

College of Arts and Sciences: 2021-2022

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.	2021 - 2022	Inconclusive	No art history minors were enrolled in the art appreciation courses over the academic year.	We need to put more effort towards recruitment of more minors.
	2.1 (SLO)	Students will effectively analyze art characteristics from a given culture through written communication in 200-level art history courses (ART 211 Art History Survey I and ART 212 Art History Survey II)	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.	2021 - 2022	Inconclusive	No art history minors were enrolled in the art appreciation courses over the academic year.	We need to put more effort towards recruitment.
	3.1 (SAO & SPG A.1)	Students will successfully complete the minor course requirements.	The art history faculty will review the student GPAs of required minor courses each year.	80% of the students will have an average minor GPA of 2.5	2021 - 2022	Target Met	With regard to the art history minor, the achievement target is that 80% of the students in the minor will have an average minor GPA of 2.5. There was only one student in the minor this year, and she earned a GPA of 3.83 in her minor area.	This is a positive outcome, but more effort is needed to attract students to the minor.

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	4.1 (GEO 1.c.)	Students enrolled in 300-level art history courses, critical thinking and writing skills will be assessed using the long essay on their final exam.	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. We will assess the content development and the control of syntax and mechanics portion of the AAC&U rubric.	The average score of students enrolled in 300-level art history courses will be 2.5 using the course rubric.	2021 - 2022	Inconclusive	Did not have an art history minor enrolled in Survey II this year.	More efforts are needed to recruit more students to the minor.
			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.	2021 - 2022	Inconclusive	No art history minor students were enrolled at the time.	More effort is needed to recruit more minors into the area of emphasis.
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.	2021 - 2022	Inconclusive	The instructor of this course modified the assignment used for this assessment to make it group work. What we didn't realize until too late was that this meant the assignment was not usable in assessing the abilities of individual students.	Having students work more in groups to puzzle through how to interpret data, make mistakes, get feedback, and learn from the experience, is one of the actions we want to do more of in the Biology unit as a whole. We think this will improve overall student performance in this assessment category. However, we still need to retain assignments where students work individually so that individual performances can be assessed. We will make sure such an assignment is part of the course next year.

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			Work done by students in this sophomore-level class (BSB 230) will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 230 General Genetics will score satisfactory or better (as measured by the departmental assessment rubric) in an assignment question interpreting a single table or figure taken from a scientific paper.	2021 - 2022	Target Not Met	73% of the students were assessed as satisfactory or better. 5/16 students were proficient - 33% 6/16 students were satisfactory - 40% 4/16 students were unsatisfactory - 27%	<p>The biology faculty are incorporating figure analysis and figure creation into most of the courses we are teaching, at all levels, from freshman-level BSB 151 General Biology I, to senior-level BSB 446 Evolutionary Biology. We feel we are successfully presenting the material to the students, and while we fell just short of our achievement target, we are continuing the trend of the last several years (see the attached BioAssessment 1.1 trends graph) of holding steady right at (or in the case of this year, fractionally below) the achievement target. Students are learning the fundamentals of how to interpret scientific data in figures.</p> <p>However, there was a precipitous drop this year in the percentage of students being assessed at the highest "proficient" level.</p> <p>The problem may be that, due to lingering pandemic precautions, we are still not having students work in groups during class and lab work. Circumstances permitting, we hope to do this more next academic year. Having students talk among themselves, suggest possible answers, trouble shoot possible those possibilities, explain them in a way that clarifies their own thinking on the answers, etc. When all the students work solo, a few get the opportunity to engage with the problem, and get feedback from the instructor in class discussions, but most of the students will tend to just hear</p>

