

College of Arts and Sciences: 2020-2021

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	2020 - 2021	Inconclusive	due to the coronavirus pandemic this new assessment was not completed, we had different instructors teaching art appreciation and there was no communication concerning gathering the data.	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 course will assess each student results.	The average score over the semester will be 75 out of 100 total points.	2020 - 2021	Inconclusive	The faculty of record did not complete the worksheet for Survey I.	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	Art History minor students enrolled in Survey II will be assigned a take home	The average score of ART 212 art history minors will be at least a "2" on the 1-4 scale using the Critical	2020 - 2021	Target Met	Three out of five students in the class submitted the take-home essay. The average score on the rubric for these three is	The assessment will be carried out for the next academic year.

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	3.1 (GEO 1.b.)	contrast portion of the final exam.	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.	Thinking VALUE Rubric.	2020 - 2021	Target Met	2.58, thereby achieving Target 3.1. The Critical Thinking VALUE Rubric did not exactly correspond to the essay instructions and may have decreased the assessment score. This course will need a more tailored rubric in the future.	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.	2020 - 2021	Target Not Met	The average for these three was 2.46, almost meeting Target 4.1. The areas where these students fell short were the historical context of the artist and the influences. More emphasis will be placed on these areas throughout the semester. Typically, when asked about historical context on a semester test, many students skip this question. Requiring students to study this for tests does not work (apparently, history is for history class). The teacher will devise homework assignments and/or in-class activities specifically geared to these areas so that student comprehend that art is not created in a vacuum.	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	Using both pre and post course questionnaires, students will rate their level of understanding/familiarity of the	An improvement score of at least 50% based on the averages of the pre and post surveys.	2020 - 2021	Inconclusive	Faculty member was not able to complete this review- we will diligently pursue completion in the next year's review.	The assessment will be carried out for the next academic year.

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	4.2 (PO 3.e.)	familiarity of 4 primary art periods/movements between the 1400's-1880.	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.	2020 - 2021	Inconclusive	Faculty member was not able to complete this review- we will diligently pursue completion in the next year's review.	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.	2020 - 2021	Target Not Met	18/28 students scored satisfactory or better - 64% 9/28 students scored proficient - 32% 9/28 students scored satisfactory - 32% 10/28 students scored unsatisfactory - 36%	Both the percentage of students who met the target and the percentage of students who were scored proficient in this target were down dramatically from the previous couple of years. (For a graph of trends in this assessment, see the attached document "BioAssessment_1.1a_BSB 230_BSB310_Trends.xlsx.") It is likely that this drop, like that seen in the same assessment in BSB 230, reflects the significant percentage of students who struggled with all online instruction. As we return to face-to-face instruction, the percentage of students struggling in general will decrease and we will see a concurrent rise in satisfactory and better scores in this assessment. Of course, we will also 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.
			Work done by students in this sophomore-level class (BSB 230) will	More than 75% of the students in BSB 230 General Genetics will score satisfactory or	2020 - 2021	Target Not Met	15/21 students were scored satisfactory or better - 68% 13/21 students were	This is probably another example of students not adapting well to online learning. Both the percentage

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			be assessed by faculty using departmental rubrics created for this learning outcome.	better (as measured by the departmental assessment rubric) in an assignment question interpreting a single table or figure taken from a scientific paper.	2020 - 2021	Target Not Met	scored proficient -- 62% 2/21 students were scored satisfactory - 5% 6/21 students were scored unsatisfactory - 19%	of students who met the target and the percentage of students who were scored proficient declined significantly from the previous year. (For a graph of trends, see the attached document "BioAssessment_1.1a_BSB230_BSB310_Trends.xlsx".) With the return of face-to-face offerings of most upper-year biology courses, including this one, we hope that students who struggled with all aspects of online learning will do better in general and that will be reflected in the assessment results. To help train students in the skills needed to understand and interpret figures, we will continue to incorporate figure analysis in lectures and assignments in multiple biology courses.
	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	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 student selects a published journal article and writes a research proposal based on the research in the article.	2020 - 2021	Target Met	The average score was 2.6.	The average score was down compared to previous years. (For the trends in this assessment since 2017, see the graph in the attached document "BioAssessment_1.2_VALUE Rubric_400.xlsx".) This, once again, is probably due to the struggles students have with all-online learning. The activity being assessed is one that is one that is being encountered at this depth for the first time in this course. It is a topic that benefits from the class discussions that are

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	1.2 (GEO 4.c.)	students with “the ability to apply the process of science”, as stated in the Biology Mission Statement above.	Work done by students in the biology capstone course will be assessed by faculty using the AAC&U VALUE Inquiry & Analysis rubric.	Students in BS 400 Senior Seminar will average “2.5” or higher on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate a capstone project in which each student selects a published journal article and writes a research proposal based on the research in the article.	2020 - 2021	Target Met	The average score was 2.6.	<p>detailed when this course is offered face-to-face.</p> <p>However, Bio faculty can help prepare students for this assessed skill by making incorporating into our classes occasional descriptions of classic and state-of-the-art experiments in fields relevant to the courses, with emphasis on the logic of the design behind the experiments.</p>
	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.	2020 - 2021	Target Not Met	<p>21/29 students met the target by scoring satisfactory or better - 73%</p> <p>13/29 students were scored proficient - 45%</p> <p>8/29 students were scored satisfactory - 28%</p> <p>8/29 students were scored unsatisfactory - 28%</p>	<p>As with several other assessments, we saw both the percentage of students not making the target increase from previous years and the percentage of students scoring in the "proficient" category increasing. Again, we attribute this to disparate student responses to both the pandemic environment and the switch to all-remote learning. A significant percentage of our students were significantly handicapped by these changes and did not learn or perform as well as they would under more traditional circumstances.</p> <p>As we return to face-to-face learning, we expect students to perform better for that reason alone. However, the biology faculty will still try to encourage students to connect concepts across courses and topics. Biology faculty in as many courses as possible will continue to point out in lectures when course</p>

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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.	2020 - 2021	Target Not Met	21/29 students met the target by scoring satisfactory or better - 73% 13/29 students were scored proficient - 45% 8/29 students were scored satisfactory - 28% 8/29 students were scored unsatisfactory - 28%	<p>concepts build upon or relate to concepts students have seen in other courses. And, where possible, Biology faculty will build into assignments and tests problems where students are tasked with finding connections to concepts seen in previous courses.</p> <p>The trend in this assessment target since 2011 is graphed in the file named "BioAssessment_2.1_346_310_Trends.xlsx" attached in related documents.</p>
			Work done by students in BSB 346, typically taken in the 2nd or 3rd year, will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 346 Evolutionary Biology will score satisfactory or better (as measured by the departmental assessment rubric) on an exam question that relates DNA sequence changes to evolutionary relationships between organisms.	2020 - 2021	Target Met	19/25 students scored satisfactory or better - 76% 14/25 students scored proficient - 56% 5/25 students scored satisfactory - 20% 6/25 students scored unsatisfactory - 24%	<p>Despite this course being all online, the students did meet the achievement target, although just barely.</p> <p>Biology faculty in as many courses as possible will continue to point out in lectures when course concepts build upon or relate to concepts students have seen in other courses. And, where possible, Biology faculty will build into assignments and tests problems where students are tasked with finding connections to concepts seen in previous courses.</p> <p>The trend in this assessment target since 2013 is graphed in the file named "BioAssessment_2.1a_346_Trends.xlsx" attached in related documents.</p>
	2.2 (SAO)	In keeping with the	All Biology majors	More than 50% of the	2020 - 2021	Target Not	1/20 students scored	The percentage of students

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	2.2 (SAO)	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.	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 nationwide. ETS will provide information about each student’s percentile ranking for the test.	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.	2020 - 2021	Met	above the 50th percentile - 5% 19/20 students scored below the 50th percentile - 95%	<p>who met the target in this assessment is the lowest it has ever been (with the exception of last year, when the test was only administered to 4 students) and the average and median scores on this year's test are also the lowest they have been since 2007 when we first started keeping track of the scores. (Trends since 2007 are graphed in the attached file named "BioAssessment_2.2_ExitExam_Trands.xlsx.)</p> <p>One probably reason for this is that this was a stressful year for students due to the pandemic. There were a lot of extra stresses in their lives, both financial and social. Hopefully those stresses will be reduced next year and students will be able to concentrate more fully when being tested like this.</p> <p>On the other hand, we have consistently been failing to meet this target, even before the start of the pandemic. Our students do need guidance in learning to study for retention. Biology faculty will continue to include activities and training in as many courses as possible that give students techniques for studying in new ways that emphasise retention rather than short-term</p>
	2.3 (SPG C.3)	In keeping with the University Strategic	All graduating Biology seniors will	More than 75% of the students participating in	2020 - 2021	Target Not Met	3/16 students participated in two or more different	During a pandemic it is difficult for students to

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	2.3 (SPG C.3)	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.	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.	the Exit Interview Survey will have participated in at least two different types of community service activities.	2020 - 2021	Target Not Met	types of community service - 19% 7/16 students participated in one type of community service - 53% 6/16 students participated in no community service - 38%	volunteer for community service, and this probably brought the numbers down. As new community service volunteer opportunities arise as pandemic restrictions are lifted, it is important the Biology faculty let students know what those opportunities are, and demonstrate commitment to community service themselves. So, Biology faculty will make an effort to announce service opportunities in course Canvas messages and will publicize when they or their students participate in such activities.
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.	2020 - 2021	Target Met	86 PSC 111 students across five lecture sections and two semesters (4 sections in fall 2020, 1 section in spring 2021) 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 86 students evaluated was "3.1" with the following breakdown (18 students, score = 1; 9 students, score = 2; 1 student, score = 3; 58 students, score = 4).	While we are pleased to have met our target, it is difficult to base future actions on this result because our teaching and testing formats were so unusual this academic year. The normally face-to-face sections were taught synchronously via Zoom. The normally instructor-proctored exams and quizzes were often open-book. For this reason, we plan to base future actions on results from the 2021-2022 academic year and treat this result as a possible anomaly. When face-to face offerings return in 2021-2022, we will resume our strategies used during the 2019-2020 academic year and re-assess then.

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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.	2020 - 2021	Target Met	Target was achieved. [more]	While we are pleased to have met our target, it is difficult to base future actions on this result because our teaching and testing formats were so unusual this academic year. The normally face-to-face sections were taught synchronously via Zoom. The normally instructor-proctored exams and quizzes were often open-book. For this reason, we plan to base future actions on results from the 2021-2022 academic year and treat this result as a possible anomaly. When face-to face offerings return in 2021-2022, we will resume our strategies used during the 2019-2020 academic year and re-assess then.
			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.	2020 - 2021	Target Met	36 PSC 112 students across two lecture sections in spring 2021 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and 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 36 students evaluated was "3.1" with the following breakdown (4 students, score = 1; 5 students, score = 2; 12 students, score = 3; 15	While we are pleased to have met our target, it is difficult to base future actions on this result because our teaching and testing formats were so unusual this academic year. The normally face-to-face sections were taught synchronously via Zoom. The normally instructor-proctored exams and quizzes were often open-book. For this reason, we plan to base future actions on results from the 2021-2022 academic year and treat this result as a possible anomaly. (06/29/2021) When face-to face offerings return in 2021-2022, we will

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			Stoichiometry, equilibrium, and thermodynamics/questions from quantum mechanics 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.	2020 - 2021	Target Met	students, score = 4). Target was achieved. [more]	resume our strategies used during the 2019-2020 academic year and re-assess then.
			Stoichiometry, equilibrium, and thermodynamics/questions from quantum mechanics 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.	2020 - 2021	Inconclusive	Neither PSC 312 nor PSC 450/451 were taught this year.	PSC 450/451 was scheduled to be offered during this academic year. Students in PSC 450/451 were supposed to have been assessed this year. However, PSC 450/451 did not make because of low enrollment. Since the courses were not offered, this assessment was not done. The assessment will be done in the 2021-2022 academic year with PSC 312.
	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.	2020 - 2021	Inconclusive	The assessment was not done.	This lab and the corresponding lecture were taught via Zoom during this academic year. It was decided that since both sections of PSC 112 lecture were being taught via Zoom, it might be more beneficial to students to use some of the PSC 112L meetings as recitations (study sessions) instead of actual lab meetings. In a normal, face-to-face offering of PSC 112, students would be encouraged to attend weekly study sessions, however, since meeting with

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	1.2 (SLO)	TSW exhibit effective written communication in the areas of inorganic and analytical chemistry.	Formal lab reports will be evaluated in PSC 112L by faculty using the AAC&U Written Communication VALUE Rubric.	75% of PSC 112 students should score at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric in writing a formal lab report.	2020 - 2021	Inconclusive	The assessment was not done.	students for study sessions was not encouraged, some Zoom lab meetings were used as recitations. This decreased the number of labs offered and decreased the amount time available for writing lab reports. Assuming that face-to-face courses will be offered during the 2021-2022 academic year, this assessment will be done then.
	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.	2020 - 2021	Target Not Met	Students who obtained 90% or more of the points were rated "proficient". Students who obtained between 70 and 89% of the points were rated "satisfactory". Students who obtained less than 70% of the points were rated "unsatisfactory". 19 PSC 211 students were evaluated using the rubric attached in the "Related documents" section. 74% of PSC 211 students scored at least "satisfactory" on the rubric. 19 students were evaluated on an exam with questions related to instrumentation and analytical techniques (5 at unsatisfactory, 6 at satisfactory, 8 at proficient). Target of 75% was not achieved. [more]	It is difficult to base future actions on this result because our teaching and testing formats were so unusual this academic year. The normally face-to-face sections were taught synchronously via Zoom. This could have had a negative effect on student performance. For this reason, we plan to base future actions on results from the 2021-2022 academic year. (06/29/2021) When face-to face offerings return in 2021-2022, we will resume our strategies used during the 2019-2020 academic year and re-assess then.
	2.1 (SLO)	TSW recognize and interpret structure, reactions, mechanisms, and	Questions related to reactions and synthesis from quizzes and exams	60% of PSC 211/212 students should be at the satisfactory level (70%) or higher in	2020 - 2021	Target Met	Students who obtained 90% or more of the points were rated "proficient". Students who obtained	While we are pleased to have met our target, it is difficult to base future actions on this result because our teaching

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	2.1 (SLO)	synthesis of organic compounds.	in PSC 211/212 will be evaluated by faculty.	answering basic questions related to organic chemistry reactions and synthesis.	2020 - 2021	Target Met	<p>between 70 and 89% of the points were rated "satisfactory". Students who obtained less than 70% of the points were rated "unsatisfactory".</p> <p>21 PSC 211 students were assessed using the rubric attached in the "Related documents" section. 95% of PSC 211 students scored at least "satisfactory" on the rubric. 21 students were evaluated on quizzes and an exam with questions related to reactions and synthesis (1 at unsatisfactory, 7 at satisfactory, 13 at proficient). Target of 60% was achieved. [more]</p>	<p>and testing formats were so unusual this academic year. The normally face-to-face sections were taught synchronously via Zoom. The normally instructor-proctored exams and quizzes were often open-book. For this reason, we plan to base future actions on results from the 2021-2022 academic year and treat this result as a possible anomaly.</p> <p>When face-to face offerings return in 2021-2022, we will resume our strategies used during the 2019-2020 academic year and re-assess then. (06/29/2021)</p>
	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.	2020 - 2021	Target Met	<p>15 PSC 212 students were assessed on delivering an oral presentation. The presentation was evaluated using the AAC&U Oral Communication VALUE rubric. 100% of PSC 212 students scored at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric (15 students evaluated on one presentation; 0 at level 1, 0 at level 2, 3 at level 3, 12 at level 4). Target was achieved. [more]</p>	<p>While we are pleased to have met our target, it is difficult to base future actions on this result because our teaching and testing formats were so unusual this academic year. The normally face-to-face sections were taught synchronously via Zoom. Students were also able to do their presentations via Zoom, using Power point slides, which might have had a false-positive effect.</p> <p>When face-to face offerings return in 2021-2022, we will resume our strategies used during the 2019-2020 academic year and re-assess then. (06/29/2021)</p>
			Formal lab reports	75% of PSC 211L	2020 - 2021	Target Not	17 PSC 211L students	It should be noted that,

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			will be evaluated in PSC 211L by faculty using the AAC&U Written Communication VALUE Rubric.	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.	2020 - 2021	Met	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. 65% 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 one lab report; 2 at level 1, 4 at level 2, 7 at level 3, 4 at level 4). Target was not achieved. [more]	because this course was offered synchronously instead of face-to-face, only one lab report was assigned, instead of the usual two lab reports. Normally students perform markedly better on the second lab report than they do on the first, as would be expected. The improved performance on the second report increases the average assessment score. We believe that, when face-to-face offerings return in 2021-2022, and the normal assessment is done on two lab reports (instead of one), we will see an improvement in the results.
	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.	2020 - 2021	Inconclusive	Because there were no graduating Chemistry majors in 2020-2021, no Chemistry majors took the MFT.	Chemistry majors graduating in 2021-2022 will take the MFT.
	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	100% of Exit Survey participants (Chemistry majors) will participate in at least one outreach activity.	2020 - 2021	Inconclusive	Because there were no Chemistry majors graduating in 2020-2021, no Chemistry majors completed the Ext Survey to answer questions about	Chemistry majors graduating in 2021-2022 will complete the Exit Survey and answer questions about their participation in K-12 outreach activities.

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	4.1 (PO 2.c.)	Chemistry majors will participate in activities that strengthen and expand K-12 partnerships.	Exit Survey, students will answer questions concerning their participation in K-12 outreach activities. Faculty will review and analyze the Exit Survey to determine if Chemistry major students participated in at least one outreach activity.	100% of Exit Survey participants (Chemistry majors) will participate in at least one outreach activity.	2020 - 2021	Inconclusive	their participation in K-12 outreach activities. Also, with the pandemic, there were not very many outreach activities offered.	Chemistry majors graduating in 2021-2022 will complete the Exit Survey and answer questions about their participation in K-12 outreach activities.
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.	2020 - 2021	Target Not Met	The overall mean score for writing samples from upper-level courses was 2.92 on the 4-point Written Communication rubric. The mean score for samples from COM 307 was 2.71 (n = 7), and the mean score from samples from COM 465 was 3.17 (n = 6). These courses differ in the type of writing required. Whereas COM 307 is an upper-level course focused on journalistic writing, COM 465 is a theory-focused course that requires students to write research and analysis papers using APA (American Psychological Association) writing guidelines and citation style. Thus, it is not possible to make a course-to-course comparison between these two courses as representative of a direct	Coordinator didn't enter action statement.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Communication (including Minor) - BA, BS {2016-2017}	1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess student writing samples from relevant courses	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	2020 - 2021	Target Not Met	progression in demonstrated skill. However, the comparison between mean scores from lower-level courses (2.75) and upper-level courses (2.92) does demonstrate improvement in skills as students progress through the curriculum. COM 307 was more heavily affected by Covid protocols than COM 465, because COM 307 requires students to interview sources (via phone or Zoom during this time).	Coordinator didn't enter action statement.
			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.	2020 - 2021	Target Met	The overall mean was 2.75 on the 4-point Written Communication rubric. The mean score for writing samples drawn from COM 200 was 2.25 (n = 4), and the mean score for writing samples drawn from COM 250 was 3.25 (n = 4). These results indicate students are demonstrating generally clear writing and that their demonstrated proficiency is improving from one course to the next. This offering of COM 250 (Newgathering) was affected by Covid protocols. Student interviews of story sources were limited to phone and Zoom interviews, and scheduling issues limited the number of stories required during the semester. (Students	Coordinator didn't enter action statement.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess student writing samples from relevant courses.	The average score of assessed student writing samples from sophomore-level courses will be at least 2 on the 4-point Written Communication rubric.	2020 - 2021	Target Met	therefore had more time per assignment than in a typical semester, to allow extra time for interview scheduling.)	Coordinator didn't enter action statement.
	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.	2020 - 2021	Target Not Met	The mean score on Video Production rubric was 3.00 on a 4-point scale. Five out of 7 production samples scored at least 3 out of 4, which is 71 percent of the total sampled (below the 80 percent threshold). Production projects sampled were drawn solely from the introductory course (COM 103) because the intended production project from COM 431 (the advanced production course) was affected by Covid protocols. (The video footage that was to be shot and edited for the project was intended to be from a dramatic theatrical performance staged by another academic department. However, it became impossible to gather this footage following a necessary restructuring of the performance. Other projects from the course were not suitable for this specific analysis.) This skews the analyzed sample and reduces the	Coordinator didn't enter action statement.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Students will demonstrate appropriate use of video production equipment.	Using the Video Production Skills rubric, departmental faculty will assess student production samples from relevant courses.	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Video Production Skills rubric.	2020 - 2021	Target Not Met	reliability of conclusions to be drawn from the data.	Coordinator didn't enter action statement.
	2.2 (SLO)	Students will demonstrate appropriate use of audio production equipment.	Using the Audio Production Skills rubric, departmental faculty will assess student production samples from relevant courses.	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Audio Production Skills rubric.	2020 - 2021	Target Not Met	<p>The mean score on the Audio Production rubric was 2.57 on a 4-point scale. Of the 7 production samples drawn from COM 103, 4 scored 3 or better (an overall rate of 57 percent, which is below the threshold of 80 percent). No data was collected from COM 431 because Covid protocols prevented shooting and editing of source audio for the intended production sample. COM 331 was not offered during this academic.</p> <p>Audio production was hampered by the need for students to wear masks in enclosed settings. Masks muffle voices, which makes recording of clear dialogue more difficult. Additionally, because the production samples are drawn solely from the introductory production course (COM 103), it is difficult to draw meaningful conclusions from the data about the development of student skills across courses.</p>	Coordinator didn't enter action statement.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO)	Students will complete professional portfolios that showcase their skills for potential employers or graduate schools.	Faculty will use a departmental rubric (Communication Student Portfolio Rubric) to assess portfolios produced by students in Communication Senior Seminar (COM 465).	At least 90 percent of assessed student portfolios will score at least 80 on the 100-point Communication Student Portfolio rubric.	2020 - 2021	Target Met	The mean score for the sampled student portfolios was 86.7 on a 100-point scale using the departmental Communication Student Portfolio rubric. Of the 6 portfolios sampled, 6 scored 80 or better, for a total of 100 percent (above the 80 percent threshold). Overall, these results are positive, especially given the limitations imposed by the Covid pandemic during the last year. Once again, a potential area of improvement is in the breadth of work presented (some portfolios suffered because prior work had been misplaced or not saved), but these portfolios were heavily affected by Covid restrictions, so it is difficult to draw conclusions from this year's data.	Coordinator didn't enter action statement.
	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.	2020 - 2021	Target Not Met	Students enrolled in COM 460 (Internship) were asked to evaluate their internship experience at the end of the course. On a scale of 1 - 7, with 1 being least positive and 7 being most positive, 60 percent of students rated their internship experience 4 or greater, with a mean of 4.6 (n = 5). This is below the target threshold of 85 percent	Coordinator didn't enter action statement.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2020 - 2021	Target Not Met	rating the internship experience 4 or greater. Internship experiences during this academic year were heavily affected by the Covid pandemic. Health protocols reduced the number of available internships greatly and also limited the amount and types of interaction between interns and mentors at the available internships. Unfortunately, students enrolled in internship during this year coincided with an unusually negative historic event. It is difficult to draw conclusions from this year's collected data.	Coordinator didn't enter action statement.
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.	2020 - 2021	Target Met	Of the ten students who completed EN 599 Thesis and graduated in August 2020 or December 2020, all earned an 88 or higher on the Writing Skills Rubric. 6 earned 93% (14/15) and 4 earned 100%. Students complete book-length publishable manuscripts that exhibit very accomplished writing. One of the students who graduated in the past year has already gone on to publish a collection of poetry. Others are publishing their work in literary magazines. This is a testament to the strength of the program and its individual writers.	Students will continue to produce theses, which we will assess using the MFA Writing Skill Rubric. Already there are 10 students ready to defend their theses in Summer 2021 and at least 4 who are planning to defend in Fall 2021, though they may extend their thesis and opt to finish later. Given the strength of the thesis aspect of our program, we need to continue to support students through this process and to have faculty in the MFA program discuss the strategies that have been most successful for them in directing theses.
			Students in courses	80% of students assessed will achieve on	2020 - 2021	Target Met	As always, students in the program are assessed in	Writing Skills are clearly one of the main skills taught in a

