the AAC&U Inquiry and Analysis VALUE Rubric to assess the career-related component of PRO 490 - Senior Seminar in Professional Studies.	Student effort on career-related research will produce at least an average score of "3" for each of the six items measured in the AAC&U Inquiry and Analysis VALUE Rubric: (1) topic selection; (2) existing knowledge, research, and/or views; (3) design process; (4) analysis; (5) conclusions; and	2019 - 2020	Inconclusive	Assessment Plan developed at the end of Spring 2020. No data collected for the 2019-2020 year.	University Studies (C2C) is being transitioned into the School of Education on July 1, 2020. This is the initial assessment plan; data collection will begin with the 2020-2021 academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately career-related purpose.	The instructor for PRO 490 will use the AAC&U Inquiry and Analysis VALUE Rubric to assess the career-related component of PRO 490 - Senior Seminar in Professional Studies.	(6) limitations and implications.	2019 - 2020	Inconclusive	Assessment Plan developed at the end of Spring 2020. No data collected for the 2019-2020 year.	University Studies (C2C) is being transitioned into the School of Education on July 1, 2020. This is the initial assessment plan; data collection will begin with the 2020-2021 academic year.
	3.1 (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 instructor for PRO 490 will utilize the AAC&U Written Communication VALUE Rubric to assess the written portion of the student's capstone project.	The average score for students enrolled in PRO 490 who are completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2019 - 2020	Inconclusive	University Studies (C2C) is being transitioned into the School of Education on July 1, 2020. This is the initial assessment plan; data collection will begin with the 2020-2021 academic year.	University Studies (C2C) is being transitioned into the School of Education on July 1, 2020. This is the initial assessment plan; data collection will begin with the 2020-2021 academic year.
	4.1 (PO 4.d.)	Students will demonstrate that they value the program's design and are satisfied with the culmination of their undergraduate academic preparation through the University Studies – C2C program's design.	As a measure of program quality students will report understanding and satisfaction on 10 binary (yes/no) survey items concerning the integration of their student focus groups as the culmination of their undergraduate academic preparation represented by the completion of a final project in PRO 490.	80% of students will indicate that they are pleased with the culmination of their undergraduate academic preparation after completion of the final project in PRO 490 on 80% (4) of related binary (yes/no) survey items.	2019 - 2020	Inconclusive	University Studies (C2C) is being transitioned into the School of Education on July 1, 2020. This is the initial assessment plan; data collection will begin with the 2020-2021 academic year.	University Studies (C2C) is being transitioned into the School of Education on July 1, 2020. This is the initial assessment plan; data collection will begin with the 2020-2021 academic year.
			As a measure of program quality students will report understanding and satisfaction on 10 binary (yes/no)	80% of students will indicate that they understand the culmination of their undergraduate academic preparation	2019 - 2020	Inconclusive	University Studies (C2C) is being transitioned into the School of Education on July 1, 2020. This is the initial	University Studies (C2C) is being transitioned into the School of Education on July 1, 2020. This is the initial assessment plan; data collection will begin with the 2020-2021 academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			survey items concerning the integration of their student focus groups as the culmination of their undergraduate academic preparation represented by the completion of a final project in PRO 490.	after completion of the final project in PRO 490 on 80% (4) of related binary (yes/no) survey items.	2019 - 2020	Inconclusive	assessment plan; data collection will begin with the 2020-2021 academic year.	University Studies (C2C) is being transitioned into the School of Education on July 1, 2020. This is the initial assessment plan; data collection will begin with the 2020-2021 academic 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.	2019 - 2020	Target Met	A set of 8 sample annotated bibliographies from WS 500 and 501 were scored using the AAC&U Rubric on Information Literacy. All of them scored above a 3.5. The range was 3.6-4. The mean was 3.8. As our program grows, we have more sample papers to score, which is a good thing.	As the retiring director, I recommend we continue applying the Information Literacy Rubric to the sample set of Annotated Bibliographies, and that we gradually increase the required sample size. I believe 5 papers is a reasonable goal for the sample size for next year.
	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.	2019 - 2020	Target Not Met	Five students completed the assignment for Article Review 1 in WS 502 in May 2020. There were no article reviews submitted for scoring from the fall semester, so the AAC&U VALUE Rubric for Inquiry and Analysis was applied to the five	This year's data collection and results were collected in an unprecedented and unpredictable academic atmosphere. I recommend that we continue to collect sample article reviews and to apply the AAC&U Rubric on Inquiry and Analysis with the same target score next year.