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			Work done by students in this sophomore-level class (BSB 230) will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 230 General Genetics will score satisfactory or better (as measured by the departmental assessment rubric) in an assignment question interpreting a single table or figure taken from a scientific paper.	2021 - 2022	Target Not Met	73% of the students were assessed as satisfactory or better. 5/16 students were proficient - 33% 6/16 students were satisfactory - 40% 4/16 students were unsatisfactory - 27%	the instructor's corrections and not engage very actively with the problem. We will continue our current patterns of presenting information in graphs and figures to the students, have students work on interpreting the data for themselves in unmarked class activities as well as in marked assignments and exams, but we will also try, pandemic precautions permitting, to give the students more time to work in groups and more time to make multiple attempts at self-correcting erroneous interpretations before the instructor provides input.
	1.2 (SLO, GEO 4.c.)	The student will apply the scientific method to a research question. This reflects the General Education Goal 4.c "To demonstrate understanding of self, society, and the natural world, students will demonstrate the ability to apply the scientific method to solve problems." It also reflects the Biology program's mission to develop students with "the ability to apply the process of science", as stated in the Biology Mission Statement above.	Work done by students in the biology capstone course will be assessed by faculty using the AAC&U VALUE Inquiry & Analysis rubric.	Students in BS 400 Senior Seminar will average "2.5" or higher on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate a capstone project in which each students selects a published journal article and writes a research proposal based on the research in the article.	2021 - 2022	Target Met	The average score was 3.5. The target was met.	Incorporating more discussion of experimental design into the lab components of our courses, seems to be paying dividends, as the assessment average score rose significantly over last year (see attached file of BioAssessment 1.2 Trends.) We will continue to incorporate into lectures and labs of as many courses as possible exercises that require students understand the roles specific controls in experiments are serving; also, exercises that require students to tweak and improve starting hypotheses, controls, or overall experimental design will be incorporated. The labs are a good venue for these exercises because the students then follow up their ideas by doing the actual experiments and interpreting their results.
	2.1 (SLO)	The student will	Work done by students	More than 75% of	2021 - 2022	Target Not Met	73% of the students	The assessment results this year

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	2.1 (SLO)	apply concepts from previous courses to current courses.	in BSB 310, typically taken in the 4th year, will be assessed by faculty using departmental rubrics created for this learning outcome.	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.	2021 - 2022	Target Not Met	assessed in BSB 410 were scored satisfactory or better. 41% (9/22) scored proficient, 32% (7/22) scored satisfactory, and 27% (6/22) scored unsatisfactory. The target was not formally met, but the result was just fractionally below the target result.	<p>were pretty consistent with those of last year in this category (see the attached Excel files of Trends in the 2.1 learning objective.) We feel we are doing reasonably well in this category, but we could do better.</p> <p>Teaching students how to learn material in such a way as to retain that material beyond the next exam is critical to having students do well in this category. We will contain to incorporate exercises in our courses where we try to inculcate students with techniques that allow them to learn for retention. Different instructors will teach different techniques, including diagramming complex sequences in mechanisms, having students describe how they would explain material as if to someone in high school who hasn't had the course, and other techniques.</p> <p>Another problem is that students are coming into the university with little experience in having to connect material from different disciplines and sub-disciplines. We will continue to incorporate into our courses exercises that connect concepts from previous courses to current material.</p> <p>We were pleased with these results, though, as many of the students took online offerings of introductory biology and chemistry courses during the COVID-19 Pandemic.</p>
			Work done by students in BSB 346, typically	More than 75% of the students in BSB	2021 - 2022	Target Met	83% of the students assessed in BSB 446 were	The assessment results were an improvement over last year. The

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			taken in the 2nd or 3rd year, will be assessed by faculty using departmental rubrics created for this learning outcome.	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.	2021 - 2022	Target Met	scored satisfactory or better. 75% (9/12) scored proficient. 8% (1/12) scored satisfactory. 17% (2/12) scored unsatisfactory. The target was met.	<p>total percentage of students who met the target increased slightly and the percentage of students who scored proficient increased substantially. (See the attached Excel file with the trends in assessment 2.1 over the past several years.)</p> <p>Teaching students how to learn material in such a way as to retain that material beyond the next exam is critical to having students do well in this category. We will contain to incorporate exercises in our courses where we try to inculcate students with techniques that allow them to learn for retention. Different instructors will teach different techniques, including diagramming complex sequences in mechanisms, having students describe how they would explain material as if to someone in high school who hasn't had the course, and other techniques.</p> <p>Another problem is that students are coming into the university with little experience in having to connect material from different disciplines and sub-disciplines. We will continue to incorporate into our courses exercises that connect concepts from previous courses to current material.</p> <p>We were pleased with these results, though, as many of the students took online offerings of introductory biology and chemistry courses during the COVID-19 Pandemic.</p>
	2.2 (SAO)	In keeping with the	All Biology majors will,	More than 50% of	2021 - 2022	Target Not Met	Only 4% of the 25	Student performance in this