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			designated as Workshop will be assessed with a rubric that measures skill with the mechanics of language, aesthetic use of language, and use of conventions of the genre being studied. Each instructor will complete the MFA Writing Skills Rubric after grading final portfolios for the class.	their final portfolios an average of 80% on the MFA Writing Skills Rubric.	2020 - 2021	Target Met	multiple workshop classes, often more than once per semester. In Fall 2020 students were assessed 33 times across 5 workshop classes, and in Spring 2021 they were assessed 35 times across 5 workshop classes. For each of these 68 times that students were assessed, they always earned 80 (12/15) or higher on the MFA Writing Skills rubric. In all 68 assessments, only 2 were awarded a 12 (80%), 6 were awarded a 13 (87%), 23 were awarded 14 (93%), and 36 were awarded 15 (100%). Students in our program are writing at a consistently high level. Scores in Spring 2021 were slightly lower than in Fall 2021. However, since we admitted six new students for Spring (and 11 in the Fall), this could be due to differences in the entering classes or due to a change in the instructors who were doing the assessment of individual students. Some students try a new genre of writing and may not show as much skill in it as in their main genre, too. The differences are not significant enough to be of concern, in other words.	creative writing program. We need to continue to assess students with this rubric to ensure that we maintain the quality we desire. With new faculty coming into the program, it will also be important to train them in using the rubric and to see how our students perform with new faculty evaluating them.
	2.1 (RO & SLO)	Students will conduct research in literary scholarship,	Students completing Masters Theses	Students will achieve on their Thesis Bibliographies an	2020 - 2021	Target Met	Of the 10 theses that were assessed using the Research Skills rubric,	Students writing thesis met or exceeded our expectations for the bibliography and the craft

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (RO & SLO)	pedagogy, or the craft of writing and produce essays or other projects based on that research.	will include a bibliography of works related to the genre of the thesis. Faculty will assess the students' thesis bibliographies using the MFA Research Skills Rubric.	average of at least 88% on the MFA Research Skills Rubric.	2020 - 2021	Target Met	100% earned 88% or higher. 3 students earned a score of 14 and 7 earned 15/15. In reviewing the essays, it is clear that students generally do not refer to specific passages from texts on the bibliography. The essays are largely personal reflection on the process and the form of the thesis with more general reflections on the influence of writers on the bibliography than direct references to their texts. This is appropriate for the purpose of the essay, though students might be encouraged to incorporate quotes or summary from some of their sources, if their essays take a more scholarly direction.	essay. Faculty in the program will discuss the use of specific references to works on the bibliography to decide whether we should encourage a more scholarly approach to the essay portion of the thesis. The essay is often a part of the thesis that students are stressed about or that is written towards the end of the process. Understandably, the creation of a book-length creative project for thesis is significant enough without adding too many requirements for the essay, so we would need to be careful about how we did this, if we decide to add more scholarship to the essay.
			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.	2020 - 2021	Target Met	As with the Writing Skills rubric, students are assessed multiple times in different forms or literature classes each semester on their research skills. Students were assessed 29 times in 4 classes in Fall 2020 and 19 times in 3 classes in Spring 2021. 46 out of 48 students earned 80% or higher on the rubric, which means 96% of students met our target. The two who did not meet the target earned 11/15 or 73%, which is not bad, especially considering that	The value of research for our students is very high. Some will go on to teach at the university level and others will go on to work in writing-related fields. Both literary scholarship and research on craft make for informed writers and scholars. Though we can be pleased that we have met our target, the number of students who are at or below 80% is evidence that we need to continue to assess literature and forms classes on students' ability to conduct research. With new faculty coming into the program, it will be

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Target Met	many of our students come to us without a background in English, so they have a lot to learn in their first forms or literature class. 2 students earned 11/15, 6 students earned 12/15, 7 students earned 13/15, 11 students earned 14/15, and 22 earned 15/15. This indicates that students are able to handle literary research and research on the craft of creative writing. It also suggests there is improvement, since there are more better scores than lower scores.	important o train them on the rubric and to provide suggestions for how to incorporate research, especially in forms classes, where the challenge is to find assignments and source texts, such as craft essays and interviews for students to use in their writing about form.
	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 published in another outlet appropriate to the genre.	2020 - 2021	Target Not Met	Of the 10 students who completed thesis, 5 completed the Thesis survey. 3 of the five reported that they had published a story, poem, etc. and 2 responded that they had not. One of these responded Strongly Disagree on every question, yet in written comments was quite positive about the program, which might suggest that this student was confused about the meaning of the numerical ranking. In any case, at least 1 out of 5 had not published, which would mean only 80% had, As in previous years, the other concern is the low response rate to the survey.	In order to increase the response rate to the Thesis Survey, we will push it out at least a month prior to graduation and remind students to take the survey if they haven't done so at least a week before graduation. Additionally, faculty will encourage students to submit their work for publication in workshop classes, and the program will continue to have seminars at Full Residency on submitting to magazines. We will make resources available to students, including mailing lists and newsletters that post calls for submissions, and we will continue to send calls for submission out by email to students and alumni and to share about student publication successes on Facebook and Twitter.

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	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.	2020 - 2021	Target Met	89% of students (25 out of 28) ranked their satisfaction with their knowledge of publishing and careers with an average of 3 (Satisfied) or higher. Only 3 students averaged under 3, 6 students averaged between 3 and 4, 14 averaged between 4 and 5, and 5 averaged a score of 5 (Very Satisfied for every question). There is not a clear pattern regarding which question or questions students scored higher or lower than, though book publishing and alternate careers for writers (outside of academia) may have slightly lower scores overall. Though we can always improve on the information we provide and exposure we give on the practical side of creative writing, this is an area where we are doing quite well.	We need to offer the Professional Knowledge Survey again in Summer 2021 at the Full Residencies. We have done this and students have a few more days to complete the survey. We can then review the results and make suggestions for how we can improve our scores by exposing students even more to the professional side of the field. Besides offering Professional Writer and Literary Magazine Production, it might be good to strategize about ways playwrights can be better served. Publishing is inherently different for playwrights, so they may need more professional guidance.
			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	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.	2020 - 2021	Target Not Met	Of the 10 students who completed a thesis in Summer 2020 and Fall 2020, 5 completed the Thesis Survey. Of those, 1 rated their satisfaction less than 3 (with an average of 1.2), 1 rated their satisfaction with a 3.6 average, 1 with a 4.4, and 1 with a 5. From the written comment of the student who rated their satisfaction as Strongly	Administer the Thesis survey in summer and fall to every student who defends their thesis. Send a reminder at least a month before graduation and again at least a week before graduation to try to increase participation and get more thorough results.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Target Not Met	Disagree, it appears that they were very satisfied with the program, so either they were confused about how to fill out the survey or they were dissatisfied with professional knowledge but satisfied with everything else. Other student's responses were more typical and within the range that we might expect. As in previous years, the most disappointing aspect of the survey is the 50% response rate. We would like to get more students to complete the survey by sending more reminders.	Administer the Thesis survey in summer and fall to every student who defends their thesis. Send a reminder at least a month before graduation and again at least a week before graduation to try to increase participation and get more thorough results.
Program - Digital Studies - Minor {2019-2020}	1.1 (GEO 3.b.)	Students will analyze quantitative information presented in different formats.	Completion of LIB 201, which includes assignments that 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.	2020 - 2021	Inconclusive	No minors declared prior to Spring 2021, so no data collected.	The assessment will be carried out in 2021-2022, assuming there are students who have declared the minor.
			Completion of required MIS course(s) (297 or 322), which include assignments that assess foundational	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.	2020 - 2021	Inconclusive	No minors declared prior to Spring 2021, so no data collected.	The assessment will be carried out in 2021-2022, assuming there are students who have declared the minor

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Inconclusive	No minors declared prior to Spring 2021, so no data collected.	The assessment will be carried out in 2021-2022, assuming there are students who have declared the minor
	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.	2020 - 2021	Inconclusive	No minors declared prior to Spring 2021.	The assessment will be carried out in 2021-2022, assuming there are students who have declared the minor
	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 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.	2020 - 2021	Inconclusive	No minor declared prior to Spring 2021, so no data collected.	The assessment will be carried out in 2021-2022, assuming there are students who have declared the minor
	2.2 (SLO)	Students will demonstrate the ability to evaluate information for the purpose of solving a	Students completing LIB 401 will complete an exit survey and the target measure	Students participating in the exit survey will rate an average of 3 or higher (out of 5) on the exit survey questions 6-	2020 - 2021	Inconclusive	No minors declared prior to Spring 2021, so no data collected.	The assessment will be carried out in 2021-2022, assuming there are students who have declared the minor and enroll in LIB 401

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	problem utilizing digital tools and research within their field.	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 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	8.	2020 - 2021	Inconclusive	No minors declared prior to Spring 2021, so no data collected.	The assessment will be carried out in 2021-2022, assuming there are students who have declared the minor and enroll in LIB 401

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.	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.	2020 - 2021	Inconclusive	No minors declared prior to Spring 2021, so no data collected.	The assessment will be carried out in 2021-2022, assuming there are students who have declared the minor and enroll in LIB 401
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.	2020 - 2021	Target Not Met	A total of 16 students were assessed from sections of EN 304 and EN 360. Of these, all met the goal of an average of a 2 or higher on the rubric when scores of two faculty assessing them were averaged. Papers were numbered, so faculty scores correspond to the same students. Each faculty member did rate one student lower than a 2, though they did this for different students. This suggests that there may be one or two students whose work is marginal and who may not be quite at the level we need them to be by this point. Of course, some students transfer in or have taken EN 101/102 at another school or as dual enrollment. More work with writing in literature surveys or in our new 200-level literature electives	English faculty will discuss how we can intervene with students who come to us with writing issues. This will likely be more of a challenge post-COVID, since we will receive transfer students who may have had less-than-optimal experiences (not to mention our own students) in online classes. It will be important that we require significant writing in all upper-level classes, which we've been discussing, and that we help students and get them help from the Writing Center.

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.	2020 - 2021	Target Not Met	may be necessary. A total of 10 students were assessed from EN 499 English Capstone in Fall 2020 and Spring 2021. This represents all students who turned in the final research project. Of these, 9 out of 10 earned a 2 or higher on the rubric, but one did not. Again, this suggests that we need to intervene sooner with students who face difficulties with writing. A student may well comprehend the material in upper-level classes and still have grammar and style issues or other challenges that show up on the Written Communication VALUE rubric. Though COVID may be responsible for some poorer performance — for instance because students rushed the writing of their research project and therefore did not proofread their essays as carefully as they might — it is still a concern that even one student might graduate with a degree in English and a lower score than 2 on this rubric.	English faculty will discuss how we can intervene with students who come to us with writing issues. This will likely be more of a challenge post-COVID, since we will receive transfer students who may have had less-than-optimal experiences (not to mention our own students) in online classes. It will be important that we require significant writing in all upper-level classes, which we've been discussing, and that we help students and get them help from the Writing Center.
	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	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	2020 - 2021	Target Met	Of the group of 16 essays from EN 304 Shakespeare and EN 360 African American Lit, 100% earned a score of 2 or higher on the Information Literacy VALUE Rubric.	Though we met our target for this assessment, there is still room for improvement. We have begun a discussion of how we can implement research in 300- and 400-level literature electives. It will be

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.	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.	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.	2020 - 2021	Target Met	Seven out of Sixteen (44%) earned a 3 or higher. Of the 10 essays from EN 499 English Capstone from Fall 2020 and Spring 2021, which represents all the students who completed a research project, 100% earned a 2 or higher on the rubric, and 7 (70%) earned a 3 or higher, a significant improvement over the 300-level results. Though some still were between 2 and 3 for their average score, their research skills are adequate. This was despite the pressures put on the students from working during COVID-19 and with shortened semesters. Both sections of EN 499 Capstone were taught face-to-face, which probably helped the students stay connected and committed to their research.	important to map this with our new curricula, so that students taking the required Early Literature and Diversity courses will be assured of having some introduction to literary research. 400-level classes should all include more extensive research that can prepare the student for EN 499 and the research project. These discussions need to be continued and implemented in our syllabi starting in Fall 2021.
	1.3 (SLO)	Senior majors will exhibit at least proficient level reading, writing and analytic skills.	Graduating MUW native senior English majors randomly selected to take the CLA+ test by the QEP director who decide to take the test, which is optional.	90% of senior English majors will score at least Proficient in all tested areas on the CLA+ standardized test. This test targets the following areas (which also mirror MUW General Education Requirements): Analysis and Problem Solving; Writing Effectiveness; Scientific and Quantitative Reasoning; Critical Reading and Evaluation, and	2020 - 2021	Inconclusive	The CLA+ test is no longer administered. This assessment goal should be deleted, since there is no comparable assessment tool to replace it with.	Request deletion of this assessment goal since there is no replacement.

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.	Critiquing an Argument.	2020 - 2021	Inconclusive	The CLA+ test is no longer administered. This assessment goal should be deleted, since there is no comparable assessment tool to replace it with.	Request deletion of this assessment goal since there is no replacement.
	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.	2020 - 2021	Target Met	Twenty essays from EN 102 that involved research were assessed using the AAU&C Written Communications Value Rubric were assessed. Essays came from 2 MUW instructors and 2 dual enrollment instructors. 100% of the students earned a 1.5 or higher. 100% earned 2 or higher, 15 out of 20 (75%) earned a 3 or higher. We can be very pleased with these scores in our composition classes, both from dual enrollment and our own instructors' sections. Each essay was assessed by two other English faculty who were not the instructor for EN 102. Students who make it through out composition sequence are writing at a proficient level or higher.	Since we met our target this year, we should continue this assessment. The issues we have seen in upper-level English classes do not appear to come from issues in our composition sequence, yet we should continue to monitor. After reviewing results from recent years, we might consider whether to raise the target to 2. We would have met this target this year, but that may be an exception.
	3.1 (SPG A.1)	Students will receive a quality English education meeting students' expectations satisfactorily.	At the end of the academic year, departmental faculty will review and analyze EN 499 course evaluations for the Capstone	80% of students participating in the EN 499 Capstone course evaluations will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the English	2020 - 2021	Target Met	On the course evaluation for English Capstone, 7 out of 8 students (85%) chose Very Satisfied or Satisfied when asked about the English department's curriculum. One student answered	Given that we met our target this year, but did not meet it the previous year, we should continue this assessment and keep a target of 80%. Numbers will be low, since the number of majors is down, so having a higher

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG A.1)	Students will receive a quality English education meeting students' expectations satisfactorily.	curriculum question results to determine if achievement target was met.	department's curriculum and instruction quality.	2020 - 2021	Target Met	Neither Satisfied or Dissatisfied and none answered Dissatisfied or Very Dissatisfied. The only disappointment in these results is that 8 out of 10 students from Capstone answered the course evaluation question about the program, so there are two students whose responses were not registered. This is an improvement over last year's results. We hope that new faculty and the news of new program requirements are part of the reason for the change.	target would mean it would be nearly impossible to reach. We anticipate offering one section of English Capstone next spring, and there will likely be five or six students. English faculty should concentrate on rolling out the new curriculum and implementing it well. The results of those actions will not be felt for at least two years, though.
	3.2 (SAO)	Students will be actively engaged utilizing their English degrees.	The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	25% of students participating in the Alumni Survey will state that they are enrolled in graduate/professional degree program.	2020 - 2021	Inconclusive	The MUW Alumni Survey will be administered in 2022.	Assess in 2022
			The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review	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.	2020 - 2021	Inconclusive	The survey will be administered in 2022.	Assess in 2022

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Inconclusive	The survey will be administered in 2022.	Assess in 2022
			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.	2020 - 2021	Target Not Met	<p>On the MUW Graduation Survey, 6 students were reported as English majors. Of these, when asked about employment 0 indicated that that they were employed in their field of study 4 indicated they were looking for full-time employment in their field of study 2 indicated they are employed part-time not in their field of study (though three listed employers) 1 indicated N/A on the question about employment 1 did not answer the question</p> <p>When asked about plans for graduate school 1 indicated that they were planning to enroll in the MAT program at The W.</p> <p>This does not seem atypical for students at The W in English. English Ed students often have not secured placement in a school by the time of graduation, but usually do</p>	Given that we have not met our target since we changed the assessment tool from a social media survey that was hard to implement and gave highly selective results, to the MUW Graduation Survey that asks students about their career prospects at graduation, it seems our target of 90% is far to high. A more reasonable target would be 40% or 50%. This might be attainable with better career and grad school counseling, so that more students would have applied for graduate school or started their job search before graduation. Changing our target will give us an attainable target, which will allow us to work towards it. Only 17% of our graduates this year had full-time employment or plans to attend graduate school. A target of 40% would mean more than doubling that rate, and might be a reasonable place to start. Obviously COVID-19 and the job market had an impact for the past two years, so things could begin to look better by next year, but 90% is still far to optimistic.

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			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.	2020 - 2021	Target Not Met	by the end of summer. Other students may not have definite graduate school plans, but then are accepted into a graduate program later. This happened for at least one student who graduated in May and has been offered an assistantship from Western Illinois University. Another student applied for the same program, though we haven't heard her results. A third is teaching part-time in Spanish and Drama and may apply to graduate school. Though these results look low (1 student with definite plans out of 6). it is not at all atypical for the field. Finding employment in English (how do we define that? or how do students define it on the survey?) can take considerable time.	Given that we have not met our target since we changed the assessment tool from a social media survey that was hard to implement and gave highly selective results, to the MUW Graduation Survey that asks students about their career prospects at graduation, it seems our target of 90% is far to high. A more reasonable target would be 40% or 50%. This might be attainable with better career and grad school counseling, so that more students would have applied for graduate school or started their job search before graduation. Changing our target will give us an attainable target, which will allow us to work towards it. Only 17% of our graduates this year had full-time employment or plans to attend graduate school. A target of 40% would mean more than doubling that rate, and might be a reasonable place to start. Obviously COVID-19 and the job market had an impact for the past two years, so things could begin to look better by next year, but 90% is still far to optimistic.
	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	Students in EN 312 will achieve on their Final Portfolios an average of at least 80% on the Writing Skills Rubric.	2020 - 2021	Target Not Met	21 students were assessed using the department's Writing Skills Rubric for creative writing. 19 earned 80% or higher (12/15), but two earned 10/15 or 66%. This is still slightly lower than the 70% we had considered as	As we noted last year, we should discuss whether to lower our target to 70% on the rubric (11 out of 15) or whether it would be more appropriate to set our target to 90% of students who earn 80% on the rubric. The other discussion to have

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).	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.	2020 - 2021	Target Not Met	a possible new target, so we would not have met our target had we done that. It is not unusual to have a few students in a creative writing class who are capable of writing, but who do not excel when you also consider aesthetic use of language and genre conventions. Of the students who met the target, 12/21 (57%) earned a 14 or higher or 93%-100% on the rubric, and 7 (33%) earned a 12 or 13 (80%-86%) on the rubric. 90% of students met our target, in other words. Most students do very well in EN 312 and are writing creatively by the time they are finished. The few who don't aren't likely to continue in creative writing, though they have usually improved as writers and do well in terms of mechanics of grammar and syntax.	with creative writing faculty would be to consider whether we can make any changes to EN 312 that would help students improve on their creative use of language.
			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	Students in EN 419 will achieve on their Senior Portfolios an average of at least 85% on the Writing Skills Rubric.	2020 - 2021	Target Met	2 students were assessed from EN 419 in Fall 2020 and 2 students were assessed in Spring 2021. All earned more than 85% on the Writing Skills Rubric with 1 earning 13/15 (87%), 2 students earning 14/15 (93%), and 1 student earning 15/15. Students who complete the requirements for the concentration or the minor take the same	Since we met our goal, no specific actions are necessary. We need to continue to assess the senior portfolio as the best way to tell the final product of the creative writing students. When reviewing the portfolio, it is important to make a distinction between the early work of the student and the more recent work, since many give a chronological overview of their writing at The W (or