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.	2019 - 2020	Target Not Met	reviews from spring. Only 2 or the 4 scored above a 3.5 on the rubric, which is disappointing, but not unpredictable. In this class in the spring, after COVID 19 scattered the class members, several of whom had scant access to the internet, the teacher decided to modify and reduce the requirements so that the students could spend more time working on the final project. The assignment for article review 2, which is always on an article used in the research for each student's final project, was cancelled. In the past, the article review 1 assignment has been a "practice" exercise on one assigned article, which every student reviews. These first reviews are not at the high quality of the work the students produce toward the end of the semester in their second review. So it is not surprising that the scores are lower on their first review.	This year's data collection and results were collected in an unprecedented and unpredictable academic atmosphere. I recommend that we continue to collect sample article reviews and to apply the AAC&U Rubric on Inquiry and Analysis with the same target score next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO & RO)	The student will produce a master’s level project/thesis with a review of relevant literature and analysis of primary and secondary sources, based on an original idea connected with the development of leadership in women and girls.	The students Capstone/Thesis committee (consisting of a director and two other faculty members) will assess the completed project in WS 512: Capstone/Thesis using the AAC&U VALUE Rubric on Integrative Learning.	A student’s WS 512 Capstone/Thesis project will score an average of no less than 3.5 on the AAC&U VALUE RUBRIC on Integrative Learning.	2019 - 2020	Target Met	Five students completed a thesis project for WS 512 this year, and graduated with their master's degrees. A group of faculty applied the AAC&U VALUE RUBRIC on Integrative Learning to each thesis, and all of them scored above the target score of 3.5. The range was 3.6-4. Only one student scored below a 4 on the rubric.	I recommend we continue the practice of applying this rubric to all of the WS 512 final drafts.
	2.1 (SLO)	The students will complete direct mentor or internship experience with a woman who works in a non-traditional field, in a political, educational or non-profit organization with a connection to improving women’s lives, or in a field which documents women’s lives and experiences.	At the end of their mentoring or internship experience, students will complete a “Reflective Essay” including evidence of intellectual and personal growth in their hands-on knowledge of both the diversity and commonalities of women’s experiences. The Director of the Program will assess the reflection essays.	100% of students who complete WS 510 (required practicum) will be able to describe at least two specific examples of personal or intellectual growth in their knowledge about women’s leadership skills gained during their mentoring or internship experience.	2019 - 2020	Target Met	Four students completed WS 510 during 2019-20, all of whom completed their degrees May, 2020. All wrote reflection essays as part of their daily journals (It was their required final entry). All described at least two examples of personal growth and leadership development in their essays.	We will continue to offer WS 510-- Internship/Practicum as part of the course requirements for the MA program.
			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	2019 - 2020	Target Met	All four directors submitted their survey comments after the graduate students had completed their internships/practicums in May. Every	We will continue to survey the co-curricular directors of student who take WS 510.

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.	from 1 Unsatisfactory, 2 Slightly dissatisfied, 3 Satisfactory to 4 Highly Satisfactory) from their mentor/supervisor.	2019 - 2020	Target Met	student earned all fours from their directors. I am pleased about the variety of internships. One was part of an educational grant which promotes reading among at-risk children. Once was for a public foundation which promotes women's education. One was part of a US military facility, and one was for a group that promotes breastfeeding in Northeast Mississippi. All internships focused on increasing the opportunities and status for women.	We will continue to survey the co-curricular directors of student who take WS 510.
	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	100% of MA in Women's Leadership graduates will complete graduate level coursework in at least three other areas with prefixes other than WS.	2019 - 2020	Target Met	The five completers in May 2020 had an impressive breadth in the areas of their coursework, and they all indicated on the completers' survey that they were satisfied with the breadth of their degrees. All five had at least four disciplines represented in their graduate course work (excluding the WS 502: Special Topics courses) and the courses were	We will continue, through advising and consultation with other graduate advisors about course offerings, to make sure that at least three disciplines are covered in the master's in women's leadership degree. The retiring director suggests that the new director consider changing this requirement to four disciplines for even more breadth in the program.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (PO 4.d.)	Students will take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature.	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.	2019 - 2020	Target Met	from the four colleges/schools at our university.	We will continue, through advising and consultation with other graduate advisors about course offerings, to make sure that at least three disciplines are covered in the master's in women's leadership degree. The retiring director suggests that the new director consider changing this requirement to four disciplines for even more breadth in the program.