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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.	as a requirement for graduation, take a nationally-administered Major Fields Test in biology from ETS in Princeton, NJ, in their last semester of study. The tests will be graded by ETS and returned along with information comparing scores to test-takers at other 4-year institutions nation-wide. ETS will provide information about each student’s percentile ranking for the test.	the students taking the Major Fields Test will score above the 50th percentile ranking when comparing their performance to those of students across the nation taking the same test in the same year.	2021 - 2022	Target Not Met	<p>graduating seniors who took the Biology Major Fields Test scored above the 50th percentile. Target was not met. The average percentile for the students taking the test was the 14th percentile.</p> <p>We think it is not coincidental that the recent decrease in student performance coincides with the COVID-19 pandemic. The Biology unit is expecting that as pandemic precautions are scaled back, and lectures and labs return to their more conventional formats, we should see a return to the upwards trend in Major Fields Test results that was occurring before the pandemic hit.</p> <p>As mentioned in the previous Assessment Outcome Actions, we will:</p> <p>1) Continue to incorporate exercises that teach students how to study for retention in our courses. Students have to be able to recall the info they have encountered in their courses to do well on the Major Fields Test.</p> <p>2) Continue to incorporate scientific graphs and figures into course exercises and activities. Students need to be conversant with how to interpret scientific</p>	<p>assessment category was disappointing. While 1 student scored above the 50th percentile in the Major Fields Test -- which is better than last year, when NO students scored above the 50th percentile -- average student performance decreased for the second year in a row -- down to an average of being ranked in the 14th percentile. These results are shown in the attached Excel file of trends in this category since 2007.</p>

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	2.2 (SAO)	In keeping with the University Mission to provide “a high-quality undergraduate education” and in keeping with the Biology program goal of having students understand “material across disciplines,” the student will learn the concepts covered by a commercial, nationally-administered Major Fields Test in biology, taken in their final semester before graduation.	All Biology majors will, as a requirement for graduation, take a nationally-administered Major Fields Test in biology from ETS in Princeton, NJ, in their last semester of study. The tests will be graded by ETS and returned along with information comparing scores to test-takers at other 4-year institutions nation-wide. ETS will provide information about each student’s percentile ranking for the test.	More than 50% of the students taking the Major Fields Test will score above the 50th percentile ranking when comparing their performance to those of students across the nation taking the same test in the same year.	2021 - 2022	Target Not Met	Only 4% of the 25 graduating seniors who took the Biology Major Fields Test scored above the 50th percentile. Target was not met. The average percentile for the students taking the test was the 14th percentile.	data encountered for the first time to do well on the Major Fields Test. 3) Continue to apply concepts from previous courses into instruction, and point out to students when this is being done. Students need to use knowledge to retain it.
	2.3 (SPG C.3)	In keeping with the University Strategic Priority and Goal C.3 of forging “meaningful and engaged partnerships that provide real-life experiences for students”, the student will participate in community service opportunities while enrolled in the department.	All graduating Biology seniors will be given a Survey as part of a required Exit Interview with the Department Chair. One question on that survey will ask students to enumerate the types of community service activities they have participated in while an MUW undergraduate. Faculty will review and analyze the survey results.	More than 75% of the students participating in the Exit Interview Survey will have participated in at least two different types of community service activities.	2021 - 2022	Target Not Met	The target was not met. 4% (1/24) of the assessed seniors had two or more community service activities. 46% (11/24) had one community service activity. 50% (12/24) had no community service activities.	This category continued its downward trend from that past two years (see the attached Excel file with the trends for this category in the past several years.) During the pandemic, many community service activities from the past were cancelled and instructors frankly did not feel comfortable advocating for most remaining group service activities for fear of exposing students to spreading COVID. If the easing of the pandemic continues, opportunities for community service will start opening up again, and faculty will make an effort, if they feel the environment is safe, to publicise those opportunities. Students are typically more likely to respond to opportunities if faculty

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	2.3 (SPG C.3)	In keeping with the University Strategic Priority and Goal C.3 of forging “meaningful and engaged partnerships that provide real-life experiences for students”, the student will participate in community service opportunities while enrolled in the department.	All graduating Biology seniors will be given a Survey as part of a required Exit Interview with the Department Chair. One question on that survey will ask students to enumerate the types of community service activities they have participated in while an MUW undergraduate. Faculty will review and analyze the survey results.	More than 75% of the students participating in the Exit Interview Survey will have participated in at least two different types of community service activities.	2021 - 2022	Target Not Met	The target was not met. 4% (1/24) of the assessed seniors had two or more community service activities. 46% (11/24) had one community service activity. 50% (12/24) had no community service activities.	members reach out to them individually (as opposed to group announcements in class or Canvas), so we will also try to encourage students this way.
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.	2021 - 2022	Target Not Met	53 PSC 111 students across five lecture sections and two semesters (4 sections in fall 2021, 1 section in spring 2022) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from a homework assignment, quizzes and an exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 53 students evaluated was “2.8” with the following breakdown (21 students, score = 1; 3 students, score = 2; 3 students, score = 3; 26 students, score = 4). Target was not achieved.	The target was not met. In 2017-18 and 2018-19, the average for this outcome was 2.5. In 2019-20, the average was 2.9. We are not considering the results (average of 3.4) from 2020-21 because of the changes in the delivery method brought about by the pandemic. So, if we compare the 2021-22 results to those from 2017-18, 2018-19, and 2019-20, they are consistent. We have tried many different strategies in order to get this average to the target of “3”. We have included APIL assignments and online components. We have encouraged participation in SI sessions. We have suggested an Introduction to Chemistry course for non-science majors (We believe that this was the reason for the increase from 2.5 to 2.9 a few years ago). We have almost reached the conclusion that we might have to be satisfied with