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Target Met	number of creative writing classes, and though they may specialize in different genres (poetry, playwriting, and fiction were represented most in the portfolios this year), they are well prepared to continue with their creative writing.	at community college). For this, it is important to read their introductions to see which works they are proudest of and asses those. With new faculty coming into the program, it will be important to review the writing skills rubric with them as well.
	5.1 (SLO)	Students will be able to discuss the conventions of a genre (CW).	Students in EN 311, EN 411, EN 412 and EN 415 will complete an exam that includes questions about the conventions of the genre being studied.	Students will achieve an average of at least 85% on the exam.	2020 - 2021	Target Met	Of the 4 students in EN 412 Poetry Writing Workshop and 1 student in EN 415 Advanced Writing workshop, 3 completed the final exam. One never attended the class and the other stopped attending in October, but neither student withdrew. All three students who completed the course and too the final earned higher than 85% on the final exam, earning 93%, 90%, and 93% respectively. In Spring 2021 a section of EN 411 Fiction Writing Workshop was scheduled, but no students were enrolled in the class when the instructor left the university before the beginning of the semester, so the class was cancelled and his other classes were reassigned. There was also no section of EN 311 Nonfiction Writing offered in 2020-2021. It will be offered again in Fall 2021. Therefore, 100% of students who were assessed on the final exam	Since we met our target, no action is required. The disconcerting fact that this assessment shows, though, is that enrollment in English and in Creative Writing classes is down significantly. Therefore, our main action will be to recruit students. There is interest in the concentration, and we hope that new faculty will also bring attention to classes and help to recruit more students to upper-level classes.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.1 (SLO)	Students will be able to discuss the conventions of a genre (CW).	Students in EN 311, EN 411, EN 412 and EN 415 will complete an exam that includes questions about the conventions of the genre being studied.	Students will achieve an average of at least 85% on the exam.	2020 - 2021	Target Met	earned an 85% or higher. The students who managed to complete the class demonstrated high competence in discussing the conventions of genre. The students who did not complete the class were affected by COVID-19. One had a death in her family, and the other moved away from Columbus and was working. Though these students might have been able to complete the class if they had stayed in it, their home situations and other extenuating circumstances caused them to stop attending.	Since we met our target, no action is required. The disconcerting fact that this assessment shows, though, is that enrollment in English and in Creative Writing classes is down significantly. Therefore, our main action will be to recruit students. There is interest in the concentration, and we hope that new faculty will also bring attention to classes and help to recruit more students to upper-level classes.
	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.	2020 - 2021	Target Not Met	Of the seven (7) English majors who graduated in 2020-2021, one (1) earned the TESL Certificate. This is 14% of graduates, rather than 25%, so we did not meet our target. The reduced numbers of English graduates last year, due in part to COVID-19 and lower enrollment in our program, undoubtedly had an effect. Three students completed the program last year. One was a graduating senior, one was a junior English major, and the third was not an English major. There is still strong interest in the TESL certificate, so we are optimistic that the	Since we did not meet our target, we need to continue assessing the number of majors who graduate with the TESL certificate. We will also increase our efforts to recruit for the TESL classes and therefore for the certificate program, as we recruit for the program, where enrollments have fallen during COVID-19. The new English curriculum with new concentrations should also help garner interest in the TESL program because they allow more general English electives, so the TESL classes can all count toward the major.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	6.1 (SLO)	Students will develop the ability to teach English as a second language.	At the end of each semester, the department TESL director will review student records to determine if all course requirements for the TESL Certificate were met.	25% of English majors and minors will earn the TESL certification by the time they graduate.	2020 - 2021	Target Not Met	numbers will pick up again soon	Since we did not meet our target, we need to continue assessing the number of majors who graduate with the TESL certificate. We will also increase our efforts to recruit for the TESL classes and therefore for the certificate program, as we recruit for the program, where enrollments have fallen during COVID-19. The new English curriculum with new concentrations should also help garner interest in the TESL program because they allow more general English electives, so the TESL classes can all count toward the major.
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.	2020 - 2021	Target Met	Writing samples from FLM 201 were analyzed using the Intercultural Knowledge and Competence VALUE rubric. The mean score of 2.78 (n = 9) exceeded the target threshold of 2 on the rubric's 4-point scale, with 7 of 9 samples meeting or exceeding the threshold. These results indicate that students are developing intercultural awareness in their analysis of films from different cultural milieus. (FLM 201 was the only lower-level course offered during the academic year with an assignment relevant to this assessment measure.	Coordinator didn't enter an action statement.
			Using the AAC&U Intercultural Knowledge and Competence	The average score of assessed film analyses from relevant upper-level courses will be at	2020 - 2021	Target Met	Writing samples from FLM 405 were analyzed using the Intercultural Knowledge and	Coordinator didn't enter an action statement.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			VALUE rubric, departmental faculty will assess samples of written film analyses from students in relevant courses.	least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	2020 - 2021	Target Met	Competence VALUE rubric. The mean score of 4.0 exceeded the target threshold of 3 on the rubric's 4-point scale, but interpretation of the results is limited by the small sample size (n = 2). This year's offering of FLM 405 focused specifically on Japanese films. (COM/WS 303 was not offered during the academic year because of low enrollment.)	Coordinator didn't enter an action statement.
	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 90 percent of students surveyed will report having viewed films from more than two genres.	2020 - 2021	Target Met	Departmental faculty surveyed films viewed by students in FLM 101, FLM 201, FLM 301, and FLM 405 to assess the variety of film genres viewed by students in these courses. All students (100 percent) had viewed films from more than two genres. Action, drama, horror, and science fiction genre films were the most common types, and a variety of other genres (Western, musical, crime, and war) were also viewed. (Student film viewing was surveyed per course, so total might reflect students enrolled in more than one course.)	Coordinator didn't enter an action statement.
	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	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	2020 - 2021	Inconclusive	The assessment coordinator did not input data for the 2020-2021 assessment cycle.	The assessment coordinator did not input data for the 2020-2021 assessment cycle.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.c.)	Students will demonstrate clear, concise writing about films.	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.	2020 - 2021	Inconclusive	The assessment coordinator did not input data for the 2020-2021 assessment cycle.	The assessment coordinator did not input data for the 2020-2021 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.	2020 - 2021	Inconclusive	The assessment coordinator did not input data for the 2020-2021 assessment cycle.	The assessment coordinator did not input data for the 2020-2021 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.	2020 - 2021	Inconclusive	The assessment coordinator did not input data for the 2020-2021 assessment cycle.	The assessment coordinator did not input data for the 2020-2021 assessment cycle.

Program - Fine Arts (including Studio Art Minor) - BFA {2016-2017}	1.1 (SLO)	Students will successfully complete the Foundation Portfolio Review as a BFA program entry requirement.	Students participating in ART 200 Foundation Portfolio Review are required to submit a portfolio of artwork from ART 103 Design I, ART 104 Design II, ART 105 Drawing I, ART 106 Drawing II, ART 107 Three-Dimensional	The average score of students assessed will be at least 5 “meets expectations” out of the seven total areas using the departmental Foundation Portfolio Review rubric.	2020 - 2021	Target Met	in reviewing the data, we had a 100% passing rate for the fall and spring reviews. Our Canvas course features examples of a portfolio review as well as examples of writing approaches. The faculty continues to meet with the students for a Q&A period to discuss requirements and address student concerns.	The Foundation Portfolio is a key milestone in the educational experience of our art majors, so it will continue, with possible modifications, to be a integral part of our academic assessment.
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Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Fine Arts (including Studio Art Minor) - BFA {2016-2017}	1.1 (SLO)	Students will successfully complete the Foundation Portfolio Review as a BFA program entry requirement.	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.	The average score of students assessed will be at least 5 “meets expectations” out of the seven total areas using the departmental Foundation Portfolio Review rubric.	2020 - 2021	Target Met	in reviewing the data, we had a 100% passing rate for the fall and spring reviews. Our Canvas course features examples of a portfolio review as well as examples of writing approaches. The faculty continues to meet with the students for a Q&A period to discuss requirements and address student concerns.	The Foundation Portfolio is a key milestone in the educational experience of our art majors, so it will continue, with possible modifications, to be a integral part of our academic assessment.
	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.	2020 - 2021	Target Not Met	We did not meet the target we had a 2.8 average for the fall and spring formal analysis reviews. We are closer to our target of 3. We have determined that a formal analysis for some of our students will remain a challenge due to their previous educational experiences. We are planning to change the formal analysis requirement to reflect our concerns: we propose splitting the analysis into three parts, 1. a process narrative where the student discusses process/materials/technique decisions ; 2. a design analysis where we will choose a work from our permanent collection or from art history where students will address, without attachment, the design/compositional strategies employed; 3. a strengths/weakness/improvement essay focusing	The three changes that we propose of breaking the analysis into three parts, (see above) 1. a process narrative ; 2. a design analysis where we will choose a work from our permanent collection 3. a strengths/weakness/improvement essay will be more in keeping with a freshman/sophomore level of experience.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2020 - 2021	Target Not Met	on one of their works submitted in the portfolio.	The three changes that we propose of breaking the analysis into three parts, (see above) 1. a process narrative ; 2. a design analysis where we will choose a work from our permanent collection 3. a strengths/weakness/improvement essay will be more in keeping with a freshman/sophomore level of experience.
	3.1 (SLO & GEO 3.a)	Students will effectively 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.	Students participating in ART 300 Seminar: Process to Synthesis will be assigned a written paper where they can express creative thinking as a response to generating a coherent body of work. It will be evaluated with the AAC&U Creative Thinking VALUE Rubric. The instructor of the course will assess	The average score of ART 300 students' written papers will be at least a "2" on the 0-4 scale evaluated with the AAC&U Creative Thinking VALUE Rubric.	2020 - 2021	Target Met	We meet our target we had a 3 average for all rubric categories and a 2.7 average for the overall individual scores for the SP 21 ART 300 Synthesis Narratives. The areas scoring below our target of 3 were in Innovative Thinking with 5 students not making the target.	We will continue to evaluate ART 300 Process to Synthesis seminar but possible modify or create an entirely new measure.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO & GEO 3.a)	Students will effectively 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.	each student submissions.	The average score of ART 300 students' written papers will be at least a "2" on the 0-4 scale evaluated with the AAC&U Creative Thinking VALUE Rubric.	2020 - 2021	Target Met	We meet our target we had a 3 average for all rubric categories and a 2.7 average for the overall individual scores for the SP 21 ART 300 Synthesis Narratives. The areas scoring below our target of 3 were in Innovative Thinking with 5 students not making the target.	We will continue to evaluate ART 300 Process to Synthesis seminar but possible modify or create an entirely new measure.
	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.	2020 - 2021	Target Not Met	Three students submitted their take-home essay. The average for these three was 2.46, almost meeting Target of 2.5. The areas where these students fell short were the historical context of the artist and the influences. More emphasis will be placed on these areas throughout the semester. Typically, when asked about historical context on a semester test, many students skip this question. Requiring students to study this for tests does not work (apparently, history is for history class). The teacher will devise homework assignments and/or in-class activities specifically geared to these areas so that student comprehend that art is not created in a vacuum.	Modifying the delivery of the information should assist the students in learning this valuable information.
	5.1 (SAO & SPG A.1)	Students successfully complete the capstone Senior Exhibition.	Students are required to complete a Senior Exhibition as part	The average score of students assessed will be at least 4 "meets expectations" out of the	2020 - 2021	Target Met	We are pleased that we met our assessment target. Our lowest scoring area that needs attention	The faculty as a whole are ready to make modifications to the senior exhibition evaluation - we hope to

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.	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.	six total areas using the departmental Senior Exhibition Review rubric.	2020 - 2021	Target Met	is the artist statement evaluation (area 5) An possible solution would be to shift the artist statement to a process narrative. The students are not quite mature as artists to create a well round statement, but a process statement would be appropriate for the level of graduates in our program.	implement them in this year's assessment.
			Students participating in ART 499 Concept to Exhibition: Senior Seminar will be given the Senior Exit Survey to indirectly evaluate their learning, experience as a student, and provide the department with data for evaluating	75% of participating students will score "Satisfied" on the Senior Exit Survey.	2020 - 2021	Target Met	We are pleased that we did meet our target. Out of the 16 total questions only 4 had 1 student mark below satisfied, resulting in 75% of the questions (12) we all at satisfied or above.	The survey does provide measurable data from our graduating seniors and the faculty review and discuss the results in our year end faculty meeting. We will continue this assessment internally and may continue it in our departmental assessment.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			effectiveness. The department faculty will evaluate the surveys.	75% of participating students will score "Satisfied" on the Senior Exit Survey.	2020 - 2021	Target Met	We are pleased that we did meet our target. Out of the 16 total questions only 4 had 1 student mark below satisfied, resulting in 75% of the questions (12) we all at satisfied or above.	The survey does provide measurable data from our graduating seniors and the faculty review and discuss the results in our year end faculty meeting. We will continue this assessment internally and may continue it in our departmental assessment.
	5.2 (GEO 5.a.)	Students will demonstrate appropriate interpersonal skills and display an ability to work effectively within diverse groups while designing publicity and in the planning/hanging of the group senior exhibition as required in ART 499 Concept to Exhibition: Senior Seminar.	Students enrolled in ART 499 will complete an indirect online survey assessing their contribution and peer review of their teammate's efforts. Also the faculty of record will directly assess each team members' contributions. These two sources will be combined and evaluated using the AAC&U Teamwork VALUE Rubric by the instructor of the course.	The average scores will be at least a "2.5" on the 0-4 scale evaluated with the AAC&U Teamwork VALUE Rubric.	2020 - 2021	Target Met	We are pleased that we met the target value with an average of scores resulting in a 3.5 value. As we evaluate the surveys, the lowest score was found under Fosters Constructive Team Climate with a 2.6 average for the fall -slightly above our 2.5 goal. The faculty are aware that these results do not exactly reflect on the faculty of record for ART 499 Senior Exhibition course, but may speak to certain student temperament and lack of willingness to work with their peers to make the senior show a positive experience.	Teamwork exhibited during the group senior exhibition is absolutely vital to a successful exhibition. This measure is an important one.
	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	70% of attendees surveyed will choose "satisfactory" with the exhibitions by scoring an average of "3" or higher using the MUW Galleries Assessment Survey.	2020 - 2021	Target Met	We have only two sets of assessments due to the university lockdown after spring break. A total of 18 individuals completed the survey. 1. Juried Student Exhibition Demographics: Out of 7 respondents, 3 were W students, 1 was W staff, 1 was W faculty, 1 was a local resident, and was non-W faculty. Five respondents were first-	This assessment of viewers to exhibition has been hit and miss with assessing completed only if the visitor is willing to leave comments. We are considering shift to educational content assessment in the 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.	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.	2020 - 2021	Target Met	<p>time visitors: 3 students, 1 local resident, and 1 non-W faculty</p> <p>The W faculty and W staff were monthly visitors. Six rated their experience as a 5 (extremely satisfied) and 1 student rated it as a 4.</p> <p>2. Mississippi Collegiate Art Competition We had approximately 75 attendees at the reception</p> <p>Demographics: Out of 11 respondents, 4 were W students, 3 were W alumni, 1 was local resident, 1 was ‘other’ (visiting faculty), and 2 non-identified.</p> <p>Three were first-time visitors: 2 students and 1 local resident; One alumni was a weekly visitor; Two students were monthly visitors; One alumni was a once a semester visitor; The rest did not respond. Seven respondents rated the experience as a 5, 1 rated it as a 4.5, 2 rated it as a 4, 1 did not respond.</p> <p>Fall 2020 We attempted to capture responses electronically but had technical difficulty and lost any responses.</p>	This assessment of viewers to exhibition has been hit and miss with assessing completed only if the visitor is willing to leave comments. We are considering shift to educational content assessment in the 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,	70% of non-French minors enrolled in FLF 100 or 200 level French classes will exhibit at least a “minimum understanding” after	2020 - 2021	Inconclusive	No data was collected for the Aural Comprehension assignment. This appears to be an assessment tool that is not working. In August 2020, the Foreign	Now that Spanish has piloted the new assessment methods, the French instructor should work with the Spanish language faculty to implement the same methods

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.	excerpts from audio-magazines, websites, and video-clips in French. French faculty will assess with the Aural Comprehension Rubric.	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."	2020 - 2021	Inconclusive	Language faculty discussed using a different assessment method with rubrics developed specifically for language instruction. This was piloted this year in Spanish, but not in French, in part due to the difficulties implementing it due to COVID.	in French. Those appear to have worked very well this past year, and they are better suited to assessing language instruction. With guidance on using the new rubrics with assignments that are commonly done in a language class, we can gather more useful data for French as well.
			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."	2020 - 2021	Inconclusive	During the academic year 2020-2021 there were no students who had declared a Foreign Languages minor in French. Enrollment is down in all French classes, most likely due to moving the classes online due to COVID-19.	We need to recruit students to the French program and encourage them to declare the minor. In order to make this more attractive and attainable, we will consider changes to the minor to allow 2 languages and no upper-level French for students who want to study French and then Spanish.
	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 Knowledge and	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	2020 - 2021	Inconclusive	There were no French minors. See the next part for the assessment results for non-minor students.	Attempt to recruit students to the minor. We will consider changing the Foreign Languages Minor program to allow students to take 18 hours in 2 languages, including at least 6 hours at the 200-level or higher in one language.

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.	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	2020 - 2021	Inconclusive	There were no French minors. See the next part for the assessment results for non-minor students.	Attempt to recruit students to the minor. We will consider changing the Foreign Languages Minor program to allow students to take 18 hours in 2 languages, including at least 6 hours at the 200-level or higher in one language.
			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	2020 - 2021	Target Met	Students were assessed in FLF 102 . In FLF 102 3 students out of 3 scored a 2.0 or higher. Students in French classes are exposed to another culture and gain knowledge and competence.	Given that students in FLF 101 were not assessed last year, French faculty will review the assessment plan and identify an assignment in FLF 101 to use for this assessment again. Additionally, given the low numbers this year, we need to recruit students to FLF 101 and retain them through FLF 102. Faculty will discuss strategies for retention with the department chair.
			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	2020 - 2021	Target Met	Students were assessed in FLF 202, where 4 out of 4 students scored a 3 or higher. Students in French classes are exposed to another culture and gain knowledge and competence.	Given that students were not assessed in FLF 201 last year, French faculty will discuss a plan with the department chair to identify an assignment for this assessment. We need to chart improvement over two semesters, though the final result for FLF 202 exceeded expectations. Given the low number of students, French faculty should also discuss retention efforts with the department chair.
			A French faculty member will assess a written or oral student presentation dealing with	All French minors will average at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	2020 - 2021	Inconclusive	There were no French minors in 2020-2021 to assess. Other students were assessed and will be reported later.	We will continue to try to recruit French minors and will consider changes to the minor that will make it possible to complete the minor at The W. We will continue to assess

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. (Active)	In FLF 201 – no lower than 2.5 In FLF 202 – no lower than 3 (lower Capstone level)	2020 - 2021	Inconclusive	There were no French minors in 2020-2021 to assess. Other students were assessed and will be reported later.	students using the Intercultural Knowledge and Competence Value Rubric on an assignment dealing with cultural aspects of a French speaking country. This is clearly one of the strong points of our French instruction.
	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.	2020 - 2021	Target Met	There were no course evaluation results for Spring 2021 for FLF 202. In 2020, there were 2 students who rated the satisfaction for French Very Satisfied In 2019, there were 3 students who rated the satisfaction for French Very Satisfied; however there was 1 student who rated it Dissatisfied and 1 who rated it Very Dissatisfied.	Faculty and the department chair will review the responses and determine an adequate response to lower satisfaction rates.
	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”	2020 - 2021	Target Met	Three students were assessed in FLF 102. Each scored an average of 1 (Minimal) or higher). Scores were 1.08, 1.04, and 2.92. The final exam scores, though not outstanding, meet expectations. The bigger issue is that only 3 students completed the final exam of FLF 102. Besides encouraging more students to take French, we need to work on retaining students through FLF 102.	Foreign Language faculty will discuss the new assessment plan used by Spanish this year. French faculty will also develop a plan for retaining students through the first year sequence 101/102.

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”	2020 - 2021	Inconclusive	There were no French minors in 2020/2021, so none were assessed, though other students were assessed in FLF 102 (see below).	Since we still have no minors, we need to concentrate on recruiting students to French classes and the French minor. The department will consider changes to the minor that will make it possible to compete at The W. Currently, in order to complete the minor, students must take upper-level French, which is not possible with our current staffing. Allowing students to take some Spanish along with French for the Foreign Languages Minor.
			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”	2020 - 2021	Target Not Met	Four students completed FLF 202. One student achieved a 2.92, the other three students scored less than 2: 1, 1.6, and 1.6.	Given that 3/4 of French 202 students did not earn a 2 or higher, French faculty will discuss plans to address the issue with the department chair. Though some part of this disappointing result can be blamed on having online instruction for the year, more needs to be done to increase the fluency and competency of French students who complete two year. This is the first year we've had such negative results, so we will seek ways to intervene and assess again next year to look for improvement.
			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”	2020 - 2021	Inconclusive	Since there were no French minors, none were assessed, though other students were assessed at this level.	Given that there were no French minors, we need to concentrate on recruiting students to the minor. Proposed changes to the minor may help.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			using the Department Conversation Rubric.	In FLF 202 – no lower than an average of “proficient”	2020 - 2021	Inconclusive	Since there were no French minors, none were assessed, though other students were assessed at this level.	Given that there were no French minors, we need to concentrate on recruiting students to the minor. Proposed changes to the minor may help.
Program - Gerontology - Minor {2018-2019}	1.1 (GEO 5.a.)	Students will transfer general education strands to make connections between disciplines.	Students participating in FS 250 Introduction to Aging will be given a term paper (Reaction Paper) and the instructor of the course will assess student works.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Foundations & Skills for Lifelong Learning Value Rubric in Reaction Paper.	2020 - 2021	Target Met	FSC 250 Introduction to Aging Spring 2021: Average score of Foundations and Skills for Lifelong Learning Value: 3.2	I will continue this assessment measure for 2021-2022. The average of assessment results was improved from 3.02 (2018-2019) to 3.2 (2020-2021). The more specific instruction on the reaction papers seemed to contribute to improving student performance. I will continue to adopt the students' feedback for students to perform better.
	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:	2020 - 2021	Target Met	Fall 2020: The average score of NU 453 students was 90.8% on the final exam, focusing on three pertinent questions (average score of final exam, including all questions, is 85%). Spring 2021: The average score of NU 453 students was 89.6% on the final exam, focusing on three pertinent questions (average score of final exam, including all questions, is 86%).	Three pertinent questions showed a higher percentage than the entire exam (fall 20 and spring 21). The instructor 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	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U	2020 - 2021	Target Met	FSC 250 Introduction to Aging Spring 2021: Average score of Intercultural Knowledge &	I will continue this assessment measure for 2021-2022. The average of assessment

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	2.1 (GEO 2.a.)	Students will be able to discuss aging related topics with cultural competency.	given a discussion assignment and the instructor of the course will assess student response.	Intercultural Knowledge & Competence Value Rubric in discussion posts.	2020 - 2021	Target Met	Competence : 3.63	results was improved from 3.14 (2018-2019) to 3.63 (2020-2021). Students showed a higher level of cultural competency in their discussion (knowledge and skills) and reflected it in their peer interaction (attitude). I will continue to adopt this assessment measure to see if the students' high achievement this year is continued.
	3.1 (SPG 4.d)	After completing HED 301 Aging and Public Health, students will demonstrate more interest in the gerontology discipline and get more interested in gerontology related jobs.	Students participating in HED 301 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 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.	2020 - 2021	Target Met	HED 301 Sp 2021 Exit Survey: 90% of students reported 4 (agree) and 5 (strongly agree) on Q 5 & 6 - related interests in the related jobs.	We will discuss the following concern if we need to modify the survey question (Q. 6). Because I learned the following concerns from the Chair and the Dean AFTER the 2020-2021 exit survey data was collected, it was not reflected in this year. Department Chair's Review Comments: the exit survey questions should be the unambiguous indication (too many inclusion in one question). For example, Q 6. This course prepares me to work with the elderly population more professionally and ethically. The Chair commented that professionalism and ethics are two different things.
			Students participating in HED 301 courses will be given a survey and departmental faculty will evaluate the survey questions	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	2020 - 2021	Target Met	HED 301 Sp 2021 Exit Survey: 78% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, & 4 - related interests in the discipline.	We will discuss the following concern to modify the survey question (Q 2) for a more rigorous assessment and reason for exit survey in two classes. Because I learned the following concerns from the Chair and the Dean AFTER the 2020-2021 exit survey data