	3.2 (PO 4.d.)	Students who take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature will complete papers or projects in those classes with either a direct or indirect focus on women's issues or women's leadership.	The program director will apply a simple check off rubric to a sample group of at least five papers from at least three graduate level courses taken in other disciplines by Women's Leadership graduate students over the academic year.	The program director will collect a sample set of at least five papers from at least three graduate level courses taken in other disciplines by program students over the academic year, and using a simple check off method (1. Paper 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.	2019 - 2020	Target Met	Among the 500 level (excluding WS 500, 501, 502, 510, & 512, papers assessed with the AAU&C rubrics, three disciplines were represented, and all the papers' thesis had a women's studies focus	Six of the non-completers in the program completed coursework in at least three disciplines this past year. We will continue to work with other graduate directors so that courses offered will give our students access to a truly multidisciplinary experience. We will work with graduate directors and our students to make sure that in a course that is not specifically about women's issues, that they can complete a significant project or paper which has a women's issues emphasis.
	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	90% of students participating in the Capstone Survey will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the women's studies	2019 - 2020	Target Met	The five completers all submitted Capstone/Thesis surveys which provide valuable information for planning. All five said that they were	We will take action on some curriculum changes under the leadership of the new director, and continue to use the completer surveys to help make our program stronger.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (PO 4.d.)	Students will receive a quality women's studies education.	Capstone Survey results.	curriculum, hands-on learning opportunities and quality of instruction.	2019 - 2020	Target Met	"very satisfied" with the overall quality of their degree. Their answers, however, on "what courses would you offer" and "how should the program be improved" are invaluable. One theme in these answers has to do with the disconnect between the directors of the graduate education programs and the women's leadership program. When this program was designed and approved, the then Dean of Education wanted to make sure that 12 or more hours of their Educational Leadership classes were required of the WL program. This program has been operating on that model. However, the graduate director and the faculty in educational leadership have become resistant to our students adding their classes. This has created a roadblock for our students. In retrospect, the MA in WL program does	We will take action on some curriculum changes under the leadership of the new director, and continue to use the completer surveys to help make our program stronger.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (PO 4.d.)	Students will receive a quality women’s studies education.	At the end of the academic year, surveys will be taken of program completers. Departmental faculty will review and analyze the Capstone Survey results.	90% of students participating in the Capstone Survey will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the women’s studies curriculum, hands-on learning opportunities and quality of instruction.	2019 - 2020	Target Met	not need to be heavy in Educational Leadership coursework, because the majority of our students are not seeking to be educators. In fact, the courses should be expected to be electives, particularly if the student is planning to pursue an actual career in educational leadership or an additional graduate degree, such as an Ed.D. One of our completers this year took twenty one hours in Educational Leadership, and is now admitted to a doctoral program in that subject, and she is grateful for the opportunity to have taken a number of extra electives in that discipline. In contrast though, other completers said in the surveys that the ED Leadership coursework was "too narrow" and "too specific" for their needs. According to the surveys, students said they had some	We will take action on some curriculum changes under the leadership of the new director, and continue to use the completer surveys to help make our program stronger.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (PO 4.d.)	Students will receive a quality women’s studies education.	At the end of the academic year, surveys will be taken of program completers. Departmental faculty will review and analyze the Capstone Survey results.	90% of students participating in the Capstone Survey will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the women’s studies curriculum, hands-on learning opportunities and quality of instruction.	2019 - 2020	Target Met	"problems" with being admitted to other courses in other colleges, but that they and the director were almost always able to work out issues and provide an override for the students to register. One student says that she wants more actual courses in "Women's Leadership." This comment reflects an action which the retiring director has yet to make, but which the department chair is eager to help with once the new director is in place. Students want Dr. Kate Borsig's "Emotional Intelligence" class to be a regular course in our WS rotation. They also ask that Leadership courses on "Women' and Non-Profits," "Women in International Leadership," "Women as Business Leaders" or "Women as Religious Leaders" be considered for the curriculum. Finally, one completer writes	We will take action on some curriculum changes under the leadership of the new director, and continue to use the completer surveys to help make our program stronger.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (PO 4.d.)	Students will receive a quality women’s studies education.	At the end of the academic year, surveys will be taken of program completers. Departmental faculty will review and analyze the Capstone Survey results.	90% of students participating in the Capstone Survey will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the women’s studies curriculum, hands-on learning opportunities and quality of instruction.	2019 - 2020	Target Met	that she recommends that the graduate students have the opportunity to attend at least one Women's Leadership conference each year. I believe that is good advice.	We will take action on some curriculum changes under the leadership of the new director, and continue to use the completer surveys to help make our program stronger.