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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.	2021 - 2022	Target Not Met	53 PSC 111 students across five lecture sections and two semesters (4 sections in fall 2021, 1 section in spring 2022) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from a homework assignment, quizzes and an exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 53 students evaluated was "2.8" with the following breakdown (21 students, score = 1; 3 students, score = 2; 3 students, score = 3; 26 students, score = 4). Target was not achieved.	an average that approaches 3.0. In 2022-23, we will, again, incorporate active learning, study sessions, and provide other online support sources. If the average for this outcome is consistent with the averages from previous years, then we will discuss switching our focus to a different topic.
			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.	2021 - 2022	Target Not Met	20 PSC 112 students across two lecture sections in spring 2022 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 20 students evaluated was "2.0" with the following breakdown (13 students, score = 1; 0 students, score = 2; 3 students, score = 3; 4 students, score = 4). Target was not achieved.	In 2021-22, the average for this assessment was "2.0". We have seen an unfortunate dip in a result that was trending positively. In 2017-18, the average score on this assessment was 2.1. We offered more practice and assignments related to the concept of chemical equilibrium in 2018-19, and the average rose to 2.8. For the 2019-20 academic year, we had planned to revamp the course in order to spend more course time on chemical equilibrium. We were able to revamp the course and saw the average rise to 3.4. Our plan was to repeat the course revisions in the 2020-21 academic year, and if we met the

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			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 112 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 112 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to equilibrium.	2021 - 2022	Target Not Met	20 PSC 112 students across two lecture sections in spring 2022 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 20 students evaluated was "2.0" with the following breakdown (13 students, score = 1; 0 students, score = 2; 3 students, score = 3; 4 students, score = 4). Target was not achieved.	<p>target in 2021, we planned to focus on our attention on a different topic in 2021-22.</p> <p>In 2020-21, the average score was 3.1, however, we decided not to include this result in the trend because of changes in lecture delivery and assessment due to the pandemic.</p> <p>Now, unfortunately, we have returned to the 2017-18 average. We have brainstormed to determine reasons for the decrease. When we analyze the PSC 112 lecture time spent on each topic, we found that, for some reason, we spent less time on chemical equilibrium in 2021-22 than we had spent on the topic in 2019-20. Also, we did fewer assessments related to chemical equilibrium in 2021-22 than we had done in 2019-20 and in 2018-19. So, in short, we dedicated less time to chemical equilibrium, and we gave the students fewer opportunities to work with the concepts. We are unsure of the reason why we did not adhere to the revamped course schedule that we had developed in 2019-20. We think that in the switch from synchronous lectures back to in-person delivery, we were unorganized in our scheduling of topics covered in the course.</p> <p>For 2022-23, we will return to the course topic schedule that we developed in 2019-20. We will also increase the number of assessment opportunities that we provide on chemical</p>

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			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 450/451 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 312/450/451 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to thermodynamics/quantum mechanics.	2021 - 2022	Target Met	PSC 450/451 was not taught during the 2019-20 academic year. PSC 312 was taught in the fall semester of 2021. 8 PSC 312 students in 1 lecture section in fall 2021 were assessed on their knowledge of the concepts of equilibrium, with relevant calculations, and the use of stoichiometry in analysis. Conceptual questions and calculations on equilibrium and stoichiometry (from an exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 8 students evaluated was "3.6" with the following	The PSC 312 students were assessed on their use of stoichiometry and equilibria concepts in more advanced applications (more advanced than applications seen in PSC 111 and PSC 112). 7 out of 8 students met the target, which is encouraging for these junior and senior students. Since this course will not be taught is 2022-23, PSC 450/451 will be used in assessment of this learning outcome.