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Target Met	HED 301 Sp 2021 Exit Survey: 78% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, & 4 - related interests in the discipline.	was collected, it was not reflected in this year. I will modify the survey questions with the instructors of HED 301 and NU 453 next year. Department Chair's Review Comments: (a) the exit survey questions should be the unambiguous indication (too many inclusion in one question). For example, Q 2. Throughout this course, I become more aware of the study of aging and learn more knowledge on the elderly population. Becoming more aware of and learning more knowledge should be considered separately; (b) we need to provide a rationale to conduct the same exit survey in both classes (HED 301 and NU 453).
	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 Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	2020 - 2021	Target Met	NU 453 Fall 2020 Exit Survey: 87.5% of students reported 4 (agree) and 5 (strongly agree) on Q 5 & 6 - related interests in the related jobs. NU 453 Spring 21 Exit Survey data was not collected because the link was not correctly posted. The instructor tried to fix it a couple of times, but I did not receive any survey response via NU 453 Sp 21 link. Thus, only the Fall 2020 survey result is included.	Department Chair's Review Comments: (a) the exit survey questions should be the unambiguous indication (too many inclusion in one question). For example, Q 6. This course prepares me to work with the elderly population more professionally and ethically. The Chair commented that professionalism and ethics are two different things ; (b) we need to provide a rationale to conduct the same exit survey in both classes (HED 301 and NU 453). I will discuss Q 6 statement with the instructors of HED

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.	agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	2020 - 2021	Target Met	<p>NU 453 Fall 2020 Exit Survey: 87.5% of students reported 4 (agree) and 5 (strongly agree) on Q 5 & 6 - related interests in the related jobs.</p> <p>NU 453 Spring 21 Exit Survey data was not collected because the link was not correctly posted. The instructor tried to fix it a couple of times, but I did not receive any survey response via NU 453 Sp 21 link. Thus, only the Fall 2020 survey result is included.</p>	301 and NU 453.
			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.	2020 - 2021	Target Met	<p>NU 453 Fall 2020 Exit Survey: 78% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, & 4 - related interests in the discipline.</p> <p>NU 453 Spring 21 Exit Survey data was not collected because the link was not correctly posted. The instructor tried to fix it a couple of times, but I did not receive any survey response via NU 453 Sp 21 link. Thus, only the Fall 2020 survey result is included.</p>	<p>We will discuss the following concern to modify the survey question (Q 2) for a more rigorous assessment and reason for exit survey in two classes. Because I learned the following concerns from the Chair and the Dean AFTER the 2020-2021 exit survey data was collected, it was not reflected in this year. I will modify the survey questions with the instructors of HED 301 and NU 453 next year.</p> <p>Department Chair's Review Comments: (a) the exit survey questions should be the unambiguous indication (too many inclusion in one question). For example, Q 2. Throughout this course, I become more aware of the study of aging and learn more knowledge on the elderly population. Becoming more aware of and learning more</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Target Met	<p>NU 453 Fall 2020 Exit Survey: 78% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, & 4 - related interests in the discipline.</p> <p>NU 453 Spring 21 Exit Survey data was not collected because the link was not correctly posted. The instructor tried to fix it a couple of times, but I did not receive any survey response via NU 453 Sp 21 link. Thus, only the Fall 2020 survey result is included.</p>	knowledge should be considered separately; (b) we need to provide a rationale to conduct the same exit survey in both classes (HED 301 and NU 453).
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.	2020 - 2021	Target Met	<p>Nine students graduated in August, December, or May 2020-1 with a history degree. All have 12 hours of 100 level history with a passing grade.</p> <p>Student /100 level survey grades: B,B,B,B P,A,A,A B,B,B,C A,A,C,A P,A,A,A A,A,B,C A,A,B,B A,B,B,C A,A,A,B</p>	No new actions are needed at this time.
			At the end of the spring semester, the department chair will review transcripts of	100% of graduating seniors will complete at least 4 upper- level (either 300 or 400 level) history survey courses	2020 - 2021	Target Met	Nine students graduated in August, December, or May 2020-1 with a history degree. All have 12 hours of 4 upperlevel history	No new actions are needed at this time, beyond continued monitoring.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			graduating seniors for the previous year for historical depth to determine if achievement target was met.	(12 credit hours) with a passing grade.	2020 - 2021	Target Met	courses with passing grades. B,A,B,B A,A,A,A D,B,C,C B,B,B,B A,A,A,A B,B,C,C A,B,B,B B,C,B,C B,B, PE, PE	No new actions are needed at this time, beyond continued monitoring.
	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.	2020 - 2021	Target Met	Nine students graduated in August, December, or May 2020-1 with a history degree. All have a passing grade in 3 hours of nonwestern or global history. A A C B A B C C PE	No new actions are needed at this time.
			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.	2020 - 2021	Target Met	Nine students graduated in August, December, or May 2020-1 with a history degree. All have 3 hours and a passing grade in premodern history. B A C B A C B B	No new actions are needed at this time, beyond continued monitoring.

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 one pre modern (pre 1500) course (3 credit hours) with a passing grade.	2020 - 2021	Target Met	PE	No new actions are needed at this time, beyond continued monitoring.
			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.	2020 - 2021	Target Met	Nine students graduated in August, December, or May 2020-1 with a history degree. All have 6 hours of upperlevel American history with a passing grade. C,B A,A B,C B,C A,A A,B, A,B, B,B,C,C B,B	No new actions are needed at this time, beyond continued monitoring.
			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.	2020 - 2021	Target Met	Nine students graduated in August, December, or May 2020-1 with a history degree. All have 6 hours of upper level European history with a passing grade. B,B A,A C,B B,B A,A C,C B,B C,B,	No new actions are needed at this time, beyond continued monitoring.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year for historical breadth to determine if achievement target was met.	100% of graduating seniors will complete at least two European history courses (6 credit hours) with a passing grade.	2020 - 2021	Target Met	C,B	No new actions are needed at this time, beyond continued monitoring.
	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.	2020 - 2021	Inconclusive	Due to COVID-19, faculty was not able to assign the PTA to HIS 211 in spring 2021. This assessment is based on a F2F assignment that can not be replicated online. Due to COVID-19 restrictions, the class was held online.	No new actions are needed. Hopefully, we will return to normal operations next academic year.
	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.	2020 - 2021	Target Met	This year seven students enrolled in HIS 211 and completed an oral presentation regarding their research topic. The class was synchronously online, so presentations were possible (although the PTA and library assignment were not). Students performed better than 3.0 in all measures of the rubric. Indeed, each student scored very well on this rubric. Perhaps a year of online presentations and interaction increased students' oral communication skills! The lowest score for the class was in "central message",	No new actions are needed at this time.

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.	2020 - 2021	Target Met	but even that was a 3.4 average.	No new actions are needed at this time.
			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.	2020 - 2021	Target Met	Overall, student projects were successful according to this analysis and averaged a 3.4/5. The faculty reported that it was a very challenging class, as it was the first time we taught Capstone online. Not only was it online, but it was asynchronous. We do not plan to repeat this modality for Capstone again; however, due to COVID -19 we had little choice. For this particular target on writing, the most relevant measures were "writes clearly" on which students averaged a 3.25 and "frames historical questions" on which students averaged 3.9, both of which are above the 3.0 threshold. You can see all the data attached.	No new actions are needed at this time.
	4.1 (SLO)	Locate and select a variety of historical sources (primary, secondary, archival, library, electronic, etc.) for use in an	The History department faculty will determine HIS 211 students' competency by	The overall average of HIS 211 students for the Library and Archive Source assignment(s) will be no lower than a C (75 percent).	2020 - 2021	Inconclusive	Due to COVID-19, faculty was not able to assign the Library and Archive Source Assignment to HIS 211 in spring 2021. This assessment is based on a	No new actions are needed at this time.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	historical argument (SLO 2).	reviewing the completed Library and Archive Source assignment(s) (fall).	The overall average of HIS 211 students for the Library and Archive Source assignment(s) will be no lower than a C (75 percent).	2020 - 2021	Inconclusive	F2F assignment that can not be replicated online. Due to COVID-19 restrictions, the class was held online.	No new actions are needed at this time.
	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.	2020 - 2021	Target Met	Students did well in the HIS 499 Capstone class this year according to this assessment, despite it being online for the first time. The overall average on this rubric for the Capstone was 3.96/5. The averages most relevant to this goal were: Student develops an interpretation based on evidence: 3.90 Student demonstrate awareness of interpretive differences: 3.96 Student evaluates and analyzes primary sources: 3.96 Student employs a broad range of sources: 4.06	No new action required.
	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.	2020 - 2021	Target Met	The overall average for students this year on Capstone project using the rubric was 3.96/5, so overall the students did well. These rubric categories are particularly important to this category: Student develops an interpretation based on evidence: 3.90 Student evaluates and analyzes primary sources: 3.96	No new actions are required.

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.	2020 - 2021	Target Met	Student employs a broad range of sources: 4.0 Student grasps relevant historical facts and content: 3.93	No new actions are required.
	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.	2020 - 2021	Inconclusive	In Fall 2020 a new faculty member taught HIS 499 for the first time. While the faculty member thought he understood all the facets of the assessment program for the course, he did not remember the Capstone survey requirement. For this reason, he did not survey the Capstone students. Since this class is only offered to seniors, it was not possible to correct the oversight by the time the mistake had been caught, since the students had graduated and were not checking their email. We've had many difficulties with this piece of our assessment in previous years, namely that students did not always respond to the survey. We had that fixed by making the survey a mandatory part of Canvas, but since the class rotates among all history faculty, it is simply difficult for the	The class has a zipped folder with the assessment plan for the course laid out. The faculty member got those instructions but simply forgot about the survey. These things happen and simple mistakes do not always indicate a bad plan.

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.	2020 - 2021	Inconclusive	faculty to catch all the assessment aspects, especially when they are teaching it for the first time. Between the changes to the course related to COVID 19 and the faculty member being new, this is one aspect of the assessment that fell through the cracks in 2020.	The class has a zipped folder with the assessment plan for the course laid out. The faculty member got those instructions but simply forgot about the survey. These things happen and simple mistakes do not always indicate a bad plan.
	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.	2020 - 2021	Target Not Met	Of the 9 students who graduated in this academic year, only two had study abroad or internship experiences. Given the COVID-19 outbreak, I suppose we should be lucky for even those numbers. Both the students who completed study abroad, also completed at least one internship (and one student completed more than one internship).	No new actions required. Hopefully, internships and study abroad opportunities will return in the coming academic year.
	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.	2020 - 2021	Inconclusive	There were no students enrolled in HIS 410 in the fall semester, so no data was collected regarding student's ability to demonstrate best practices in teacher preparation.	No actions will be taken, as we are not losing future history teachers, they are just opting for the alternate route, which offers a different path to teacher certification.
	7.2 (SLO)	Students will demonstrate success	At the end of the spring semester,	100% of student teachers will receive a 2	2020 - 2021	Inconclusive	There are no results as we did not offer ED 409 in AY	No actions will be taken, as we are not losing future

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	7.2 (SLO)	regarding supervised teaching in local schools.	the Social Studies Teacher Certification Coordinator will review the Teacher Intern Assessment Instrument (TIAI) metric of student teachers enrolled in ED 409 Observation and Directed Teaching in Secondary Education Grades 7-12 during the academic year that is ending. The TIAI measures six facets of teaching, which are: (1) planning and preparation, (2) communication and interaction, (3) teaching for learning, (4) managing the learning environment, (5) assessment of student learning, and (6) professionalism and partnerships. Each student teacher receives an overall score from the mentor teacher related to their performance on the six areas, and the final score is on a 0-3 scale. The coordinator will compile the	or above evaluation from the mentor teacher on the TIAI metric (on a 0-3 scale).	2020 - 2021	Inconclusive	2020-21.	history teachers, they are just opting for the alternate route, which offers a different 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.	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).	2020 - 2021	Inconclusive	There are no results as we did not offer ED 409 in AY 2020-21.	No actions will be taken, as we are not losing future history teachers, they are just opting for the alternate route, which offers a different path to teacher certification.
Program - Human Geography - Minor {2019-2020}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The Geography faculty will use the AAC&U Critical Thinking VALUE Rubric to assess a discussion board assignment required in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in 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.	2020 - 2021	Target Not Met	I assessed GEO 314 students on an assignment that asked them to think critically about the geographic impacts of online shopping. The students were assessed on their explanation of the issues, the evidence (research) they presented, and their position as expressed in their conclusions. The student average was 2.5. There were only two students in the class; one did somewhat better than the other. Both presented their evidence well, but neither identified contexts well. GEO 318 was not offered this year, so no students from that class were assessed.	On average, GEO 314 students did not meet the target of 3.0. Because there were only two students in the class and this is only the second year of assessment (and the first time this course has been assessed), I would like to continue with this target. I will modify the assignment instructions to require a conclusion and I will make this assignment worth more points to encourage students to conduct a deeper analysis of the topic.
	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.	2020 - 2021	Target Not Met	I assessed GEO 314 students using their location theory projects, which asked them to research and explain a company's location decisions and to describe its impacts on the community. The students were assessed on whether they demonstrated an understanding of the global connections present in their topic. The student average was 2.5.	GEO 314 students did not meet the target of 3.0. Because there were only two students in the class and this is only the second year of assessment (and the first time this course has been assessed), 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
	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.	2020 - 2021	Target Not Met	There were only two students in the class; one student demonstrated this understanding somewhat better than the other. GEO 318 was not offered this year, so no students from that class were assessed.	GEO 314 students did not meet the target of 3.0. Because there were only two students in the class and this is only the second year of assessment (and the first time this course has been assessed), 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.	2020 - 2021	Target Not Met	I assessed GEO 314 students using their location theory projects, which asked them to research and explain a company's location decisions and to describe its impacts on the community. The students were assessed on whether they applied diverse perspectives to this issue of community impacts. The student average was 2.5. There were only two students in the class; one student expressed other perspectives somewhat better than the other. GEO 318 was not offered this year, so no students from that class were assessed.	GEO 314 students did not meet the target of 3.0. Because there were only two students in the class and this is only the second year of assessment (and the first time this course has been assessed), 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 multiple and even conflicting positions (i.e. cultural,	The Geography faculty will use the AAC&U Global Learning VALUE Rubric to assess the analytical writing assignment required of	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	2020 - 2021	Target Not Met	I assessed GEO 314 students using their location theory projects, which asked them to research and explain a company's location decisions and to describe its impacts on the	GEO 314 students did not meet the target of 3.0. Because there were only two students in the class and this is only the second year of assessment (and the first time this course has been assessed), I would like to

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO)	disciplinary, and ethical.	students in GEO 318 Population Geography or the final project in GEO 314 Economic Geography.	the AAC&U Global Learning VALUE Rubric.	2020 - 2021	Target Not Met	community. The students were assessed on whether they applied diverse perspectives to this issue of community impacts. The student average was 2.5. There were only two students in the class; one student expressed other perspectives somewhat better than the other. GEO 318 was not offered this year, so no students from that class were assessed.	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.	2020 - 2021	Target Not Met	I assessed GEO 314 students using their location theory projects, which asked them to research and explain a company's location decisions and to describe its impacts on the community. The students were assessed on whether they adequately addressed the global complexity of their topic. The student average was 2.5. There were only two students in the class; one student addressed the complexity of their topic somewhat better than the other. GEO 318 was not offered this year, so no students from that class were assessed.	GEO 314 students did not meet the target of 3.0. Because there were only two students in the class and this is only the second year of assessment (and the first time this course has been assessed), 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	The GEO faculty will survey students in GEO 318 Population Geography or GEO 314 Economic Geography, asking	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"	2020 - 2021	Target Met	Out of two students, I received 3 responses to my 2-question survey. (I assume one student accidentally took the survey twice.) The first question was "After taking	I am pleased with this result, as it signals that geography courses are accomplishing these goals and students are enjoying and benefiting from them in the ways we hope they have. I will continue

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (PO 1.d.)	and differences around the world as a result of geography coursework.	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.	categories.	2020 - 2021	Target Met	<p>several geography courses, 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? Students were asked to respond on a scale of 1-5, with 1 meaning “strongly disagree” and 5 meaning “strongly agree.” All three responses to this question were 5’s.</p> <p>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?” Students were asked to respond on a scale of 1-5, with 1 meaning “strongly disagree” and 5 meaning “strongly agree.” All three responses to this question were 5’s.</p>	with this target and continue to design and conduct my courses as I have been.
	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	The overall average of final grades in GEO coursework for seniors with a Human Geography minor will be 80 percent.	2020 - 2021	Target Met	<p>One student graduated in during the 2020-21 school year with a geography minor. I averaged the student’s grades in all geography classes, using the lowest percentage in the range for that grade. For example, I recorded a B as an 83% and a B+ as an 87%. The student</p>	Even though only one student was assessed, this result shows that the student who minored in geography has demonstrated a command of the subject matter. I will continue with this target.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.1 (SAO)	Human Geography minors who are seniors will have a strong overall average of final grades in GEO coursework.	target was met.	The overall average of final grades in GEO coursework for seniors with a Human Geography minor will be 80 percent.	2020 - 2021	Target Met	graduated with a B average (83%) in geography courses.	Even though only one student was assessed, this result shows that the student who minored in geography has demonstrated a command of the subject matter. I will continue with this target.
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 average score of "3" for each of the six items measured in the rubric: topic selection; existing knowledge, research, and/or views; design process; analysis; conclusions; limitations and implications. Direct, summative assessment is accomplished through analysis of a student's independent research project completed in IS 499	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.	2020 - 2021	Target Met	In 2020-21, only one student completed the Capstone and graduated in IS. That student did a very good job in their work. Two faculty scored the student on the Inquiry and Analysis, Written Communication and Oral Communication rubrics. The student scored a perfect score of "4" for every single measure on all three rubrics from both faculty.	The IS program will continue to work with IS students to ensure their success at both written and oral communication. The faculty will discuss these results at the first faculty meeting in August and determine if anything more needs to be done to perfect this program.

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.	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 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	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.	2020 - 2021	Target Met	In 2020-21, only one student completed the Capstone and graduated in IS. That student did a very good job in their work. Two faculty scored the student on the Inquiry and Analysis, Written Communication and Oral Communication rubrics. The student scored a perfect score of "4" for every single measure on all three rubrics from both faculty.	The IS program will continue to work with IS students to ensure their success at both written and oral communication. The faculty will discuss these results at the first faculty meeting in August and determine if anything more needs to be done to perfect this program.

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.	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 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.	2020 - 2021	Target Met	In 2020-21, only one student completed the Capstone and graduated in IS. That student did a very good job in their work. Two faculty scored the student on the Inquiry and Analysis, Written Communication and Oral Communication rubrics. The student scored a perfect score of "4" for every single measure on all three rubrics from both faculty.	The IS program will continue to work with IS students to ensure their success at both written and oral communication. The faculty will discuss these results at the first faculty meeting in August and determine if anything more needs to be done to perfect this program.
	1.2 (SLO)	Students will report that the courses they took for their interdisciplinary	The department chair will administer the Interdisciplinary	The average score for all surveyed IS minor students on the Interdisciplinary Studies	2020 - 2021	Inconclusive	There were no students in the Interdisciplinary Studies Minors in 2020-21. American Studies, Med	No new actions are required, beyond publicizing the minors and discussing the results of this assessment at the August

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	program caused them to evaluate and analyze diverse issues, ideas, and/or events across various traditional academic disciplines while making connections between those disciplines.	Studies Minors Inquiry and Analysis Survey to all senior IS minors in American Studies, Medieval & Renaissance Studies, and International Studies in the spring semester. The survey is scored on a 5-point Likert scale.	Minors Inquiry and Analysis Survey will be no lower than 3.0 out of a possible 5.0.	2020 - 2021	Inconclusive	Ren, and International Studies did not have any students in the programs for this year.	department meeting. These programs have no cost to the university, so they still present good options for students.
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	Faculty committee members for each student enrolled in IS 499 will utilize the AAC&U Written Communication VALUE Rubric to assess the written portion of the student's Capstone project. This course is normally taken in the student's last semester.	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2020 - 2021	Target Met	In 2020-21, one student completed the Capstone and graduated in IS. That student did a very good job in their work. Two faculty scored the student on the Written Communication rubric. The student scored a perfect score for every single measure from both faculty.	Faculty will discuss the results of this assessment together at the first department meeting in August. Since the program is doing very well and students are successful in it, it is unlikely to need serious alteration or change at this time.
	3.1 (GEO 1.c.)	Students will orally communicate the academic value of one's advanced research in an effective manner.	Faculty committee members for each student enrolled in IS 499 will utilize the AAC&U Oral Communication VALUE Rubric to assess the oral portion of the student's Capstone project. This course is normally taken in the student's last semester.	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2020 - 2021	Target Met	In 2020-21, one student completed the Capstone and graduated in IS. That student did a very good job in their work. Two faculty scored the student on the Oral Communication rubric. The student scored a perfect score of 4 for every single measure from both faculty.	No new actions are anticipated in this program; however, the faculty will discuss the program assessment at the August meeting of the department.