			Women’s Studies faculty (a group of at least three faculty) who attend the students’ Graduate Capstone/Thesis presentations and review the final projects will score the students’ work using the AAC&U VALUE Rubrics on Critical Thinking, Oral Communication, and Integrative Learning.	100% of students completing WS 512: Capstone/Thesis will average least a 3.5 (upper level milestone) score or higher on all three AAU&C VALUE rubrics applied to their final projects. An average of the faculty committee’s scores will be used to determine the students’ final scores.	2019 - 2020	Target Met	In 2019-20 five students completed the required six hours of WS 512 and successfully defended their theses. They all received the Master's degree in Women's Leadership in May, 2020. In addition to the fine quality of their work, I am pleased at the breadth of academic disciplines and topics illustrated by their theses: 1. Elderly Abuse of Women in Long-Term Care Facilities in Mississippi: Case Studies and Intervention Methods (gender and geriatric public health), 2. This is a (Wo)man’s World: Women’s Under-representation as Sports Analysts (gender issues in	In 2020-21, four students are on track to complete their six hours in WS 512. We will continue to help them choose discipline advisors to round out their committees. The retiring chair recommends that it would be to the students' advantage to take two semesters to complete the six hours, but that is not a requirement of the program.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Women's Studies faculty (a group of at least three faculty) who attend the students' Graduate Capstone/Thesis presentations and review the final projects will score the students' work using the AAC&U VALUE Rubrics on Critical Thinking, Oral Communication, and Integrative Learning.	100% of students completing WS 512: Capstone/Thesis will average least a 3.5 (upper level milestone) score or higher on all three AAU&C VALUE rubrics applied to their final projects. An average of the faculty committee's scores will be used to determine the students' final scores.	2019 - 2020	Target Met	media communications), 3. "Just a Female": A Feminist Comparison of Heroines in Modern Vampire Fiction (feminism and racism in popular literature), 4. Why Not a Vasectomy?: U.S. Men and Permanent Birth Control (gender and contraception), and 5. Barriers Against and Racial Disparities in Infant Feeding Practices in Mississippi (race, infant care/family studies). Because of the COVID19 pandemic, there were no face to face oral presentations to the committees. Instead, the students prepared PowerPoint presentations with voice over commentaries which the faculty watched and listened to on ZOOM. Following the presentations, there was a question and answer period of about half an hour. All five students gave successful presentations and passed their	In 2020-21, four students are on track to complete their six hours in WS 512. We will continue to help them choose discipline advisors to round out their committees. The retiring chair recommends that it would be to the students' advantage to take two semesters to complete the six hours, but that is not a requirement of the program.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Women's Studies faculty (a group of at least three faculty) who attend the students' Graduate Capstone/Thesis presentations and review the final projects will score the students' work using the AAC&U VALUE Rubrics on Critical Thinking, Oral Communication, and Integrative Learning.	100% of students completing WS 512: Capstone/Thesis will average least a 3.5 (upper level milestone) score or higher on all three AAU&C VALUE rubrics applied to their final projects. An average of the faculty committee's scores will be used to determine the students' final scores.	2019 - 2020	Target Met	defenses. Of the five students, three scored 3.75 in integrative learning, mainly because of unresolved problems in how the secondary research was presented in the theses. These issues were minor.	In 2020-21, four students are on track to complete their six hours in WS 512. We will continue to help them choose discipline advisors to round out their committees. The retiring chair recommends that it would be to the students' advantage to take two semesters to complete the six hours, but that is not a requirement of the program.
	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.	2019 - 2020	Inconclusive	The MUW Alumni Survey will be administered in 2022.	We will continue to use this assessment and will report results in 2022 when the survey is administered.
			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.	2019 - 2020	Inconclusive	The MUW Alumni Survey will be administered in 2022.	We will continue to use this assessment and will report results in 2022 when the survey is administered.
			The Departmental Social Media Survey is sent out on the	5% increase from the previous academic year of Women's	2019 - 2020	Target Met	This year the Department Social Media Survey was	We will continue to assess the progress of our graduates in their professional lives.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Program Facebook page every year. At the end of the academic year, the director faculty will analyze and compare the survey results to the previous academic year to determine if there was an increase or decrease in employment or further graduate study.	Studies alumni students participating in the Official Departmental Social Media Survey stating that they are either employed in a field where they regularly use the skills acquired in the master's program or are enrolled in a higher level graduate/professional program connected with women's leadership.	2019 - 2020	Target Met	done more informally in a focus group. The previous graduates are continuing in their careers as described in last year's assessment. This May five women completed their degrees. One is returning to her native country to a promotion which is a result of her new degree. She plans to pursue a Ph.D. in Women's Leadership within three years. Number two has been accepted into an Educational Leadership doctoral program. Number three, because of her fundraising experience in her WS 510 practicum, is seeking a position in non-profit leadership, and has already written a successful grant proposal for a women's mission centered local public university. Number four is continuing her career in the USAF, and has been commended by her immediate superior for her completion of this master's	We will continue to assess the progress of our graduates in their professional lives.



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.	2019 - 2020	Target Met	program. Number five plans to continue her work in women's non-profit activism, and is considering a doctoral degree. All agree that this degree has opening new personal and professional doors for them.	We will continue to assess the progress of our graduates in their professional lives.