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			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 450/451 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 312/450/451 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to thermodynamics/quantum mechanics.	2021 - 2022	Target Met	breakdown (0 students, score = 1; 1 students, score = 2; 1 students, score = 3; 6 students, score = 4). Target was achieved.	The PSC 312 students were assessed on their use of stoichiometry and equilibria concepts in more advanced applications (more advanced than applications seen in PSC 111 and PSC 112). 7 out of 8 students met the target, which is encouraging for these junior and senior students. Since this course will not be taught in 2022-23, PSC 450/451 will be used in assessment of this learning outcome.
	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.	2021 - 2022	Inconclusive	The assessment was not done.	The assessment was not done. This important assessment will be done in 2022-23.
	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.	2021 - 2022	Target Met	Students who obtained 90% or more of the points were rated "proficient". Students who obtained between 70 and 89% of the points were rated "satisfactory". Students who obtained less than 70% of the points were rated "unsatisfactory". 12 PSC 211 students were evaluated using the rubric attached in the "Related documents" section. 75% of PSC 211 students scored at least "satisfactory" on the rubric. 12 students were evaluated (on a quiz and an exam) with	The target was met. In 2018-19, the target was not met (73%). In 2019-20, the target was met (75%). In 2020-21, the target was not met (74%). In 2021-22, the target was met (75%). It appears that, although the 75% target is not consistently met, the results are consistently strong enough that it might be time to focus attention on a different concept. We will assess this learning outcome in 2022-23. If the results are similar to those from previous years, then we will shift focus to strengthen a different concept.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO)	TSW demonstrate competency in both theoretical and practical aspects of instrumentation and analytical techniques.	Qualitative and quantitative questions (quizzes, exams, assignments) related to instrumentation will be evaluated by faculty.	75% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering questions and performing calculations related to instrumentation.	2021 - 2022	Target Met	questions related to instrumentation and analytical techniques (3 at unsatisfactory, 9 at satisfactory, 0 at proficient). Target of 75% was achieved.	The target was met. In 2018-19, the target was not met (73%). In 2019-20, the target was met (75%). In 2020-21, the target was not met (74%). In 2021-22, the target was met (75%). It appears that, although the 75% target is not consistently met, the results are consistently strong enough that it might be time to focus attention on a different concept. We will assess this learning outcome in 2022-23. If the results are similar to those from previous years, then we will shift focus to strengthen a different concept.
	2.1 (SLO)	TSW recognize and interpret structure, reactions, mechanisms, and synthesis of organic compounds.	Questions related to reactions and synthesis from quizzes and exams in PSC 211/212 will be evaluated by faculty.	60% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering basic questions related to organic chemistry reactions and synthesis.	2021 - 2022	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". 14 PSC 211 students were evaluated using the rubric attached in the "Related documents" section. 35% of PSC 211 students scored at least "satisfactory" on the rubric. 14 students were evaluated (on a quiz and an exam) with questions related to chemical structure and reaction mechanisms (9 at unsatisfactory, 5 at satisfactory, 0 at proficient). Target of 60% was not achieved.	The target was not met. The target of 60% of students being in the "satisfactory" range has been consistently reached in previous years: 2019-20 (71%), 2018-19 (71%), 2017-18 (89%). The 2021-22 result of 35% in the satisfactory range is a startling decrease. The PSC 211 professor feels that the students enrolled in PSC 211 in fall 2021 were negatively influenced by the fact that the majority of them had taken PSC 112 (the prerequisite for PSC 211) in spring 2021 via a synchronous delivery method instead of the usual in-person delivery method. Since students have reported that they learn chemistry topics more effectively from in-person instruction than they do from "online" instruction, it is possible that the PSC 211 students who were