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.	2020 - 2021	Target Met	One student completed the IS Capstone in the 2020-21 year. That student scored an A overall in the course.	No new actions are needed for this goal. The faculty will review these results at our August meeting.
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.	2020 - 2021	Target Met	79% of work sampled in MA 301 Concepts of Abstract Mathematics was at the satisfactory or higher level. Multiple items were assessed for each student. 1 student was enrolled in the course. (14 items were assessed; 7 items were proficient; 4 items were satisfactory; 3 items were unsatisfactory)	Continue emphasis on proof writing, use of correct notation and terminology, and correct English grammar. Make use of student work at the chalkboard as physical distancing rules related to the pandemic allow.
			Proofs from assignments and exams will be evaluated using the Mathematics Proof Writing Rubric. The primary evaluator will be the course	75% of all MA 304 / MA 455 / MA 461 student work sampled at the satisfactory level or higher.	2020 - 2021	Inconclusive	None of these three courses was taught in the 2020-2021 academic year. The course rotation of upper level mathematics courses has MA 304 and either MA 455 or MA 461 occurring in the same academic year, every	MA 304 Modern Algebra will be taught Fall 2021 and MA 455 Advanced Calculus will be taught Spring 2022, as planned in the course rotation for mathematics. We need to be sure that the "achievement target" gets updated to the change

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	75% of all MA 304 / MA 455 / MA 461 student work sampled at the satisfactory level or higher.	2020 - 2021	Inconclusive	other year. MA 304 and MA 455 will be taught in the 2021-2022 academic year.	indicated in the 2019-2020 report.
	1.2 (SLO)	Students will interpret concepts and solutions.	Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from 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.	2020 - 2021	Target Met	85% of work sampled in MA 181 Calculus I was at level 2 or higher. 111 total items were assessed. (59 items at level 3; 35 items at level 2; 17 items at level 1) Fall section was fully online with 6 students. Spring section was face-to-face with 4 students.	Video lectures will be reviewed for needed editing and/or re-recording to improve the quality of the videos. Instructors will strive for more student interaction and work with examples, as classroom rules and physical distancing rules permit.
			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	75% of all MA 306 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2020 - 2021	Target Met	83% of items sampled in MA 306 Differential Equations were at level 2 or higher. (8 items were at level 3; 7 items were at level 2; 3 items were at level 1) Multiple items were assessed for each student. 2 students were enrolled.	Instructor will work to incorporate more applications, concepts, and opportunities for interpretations. There needs to be increased emphasis on the importance of knowledge and skills from calculus as tools in MA 306 Differential Equations, possibly with review assignments as needed.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Target Met	83% of items sampled in MA 306 Differential Equations were at level 2 or higher. (8 items were at level 3; 7 items were at level 2; 3 items were at level 1) Multiple items were assessed for each student. 2 students were enrolled.	Instructor will work to incorporate more applications, concepts, and opportunities for interpretations. There needs to be increased emphasis on the importance of knowledge and skills from calculus as tools in MA 306 Differential Equations, possibly with review assignments as needed.
	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.	2020 - 2021	Target Met	MA 319 Materials and Method in the Teaching of Secondary Mathematics was taught in Fall 2020. Average score = 2.92 5 presentations were assessed.	In the next offering of MA 319 (in Fall 2022), students will create two lesson plans, with at least one lesson plan being research based, and present them to the class. If the mentor teacher from field experience agrees, and the lesson is appropriate, MA 319 students may also present the lessons to the middle/high school students. The next offering of MA 318 will be taught in Fall 2021. Lesson plans will follow the format presented in ED 302 Art and Science of Teaching.
	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.	2020 - 2021	Target Met	100% of students earned a semester grade of C or better. The only student earned a B.	Continue emphasis on proof writing, use of correct notation and terminology, and correct English grammar. Make use of student work at the chalkboard as physical distancing rules related to the pandemic allow.
	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	MA 284 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2020 - 2021	Target Not Met	average score = 2.33 for items assessed in MA 284 Calculus IV (6 items were at level 3; 4 items were at level 2; 2 items were at level 1) Multiple items were	Instructor will refine video lectures to make improvements and will be mindful of student 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.	primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	MA 284 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2020 - 2021	Target Not Met	assessed for each student.	Instructor will refine video lectures to make improvements and will be mindful of student 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.	2020 - 2021	Target Not Met	mean = 2.36 14 total items assessed in MA 306 Differential Equations (8 items at level 3; 3 items at level 2; 3 items at level 1) Multiples samples of work for each student were assessed. 2 students.	Target not met, though the target was met the previous two times that the course was taught. Instructor will increase the emphasis on applied problems, which are always challenging to students, in the next offering (Spring 2023). Keeping the list of types of application problems smaller, with more repetition, may help students with application problems.
	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	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.	2020 - 2021	Target Met	75% of items assessed in MA 303 Modern Geometry were at level 3 or higher. MA 312, MA 457, and MA 459 were not taught in the 2020-2021 academic year. (3 items were at level 3; 1 item was at level 2) 1 item was assessed for	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.	possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	50% of all MA 303 / MA 312 / MA 457 / MA 459 student work sampled at level 3 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2020 - 2021	Target Met	each of the 4 students in the class.	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.	2020 - 2021	Target Met	100% of items assessed in MA 303 Modern Geometry were at level 2 or higher. MA 312, MA 457, and MA 459 were not taught in the 2020-2021 academic year. (3 items were at level 3; 1 item was at level 2) 1 item was assessed for each of the 4 students in the class.	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.	2020 - 2021	Target Not Met	The mathematics faculty did not offer our annual Sonya Kovalevsky High School Mathematics Day during the 2020-2021 academic year. Planning generally starts in the spring for an October event which is held during MUW's fall break. But Spring of 2020 brought us the pandemic with restrictions on gatherings	The mathematics faculty will assist with the 2022 Mississippi Regional Science Bowl. For the Sonya Kovalevsky High School Mathematics Day, the faculty will gather information in Fall 2021 in relation to rules and conditions about events and physical distancing related to the pandemic, along with schedules for the high schools. If circumstances

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.	2020 - 2021	Target Not Met	that have continued through at least the spring of 2021, so this outreach opportunity was skipped for the year. The mathematics faculty contributed the the Mississippi Regional Science Bowl which was in a virtual format for the first time rather than in in-person event on campus. The event was held Saturday, February 20, 2020. The national organizers did an amazing job making the competition work and providing training and question and answer sessions via Zoom. A total of 53 high school students participated, making up 11 teams from 9 different schools.	allow, May 2022 is a possible window for offering Sonya Kovalevsky High School Mathematics Day.
	3.2 (PO 2.c.)	Mathematics majors will participate in community outreach and service opportunities.	Departmental faculty will review and analyze the results of the Departmental Exit Survey, which is provided to all graduating majors in the department.	100% of graduates surveyed will indicate on the Departmental Exit Survey that they have participated in some community outreach and/or service opportunities while at MUW.	2020 - 2021	Target Met	100% of mathematics majors in 2020-2021 participated in community outreach and/or community service during their time at MUW.	The mathematics faculty will continue to encourage participation in community outreach and service and share information about opportunities as appropriate.
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	80% of the students will receive at least a satisfactory rating (given by the music faculty) during their Sophomore Exit Interview.	2020 - 2021	Target Met	During the 2020-2021 academic year, there were 9 sophomores who had to complete the barrier. Five of them were carried over from the 2020 year, when COVID 19 shutdown did not allow for a proper exam to take place. We have had the following	We will continue to administer this questionnaire during the Sophomore Barrier exam. We will reinforce to students that, rather than a right vs. wrong answer, we are looking for an honest self-assessment of their current work, and also a plan on how to improve for the future.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017}	1.1 (SAO)	Students will perform works from multiple musical periods on their major instrument at the end of their sophomore year.	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.	2020 - 2021	Target Met	results: eight students scored Satisfactory, while the 9th scored an Unsatisfactory result. The target was met for this goal.	We will continue to administer this questionnaire during the Sophomore Barrier exam. We will reinforce to students that, rather than a right vs. wrong answer, we are looking for an honest self-assessment of their current work, and also a plan on how to improve for the future.
			At the end of MUS 222, students will perform a 20 minute recital for all music faculty featuring works of at least 3 (Three) musical periods ("Sophomore Barrier Jury"). The performance must be technically/rhythmically secure, memorized, and stylistically appropriate. The entire music faculty, using the "Sophomore Barrier Rubric", will evaluate the student's performance.	90% of the students will score at least an 80 (on the 1-100 scale used in the "Sophomore Barrier Rubric).	2020 - 2021	Target Not Met	During the 2020-2021 academic year, there were 9 sophomores who had to complete the barrier. Five of them were carried over from the 2020 year, when COVID 19 shutdown did not allow for a proper exam to take place. We have had the following results: one student score 99%, two students scored 95 %, 4 students scored 90 %, one student scored 85% and one student scored 60%. The student who scored 60% was awarded a grade of F for the barrier and subsequently failed his MUS 222 applied lessons. They will have to retake the course and perform another sophomore barrier the following semester.	We will continue to administer the sophomore barrier.As a faculty we are considering a change;; rather than assessing this on a percentage (Which could be skewed based on the number of students taking this one given year), perhaps we should assess it based on the number of actual students participating each year. For example, to allow one student to fail and still consider this a "target met" in order to take in consideration the random case where a student would not be prepared, or simply not take this exam as seriously as they should.
	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	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.	2020 - 2021	Target Met	There were 7 students in MUS 302 Music History 2. They were directed to write a term paper on the musical design of the Catholic Mass. One student scored a 4, two students scored a score of 3, three students scored a	Since the target was met, we have decided during the music faculty meeting that no further action was necessary.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 1.c.)	Students will complete written assignments on music history topics.	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.	2020 - 2021	Target Met	score of 2 and one student scored a score of 1. The target was met.	Since the target was met, we have decided during the music faculty meeting that no further action was necessary.
	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").	2020 - 2021	Target Met	There were 4 students in MUS 102. They each completed the assignment. Two students scored 100%, one scored 95%, while the other scored 85%.	Since the target was met, upon discussing this with the rest of the music faculty we decided no further action is necessary.
	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.	2020 - 2021	Target Not Met	There were four students in the MUS 102 Music Theory Class. The results for this activity were as follow: Two students have scored 100%, one scored 80% while one student scored a 0 since they did not complete the assignment.	While the target of the activity was not met, the music faculty feels that this was due to the fact that one student did not complete the assignment at all. In conclusion, the music faculty does not feel that any major changes should be done at this time. We will continue to assess this specific goal in the future, and revisit this topic based on future results.
	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	80% of the students will score at least an 80% on this assignment.	2020 - 2021	Target Met	There were four students in MU 104. Each was assessed on this assignment. The following results were recorded: Two students scored 100%, one scored 85 % and one score 83%. The target was met.	After discussing this result during our music faculty monthly meeting, we have come to the conclusion that no further action is necessary since the target was met.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SLO)	Students will create a transcription of a musical example containing a single line melody and complex rhythms.	104 instructor will assess their work.	80% of the students will score at least an 80% on this assignment.	2020 - 2021	Target Met	There were four students in MU 104. Each was assessed on this assignment. The following results were recorded: Two students scored 100%, one scored 85 % and one score 83%. The target was met.	After discussing this result during our music faculty monthly meeting, we have come to the conclusion that no further action is necessary since the target was met.
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.	2020 - 2021	Inconclusive	There were no minors enrolled in the courses. No results to be collected.	As we have no reliable way of tracking minors, we recommend eliminating this Achievement Target.
			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	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.	2020 - 2021	Target Met	For Fall 2020, samplings from 10 courses were assessed using the Critical Thinking VALUE Rubric : Total Fall Average Score = 3.38 For Spring 2021, samplings from 8 courses were assessed using the critical thinking value rubric: total spring average score= 3.42 Total 20-21 score 3.40 {Please see attached spreadsheet for individual student scores.}	Continue the assessments, dependent upon departmental faculty discussions in the Fall.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Target Met	For Fall 2020, samplings from 10 courses were assessed using the Critical Thinking VALUE Rubric : Total Fall Average Score = 3.38 For Spring 2021, samplings from 8 courses were assessed using the critical thinking value rubric: total spring average score= 3.42 Total 20-21 score 3.40 {Please see attached spreadsheet 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 logical reasoning and relevant ethical theories.	In all ethics courses (PHL 204, 206, 305, 306, 307, 465), students will be given an assignment that requires the evaluation of an ethical dilemma using the tools of logic and ethical reasoning. This assignment will be graded by the instructor using the AAC&U Ethical Reasoning VALUE Rubric.	The average score of philosophy minors who take an ethics course will be a '3' on the 0-4 scale used in the AAC&U Ethical Reasoning VALUE Rubric on the ethical dilemma assignment.	2020 - 2021	Inconclusive	There were no minors enrolled in the courses. No results were available to be collected.	As we have no reliable way of tracking minors, we recommend eliminating this Achievement Target.
			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	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.	2020 - 2021	Target Met	For Fall 2020, samplings from 4 courses were assessed using the Ethical Reasoning VALUE Rubric : Total Fall Average Score = 3.50 For Spring 2021, samplings from 3 courses were assessed using the ethical reasoning value rubric: Total spring average score is 3.72.	Because evaluation of ethical arguments is distinct from the broader skills required for critical thinking, and because our program aims to place more emphasis on our Certificate in Applied and Professional Ethics, we suggest replacing the current Goal 2 (about knowledge of subject matter) with a goal about demonstrating the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Target Met	Total 20-21 average score: 3.59. {Please see attached spreadsheet for individual student scores.}	ability to reason effectively about ethical issues. This outcome would then become 2.1. Whether or not we are able to reorganize our Assessment Plan in this way, we will continue these assessments.
	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 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.	2020 - 2021	Inconclusive	There were no minors enrolled in the courses. No results were available to be collected.	As we have no reliable way of tracking minors, we recommend eliminating this Achievement Target.
			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.	2020 - 2021	Target Met	Final grades for all courses taught by full-time faculty (18 total) were assessed. Fall 2020 77% of students in the 10 classes scored C or higher. 169 total students. 130 students	Continue the assessments, dependent upon departmental faculty discussions in the Fall.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Target Met	met target. Spring 2021 75% of students in the 8 classes scored C or higher. 118 total students. 88 students met target. For 20-21 AY, 218/287=0.759 or 76% of students met the target. To calculate average course grades, As were treated as 95%, Bs were treated as 85%, Cs were treated as 75%, Ds were treated as 65%, and Fs were treated as 30%. Ws, WPs, and WFs were not included in the calculations. Using this method, the average score for Fall 2020 was 80%. The average score for Spring 2021 was 79%. The average score for the 20-21 AY was 79.5%.	Continue the assessments, 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 "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	Data will be collected by the philosophy program assessment coordinator on the number of philosophy minors declared.	A steady increase in philosophy minors declared over the next three years, from 6 to 10.	2020 - 2021	Inconclusive	Year 2 in collecting data for the three-year trend: No declared minors for 2020-2021.	As we have no reliable way of tracking minors, we recommend eliminating this Outcome and Achievement Target.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.4 (PO 4.d.)	invaluable to the success of the student as a person, worker, and citizen beyond graduation (as regards success in the workplace, this conviction is borne out in an abundance of empirical data).	Data will be collected by the philosophy program assessment coordinator on the number of philosophy minors declared.	A steady increase in philosophy minors declared over the next three years, from 6 to 10.	2020 - 2021	Inconclusive	Year 2 in collecting data for the three-year trend: No declared minors for 2020-2021.	As we have no reliable way of tracking minors, we recommend eliminating this Outcome and Achievement Target.
	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.	2020 - 2021	Inconclusive	There were no declared minors this academic year. No data to collect for assessment.	As we have no reliable way of tracking minors, we recommend eliminating this Achievement Target.
			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	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.	2020 - 2021	Target Met	A sample of student scores on exams or assignments was compiled from philosophy classes. These exams or assignments assessed student understanding of the subject matter of the course. The average score was . Rubric/Grade Conversion:	Because evaluation of ethical arguments is distinct from the broader skills required for critical thinking, and because our program aims to place more emphasis on our Certificate in Applied and Professional Ethics, we suggest replacing the current Goal 2 (about knowledge of subject matter) with a goal

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Target Met	4=95%; 3=85%; 2=75% Fall 2020 PHL 201: (20 Students) - 3.2; 3; 4; 3.2; 4; 3.8; 3; 3.4; 1.8; 2.4; 4; 3.8; 3; 4; 2.2; 3; 3.4; 4; 2.8; 4 PHL 204: (10 Students) - 4; 4; 3.6; 3; 3.6; 3; 4; 4; 3; 4 PHL 307: (5 Students) - 4; 3.4; 4; 3; 4 PHL 205: (5 Students) - 3.8; 2.6; 3; 3; 2.6 PHL 301: (5 Students) - 4; 4; 3.4; 3; 2.6 PHL 306: (5 Students) - 4; 3.4; 3; 2.6; 3.4 Fall 2020 Average Score: 3.38 = >85% Spring 2021 PHL 204: (10 Students) - 3; 3; 4; 3.6; 4; 4; 4; 4; 4 PHL 307: (5 Students) - 4; 3.8; 4; 3; 4 PHL 201: (13 Students) - 2; 3.8; 3.6; 4; 3; 2.8; 3.2; 3; 3.8; 2.4; 2; 2.8; 3.8 PHL 207: (5 Students) - 3.2; 2.2; 3; 4; 3.2 PHL 400: (5 students) - 4; 4; 4; 3; 4 Spring 2021 Average Score: 3.45 = >85% Total Average Score: 3.41 = Above 85%	about demonstrating the ability to reason effectively about ethical issues. The current outcome 2.1 (about knowledge of philosophical subject matter) would then be replaced with the current outcome 1.2 (about ethical reasoning).
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	Prior to internship, students will take the Praxis® Subject Assessments test to assess content knowledge in the field of physical sciences and the	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.	2020 - 2021	Target Not Met	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.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	1.1 (SAO)	practices as state licensing requirements dictate.	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.	2020 - 2021	Target Not Met	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 the Praxis® Subject Assessments test to assess content knowledge in the field of physical sciences and the corresponding Principles of Learning and Teaching (PLT) Test to assess educational theory and knowledge. Faculty will review and analyze the results to determine if achievement target was met.	90% of the students evaluated in the program will pass the Praxis Subject Assessments Test in Physics: Content Knowledge with a score of 139 or above.	2020 - 2021	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 the Praxis® Subject Assessments test to assess content knowledge in the field of physical sciences and the corresponding Principles of Learning and	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.	2020 - 2021	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.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	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 Science Unit Plan Scoring Rubric.	90% of PS 313 students evaluated in the program will score at least an "80" on the 0-114 scale used in the Science Unit Plan Scoring Rubric (placed in documents folder) in developing a Science Unit Plan.	2020 - 2021	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.	2020 - 2021	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.	2020 - 2021	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	90% of PS 313 students evaluated in the program will develop a Safety and Emergency Lesson Plan and score at	2020 - 2021	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.	student's Safety and Emergency Lesson Plan and Safety Policies and Procedures.	least a "8" on the 0 - 12 scale used in the Safety and Welfare Module Scoring Rubric (placed in documents folder) in developing 1. Hazardous Inventory List, 2. Storage Floor Plan for Chemical Storage, 3. Discussion of Safe and Proper Techniques for Preparation, Storage, 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.	2020 - 2021	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.	2020 - 2021	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	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).	2020 - 2021	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
	5.1 (PO 2.e.)	Students will actively engage in local K – 12 school events that provide real-life experiences for students.	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).	2020 - 2021	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. 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.	2020 - 2021	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.
Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2020 - 2021	Target Met	Ten students completed the analytic assignment in POL 250 in Fall 2020. Their overall average score was a 3.0, exactly meeting the achievement target. The average scores were highest along the Explanation of Issues (3.25) and Context and Assumptions (3.15) dimensions and lowest along the Conclusions & Related Outcomes (2.6) and Evidence (2.95) dimensions. This represented both	When the class is taught in Fall 2021, the instructor will again be teaching synchronously but will add instruction to help students interrogate the strategic public discourse of state actors and will offer the option of attending writing workshops in person or via Zoom. Game play will not be introduced but will be considered for future semesters, as will moving the course back to face-to-face modality.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2020 - 2021	Target Met	<p>continuity and slight decline with respect to last year's results, when the "evidence" category was also the dimensions of poorest performance but had an average score of 3.2. As this suggests, scores were lower in every category in comparison with last year's results. In addition, the gulf between the highest achieving student (with a 4.0) and the lowest (with a 1.4) grew.</p> <p>The lower overall average score is likely the result of two factors. First, COVID-19 caused disruption in many aspects of students' and instructors' lives, including a change in the modality of POL 250, from face-to-face to synchronous online instruction. This resulted in fewer writing workshops, lower attendance at these workshops, and poorer quality of engagement in the workshops. Second, the creation of a political science degree concentration in social studies attracted an influx of majors who have coursework across social science disciplines (economics, psychology, sociology, geography, and history as well as political science) and often have a high number of transfer</p>	When the class is taught in Fall 2021, the instructor will again be teaching synchronously but will add instruction to help students interrogate the strategic public discourse of state actors and will offer the option of attending writing workshops in person or via Zoom. Game play will not be introduced but will be considered for future semesters, as will moving the course back to face-to-face modality.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2020 - 2021	Target Met	hours. Political analysis may be less familiar to these students than to previous majors whose background was rooted firmly in political science. This, alongside the difficulty of providing individualized instruction without in-person workshops, likely explains the large gap in achievement between the highest and lowest performing students.	When the class is taught in Fall 2021, the instructor will again be teaching synchronously but will add instruction to help students interrogate the strategic public discourse of state actors and will offer the option of attending writing workshops in person or via Zoom. Game play will not be introduced but will be considered for future semesters, as will moving the course back to face-to-face modality.
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The Political Science faculty will use the AAC&U Written Communication VALUE Rubric to assess the analytical writing assignment required of students in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2020 - 2021	Target Not Met	The overall average score for students in POL 250 World Politics was a 2.92, just below the target of 3.0. Of the ten students completing the assignment, six scored an overall 3.0 or higher, three scored between a 2 and a 2.5, and one student scored a very low 1.4. The lowest average scores were on the Genre and Disciplinary Conventions dimension (2.7) and the Content Development dimension (2.75). The highest average scores were on the Context and Purpose of Writing dimension (3.05) and the Syntax and Mechanics dimension (3.15). The lower overall average score is likely the result of two factors. First, COVID-19 caused disruption in many aspects of students'	When the class is taught in Fall 2021, the instructor will again be teaching synchronously but will offer the option of attending writing workshops in person or via Zoom. Game play will not be introduced but will be considered for future semesters, as will moving the course back to face-to-face modality.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The Political Science faculty will use the AAC&U Written Communication VALUE Rubric to assess the analytical writing assignment required of students in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2020 - 2021	Target Not Met	and instructors' lives, including a change in the modality of POL 250, from face-to-face to synchronous online instruction. This resulted in fewer writing workshops, lower attendance at these workshops, and poorer quality of engagement in the workshops. Second, the creation of a political science degree concentration in social studies attracted an influx of majors who have coursework across social science disciplines (economics, psychology, sociology, geography, and history as well as political science) and often have a high number of transfer hours. This likely explains the poor scores in Genre and Disciplinary Conventions. It may also have contributed to the poor Content Development dimension, since political analysis may be less familiar to these students than to previous majors whose background was rooted firmly in political science.	When the class is taught in Fall 2021, the instructor will again be teaching synchronously but will offer the option of attending writing workshops in person or via Zoom. Game play will not be introduced but will be considered for future semesters, as will moving the course back to face-to-face modality.
	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	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	2020 - 2021	Inconclusive	Unable to assess due to lack of data. Because POL 250 and 390 were both moved online due to COVID-19, formal oral presentations were not assigned. POL 202 was not taught at all.	POL 202 will be taught in Fall 2021 and POL 390 will revert to a face-to-face modality when it is taught in the spring of 2022, so both should offer data for 2021-2022 assessment. An earlier start to the scaffolding of assignments

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.	required of students in POL 250 World Politics, POL 301 Southern Politics, or POL 202 Affecting Political Change.	Rubric.	2020 - 2021	Inconclusive	Unable to assess due to lack of data. Because POL 250 and 390 were both moved online due to COVID-19, formal oral presentations were not assigned. POL 202 was not taught at all.	in POL 390 will be implemented in the spring. POL 250 will continue to be taught as a synchronous online course and faculty will discuss whether or not to reintroduce the oral presentation assignment or to eliminate POL 250 as an option for assessing whether the program is meeting this target.
	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.	2020 - 2021	Target Met	Two students completed POL 490 Internship in the 2020-2021 academic year: one in the fall and one in the spring. Both students were surveyed as part of the assessment process and both completed the survey in its entirety. The wording of our achievement target is odd, but however it is interpreted, we clearly exceeded our goal. Both students reported that they "strongly agree" (a five on the Likert scale) that A) coursework and advising in the political science program prepared them for work in the internship, B) the internship was a valuable learning experience, C) their internship and coursework complement each other in preparing them for future employment, and D) when they had issues on the job, the felt supported by their POL 490 instructor.	The increased effort to establish relationships with programs and units on campus and with nonprofit organizations working in political advocacy political journalism throughout the state have resulted in more numerous and high quality internship options for students. Faculty will continue working with students early and often to identify potential internship opportunities and to establish long-term relationships with agencies, organizations, and individuals who can offer high-quality mentoring and internship work. As for assessment, we have been successful in getting students to complete the surveys because of the close advising relationships they have, but this does present a problem. Right now, the instructor of POL 490 is also the person advising students and assessing the program. Ideally, someone else will send students the survey to increase their comfort expressing any

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (PO 2.e.)	Students will demonstrate understanding of how the curriculum in the major and in-class learning relate to problems of the real world.	The department chair or Political Science faculty will analyze the POL 490 students' results from the Internship Survey that asks the degree to which their coursework relates to and prepares them to handle real-world problems (fall).	The overall average for POL 490 students completing the Internship Survey will be that students report seeing an increase of at least "3.0" on a 1-5 Likert scale, regarding the degree to which their coursework relates to and prepares them to handle real-world problems.	2020 - 2021	Target Met	Two students completed POL 490 Internship in the 2020-2021 academic year: one in the fall and one in the spring. Both students were surveyed as part of the assessment process and both completed the survey in its entirety. The wording of our achievement target is odd, but however it is interpreted, we clearly exceeded our goal. Both students reported that they "strongly agree" (a five on the Likert scale) that A) coursework and advising in the political science program prepared them for work in the internship, B) the internship was a valuable learning experience, C) their internship and coursework complement each other in preparing them for future employment, and D) when they had issues on the job, they felt supported by their POL 490 instructor.	dissatisfaction they have with the POL 490 instructor/advisor. Next year, we will plan to have the survey sent by the department chair the week after final exams in the semester during which an internship is completed.
	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.	2020 - 2021	Inconclusive	Unable to assess due to lack of data. Due to restrictions on face-to-face activity and because all graduating seniors required the course , POL 202 was not offered in 2020-2021.	The course will be taught in the Fall 2021 semester. Currently, the instructor is pursuing opportunities for deliberative facilitation with the Lowndes Community Foundation (which is planning a follow-up to its 2018 Community Conversation) and with philosophy faculty and the Honors director.