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.	2019 - 2020	Target Met	The 2019-20 academic year was an unusual one for WS 200. Circumstances limited enrollment in WS 200. The director of women's studies began a sabbatical in the fall of 2019. In preparation for that sabbatical, she requested that she teach two upper level EN/WS courses in the second term of summer school, since that term would be her last summer teaching before her retirement in May 2020. This meant that she did not	In the 2020-21 academic year, WS 200 should be offered twice, preferably online AND face-to-face.

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.	2019 - 2020	Target Met	teach the general education WS 200 in the summer, which had been offered for years. In retrospect, this was not a good decision for the major and minor program, and not a good decision for women's studies as a part of general education. In the future, WS 200 should be offered every summer, and once during the regular academic year. In the spring of 2020, the faculty member who usually teaches WS 200 was scheduled to teach upper level classes in other disciplines, so the class wasn't in the regular schedule. After one of her upper level classes was cancelled, a section of WS 200 was added late, and was not well enrolled, although it did include one WS major. Then the COVID-19 pandemic struck. The WS major had to withdraw from school. Only one student finished WS 200, although there were two essays available to assess.	In the 2020-21 academic year, WS 200 should be offered twice, preferably online AND face-to-face.

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.	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.	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.	2019 - 2020	Target Met	The two papers from non-women's studies majors/minors were high quality. Each of them was scored well above the target of 2 on the AACU Critical Thinking Rubric.	In the 2020-21 academic year, WS 200 should be offered twice, preferably online AND face-to-face.
			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	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.	2019 - 2020	Inconclusive	Only one women's studies major was enrolled in WS 200 this year, and she had to withdraw from the university before she completed the class.	In the 2019-20 academic year, the retiring director of women's studies recommends teaching two sections of WS 200, one online, and one face-to-face.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2019 - 2020	Inconclusive	Only one women's studies major was enrolled in WS 200 this year, and she had to withdraw from the university before she completed the class.	In the 2019-20 academic year, the retiring director of women's studies recommends teaching two sections of WS 200, one online, and one face-to-face.
			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: 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.	2019 - 2020	Target Met	The 2019-20 academic year was an unusual one for WS 200. Circumstances limited enrollment in WS 200. The director of women's studies began a sabbatical in the fall of 2019. In preparation for that sabbatical, she requested that she teach two upper level EN/WS courses in the second term of summer school, since that term would be her last summer teaching before her retirement in May 2020. This meant that she did not teach the general education WS 200 in the summer, which had been offered for years. In retrospect, this was not a good decision for the major and minor program, and not a good decision for women's studies as a part of general	The retiring director recommends that WS 200 be offered twice in the upcoming 2020-21 academic year, once online, and once face-to-face.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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: 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.	2019 - 2020	Target Met	education. In the future, WS 200 should be offered every summer, and once during the regular academic year. In the spring of 2020, the faculty member who usually teaches WS 200 was scheduled to teach upper level classes in other disciplines, so the class wasn't in the regular schedule. After one of her upper level classes was cancelled, a section of WS 200 was added late, and was not well enrolled, although it did include one WS major. Then the COVID-19 pandemic struck. The WS major had to withdraw from school. Only one student finished WS 200, although there were two essays available to assess. The two papers from non-women's studies majors/minors were high quality. Each of them was scored well above the target of 1.5 on the AACU Inquiry and Analysis rubric.	The retiring director recommends that WS 200 be offered twice in the upcoming 2020-21 academic year, once online, and once face-to-face.