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	TSW recognize and interpret structure, reactions, mechanisms, and synthesis of organic compounds.	Questions related to reactions and synthesis from quizzes and exams in PSC 211/212 will be evaluated by faculty.	60% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering basic questions related to organic chemistry reactions and synthesis.	2021 - 2022	Target Not Met	<p>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".</p> <p>14 PSC 211 students were evaluated using the rubric attached in the "Related documents" section. 35% of PSC 211 students scored at least "satisfactory" on the rubric. 14 students were evaluated (on a quiz and an exam) with questions related to chemical structure and reaction mechanisms (9 at unsatisfactory, 5 at satisfactory, 0 at proficient). Target of 60% was not achieved.</p>	<p>assessed in fall 2021 were less prepared than they should have been because they did not have the prerequisite course (PSC 112) via an in-person delivery. However, since alternate delivery methods might become more prevalent in the future, we will need to ensure that students can learn the required information no matter the delivery method.</p> <p>Hopefully this result is an anomaly, and we will see a return to the results from previous years (or at least a significant improvement). If improvement does not occur, then we will need to investigate further.</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.	2021 - 2022	Target Met	<p>10 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 (10 students evaluated on one presentation; 0 at level 1, 0 at level 2, 1 at level 3, 9 at level 4). Target was achieved.</p>	<p>Instruction will continue in the usual manner.</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Formal lab reports will be evaluated in PSC 211L by faculty using the AAC&U Written Communication VALUE Rubric.	75% of PSC 211L students should score at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric in writing a formal lab report.	2021 - 2022	Target Met	12 PSC 211L students across two lab sections were assessed on their written communication using two formal lab reports. The lab reports were evaluated using the AAC&U Written Communication VALUE rubric. 75% of PSC 211L students scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric (12 students evaluated on two lab reports; 0 at level 1, 3 at level 2, 2 at level 3, 7 at level 4). Target was achieved.	<p>The target was met.</p> <p>In 2020-21, the target was not met. It was thought that the reason that the target was not met was because, due to a switch from in-person delivery to synchronous delivery in PSC 211L, only one lab report was assigned when, normally, there would be two lab reports assigned. Normally, the students' scores on the second lab report are much higher than the scores on the first lab report (because the students' writing improves with experience). With only one lab report assigned in 2020-21, there was no opportunity to see the improvement on the second lab report.</p> <p>In 2021-22, there was a return to the normal assignment of two lab reports, and the target was met again with a result of 75%. While this result is not as high as the averages from 2017-18, 2018-19, and 2019-20 (around 90%), it is an improvement over the average from 2020-21, and we expect to, eventually, approach the previous years' averages.</p>
	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	90% of Chemistry majors taking the Chemistry MFT will score in the satisfactory level (25th percentile) or higher.	2021 - 2022	Inconclusive	Because there were no graduating Chemistry majors in 2021-2022, no Chemistry majors took the Major Fields Test (MFT).	Chemistry majors graduating in 2022-2023 will take the MFT.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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).	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.	2021 - 2022	Inconclusive	Because there were no graduating Chemistry majors in 2021-2022, no Chemistry majors took the Major Fields Test (MFT).	Chemistry majors graduating in 2022-2023 will take the MFT.
	4.1 (SPG C.2)	Chemistry majors will participate in activities that serve diverse populations of our communities.	Chemistry majors will complete an Exit Survey during the semester of their graduation. On the Exit Survey, chemistry majors will answer questions concerning their participation in outreach activities to diverse populations of our communities. Faculty will review and analyze the Exit Survey to determine if Chemistry majors participated in at least one outreach activity.	100% of Exit Survey participants (Chemistry majors) will participate in at least one outreach activity.	2021 - 2022	Inconclusive	Because there were no Chemistry majors graduating in 2021-2022, no Chemistry majors completed the Ext Survey to answer questions about their participation in outreach activities to diverse populations.	Chemistry majors graduating in 2022-2023 will complete the Exit Survey and answer questions about their participation in outreach activities to diverse populations.
Program - Communication (including Minor) - BA, BS {2016-2017}	1.1 (SLO & 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.	2021 - 2022	Target Met	The overall mean score was 3.18 on the 4-point Written Communication rubric. The mean for writing samples from COM 307 was 3.23 (n = 6), and the mean for COM 465 was 3.12 (n = 5). These results meet the target threshold of 3 or greater on the 4-point scale and represent an improvement over the results from the previous year. As in the previous year, Covid-related issues reduced the number of interviews and news stories produced by	Department will continue assessing as planned. Relaxation of Covid-related safety protocols should make interviewing and other news-related activities within the courses easier to manage.

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 (SLO & 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.	2021 - 2022	Target Met	students in the journalism-focused COM 307. Fewer assignments (with more time per assignment) might have reduced the amount of practice students received writing news stories, but the results indicate that they were still able to demonstrate proficiency above the threshold level for these courses.	Department will continue assessing as planned. Relaxation of Covid-related safety protocols should make interviewing and other news-related activities within the courses easier to manage.
			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.	2021 - 2022	Target Met	The overall mean score was 2.61 on the 4-point Written Communication rubric. The mean for writing samples from COM 200 was 2.34 (n = 10), and the mean for COM 250 was 3.07 (n = 6). These results meet the target threshold of 2 or greater on the 4-point scale. These courses were affected both by Covid (and Covid protocols) and by an HVAC issue that required courses in the fall semester to be taught in another campus building. As in the previous year, Covid-related issues reduced the number of interviews and news stories produced by students. Fewer assignments (with more time per assignment) might have reduced the amount of practice students received writing news stories, but the results indicate that they were still able to demonstrate proficiency	Department will continue assessing as planned. Relaxation of Covid-related safety protocols should make interviewing and other news-related activities within the courses easier to manage.