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.	The pre-law coordinator will use the Critical Thinking VALUE Rubric to evaluate the analytic assignment submission of each pre-law minor who completes one of the Logic & Moral Reasoning courses in an assessment year.	The overall average score of students completing the analytical assignment required in one of the Logic & Moral 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.	2020 - 2021	Inconclusive	Due to a lack of data, we are unable to assess the program using this measure. Despite having five students in the Pre-Law minor program, no pre-law student completed PHL 204 or PHL 205 during the 2020-2021 academic year.	Despite having five students in the Pre-Law minor program, no pre-law student completed PHL 204 or PHL 205 during the 2020-2021 academic year. This may be an indication that the method of assessment is flawed. Often, students add a minor after they have met many of the course requirements, and it may be that students will tend to take PHL 204 Ethics--or, somewhat less likely, PHL 205 Logic--one or two years before they formally add the minor. We will see what results are in 2021-2022 and will hold preliminary discussions about changing this assessment method.
	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.	2020 - 2021	Target Met	One of the five students in the pre-law minor took one of the Research & Writing courses (PLG 330) required in the minor. The student's overall average on the Written Communication VALUE Rubric was a 3.0 so the target was met. The student's score was highest (4 out of 4) on the Genre and Disciplinary Conventions dimension, and this was especially encouraging because the assignment involved the student writing a legal brief. This is strong evidence that the pre-law minor prepares students for the often esoteric conventions of the legal field. The student scored	As noted in the analysis, these results suggest the pre-law minor's Research & Writing requirement helps prepare students by increasing their awareness of the writing conventions employed in specialized fields. Because the student's engagement with multiple legal perspectives and precedential case law was weak, faculty will discuss integrating more structured debate and additional assignments/class exercises that train students in the identification of multiple competing interpretations of an issue and selection of sources and evidence that support one interpretation over another. In addition, we will discuss the value of this measure, given that only 20%

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 1.c.)	Students will demonstrate 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.	2020 - 2021	Target Met	lowest along the Content Development dimension (2 out of 4) because the student's engagement with multiple legal perspectives and precedential case law was weak. This suggests the need for more structured debate and additional assignments/class exercises that train students in the identification of multiple competing interpretations of an issue and selection of sources and evidence that support one interpretation over another.	(1/5) of students in the minor took a Research & Writing course in the assessment year. We may need to change this measure as well as the measure tied to student work in PHL 204 and PHL 205.
	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.	2020 - 2021	Target Met	All four students enrolled in Law School Preparation completed their admissions portfolio assignments in full.	Universal completion of each element in the portfolio was likely the result of the assignment's two-step structure. The instructor of IS 101 required students to submit a draft of each element of the portfolio separately as the semester progressed and graded these components as individual assignments. Two students had missing drafts at this stage. However, because the instructor awarded more points for a final, complete portfolio, all students eventually submitted each element of the portfolio. In the future, instructors should retain this approach to maximize student incentives to submit all elements of the portfolio.
			The instructor for	The average score for	2020 - 2021	Target Met	Among the four students	Students appeared to struggle

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	completed admissions portfolios will be no lower than 70/100.	2020 - 2021	Target Met	who completed IS 101 in Fall 2020, the average score for completed portfolios was 75/100, just above the achievement target. The individual scores ranged from a high of 85% to a low of 62%. Looking at the portfolio elements, students scored best, on average, on the annotated list of their preferred law schools (84%) and worst on their list of references (61%). The lowest individual scores were due to the failure of two students to submit some of the elements during the first draft stage of the assignment.	most with their list of references, so instructors of IS 101 will devote additional class time to discussion of the topic. In addition to identifying the types of letter writers who appeal to law school admissions committees, instructors will also guide students in concrete discussion about the people in their lives who could write effective letters.
	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.	2020 - 2021	Target Met	Four students completed IS 199 Law School Preparation in the 2020-2021 academic school year. In addition, all completed the IS 199 Assessment Survey. One hundred percent agreed (25%) or strongly agreed (75%) that they feel supported in their efforts to gain admission to law school. Seventy-five percent agreed (50%) or strongly agreed (25%) that they feel confident in their ability to gain admission to law school, while one student neither agreed nor disagreed. See Related Documents for complete survey data and question/response	It is very encouraging to learn that all students felt supported in the pre-law program. IS 199 connects students to at least one LSAC advisor and to peers who are also pursuing law school, and these relationships likely contribute heavily to this result. In addition, IS 199 assignments and lecture/discussion topics that help students deconstruct the elements of law school admissions, map their own timeline, and receive constructive feedback on their efforts make a daunting task more manageable. Instructors should continue refining such assignments and facilitating relationships among pre-law students and between

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2020 - 2021	Target Met	wording.	students and LSAC advisors.
			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.	2020 - 2021	Target Met	Four students completed IS 199 Law School Preparation in the 2020-2021 academic school year. In addition, all completed the IS 199 Assessment Survey. One hundred percent successfully named Dr. Tom Velek (IS 199 instructor) as one of the University's official LSAC advisors and 50% correctly named a second advisor as well. See Related Documents for complete survey data and question/response wording.	Students clearly benefit from connecting to an LSAC advisor when IS 199 is taught by one of the advisors. Every student was able to identify the course instructor, Dr. Tom Velek, as an official LSAC advisor. In addition, half the students were able to name a second advisor (Dr. Chanley Rainey). Whoever the instructor of IS 199 is, they should ensure students are aware of at least two LSAC advisors by requiring that students meet with at least one advisor who is not teaching the course. Perhaps this could be an opportunity to have a second advisor review their personal letter or resume. In addition, while all students completed the survey, we should ensure similar feedback in 2021-2022 by surveying students at the end of the semester during which IS 199 is offered.
Program - Psychology (including	1.1 (GEO 1.c.)	Psychology students will demonstrate effective written	Students enrolled in PSY 455 will write an APA style	The average score of PSY 455 students on an APA style paper will be	2020 - 2021	Target Not Met	Assessment conducted in Fall 2020. Average score on the rubric was 2.75,	Assessment maintained. Goals and strategies for instruction on written communication

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Minor) - BA {2016-2017}	1.1 (GEO 1.c.)	communication skills.	paper that describes an original, empirical research study. The paper will be evaluated by the course instructor using the AAC&U Written Communication VALUE Rubric.	at least a 3.5 on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric.	2020 - 2021	Target Not Met	which indicates improved performance compared to an average score of 1.9 for the previous academic year.	will be discussed. Having completed a substantial curriculum revision this year, faculty will review and potentially revise the assessment plan for 2022-2023.
	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.	2020 - 2021	Inconclusive	No data collected in 2020-2021. Relevant assignment modified for online environment in Fall 2020, but modification did not allow for data collection. It should be noted that this measure was designed for face-to-face courses; ergo, it would have been a challenge to compare data collected in an online course with that from previous years.	Assessment maintained, and data collection expected next spring if PSY 455 is offered face-to-face. Having completed a substantial curriculum revision this year, faculty will review and potentially revise the assessment plan for 2022-2023.
	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.	2020 - 2021	Inconclusive	Assessment not conducted because in-person data collection was impossible due to Covid-19 safety measures instituted in the department.	Assessment maintained, and data collection expected in the next spring if PSY 455 is offered face-to-face. Having completed a substantial curriculum revision this year, faculty will review and potentially revise the assessment plan for 2022-2023.
	2.2 (SAO)	The psychology	Departmental	At least two students	2020 - 2021	Target Not	No students worked as	Assessment maintained.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SAO)	program will offer research opportunities to students.	faculty will report to Psychology Assessment Coordinator the total number of psychology students who gained experience as research assistants during the academic year.	will work as a research assistant each semester (e.g., through PSY 449).	2020 - 2021	Met	research assistants. Three students (two were psychology majors) conducted research under the supervision of departmental faculty during Fall 2020. All completed literature reviews, the two psychology majors initiated honors projects.	Having completed a substantial curriculum revision this year, faculty will review and potentially revise the assessment plan for 2022-2023.
			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.	2020 - 2021	Target Not Met	2020-2021 MUW Graduation Survey Results: Excellent - 27.27% Good - 45.45% Total - 72.72% Excellent - 3/11; 27% Good - 5/11; 45% Fair - 2/11; 18% Poor - 1/11; 9% As was the case last year, most graduating seniors reported Good or better research opportunities. The target was again narrowly missed: by 2 percentage points this year.	Assessment maintained. Two new faculty are starting up research labs, and a research practicum (i.e., PSY 449) with multiple students enrolled has already been added to the upcoming fall schedule. Having completed a substantial curriculum revision this year, faculty will review and potentially revise the assessment plan for 2022-2023.
	2.3 (SAO)	The psychology program will prepare students for graduate study.	Social media and other communications will be monitored by faculty to identify students accepted into graduate programs.	Each year a minimum of three alums in psychology will enter graduate programs in psychology or a related discipline.	2020 - 2021	Target Met	As of 11 May 2021, three alums were accepted into graduate programs: one for a masters in clinical mental health counseling, one for a masters in educational counseling, one for a masters in applied behavior analysis.	Assessment maintained. In the context of a special topics course on careers, it was noted that psychology students are unfamiliar with the variety of options for graduate study, and they are unprepared for the application process. More important, most do not have the experiences and skills needed for competitive and successful applications. Adding the careers course to

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.	Social media and other communications will be monitored by faculty to identify students accepted into graduate programs.	Each year a minimum of three alums in psychology will enter graduate programs in psychology or a related discipline.	2020 - 2021	Target Met	As of 11 May 2021, three alums were accepted into graduate programs: one for a masters in clinical mental health counseling, one for a masters in educational counseling, one for a masters in applied behavior analysis.	the bulletin and offering it once a year will be discussed.
	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.	2020 - 2021	Target Not Met	<p>2020-2021 MUW Graduation Survey Results:</p> <p>Secured Full-Time Employment in Field of Study - 1/12 - 8.33%</p> <p>Currently Employed Full-Time in Field of Study - 1/12 - 8.33%</p> <p>Total - 16.66%</p> <p>Secured Full-Time Employment in Field of Study - 1/12 - 8.33%</p> <p>Searching for Full-Time Employment in Field of Study - 4/12 - 33.33%</p> <p>Currently Employed Full-Time in Field of Study - 1/12 - 8.33%</p> <p>Currently Employed Full-Time - 2/12 - 16.67%</p> <p>Currently Employed Part-Time - 4/12 - 33.33%</p> <p>As was the case last year, less than 10% of respondents reported discipline-related employment. It should also be noted that faculty reported one graduate accepted a job as a behavioral technician with an autism-based service, and one secured a</p>	<p>Assessment maintained. In the context of a special topics course on careers, it was noted that psychology students are unfamiliar with the variety of options for bachelors-level jobs, and they are unprepared for the application process. Adding the careers course to the bulletin and offering it once a year will be discussed.</p> <p>With respect to the outcome being assessed here, faculty have expressed concern regarding graduates' understanding of the survey item, how closely the survey responses correspond to the data reported by faculty (noted above), and whether focusing on discipline-related employment is inappropriate. An undergraduate psychology degree provides a broad skillset that is useful in a variety of jobs, many of which would be considered outside the field of study. Having completed a substantial curriculum revision this year, faculty will review and potentially revise the assessment plan for 2022-2023.</p>

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.	2020 - 2021	Target Not Met	position as a police officer with training to move into a crime analyst position. Another has secured an administrative position at a bank. In addition, two students who will graduate next year have already secured behavioral technician positions upon degree completion. This particular outcome assessment underestimates the program's success.	Assessment maintained. In the context of a special topics course on careers, it was noted that psychology students are unfamiliar with the variety of options for bachelors-level jobs, and they are unprepared for the application process. Adding the careers course to the bulletin and offering it once a year will be discussed. With respect to the outcome being assessed here, faculty have expressed concern regarding graduates' understanding of the survey item, how closely the survey responses correspond to the data reported by faculty (noted above), and whether focusing on discipline-related employment is inappropriate. An undergraduate psychology degree provides a broad skillset that is useful in a variety of jobs, many of which would be considered outside the field of study. Having completed a substantial curriculum revision this year, faculty will review and potentially revise the assessment plan for 2022-2023.
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	In any religious studies course involving direct analysis of a particular religion, the student's Exam will be evaluated with the AAC&U Intercultural	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	2020 - 2021	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 or 2020-2021, and especially given that any religious studies minors in the

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.)	practices of a particular world religion.	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 history, basic beliefs, and characteristic practices of a particular world religion on the Exam.	2020 - 2021	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	2021-2022 year will be new to the program, it will be beneficial to continue to assess for the current goal. In 2020, given the range of classes being taught across disciplines, the proposal was 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, an adjustment was also proposed to 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. See Follow-Up for 2019-2020, which details that these adjustments were postponed until 2021-2022.
			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	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.	2020 - 2021	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	The Achievement Target was met from 2016 to 2019, but given that no data was available for assessment in 2019-2020 or 2020-2021, and especially given that any religious studies minors in the 2021-2022 year will be new to the program, it will be beneficial to continue to assess for the current goal. In 2020, given the range of classes being taught across disciplines, the proposal was to revise the Outcome to more clearly cover contemporary expressions of at least two religions and

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	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 Assessment Method to include any writing assignment, including discussion posts, short writing assignments, short essays, and research-based essays. See Follow-Up for 2019-2020, which details that these adjustments were postponed until 2021-2022.
	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.	2020 - 2021	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 or 2020-2021, and especially given that any religious studies minors in the 2021-2022 year will be new to the program, it will be beneficial to continue to assess for the current goal. In 2020, given the range of classes being taught across disciplines, including by new faculty, the proposal was 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 Assessment Method to include any exam, whether

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.	2020 - 2021	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	mid-term or final, and any exam portion, including short-answer, essay, and take-home exam essay. See Follow-Up for 2019-2020, which details that these adjustments were postponed until 2021-2022.
			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.	2020 - 2021	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 or 2020-2021, and especially given that any religious studies minors in the 2021-2022 year will be new to the program, it will be beneficial to continue to assess for the current goal. In 2020, given the range of classes being taught across disciplines, including by new faculty, the proposal 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

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.	2020 - 2021	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	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 assignment, including discussion posts, short writing assignments, short essays, and research-based essays. See Follow-Up for 2019-2020, which details that these adjustments were postponed until 2021-2022.
	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.	2020 - 2021	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 or 2020-2021, and especially given that any religious studies minors in the 2021-2022 year will be new to the program, it will be beneficial to continue to assess for the current goal. In 2020, given the range of classes being taught across disciplines, including by new faculty, the proposal was 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

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.	2020 - 2021	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	member to be an expression of a 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. See Follow-Up for 2019-2020, which details that these adjustments were postponed until 2021-2022.
			In any religious studies course involving direct analysis of one or more texts from a particular world religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Mid-Term Essay.	2020 - 2021	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 or 2020-2021, and especially given that any religious studies minors in the 2021-2022 year will be new to the program, it will be beneficial to continue to assess for the current goal. In 2020, given the range of classes being taught across disciplines, including by new faculty, the proposal was to rrevise 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 variety of course formats,

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 one or more texts from a particular world religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Mid-Term Essay.	2020 - 2021	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	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. See Follow-Up for 2019-2020, which details that these adjustments were postponed until 2021-2022.
	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.	2020 - 2021	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 audit sheet can be updated to include elements of this discussion at each advising appointment. Since no minors were enrolled in 2020-2021, this practice can begin if there are minors in 2021-2022.
			The Lead Faculty	90% of students will	2020 - 2021	Inconclusive	The religious studies	Goal 3.1 is necessary on an

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	attend a final audit confirming that all requirements of the minor have been met and will graduate with the minor.	2020 - 2021	Inconclusive	minor had no students during this year. There was therefore no data was available to collect.	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 beyond degree completion, including for graduate school and/or a profession, the audit sheet can be updated to include elements of this discussion at the final advising appointment. Since no minors were enrolled in 2020-2021, this practice can begin if there are minors in 2021-2022.
	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.	2020 - 2021	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, 2019-2020, or 2020-2021, 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 should discuss the exit survey with program faculty for any needed adjustments. See Follow-Up for 2019-2020, which details that these adjustments were postponed until 2021-2022.
Program - Spanish	1.1 (SLO)	Knowledge of Grammar: Students	FLS 102 and 201 students will	The class average on the written and oral	2020 - 2021	Target Met	FLS 102 Written Task average score = 86%	Continue with plan.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
(including Minor and K-12 Certification) - BA {2016-2017}	1.1 (SLO)	will be able to manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce practical content.	produce a written and oral text that will be graded by the instructor using the ACTFL Presentational Mode Rubric Novice Learner. These texts are performance based, a one-way communication of information with grammar and vocabulary that has been practiced and memorized with the purpose of explaining, persuading, or narrating content to members of the other culture. The topics are familiar and personally relevant. Random and blind scores from 10 pupils per class and per task, written and oral, will be included in the assessment for a total of 40 individual scores.	presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Impact, Comprehensibility, and Language Control.	2020 - 2021	Target Met	FLS 102 Oral Task average score = 87% FLS 201 Written Task average score = 88% FLS 201 Oral Task total average score = 91.8% Total average = 88 %	Continue with plan.
			FLS 202 students will produce a written and oral text that will be graded by the instructor using the ACTFL Presentational Mode Rubric Intermediate Learner. These	The class average on the written and oral presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Impact,	2020 - 2021	Target Met	FLS 202 Interpersonal Task average score = 82%	Continue with plan.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			texts are performance based, a one-way communication of information with the purpose of explaining, persuading, or narrating content to members of the other culture while also expressing own thoughts (i.e. emerging evidence of telling, re-telling, or providing additional description as applicable). The grammar, vocabulary, and topics are familiar and relevant to oneself or others. Random and blind scores from 10 pupils per class and per task, written and oral, will be included in the assessment for a total of 20 individual scores.	Comprehensibility, and Language Control.	2020 - 2021	Target Met	FLS 202 Interpersonal Task average score = 82%	Continue with plan.
			FLS 202 students will produce a written and oral text that will be graded by the instructor using the ACTFL Presentational Mode Rubric Intermediate Learner. These	The class average on the written and oral presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Impact,	2020 - 2021	Target Met	FLS 202 Written Task average score = 81% FLS 202 Oral Task total average score = 85% Total average = 83%	Continue with plan.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			texts are performance based, a one-way communication of information with the purpose of explaining, persuading, or narrating content to members of the other culture while also expressing own thoughts (i.e. emerging evidence of telling, re-telling, or providing additional description as applicable). The grammar, vocabulary, and topics are familiar and relevant to oneself or others. Random and blind scores from 10 pupils per class and per task, written and oral, will be included in the assessment for a total of 20 individual scores.	Comprehensibility, and Language Control.	2020 - 2021	Target Met	FLS 202 Written Task average score = 81% FLS 202 Oral Task total average score = 85% Total average = 83%	Continue with plan.
	1.2 (SLO)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with reasonable accuracy for their level on topics that are relevant to	FLS 102 and 201 students will complete an oral task that will be graded by the instructor using the ACTFL Interpersonal Mode Rubric Novice Learner. The task is	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Communication Strategies,	2020 - 2021	Target Met	FLS 102 Interpersonal Task average score = 88% FLS 201 Interpersonal Task average score = 87% Total average = 87.5 %	Continue with plan.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	themselves or others.	performance based, a two-way communication of information with grammar and vocabulary that has been practiced and memorized with the purpose of the active negotiation of meaning between two people in the form of speaking and listening. The topics are familiar and personally relevant. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 20 individual scores.	Comprehensibility, and Language Control.	2020 - 2021	Target Met	FLS 102 Interpersonal Task average score = 88% FLS 201 Interpersonal Task average score = 87% Total average = 87.5 %	Continue with plan.
			FLS 202 students will complete an oral task that will be graded by the instructor using the ACTFL Interpersonal Mode Rubric Intermediate Learner. The task is performance based, a two-way communication of information with the purpose of the active negotiation of meaning between two people in the form of speaking and	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2020 - 2021	Target Met	FLS 202 Interpersonal Task average score = 82%	Continue with plan.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			listening, while handling appropriately short social interactions that approach everyday situations. The grammar, vocabulary, and topics are familiar and personally relevant to oneself or others. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 10 individual scores.	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2020 - 2021	Target Met	FLS 202 Interpersonal Task average score = 82%	Continue with plan.
	2.1 (SLO)	Cultural Knowledge: Students will explore the Hispanic cultures at a basic level through original oral or written texts. Students will provide evidence of a fundamental understanding of the target language and will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	FLS 102, 201 and 202 students will demonstrate an understanding of an oral or written text with visual support that will be graded by the instructor using the ACTFL Interpretive Mode Rubric. The student will interpret the text's meaning with the purpose of understanding its content. The topics of the texts are familiar, dependent upon course level, and based on the material covered in class. Random	The class average on the interpretive task will be the equivalent of an 80% on the ACTFL Interpretive Mode Rubric, based on the following criteria: Literal Comprehension (word recognition, main idea detection, and supporting details) and Interpretive Comprehension (organizational features, guessing meaning from context, inferences, author's perspective, and cultural perspectives).	2020 - 2021	Target Met	FLS 102 Interpretive Task average score = 91% FLS 201 Interpretive Task average score = 97% FLS 202 Interpretive Task Average score = 86% Total average = 91	Continue with plan.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Cultural Knowledge: Students will explore the Hispanic cultures at a basic level through original oral or written texts. Students will provide evidence of a fundamental understanding of the target language and will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	and blind scores from 10 pupils per class will be included in the assessment for a total of 30 individual scores.	The class average on the interpretive task will be the equivalent of an 80% on the ACTFL Interpretive Mode Rubric, based on the following criteria: Literal Comprehension (word recognition, main idea detection, and supporting details) and Interpretive Comprehension (organizational features, guessing meaning from context, inferences, author’s perspective, and cultural perspectives).	2020 - 2021	Target Met	FLS 102 Interpretive Task average score = 91% FLS 201 Interpretive Task average score = 97% FLS 202 Interpretive Task Average score = 86% Total average = 91	Continue with plan.
	2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	In FLS 102 & 202 students will complete the Cultural Differences Capstone Assignment that requires them to demonstrate an awareness of cultural complexities. This assignment will be graded by the instructor using the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The topics of the texts are familiar, dependent upon course level, and will reflect themes conveyed in class.	The class average 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.	2020 - 2021	Target Met	FLS 102 Cultural Capstone average score = 3.0 FLS 201 Cultural Capstone average score = 2.3 Total average = 2.6	We’ll look into changing the rubric next year. It doesn’t seem to align with our ultimate goal for this capstone assignment.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	Random and blind scores from 10 pupils per class will be included in the assessment for a total of 20 individual scores.	The class average 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.	2020 - 2021	Target Met	FLS 102 Cultural Capstone average score = 3.0 FLS 201 Cultural Capstone average score = 2.3 Total average = 2.6	We'll look into changing the rubric next year. It doesn't seem to align with our ultimate goal for this capstone assignment.
	2.3 (PO 3.b.)	The completion of four semesters of Spanish will encourage global thinking and perspectives through broadening of cultural and language-based knowledge among our students. In an effort to provide students with a "global perspective" and to prepare "them for the global workforce of the future," the Spanish program will actively seek to increase interest and enrollment in the Spanish minor and major.	Number of majors collected from Annual Program Review Report	An increase in majors over the next three years, a total of 3 students.	2020 - 2021	Target Met	4 majors	Continue with plan. We'll revisit increasing the numbers in a year.
			Number of minors from Enrollment Reports and student advisors.	An increase in minors over the next three years, a total of 5 students.	2020 - 2021	Target Met	8 declared minors 3 undeclared minors taking required coursework	Continue with plan.
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	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:	2020 - 2021	Inconclusive	Student 1: Three "Weak Pass" grades. 0% of students met the target.	We see no reason to alter this method of assessment.