			With the director of	Non-women's studies	2019 - 2020	Target Met	The 2019-20	The retiring director recommends

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			women's studies applying the AAC&U VALUE rubric on Intercultural Knowledge and Competence, in a sample group of at least 10 essays and/or discussion posts from students enrolled in WS 200 in one academic year, students enrolled in WS 200: Introduction to Women's Studies, will demonstrate the ability to write an essay or discussion post demonstrating the historical and current global and intercultural roles of women in society.	majors or minors will score an average of at least a 2 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	2019 - 2020	Target Met	academic year was an unusual one for WS 200. Circumstances limited enrollment in WS 200. The director of women's studies began a sabbatical in the fall of 2019. In preparation for that sabbatical, she requested that she teach two upper level EN/WS courses in the second term of summer school, since that term would be her last summer teaching before her retirement in May 2020. This meant that she did not teach the general education WS 200 in the summer, which had been offered for years. In retrospect, this was not a good decision for the major and minor program, and not a good decision for women's studies as a part of general education. In the future, WS 200 should be offered every summer, and once during the regular academic year. In the spring of 2020, the faculty member who usually teaches WS	that at least two sections of WS 200 be offered in the 2020-21 academic year, one online and one face-to-face, so that the department will have a larger number of essays to assess.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			With the director of women's studies applying the AAC&U VALUE rubric on Intercultural Knowledge and Competence, in a sample group of at least 10 essays and/or discussion posts from students enrolled in WS 200 in one academic year, students enrolled in WS 200: Introduction to Women's Studies, will demonstrate the ability to write an essay or discussion post demonstrating the historical and current global and intercultural roles of women in society.	Non-women's studies majors or minors will score an average of at least a 2 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	2019 - 2020	Target Met	200 was scheduled to teach upper level classes in other disciplines, so the class wasn't in the regular schedule. After one of her upper level classes was cancelled, a section of WS 200 was added late, and was not well enrolled, although it did include one WS major. Then the COVID-19 pandemic struck. The WS major had to withdraw from school. Only one student finished WS 200, although there were two essays available to assess. The two papers from non-women's studies majors/minors were high quality. Each scored well above the target of 2.	The retiring director recommends that at least two sections of WS 200 be offered in the 2020-21 academic year, one online and one face-to-face, so that the department will have a larger number of essays to assess.
			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.	2019 - 2020	Inconclusive	There was only one women's studies major enrolled in WS 200 in academic year 2019-20, and she had to withdraw from school before the end of the spring semester, and had submitted no assignments to be assessed.	The retiring director of Women's Studies recommends that two sections of WS 200 be offered in the 2020-21 academic year, one online section, and one face to face.

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.	2019 - 2020	Inconclusive	There was only one women's studies major enrolled in WS 200 in academic year 2019-20, and she had to withdraw from school before the end of the spring semester, and had submitted no assignments to be assessed.	The retiring director of Women's Studies recommends that two sections of WS 200 be offered in the 2020-21 academic year, one online section, and one face to face.
	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.	2019 - 2020	Target Met	In the fall of 2019, one women's studies major completed a WS 401 Internship with the NEWLeadership Mississippi directors in preparation for the May 2020 annual program which trains young college women in Mississippi in different types of public service. Although this year's NEW Leadership MS, was cancelled, the intern completed all of the preliminary work required. This intern gathered information from previous attendees and produced recruiting literature. She also used email and social media to promote NEWLeadership Mississippi and to recruit possible	We will continue to offer at least one section of WS 401: Internship in Women's Studies per academic year.



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.	2019 - 2020	Target Met	attendees. She starred in a promotional video in which she talked about her experience as a NEWLeadership MS participant in May 2019. In her reflection, she talked about how her participation in this internship increased her interest in political science and public policy analysis, and she also said that the internship especially enhanced her knowledge in completing her senior Honors thesis in women's studies, which analyzed young Nepali people's knowledge of women political leaders.	We will continue to offer at least one section of WS 401: Internship in Women's Studies per academic year.
	2.1 (SLO)	Students will exhibit the ability to conduct and record a structured interview of a woman.	Faculty will review students' recorded oral histories and keep a log of all new oral histories of women that are added to the university archives for future student, faculty and scholar research.	By the end of each academic year, at least three new digital oral histories of women interviewed by women's studies majors or minors will be added to University archives for future research. The interview subjects will choose after the completed interview whether or not they wish the recording and written materials	2019 - 2020	Target Met	Although we were not able to conduct oral history projects of the class of 1970 at Homecoming, seven oral histories were added to the MUW Archives through the work of a women's studies minor who graduated in December, 2019, and a women's studies senior who graduated in May.	Although I retired as director of women's studies on May 31st, this program's goals have not changed. We will continue to have women's studies majors and minors conduct oral history interviews to add to the body of primary sources in the MUW archives.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Students will exhibit the ability to conduct and record a structured interview of a woman.	Faculty will review students' recorded oral histories and keep a log of all new oral histories of women that are added to the university archives for future student, faculty and scholar research.	to be preserved for future research.	2019 - 2020	Target Met	Although we were not able to conduct oral history projects of the class of 1970 at Homecoming, seven oral histories were added to the MUW Archives through the work of a women's studies minor who graduated in December, 2019, and a women's studies senior who graduated in May.	Although I retired as director of women's studies on May 31st, this program's goals have not changed. We will continue to have women's studies majors and minors conduct oral history interviews to add to the body of primary sources in the MUW archives.
			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).	2019 - 2020	Target Met	Although the senior women's studies student who was in charge of recruiting and training 14 interviewers to complete Fiftieth Reunion "Golden Girl" interviews during MUW's March Homecoming, and although the senior student had prepared all paperwork, including the Deed of Gift paperwork, Homecoming was cancelled because of the COVID-19 Pandemic. Because of the cancellation, the majority of the opportunities to collect oral histories disappeared. In spite of the cancellation of	The retiring director of women's studies recommends that all women's studies majors or minors continue to be involved in the Golden Girls Oral History project, as well as other oral history projects such as the LGBTQ+ collection.