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.	2021 - 2022	Target Met	above the threshold level for these courses.	Department will continue assessing as planned. Relaxation of Covid-related safety protocols should make interviewing and other news-related activities within the courses easier to manage.
	2.1 (SLO)	Students will demonstrate appropriate use of video production techniques and practices.	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.	2021 - 2022	Target Met	The overall mean score on the Video Production rubric was 3.12 on a 4-point scale. The mean for COM 103 was 2.94 (n = 3), and the mean for COM 431 was 3.25 (n = 4). Six out of 7 production samples scored at least 3 out of 4, which is 85.7 percent of the total sampled. This is above the threshold of 80 percent and represents an improvement from the previous year. Covid-related issues continued to have an impact on assignments, but relaxation of Covid protocols in the spring semester did allow students to have a more normal learning environment. Additionally, students in the fall semester course (COM 103) did not have access to our TV production studio while the HVAC system was being repaired. Repairs allowed students to return to the studio space in the spring for COM 431.	Department will continue to assess as planned. Access to the TV production studio has been restored (following HVAC repairs), and Covid-related safety protocols have been relaxed, so students in both courses should have a more normal learning experience this academic year.
	2.2 (SLO)	Students will demonstrate	Using the Audio Production Skills rubric,	At least 80 percent of assessed student	2021 - 2022	Target Not Met	The overall mean score on the Audio Production	More course time will be focused on audio production in the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	appropriate use of audio production techniques and practices..	departmental faculty will assess student production samples from relevant courses.	production samples will score at least 3 on the 4-point Audio Production Skills rubric.	2021 - 2022	Target Not Met	rubric was 3.09 on a 4-point scale. The mean for COM 103 was 3.00 (n = 3), and the mean for COM 431 was 3.15 (n = 4). Five out of 7 production samples scored at least 3 out of 4, which is 71.4 percent of the total sampled (below the threshold of 80 percent). Covid-related issues continued to have an impact on assignments, but relaxation of Covid protocols in the spring semester did allow students to have a more normal learning environment. Additionally, students in the fall semester course (COM 103) did not have access to our TV production studio while the HVAC system was being repaired. Repairs allowed students to return to the studio space in the spring for COM 431. Studio access is particularly important for audio production, as the studio space has sound-dampening features that allow recording of audio without extraneous noise.	relevant courses. With access to the TV production studio (following HVAC repairs) and relaxation of Covid-related safety protocols, students should have more opportunities to practice audio production techniques this academic year. Department will continue to assess as planned.
	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 the capstone course in the program.	At least 90 percent of assessed student portfolios will score at least 80 on the 100-point Communication Student Portfolio rubric.	2021 - 2022	Target Met	The mean score for the sampled student portfolios was 92.0 on a 100-point scale using the departmental Communication Student Portfolio rubric. Of the 5 portfolios sampled, 5 scored 80 or better, for a total of 100 percent (above	Department will continue to assess as planned. Additionally, alternate portfolio formats will be explored this academic year. Although a physical (hard copy) portfolio is still the most common format in most communication-related industries, the use of electronic portfolios has gained ground, as

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 the capstone course in the program.	At least 90 percent of assessed student portfolios will score at least 80 on the 100-point Communication Student Portfolio rubric.	2021 - 2022	Target Met	the 80 percent threshold). Overall, these results are positive, especially given the continuing limitations imposed by the Covid pandemic during the last two years. Although these portfolios were heavily affected by Covid restrictions (meaning fewer opportunities to demonstrate hands-on skills and then document those skills in the portfolio), they still demonstrated breadth of skills. Additionally, the portfolios were well put together and exemplified professionalism in both content and aesthetics. It is expected that Covid-related issues will continue to affect student portfolios (in terms of quantity of documented works included) for another two years, as the "Covid gap" in opportunities recedes into the past.	well. One barrier to the adoption of an electronic format portfolio for students has been the difficulty of finding a workable, cost-effective but permanent platform for hosting the portfolio content. Prior potential portfolio solutions have not been a good fit for the types of content produced in this field. If a suitable platform is found, students will be given the option of producing either a physical or an electronic portfolio during the spring semester offering of COM 465.
	3.2 (SPG C.3)	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.	2021 - 2022	Target Met	Students enrolled in COM 460 (Internship) were asked to evaluate their internship experience at the end of the course. On a scale of 1 - 7, with 1 being least positive and 7 being most positive, 100 percent of students rated their internship experience 4 or greater, with a mean of 5.75 (n = 8). This is above the target threshold of 85 percent rating the internship experience 4 or	Department will continue assessment as planned.