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.	allows them to self-assess their own growth as theatre artists (see attached doc, "Questions for Sophomore Review." The interviewees will be required to turn in written answers to reviewing faculty, but will be required to give an oral response as well. This method of assessment will allow the students to see what skills they need to focus on in the latter part of their college careers. The questions will be scored using the department's own "SOPHOMORE/TRANSFER INTERVIEW/AUDITION PROJECT" Rubric. 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	performance/presentation; craftsmanship; and interpretation.	2020 - 2021	Inconclusive	Student 1: Three "Weak Pass" grades. 0% of students met the target.	We see no reason to alter this method of assessment.

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.	sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two weeks of the Spring semester. The Department intends to assign a date for the "exit portfolio review." On that date graduating seniors will present an "acting portfolio" and/or a "technical theatre portfolio" to the faculty. The Sophomore/Transfer Interview/Audition Project Rubric will be use to assess the 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.	2020 - 2021	Inconclusive	Student 1: Three "Weak Pass" grades. 0% of students met the target.	We see no reason to alter this method of assessment.
			All sophomore students will be reviewed at the end of the Fall semester (last week of regular	75% of native sophomores (e.g. those who have matriculated solely at MUW) participating in the Survey are expected to	2020 - 2021	Target Met	Student 1: Three "Strong Pass" Grades Student 2: Three "Strong Pass" Grades 100% of students met the target	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
			<p>classes). They are given a four question Survey in advance that allows them to self-assess their own growth as theatre artists (see attached doc, "Questions for Sophomore Review." The interviewees will be required to turn in written answers to reviewing faculty, but will be required to give an oral response as well. This method of assessment will allow the students to see what skills they need to focus on in the latter part of their college careers. The questions will be scored using the department's own "SOPHOMORE/TRANSFER INTERVIEW/AUDITION PROJECT" Rubric.</p> <p>Originally, assessment was rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in</p>	<p>score on the Sophomore/Transfer Interview/Audition Project Rubric a "strong pass" in two of the three following categories: performance/presentation; craftsmanship; and interpretation.</p>	2020 - 2021	Target Met	<p>Student 1: Three "Strong Pass" Grades Student 2: Three "Strong Pass" Grades 100% of students met the target</p>	<p>This assessment has been consistent, so we will continue to use it.</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			even-numbered years. Until the number of students is sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two weeks of the Spring semester. The Department intends to assign a date for the "exit portfolio review." On that date graduating seniors will present an "acting portfolio" and/or a "technical theatre portfolio" to the faculty. The Sophomore/Transfer Interview/Audition Project Rubric will be use to assess the 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.	2020 - 2021	Target Met	Student 1: Three "Strong Pass" Grades Student 2: Three "Strong Pass" Grades 100% of students met the target	This assessment has been consistent, so we will continue to use it.
			Oral interpretation (TH205) introduces	Each student is expected to improve	2020 - 2021	Target Met	1 First-Year Transfer: 3.2 2 Sophomores: Avg. of	We will continue to use the Creative Thinking Rubric and

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			<p>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.</p> <p>Assessment forms are completed for each performance and expectations become more rigorous with each advanced course. In Design and Directing (TH 275 and TH 320) students make oral presentations to support three-dimensional works. Because the sequence of the listed courses may vary for each student, each student is monitored individually for ongoing</p>	<p>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.</p>	2020 - 2021	Target Met	<p>3.75 1 Senior: 3.7 Overall average of 3.6 out of 4.0 100% of students assessed met the target.</p>	<p>assessing first-year transfers, sophomores and seniors in the same calendar year.</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Target Met	1 First-Year Transfer: 3.2 2 Sophomores: Avg. of 3.75 1 Senior: 3.7 Overall average of 3.6 out of 4.0 100% of students assessed met the target.	We will continue to use the Creative Thinking Rubric and assessing first-year transfers, sophomores and seniors in the same calendar year.
			Originally, assessment was rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in even-numbered years. Until the number of students is sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two weeks of the Spring semester.					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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 used 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.	2020 - 2021	Target Met	1 First-Year Transfer: 3.2 2 Sophomores: Avg. of 3.75 1 Senior: 3.7 Overall average of 3.6 out of 4.0 100% of students assessed met the target.	We will continue to use the Creative Thinking Rubric and assessing first-year transfers, sophomores and seniors in the same calendar 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 theatre artists (see attached doc, “Questions for Sophomore Review.” Departmental faculty will review and analyze the results of the Survey to determine if	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.	2020 - 2021	Target Met	Of the surviving responses (see "Notes" below) 1 out of 1 (100%) answered questions #3 and #4 satisfactorily, showing they understood the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related documents on Student responses.	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.	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.	2020 - 2021	Target Met	Of the surviving responses (see "Notes" below) 1 out of 1 (100%) answered questions #3 and #4 satisfactorily, showing they understood the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related documents on Student responses.	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%.	2020 - 2021	Inconclusive	No students were eligible for enrollment in this class.	Since our majors are now balanced between Theatre and Theatre Education, I would like to add ED 407 to this assessment method include our student teachers (who are not required to take TH 360).
			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.	2020 - 2021	Target Met	Freshmen: 4 out of 4 students met the target (100%) Sophomores: 3 out of 4 students met the target (75%) Juniors: 4 out of 4 students met the target (100%) Seniors: 1 out of 2 students met the target (50%) Overall: 12 out of 14 students met the target (86%)	This has not been assigned a threshold for success. We propose the threshold be set at 70%, the same as 2.1.b.
			Attendance is strictly monitored in all departmental courses and for all	It is expected that 70% of freshmen, sophomores, first year transfers, juniors and	2020 - 2021	Target Met	Freshmen: 2 out of 2 students met the target (100%). Sophomores: 2 out of 3	Results have been consistent, so this assessment method will remain in place.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	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.	2020 - 2021	Target Met	students met the target (66%). Juniors: 3 out of 3 students met the target (100%). Seniors: 2 out of 3 students met the target (66%). Overall: 9 out of 11 students met the target (82%).	Results have been consistent, so this assessment method will remain in place.
	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.	2020 - 2021	Target Met	Overall, for Spring and fall, 3 scores were tabulated: Student 1: 95 Student 2: 91 Student 3: 97 Avg. score: 93 100% of students met the target.	This assessment method has been one of our most successful indicators on student development, so we will continue to use it without changes.
			TH 400 is assessed jointly by 3 faculty members based on ability to meet project deadlines and collaborative skills. Post Mortems (of each theatre production team) are held to	90% of graduating Seniors should demonstrate proficiency in this area. Proficiency for graduating seniors in this area is defined as scoring at least a 90 (A-) in at least three categories and no lower than an 80 (B-) in the	2020 - 2021	Target Met	Two students were eligible in this assessment. One student scored a '97' and the other scored a '90' for an average of 93.5. 100% of seniors met the target.	This assessment method has been one of our most successful indicators on student development, so we will continue to use it without changes.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			track effectiveness of collaboration and are all evaluated using the Creative Project Grading Rubric developed by the faculty.	one other category on the Creative Project Grading Rubric.	2020 - 2021	Target Met	Two students were eligible in this assessment. One student scored a '97' and the other scored a '90' for an average of 93.5. 100% of seniors met the target.	This assessment method has been one of our most successful indicators on student development, so we will continue to use it without changes.
	2.3 (SLO & SAO)	Students will effectively demonstrate their comprehension and developed abilities by synthesizing the sum of their knowledge gleaned in the Theatre curriculum to independently devise a creative piece with a unique point of view.	During the student's Senior year, it is expected that the student will be able to independently craft a creative work in at least one area of practical Theatre production and performance. Examples include: acting, directing, scene painting and costume design. The student will utilize practical skills learned in second-year and some third-year classes (TH 217-Stage Crafts; TH 219-Beginning Acting; TH 275-Introduction to Design; TH 318-Stage Lighting, and TH 319-Intermediate Acting). These skills will be mastered in more advanced classes (TH 320-Directing; TH 419-Advanced Acting; and TH	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at least 90% (A-) on the Senior Exit Project Rubric.	2020 - 2021	Inconclusive	No seniors graduated this year so were not able to assess this outcome.	Inconclusive, as we had no data to assess.

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.	400-Theatre Practicum). The individual achievement to be assessed will be chosen by the student, with the consent of the Theatre faculty, during the Senior Exit Project. The project will be graded using the departmental Senior Exit Project Rubric.	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at least 90% (A-) on the Senior Exit Project Rubric.	2020 - 2021	Inconclusive	No seniors graduated this year so were not able to assess this outcome.	Inconclusive, as we had no data to assess.
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.	2020 - 2021	Target Met	A set of 5 sample annotated bibliographies from WS 500 were scored using the AAC&U Rubric on Information Literacy. Three of the five scored on average above the target score of 3.5. The range was 3.0-3.8. The mean was 3.36. As our program grows, we have more sample papers to score, which is a good thing.	We will continue to collect annotated bibliographies and assess them using the Rubric.
	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	The director of the program will assess a completed WS 500 or WS 502 article review assignment using AAC&U VALUE Rubric on	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	2020 - 2021	Target Not Met	Five students completed the assignment for Article Review 2 in WS 500 in Fall 2020. Of the five submissions, only two submissions hit the average target score of 3.5. This is concerning, but	Continue collecting Article 2 Reviews. It might be best to collect both Article 1 and Article 2 so that we have more concrete data to access progression of skills.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO & RO)	leadership.	Inquiry and Analysis.	will average at least a 3.5 using the AAC&U VALUE Rubric for Inquiry and Analysis.	2020 - 2021	Target Not Met	there were continuing concerns with the pandemic and the work/life balance of many students. Going forward, we hope that the scores improve on the article review and that the students' best work is showcased in better circumstances.	Continue collecting Article 2 Reviews. It might be best to collect both Article 1 and Article 2 so that we have more concrete data to assess progression of skills.
	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.	2020 - 2021	Target Met	Two students completed a thesis project for WS 512 this year, and graduated with their master's degrees. The AAC&U VALUE RUBRIC on Integrative Learning was applied to each thesis, and both students scored 4. The range was 3.6-4.	We will continue to collect theses and assess them using this rubric.
	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	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.	2020 - 2021	Target Met	Three students completed WS 510 during 2019-20, two of whom completed their degrees May, 2021. 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 assessing internship reflection essays and daily journals using this rubric.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	The students will complete direct mentor or internship experience with a woman who works in a non-traditional field, in a political, educational or non-profit organization with a connection to improving women's lives, or in a field which documents women's lives and experiences.	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.	2020 - 2021	Target Met	Three students completed WS 510 during 2019-20, two of whom completed their degrees May, 2021. 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 assessing internship reflection essays and daily journals using this rubric.
			The women leaders who act as mentors or as supervisors in WS 510 will complete a Satisfaction Survey about the student's participation.	At least 85% of students who complete the WS 510 practicum will earn a score of 3 "satisfactory" or 4 "highly satisfactory" (on a four point range from 1 Unsatisfactory, 2 Slightly dissatisfied, 3 Satisfactory to 4 Highly Satisfactory) from their mentor/supervisor.	2020 - 2021	Inconclusive	As the new, incoming director of Women's Leadership, I was not aware of this particular survey. The nature of the continuing pandemic made things even more difficult. Students completed their internships, but their directors were not contacted directly by the director for surveys. Going forward, this will be made a permanent and required component of the Internship course.	Ensure that all internship directors receive a survey to complete before the end of the semester. This will aid in future assessment data for the internship course and student progress.
	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	100% of MA in Women's Leadership graduates will complete graduate level coursework in at least three other areas with prefixes other than WS.	2020 - 2021	Target Met	The two completers in May 2021 had an impressive breadth in the areas of their coursework, but no survey was sent to the students to gauge their satisfaction. As the new, incoming director, the survey part of the assessment wasn't completed. . Both students had at least four disciplines	Going forward, students will also be sent a completer's survey so that the Director of Women's Studies can have adequate data for assessment.

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.	generally consist of enrollment in WS 500, WS 501 and WS 502, the student and advisor will work together to select for registration in at least one mutually agreeable course per semester in other graduate programs at MUW which do not have the WS prefix, but also offer significant women's issues or women's leadership	100% of MA in Women's Leadership graduates will complete graduate level coursework in at least three other areas with prefixes other than WS.	2020 - 2021	Target Met	represented in their graduate course work (excluding the WS 502: Special Topics courses) and the courses were from the four colleges/schools at our university	Going forward, students will also be sent a completer's survey so that the Director of Women's Studies can have adequate data for assessment.
	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.	2020 - 2021	Target Met	Papers were collected from WS courses that displays women's issues and content that meets the expectations of the Women's Leadership Program. All samples meet the requirements.	We will continue to collect at least 5 essays to gauge appropriate Women's Leadership disciplines in the curriculum.

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.	2020 - 2021	Inconclusive	As the new, incoming director, this survey wasn't formally given to the two completers. So, this target is not able to be formally accessed. This is due to the ongoing shifts in the department and with the ongoing challenges of the COVID-19 pandemic. Going forward, all exit surveys will be administered and recorded for assessment purposes.	Going forward, all exit surveys will be administered and recorded for assessment purposes.
			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.	2020 - 2021	Target Met	In 2020-2021, two students completed the required six hours of WS 512 and successfully defended their theses. They both received the Master's degree in Women's Leadership in May, 2021. Their theses showcased excellent critical inquiry, novel approaches to women's issues, particularly black women in the south and health outcomes. Both students were able to clearly explain their focus, purpose, methodologies, results, and conclusions, while fielding questions from committee members in the oral defense. Students applied revisions from the oral presentations to submit in the written document. Both students hit the target score of 3.5 on the rubric.	Both theses oral defenses were conducted virtually. In the future, oral defenses should have the option of virtual presentations for students who are out of state and for those who feel more comfortable presented in a virtual format, even when campus resumes face to face courses. Being able to record the defense is a useful tool to document students' progress.
	4.2 (SAO)	Students will be	The Alumni Survey	15% of students	2020 - 2021	Inconclusive	Survey will next be	Survey will next be

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.2 (SAO)	actively engaged using their master's degrees in Women's Leadership.	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.	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.	2020 - 2021	Inconclusive	administered in 2022.	administered in 2022. We will report the data at that time.
			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.	2020 - 2021	Inconclusive	Survey will next be administered in 2022	Survey will next be administered in 2022. We will report on the results at that time.
			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	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.	2020 - 2021	Inconclusive	Survey information not accessed. This could be continuing changes due to the COVID-19 pandemic.	Since we did not compile and assess this information, the new director suggests resuming the survey in future years when things are more normalized in the program. It would also be a good idea to establish a media platform to track graduates.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2020 - 2021	Inconclusive	Survey information not accessed. This could be continuing changes due to the COVID-19 pandemic.	Since we did not compile and assess this information, the new director suggests resuming the survey in future years when things are more normalized in the program. It would also be a good idea to establish a media platform to track graduates.
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.	2020 - 2021	Target Met	Eleven essays collected and access using the AACU Critical Thinking Rubric from non-women's studies majors/minors were of mixed quality. Two women's studies faculty members accessed the papers, and the their results showed a large disparity. One faculty member ranked the papers on average in the 2.5-3.0 range. The other faculty member accessed the papers in a much lower range from 0-2.8. When averaging the scores of both reviewers, it showed that the average score was 2.2, which meets the target score of 2.0 on the AACU Critical Thinking Rubric.	I recommend continuing to use the AACU Critical Thinking Rubric to assess WS 200 Essays. We might need a better system of interpreting data that shows potentially large data discrepancies so that we can get the most accurate assessment data.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			In a sample group of at least 10 essays from the final exams of at least two sections of WS 200, with two women's studies faculty members scoring using the AAC&U VALUE Rubric on Critical Thinking, students enrolled in WS 200: Introduction to Women's Studies will demonstrate the ability to write a final exam essay analyzing two or more of the global historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher (mid milestone level) using the AAC&U VALUE rubric on Critical Thinking.	2020 - 2021	Target Not Met	One WS Major was included in the assessment pool. That essay was assessed, and the essay average a score of 2.	The sole WS Major, was newly declared this semester, scored an average of 2.0 on the rubric; therefore, it was determined that the target was not met. Student also indicated some lingering difficulties with balancing coursework and home life due to the ongoing pandemic. I suggest regular checkins with newly declared majors to ensure that they are acclimating to the standards and requirements of the program.
			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.	2020 - 2021	Target Met	Ten non WS major essays were collected and the Inquiry and Analysis rubric was applied. The range of scores were 1.67-2.77. The mean score for all essays was 2.77. On the whole, the mean score suggests that the target score of 1.5 was met.	Continue collecting at least 10 sample essays and applying the Inquiry and Analysis rubric. The rubric suggests that students enrolled in the program do well with these skills in WS 200.
			With the director	Non-women's studies	2020 - 2021	Target Met	The 2020-2021 academic	We will continue to use the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	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.	2020 - 2021	Target Met	year showed continued shifts and changes due to the COVID-19 pandemic. We were able to have 10+ students enrolled in WS 200, so there are more data available. Ten papers from non-women's studies majors/minors were collected and assessed using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. Each essay scored well above the target of 2. The range was from 2.17-3.83. The mean for all 10 essays was 3.033	rubric to assess WS 200 Essays. Only non-majors should be included in this assessment.
			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:	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.	2020 - 2021	Target Met	There was one WS major in the collection of essays. That essay score was an average of 2, which just misses the mark on the target score of 2.5.	WS major, also a newly declared major, did not meet the rubric target. Student expressed some lingering difficulties balancing school and work life as a result of the continuing COVID-19 pandemic. It is recommended that we institute regular check ins with newly declared majors to ensure that they are acclimating to the program requirements.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Introduction to Women's Studies, will demonstrate the ability to write an essay or discussion post demonstrating the historical and current global and intercultural roles of women in society.	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.	2020 - 2021	Target Met	There was one WS major in the collection of essays. That essay score was an average of 2, which just misses the mark on the target score of 2.5.	WS major, also a newly declared major, did not meet the rubric target. Student expressed some lingering difficulties balancing school and work life as a result of the continuing COVID-19 pandemic. It is recommended that we institute regular check ins with newly declared majors to ensure that they are acclimating to the program requirements.
	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.	2020 - 2021	Inconclusive	Women's studies majors will complete WS 401 Internship with the NEWLeadership Mississippi directors in preparation for the annual program, which trains young college women in Mississippi in different types of public service.	To remedy low enrollment in the program, we will increase recruitment efforts to attract new majors. Those students on academic probation will receive additional advising to get them back on track academically. Once students complete enough coursework to reach internship status, we will continue guiding them through the internship course and assessing their progress.
	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	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	2020 - 2021	Inconclusive	New oral histories of women from interviews were intended to be recorded and added to the university archive for future faculty and scholar research. That did not occur this year.	For future reporting periods, we should reconsider the methods through which these interviews are collected. If Homecoming isn't held again this year, there would be a very limited opportunity to gather these materials for assessment. I recommend that the committee revisit this

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.	research.	choose after the completed interview whether or not they wish the recording and written materials to be preserved for future research.	2020 - 2021	Inconclusive	New oral histories of women from interviews were intended to be recorded and added to the university archive for future faculty and scholar research. That did not occur this year.	requirement or provide other avenues for obtaining this information.
			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).	2020 - 2021	Inconclusive	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.	In the future, we should revisit the requirements for the interviews and the means of collecting them. Some students may not need an interview skillset depending on their career aspirations. In the event that large events like Homecoming are postponed or cancelled for 2021, we need to broaden methods for collecting interviews to ensure we have enough data to assess in future reporting periods.
	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.	2020 - 2021	Target Not Met	Nine upper Level WS papers (300 and 400 random selection from 2020-2021 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 nine essays. Using the Critical Thinking AACU Value Rubric, the ten	Based on the data, it seems that either the rubric target score is too high at 3.0, or I recommend that there should be a way to account for the wide gaps in assessment scoring between the two scorers.