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).	2019 - 2020	Target Met	Homecoming, the women's studies May graduate completed six oral history interviews for deposit in the MUW archives, two during her freshman year, two during her sophomore year, and two during her junior year. The women's studies minor who graduated in December, 2019, was a "Golden Girl" interviewer during her freshman year, and the head Golden Girl intern in 2018 and 2019. Before she graduated, she completed seven oral history interviews for our archives.	The retiring director of women's studies recommends that all women's studies majors or minors continue to be involved in the Golden Girls Oral History project, as well as other oral history projects such as the LGBTQ+ collection.
	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) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	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.	2019 - 2020	Target Not Met	Ten upper Level WS papers (300 and 400 random selection from 2019-20 WS courses) –five different cross-listed or related disciplines: philosophy, religious studies, English, public health, and family studies, are represented in the sample.  This year we had a sample set of ten	While the overall average score increased from last year, and is over the target score of 3, fifty percent of the students did not reach the target of 3. I will leave this quandary up to the incoming director of women's studies, but my tendency is to suggest that the target score should be lowered, and that an additional person score the papers. It could be that we are applying the rubric too stringently.

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.	2019 - 2020	Target Not Met	essays, one from a major and nine from nonmajors/nonminors. Using the Critical Thinking AACU Value Rubric, the ten papers had a range of 1.6 to 4 the overall average was 3.14 the major/minor score was - 4 the non-minors/non--majors average score was - 3.04 The women's studies major student score was higher than the target number The average overall and the average of the nonmajor/nonminor students was higher than the target of 3 However, five students scored below the target score of 3.	While the overall average score increased from last year, and is over the target score of 3, fifty percent of the students did not reach the target of 3. I will leave this quandary up to the incoming director of women's studies, but my tendency is to suggest that the target score should be lowered, and that an additional person score the papers. It could be that we are applying the rubric too stringently.
			Utilizing the AAC&U the Inquiry and Analysis Value Rubric, 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 on the AAC&U Inquiry and Analysis Value Rubric.	2019 - 2020	Target Met	NOTE: I should have changed the Direct Assessment of this section to specify the use of the Inquiry and Analysis Rubric, since last year I said I would discard the old department rubric and replace it with the Inquiry and Analysis rubric. Last	The retiring director recommends using the Inquiry and Analysis AAUC rubric from now on, and discarding the department rubric for good.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Utilizing the AAC&U the Inquiry and Analysis Value Rubric, 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 on the AAC&U Inquiry and Analysis Value Rubric.	2019 - 2020	Target Met	<p>year I suggested that the rubric target should be a "2." I am now reporting results from the application of the Inquiry and Analysis rubric to the 2019-20 paper sample set.</p> <p>Ten upper Level WS papers (300 and 400 random selection from 2019-20 WS courses) –five different cross-listed or related disciplines: philosophy, religious studies, English, public health, and family studies, are represented in the sample. One of the papers is from a WS major.</p> <p>Inquiry and Analysis Rubric</p> <p>– range 2.33 to 4</p> <p>- overall average – 3.23</p> <p>- major/minor average – 4</p> <p>- non-minors/non-majors average—3.15</p>	The retiring director recommends using the Inquiry and Analysis AAUC rubric from now on, and discarding the department rubric for good.
			Women's Studies	Women's Studies	2019 - 2020	Target Met	There were THREE	We will continue to support the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			majors and minors will complete a 400 level project using primary biographical or creative sources by/from women.	minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	2019 - 2020	Target Met	four hundred level projects completed by two students this year, one major and one minor. FIRST PROJECT: The minor graduated in December 2019, and she chose women's studies as the discipline for her senior Honors 402 project, which was a compiled anthology of women's essays on the topic "I knew I was a woman when..." The anthology included photographs by women as well as the essays, all of which were compiled in a print version. Her introduction included references to secondary literature about anthologies, and her own analysis of the collection itself. SECOND PROJECT: a senior women's studies major graduated in May, 2020. For her required WS 499: Capstone paper, she wrote an analysis of a memoir by a Nepali woman. The biography was published in the Nepali language, but the graduate	Honors College students who choose women's studies as the discipline for their senior HO 401-402 research projects. We will have at least one senior completing the WS 499 Capstone class in AY 2020-21.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Women's Studies majors and minors will complete a 400 level project using primary biographical or creative sources by/from women.	Women's Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	2019 - 2020	Target Met	translated passages into English, and then analyzed the memoir using feminist theory and disability theory, and drew conclusions about how this memoir lives at the intersection of both theories. Because of her disability, the author of the memoir writes with her feet, and is an important literary figure in her native country. This graduate's Capstone paper is truly original, and publishable, because of there is no analysis in English of this writer, who should be internationally known. THIRD PROJECT: The women's studies student who graduated in May, 2020 also completed a senior HO 402 project in the discipline of women's studies. She compared differing perceptions of female political leaders among Nepali college age students living in Nepal with Nepali	We will continue to support the Honors College students who choose women's studies as the discipline for their senior HO 401-402 research projects. We will have at least one senior completing the WS 499 Capstone class in AY 2020-21.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Women's Studies majors and minors will complete a 400 level project using primary biographical or creative sources by/from women.	Women's Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	2019 - 2020	Target Met	college students studying abroad and second generation Nepali students living outside of Nepal. She used social media and online surveys to compile and analyze original and significant data which could be useful in further research in international politics and public policy. All three of these projects scored perfect 4's in every category of the AACU Value rubric for Inquiry and analysis. I have not attached rubric data, because there was no question about any of the three projects meeting the target.	We will continue to support the Honors College students who choose women's studies as the discipline for their senior HO 401-402 research projects. We will have at least one senior completing the WS 499 Capstone class in AY 2020-21.
	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.	2019 - 2020	Target Met	One senior women's studies major completed WS 499 and graduated in May, 2020. Three faculty were in agreement that the final paper scored a "4" in all categories on the Information Literacy Value Rubric.	We will continue to apply this rubric to all WS 499 Capstone papers.
	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	90% of students participating in the Capstone Survey will indicate a "somewhat	2019 - 2020	Target Met	One student completed the Capstone Survey upon graduation	We will continue to use this survey for all who complete WS 499 Capstone.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (PO 4.d.)	Students will receive a quality women's studies education.	and analyze the Capstone Survey results to determine if achievement target was met.	satisfied" or "very satisfied" satisfaction level reflective of the women's studies curriculum, hands-on learning opportunities and quality of instruction.	2019 - 2020	Target Met	this year. In every category she specified she was very satisfied. (see attached completed survey). She said also in her comments: "It was a transformative experience for me. I had started my degree with a head full of doubts and prejudices that I gradually realized and worked on throughout the academic journey and came out much more aware and liberal minded at the end of the program." She pointed out that one problem she dealt with was isolation---in most classroom situations she was the only WS major. The small numbers in our major also made her efforts to plan her coursework each semester "somewhat difficult."	We will continue to use this survey for all who complete WS 499 Capstone.
			Women's Studies faculty (a group of at least three faculty) who attend the students' Capstone presentations and review the final projects will score	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.	2019 - 2020	Target Met	The senior who completed capstone developed a Power Point presentation on her Capstone research paper, and she presented it virtually through	Once we are passed the COVID19 pandemic, face to face presentations with the faculty audiences (at least three faculty members) will resume.

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 Information Literacy.	An average of the faculty scores will be used to determine the students' final scores.	2019 - 2020	Target Met	Skype to the director of the program. She then answered questions skillfully for twenty minutes. Because of scheduling issues at the end of the semester due to the COVID19 pandemic, only one faculty member viewed the presentation. The senior earned average scores of 4 on each AAC&U rubric--Oral Communication, Critical Thinking, and Information Literacy.	Once we are passed the COVID19 pandemic, face to face presentations with the faculty audiences (at least three faculty members) will resume.
	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.	2019 - 2020	Inconclusive	The MUW Alumni Survey will be administered in 2022.	We will continue to use this assessment and will report results in 2022 when the survey is administered.
			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	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.	2019 - 2020	Inconclusive	The MUW Alumni Survey will be administered in 2022.	We will continue to use this assessment and will report results in 2022 when the survey is administered.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2019 - 2020	Inconclusive	The MUW Alumni Survey will be administered in 2022.	We will continue to use this assessment and will report results in 2022 when the survey is administered.
			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.	2019 - 2020	Target Met	The Department Social Media Survey is now informal and ongoing, and is not administered once a year. Instead, the department chair announces successes of graduates as they are relayed, and graduates also post their own updates. This year we had no significant changes among our alumnae, who are all working in their field or in a related field. The two current graduates are both attending graduate school in the fall, both in fields connected to women's studies. A third graduate who completed her degree in 2013 is returning to pursue our MA in Women's Leadership in August, 2020.	I recommend that another type of media (rather than the LLP FB page) be used to keep track of women's studies graduates. Since we have such a variety of disciplines in our department, perhaps a designated women's studies/women's leadership page would be more helpful.