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.	2020 - 2021	Target Not Met	papers had a range of 0.6-3.8. The overall average was 2.39	Based on the data, it seems that either the rubric target score is too high at 3.0, or I recommend that there should be a way to account for the wide gaps in assessment scoring between the two scorers.
			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.	2020 - 2021	Target Met	Ten upper Level WS papers (300 and 400 random selection from 2020 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. Inquiry and Analysis Rubric: – range 1.17 to 3.84; - overall average – 2.50	Continue to use the rubric to assess. The target score seems appropriate for the skills being assessed.
			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	2020 - 2021	Inconclusive	There are very few students in the program and none at this level in the program. Therefore, there were no course offerings for WS 400 and above, which yielded no projects to assess.	Recruiting more students to the major would give us more students at the 400 level in future reporting periods. I recommend reaching out to withdrawn students and those on probation to encourage them to re-enroll and to get back on track academically.

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.	VALUE Rubric for Inquiry and Analysis.	2020 - 2021	Inconclusive	There are very few students in the program and none at this level in the program. Therefore, there were no course offerings for WS 400 and above, which yielded no projects to assess.	Recruiting more students to the major would give us more students at the 400 level in future reporting periods. I recommend reaching out to withdrawn students and those on probation to encourage them to re-enroll and to get back on track academically.
	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.	2020 - 2021	Inconclusive	This course was not offered, so there are no WS 499 final projects to assess.	We will continue using the rubric as listed above. There were no women's studies projects to access this term. We will return to assessment when students reach this point in the program.
	3.1 (PO 4.d.)	Students will receive a quality women's studies education.	At the end of the academic year, departmental faculty will review and analyze the Capstone Survey results to determine if achievement target was met.	90% of students participating in the Capstone Survey will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the women's studies curriculum, hands-on learning opportunities and quality of instruction.	2020 - 2021	Inconclusive	The Capstone Survey was not circulated because this course was not offered. We will circulate the survey at the conclusion of the next course offering.	The Capstone Survey was not circulated because this course was not offered. We will circulate the survey at the conclusion of the next course offering.
			Women's Studies faculty (a group of at least three faculty) who attend the students' Capstone presentations and review the final projects will score the students' work using the AAC&U VALUE rubrics on	100% of all WS Capstone students will average a score of at least a 3 (upper level milestone) or higher on all three AAC&U VALUE rubrics applied to their final projects. An average of the faculty scores will be used to determine the students' final scores.	2020 - 2021	Inconclusive	There were no senior Capstone presentations for WS, so no final projects were assessed.	There were no senior Capstone presentations for WS, so no final projects were assessed. I recommend a recruitment and retention push to attract more majors to this low enrolled program. Several students withdrew from the university after the COVID-19 pandemic, and we should reach out to bring as many of those students back. This will help with enrollment

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Critical Thinking, Oral Communication, and Information Literacy.	100% of all WS Capstone students will average a score of at least a 3 (upper level milestone) or higher on all three AAC&U VALUE rubrics applied to their final projects. An average of the faculty scores will be used to determine the students' final scores.	2020 - 2021	Inconclusive	There were no senior Capstone presentations for WS, so no final projects were assessed.	and give us better data for future assessment periods.
	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.	2020 - 2021	Inconclusive	The MUW Alumni Survey will next be administered in 2022. We will assess the results at that time.	The MUW Alumni Survey will next be administered in 2022. We will assess the results at that time.
			The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	75% of students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the Women's Studies program.	2020 - 2021	Inconclusive	This survey is next scheduled for 2022. We will assess the results at that time.	This survey is next scheduled for 2022. We will assess the results at that time.
			The Departmental Social Media Survey is sent out	5% increase from the previous academic year of Women's Studies	2020 - 2021	Inconclusive	No Social Media Surveys were administered this year. So, there is no data	I recommend that the committee explore other avenues to collect these

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	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.	2020 - 2021	Inconclusive	to assess.	surveys that will provide more consistent and meaningful data. If social media remains a means of collection, then the committee should reconstruct the survey and make sure that the goals align with our assessment needs.

Family Science

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.	2020 - 2021	Target Not Met	Eight of 10 students in the course earned a score of at least 56/70 on the Microteaching Presentation Rubric; thus, the target was not met.	We will continue to assess the microteaching using the same rubric; in the future, as the pandemic wanes, students will provide F2F rather than online family life education. Note that the results from the current year were likely related to the impact of the pandemic on two students in this class. Given the change to the Strategic Priorities for the W, a review of our assessment plan will begin in fall 2021 and may result in changes to our program assessment for the 2022-23 AY and beyond.
	1.2 (GEO 1.c.)	Students will demonstrate effective	Assessment of this achievement target will be complet	(Foundation Level) The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured by	2020 - 2021	Target Met	The average score for the literature review assignment in FSC/PSY 290 on the AAC & U Written Communication Value Rubric was a 2.8; thus the target was met	Given the challenges faced by some students during the pandemic, and that the course moved to online, the course activities leading to the final writing assignment will continue. Even though the pandemic disrupted students'

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 1.c.)	written communication skills.	ed 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.	the rubric) on the AAC & U Written Communication Value Rubric on a literature review assignment.	2020 - 2021	Target Met	The average score for the literature review assignment in FSC/PSY 290 on the AAC & U Written Communication Value Rubric was a 2.8; thus the target was met	will begin in fall 2021 and may result in changes to our program assessment for the 2022-23 AY and beyond.
			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.	2020 - 2021	Target Not Met	The average score of FSC 382 students on the AAC & U Written Communication Value Rubric was 3.0; thus the target was not met.	No changes will be made to the assessment or to the way in which the assignment is presented to the students. Our assumption at this time, which might be supported by data from the next AY, is that the performance of the students for fall 2020 was impacted by Covid and related stressors for students. Given the change to the Strategic Priorities for the W, a review of our assessment plan will
	2.1 (GE	Students will evalua	Assessment of this target	The average score of FS 465 students will be at least	2020 - 2021	Target Met	The average score of FSC 465 students on the AAC & U Problem Solving Value Rubric was 3.68;	Students worked in teams to complete the assignments for this course; each student completed an individual

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	O 1.a.)	te 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	will be completed by the course instructor.	a 3.2 (B) on the AAC & U Problem Solving Value Rubric for their completed needs assessment papers.	2020 - 2021	Target Met	The average score of FSC 465 students on the AAC & U Problem Solving Value Rubric was 3.68; thus, the target was met.	assignment and provided Zoom sessions for individual students and groups of students to clarify assignments and help students clarify and modify content prior to final submission of each component. These actions will continue in spring 2022, given that the most successful students in the course were the ones who attended the optional Zoom sessions and who used the instructor feedback on the assignments (F2F if the class resumes normal operations in spring 2022). Given the change to the Strategic Priorities for the W, a review of our assessment plan will begin in fall 2021 and may result in changes to our program assessment for the 2022-23 AY and beyond.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.a.)	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.	2020 - 2021	Target Met	The average score of FSC 465 students on the AAC & U Problem Solving Value Rubric was 3.68; thus, the target was met.	Students worked in teams to complete the assignments for this course; each student completed an individual portion of the assignments (needs assessment, logic model, unit plan, and lesson plan) included in this assessment. The instructor required drafts of each portion of the assignment and provided Zoom sessions for individual students and groups of students to clarify assignments and help students clarify and modify content prior to final submission of each component. These actions will continue in spring 2022, given that the most successful students in the course were the ones who attended the optional Zoom sessions and who used the instructor feedback on the assignments (F2F if the class resumes normal operations in spring 2022). Given the change to the Strategic Priorities for the W, a review of our assessment plan will begin in fall 2021 and may result in
	2.2 (SAO)	Students will experience clinical practic	This rubric form is based on the Employer	100% of students will earn at least a grade of B on the Worksite Supervisor's Evaluation	2020 - 2021	Target Met	100% of students completing the course for AY 2020-2021 earned at least a grade of B on the Worksite Supervisor's Evaluation Rubric form; thus, the target was met.	The results indicate that we are preparing our students for work as professional CFLEs. According to a recent national survey of FSC internship site supervisors and hiring managers, our students are

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SAO)	e to become qualified CFLEs.	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 graduati	Rubric form from their internship site supervisor for the FS 499, Field Experience in Family Studies Occupations Course.	2020 - 2021	Target Met	100% of students completing the course for AY 2020-2021 earned at least a grade of B on the Worksite Supervisor's Evaluation Rubric form; thus, the target was met.	time position for which they interned; another indicated that the student has the preparation and disposition for the work. We plan to continue to support the development of these skills through the major coursework, as well as to offer a new course in helping skills (spring 2022) that might become a part of the major requirements. We will also continue with our use of the reflective journals and related assignments for the internship and pre-internship courses (which are based on assignments from the text used for both courses, "The successful internship: Personal, professional, and civic development in experiential learning." Research indicates that deep reflection helps students internalize their experiences so that they can draw from them the next time they encounter a similar situation in a professional setting. Students begin learning these skills in the first course they complete; thus, we will begin using the "Folio" app, a free Cloud-based app available in Canvas that enables students to develop a professional portfolio as students and interns. They can then share

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SAO)	Students will experience clinical practice to become qualified CFLEs.	on. 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 complet	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.	2020 - 2021	Target Met	100% of students completing the course for AY 2020-2021 earned at least a grade of B on the Worksite Supervisor's Evaluation Rubric form; thus, the target was met.	The results indicate that we are preparing our students for work as professional CFLEs. According to a recent national survey of FSC internship site supervisors and hiring managers, our students are valued for their skills in program planning, evidence-based practice, case management, grant writing, and group facilitation. Comments from the site supervisors about the students' performance attest to the preparation that we provide for them: One site supervisor indicated they had offered the intern the full-time position for which they interned; another indicated that the student has the preparation and disposition for the work. We plan to continue to support the development of these skills through the major coursework, as well as to offer a new course in helping skills (spring 2022) that might become a part of the major requirements. We will also continue with our use of the reflective journals and related assignments for the internship and pre-internship courses (which are based on assignments from the text used for both courses, "The successful internship:

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SAO)	Students will experience clinical practice to become qualified CFLEs.	ed 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.	2020 - 2021	Target Met	100% of students completing the course for AY 2020-2021 earned at least a grade of B on the Worksite Supervisor's Evaluation Rubric form; thus, the target was met.	The results indicate that we are preparing our students for work as professional CFLEs. According to a recent national survey of FSC internship site supervisors and hiring managers, our students are valued for their skills in program planning, evidence-based practice, case management, grant writing, and group facilitation. Comments from the site supervisors about the students' performance attest to the preparation that we provide for them: One site supervisor indicated they had offered the intern the full-time position for which they interned; another indicated that the student has the preparation and disposition for the work. We plan to continue to support the development of these skills through the major coursework, as well as to offer a new course in helping skills (spring 2022) that might become a part of the major requirements. We will also continue with our use of the
			This rubric form is based on the Employer	100% of students will earn at least an average score of 24 on the Worksite Supervisor's	2020 - 2021	Target Met	The average score for the 11 students who completed FSC 499 for the 2020-2021 AY on the Worksite Supervisor's Evaluation Form was 32; thus, the target was met.	Given that all students met the target, we appear to be preparing our students for work as CFLEs. According to a recent national survey of FSC internship site supervisors and hiring managers, our students

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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 graduati	Evaluation Rubric form from their internship site supervisor for the FS 499, Field Experience in Family Studies Occupations Course.	2020 - 2021	Target Met	The average score for the 11 students who completed FSC 499 for the 2020-2021 AY on the Worksite Supervisor's Evaluation Form was 32; thus, the target was met.	that might become a part of the major requirements. We will also continue with our use of the reflective journals and related assignments for the internship and pre-internship courses (which are based on assignments from the text used for both courses, "The successful internship: Personal, professional, and civic development in experiential learning." Research indicates that deep reflection helps students internalize their experiences so that they can draw from them the next time they encounter a similar situation in a professional setting. Students begin learning these skills in the first course they complete; thus, we will begin using the "Folio" app, a free Cloud-based app available in Canvas that enables students to develop a professional portfolio as students and interns. They can then share the assignments and artifacts they have uploaded to Folio with future employers. In addition, the assignments for the internship are being revised to focus on career development (e.g., elevator speech; artifacts for site) to highlight the abilities of our graduates for employers.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			on. 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 complet	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.	2020 - 2021	Target Met	The average score for the 11 students who completed FSC 499 for the 2020-2021 AY on the Worksite Supervisor's Evaluation Form was 32; thus, the target was met.	Given that all students met the target, we appear to be preparing our students for work as CFLEs. According to a recent national survey of FSC internship site supervisors and hiring managers, our students are valued for their skills in program planning, evidence-based practice, case management, ethical work, grant writing, and group facilitation. We plan to continue to support the development of these skills through the major coursework, as well as to offer a new course in helping skills (spring 2022) that might become a part of the major requirements. We will also continue with our use of the reflective journals and related assignments for the internship and pre-internship courses (which are based on assignments from the text used for both courses, "The successful internship: Personal, professional, and civic development in experiential learning." Research indicates that deep reflection helps students internalize their experiences so that they can draw from them the next time they encounter a similar situation in a professional setting.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			ed 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.	2020 - 2021	Target Met	The average score for the 11 students who completed FSC 499 for the 2020-2021 AY on the Worksite Supervisor's Evaluation Form was 32; thus, the target was met.	Given that all students met the target, we appear to be preparing our students for work as CFLEs. According to a recent national survey of FSC internship site supervisors and hiring managers, our students are valued for their skills in program planning, evidence-based practice, case management, ethical work, grant writing, and group facilitation. We plan to continue to support the development of these skills through the major coursework, as well as to offer a new course in helping skills (spring 2022) that might become a part of the major requirements. We will also continue with our use of the reflective journals and related assignments for the internship and pre-internship courses (which are based on assignments from the text used for both courses, "The successful internship: Personal, professional, and civic development in experiential learning."
	2.3 (SAO)	Students will feel that the Family	At the end of the academic year, faculty will	Participating students' will report that they feel the Family Science program has prepared	2020 - 2021	Target Met	The average rating of students on this question from the Senior Exit Survey was a 9.3, indicating that students believe the program has prepared them to work	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

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SAO)	Studies program has prepared them to work professionally and ethically upon graduating.	review and evaluate the results of the Senior Exit Survey.	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.	2020 - 2021	Target Met	The average rating of students on this question from the Senior Exit Survey was a 9.3, indicating that students believe the program has prepared them to work ethically upon graduation. Note that 10/11 students completing the internship in the current AY completed this survey.	listing a requirement for students to develop an elevator speech for employers regarding CFLE, and to develop a resume and a cover letter for a future job based on their coursework and internship experiences. As noted four years ago, however, we have long planned for an alternative assessment for this area. 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 had been planned to begin in AY 20-21 for the three
			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.	2020 - 2021	Target Met	The average rating of the program by the 10 students (of 11 students in the internship course for AY 2020-2021) completing the Senior Exit Survey for the 2020-2021 AY was 9.6/10; thus, the target was met.	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. This year, we
	3.1 (P)	Family Studies	Faculty will review	5% increase from the previous	2020 - 2021	Inconclusive	The current edition (March 2021) of the CFLE Network indicates that	More students plan to become CFLEs; given, however, that some students delay earning

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	O 4.d.)	students will become professional CFLEs.	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	academic year in MUW Family Studies alumni that earn the Certified Family Life Educator (CFLE) designation.	2020 - 2021	Inconclusive	CFLE; however, note that this edition was released in March and does not reflect students who graduated in April (at least two of whom emailed the spring 2021 FSC 499 instructor with questions about the application form for CFLE, so we assume that two students from the spring class have applied for CFLE. Nor does the recent edition include students who have taken the CFLE exam--those who take the exam have exceeded the 2-year time limit on submission of an abbreviated application for CFLE. There were two recent alums who took the national, standardized CFLE exam in April; results are not available for 4-6 weeks following completion of the test. These students had planned to take the exam earlier in the year, but Covid19 resulted in changes to the exam process (currently, the exam is administered online, with an online proctoring service, on a rolling basis. At the start of the pandemic, all	within 2 years of graduation), we need to continue to promote the abbreviated application process to current students in the FSC 499 course. Students can apply during their last term of their program and earn the credential once they submit their official transcript with their degree listed. We have also discussed adding a fee for the course or major which would cover the cost of the abbreviated application. In addition, given that some students felt that becoming a CFLE did not fit with their career plans, some students chose not to pursue the credential; however, the fact that one such student planned for a career in corrections and another planned for a career in public health, we need to remind students of how broadly applicable their degrees and credential are. While it is true of our grads, and FSC grads nationwide, that many work for human and family services organizations as social workers or case managers, and that many of our grads enter graduate programs in social work, our field also applies to work in government, corrections, and health care, as well as

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (PO 4.d.)	Family Studies students will become professional CFLEs.	<p>grade of at least a C in all coursework from an accredited institution.</p> <p>At the end of every academic year, the assessment coordinator will report out the number of Family Studies graduates to act as a frame of reference for reviewers.</p>	5% increase from the previous academic year in MUW Family Studies alumni that earn the Certified Family Life Educator (CFLE) designation.	2020 - 2021	Inconclusive	<p>The current edition (March 2021) of the CFLE Network indicates that one of our recent graduates has become a provisional CFLE; however, note that this edition was released in March and does not reflect students who graduated in April (at least two of whom emailed the spring 2021 FSC 499 instructor with questions about the application form for CFLE, so we assume that two students from the spring class have applied for CFLE. Nor does the recent edition include students who have taken the CFLE exam--those who take the exam have exceeded the 2-year time limit on submission of an abbreviated application for CFLE. There were two recent alums who took the national, standardized CFLE exam in April; results are not available for 4-6 weeks following completion of the test. These students</p>	<p>More students plan to become CFLEs; given, however, that some students delay earning their credential past the time limit for provisional certification (offered to students who have earned a degree from an approved program within 2 years of graduation), we need to continue to promote the abbreviated application process to current students in the FSC 499 course. Students can apply during their last term of their program and earn the credential once they submit their official transcript with their degree listed. We have also discussed adding a fee for the course or major which would cover the cost of the abbreviated application. In addition, given that some students felt that becoming a CFLE did not fit with their career plans, some students chose not to pursue the credential; however, the fact that one such student planned for a career in corrections and another planned for a career in public health, we need to remind students of how broadly applicable their</p>
	4.1 (SLO	CAST students will demo	Assessment of this achieve	The average score (on the reflection completed	2020 - 2021	Inconclusive	<p>The average score for 25 students in CAST courses (3 were offered this year; all 3 collected data, but</p>	<p>Next year, all CAST courses should be offered. Students' journal reflections after the second module will be</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
)	nstrate "Child First" methodologies when faced with potentially child abusive situations in their Second Module Submission.	ment 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.	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.	2020 - 2021	Inconclusive	collected on the DEAL rubric Describe sub-scale was 3.33; thus, the target was met. Results, however, were inconclusive. For more information, see note below.	simply to describe what they experienced in the first two modules; however, the three examine questions have multiple sub-questions, not all of which students respond to. Thus, we might separate out the sub-questions for the Examine subscale so that students can see that those questions are included (they often answer only the first or last question). As well, reminders of posting the reflections and having students respond in a timely manner will be provided to all CAST faculty at the beginning of the new AY.
	4.2 (SLO)	CAST students will demonstrate "Child First"	Assessment of this achievement target will be complet	The average score (on the reflection completed following the FOURTH module of each PBLs) of	2020 - 2021	Inconclusive	The average score of CAST students on the Articulate Learning subscale of the DEAL rubric was 3.41; thus, the target was met. Results, however, were inconclusive. See note	This portion of the DEAL reflection is the simplest for students to complete, as it involves sentence completions; even so, 22/25 students completed this portion of the assessment. Next year, all four CAST

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.2 (SLO)	methodologies when faced with potentially child abusive situations in their Fourth and Final Module Submission.	ed 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.	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.	2020 - 2021	Inconclusive	The average score of CAST students on the Articulate Learning subscale of the DEAL rubric was 3.41; thus, the target was met. Results, however, were inconclusive. See note below for more information.	This portion of the DEAL reflection is the simplest for students to complete, as it involves sentence completions; even so, 22/25 students completed this portion of the assessment. Next year, all four CAST courses should be offered, and we plan to offer points for completion of this assignment as well as to remind students to complete this assignment. Data submitted by the the 3rd CAST course (PLG 395) was unavailable for this segment of the DEAL assessment..
			Assessment of this achievement target will be completed by the instructor of	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	2020 - 2021	Inconclusive	The average score on the DESCRIBE subscale of the DEAL rubric was 3.49 for students completing the DEAL reflection following the fourth module of each PBLs; thus, the target was met. Results, however, were inconclusive; see note below for more information.	Next year, all CAST courses should be offered and all courses offered will require the assessment to be completed; thus, the assessment should provide a better reflection of their performance across multiple courses. Students' journal reflections after the fourth module will be examined with respect to the DEAL rubric. For

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	(grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the DESCRIBE subscale of the Student Reflective Journal Assignment.	2020 - 2021	Inconclusive	The average score on the DESCRIBE subscale of the DEAL rubric was 3.49 for students completing the DEAL reflection following the fourth module of each PBLs; thus, the target was met. Results, however, were inconclusive; see note below for more information.	Next year, all CAST courses should be offered and all courses offered will require the assessment to be completed; thus, the assessment should provide a better reflection of their performance across multiple courses. Students' journal reflections after the fourth module will be examined with respect to the DEAL rubric. For the second set of reflections, which students complete after their fourth PBLs module, only 22/25 students submitted this assignment (despite being given points for simply submitting their work). The average score of ALL students, including the non-submitters, was 3.05 on this rubric for the second submission, likely
			Assessment of this achievement target will be completed by the instructor of each CAST course; scores	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	2020 - 2021	Inconclusive	The average score on the Examine subscale following completion of the fourth module was 3.11, thus the target was not met. Results, however, were inconclusive; see note below for more information.	Next year, all CAST courses should be offered. Students' journal reflections after the second module will be examined with respect to the DEAL rubric. We have noted that their Describe scores are higher than their Examine scores; this difference might reflect the fact that describe requires them simply to describe what they experienced in the first two modules; however, the three examine questions have multiple sub-questions, not all

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2020 - 2021	Inconclusive	The average score on the Examine subscale following completion of the fourth module was 3.11, thus the target was not met. Results, however, were inconclusive; see note below for more information.	Next year, all CAST courses should be offered. Students' journal reflections after the second module will be examined with respect to the DEAL rubric. We have noted that their Describe scores are higher than their Examine scores; this difference might reflect the fact that describe requires them simply to describe what they experienced in the first two modules; however, the three examine questions have multiple sub-questions, not all of which students respond to; in addition, several students failed to complete the second