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	3.2 (SPG C.3)	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.	2021 - 2022	Target Met	greater and represents a significant improvement from the previous year. This is likely the result of lessening restrictions related to the Covid pandemic, and it reflects a positive return to normal for students engaged in internship experiences. Additionally, a special topics course was offered in the spring (COM 499: PR Storytelling) that gave students another opportunity to engage in a public relations-focused internship-like experience with local companies and organizations. Data from this course (which is not part of our normal assessment plan) also indicated a very high level of student satisfaction with this learning opportunity. Together with the data from our normal Internship, this is a very encouraging pattern of results indicating that students are benefiting from such guided hands-on learning opportunities.	Department will continue assessment as planned.
Program - Creative Writing - MFA {2016-2017}	1.1 (SLO)	Students will complete a portfolio of work that demonstrates mastery of language and conventions of a genre.	Faculty will assess the students' theses using the MFA Writing Skills Rubric that measures skill with the mechanics of language, aesthetic use of language, and use of conventions of the genre being studied.	Thesis students will achieve on their theses an average of at least 88% on the MFA Writing Skills Rubric.	2021 - 2022	Target Met	12 out of 12 students scored 15 on the MFA Writing Skills Rubric This was a particularly strong class of students who have written very strong manuscripts. We are already seeing significant journal publications out of this group of students, and	Writing is the primary focus of any Creative Writing program, and the creation of a book-length project of publishable quality is the primary outcome. As such, we need to continue to assess this final product to ensure that we are achieving the results that we need.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Creative Writing - MFA {2016-2017}	1.1 (SLO)	Students will complete a portfolio of work that demonstrates mastery of language and conventions of a genre.	Faculty will assess the students' theses using the MFA Writing Skills Rubric that measures skill with the mechanics of language, aesthetic use of language, and use of conventions of the genre being studied.	Thesis students will achieve on their theses an average of at least 88% on the MFA Writing Skills Rubric.	2021 - 2022	Target Met	we hope to see book projects coming soon. It can take time to go from thesis to book, especially in fiction and creative nonfiction, and drama theses often result in theatre productions before they become published play scripts.	Writing is the primary focus of any Creative Writing program, and the creation of a book-length project of publishable quality is the primary outcome. As such, we need to continue to assess this final product to ensure that we are achieving the results that we need.
			Students in courses designated as Workshop will be assessed with a rubric that measures skill with the mechanics of language, aesthetic use of language, and use of conventions of the genre being studied. Each instructor will complete the MFA Writing Skills Rubric after grading final portfolios for the class.	80% of students assessed will achieve on their final portfolios an average of 80% on the MFA Writing Skills Rubric.	2021 - 2022	Target Met	84 students were assessed on their creative writing in all 14 sections of Workshop classes (EN 506-529). 79 scored 12 or higher with 2 students scoring 11 and 3 scoring 10. 94% scored above 80% on the MFA Writing Skills Rubric. (Students were assessed multiple times over two semester in different classes, so the five scores below 12 could be from fewer than five individuals.) We also see improvement from Fall to Spring, with 4 students scoring less than 12 in the Fall and only one who scored 11 in the spring. We had only one new student admitted for Spring semester, so this indicates improvement of the individuals who had lower scores in the Fall. In the Fall, there were 7 scores of 12, 4 scores of 13, 7 scores of 14, and 22 scores of 15. In the Spring, there were 3 scores of 12, 2 scores of 13, 12 scores of 14, and 23 scores of 15. This indicates steady	Writing Skills are the main skills taught in a creative writing program. We need to continue to assess students with this rubric to ensure that we maintain the quality we desire. We anticipate at least 12 new students for the Fall 2022 semester, so we need to continue to assess using the MFA Writing Skills rubric. Our current targets seem appropriate for the kind of assessment we are doing, and though we consistently meet these targets, it is also important to continue to review the improvement seen from semester to semester, and to continue to refine our use of the rubric. Rather than changing our target for this outcome, it would make more sense to discuss with current faculty and perhaps with students what we mean by "publishable" when assessing their writing.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Students in courses designated as Workshop will be assessed with a rubric that measures skill with the mechanics of language, aesthetic use of language, and use of conventions of the genre being studied. Each instructor will complete the MFA Writing Skills Rubric after grading final portfolios for the class.	80% of students assessed will achieve on their final portfolios an average of 80% on the MFA Writing Skills Rubric.	2021 - 2022	Target Met	improvement across the board in the scores from Fall to Spring.	Writing Skills are the main skills taught in a creative writing program. We need to continue to assess students with this rubric to ensure that we maintain the quality we desire. We anticipate at least 12 new students for the Fall 2022 semester, so we need to continue to assess using the MFA Writing Skills rubric. Our current targets seem appropriate for the kind of assessment we are doing, and though we consistently meet these targets, it is also important to continue to review the improvement seen from semester to semester, and to continue to refine our use of the rubric. Rather than changing our target for this outcome, it would make more sense to discuss with current faculty and perhaps with students what we mean by "publishable" when assessing their writing.
	2.1 (RO & SLO)	Students will conduct research in literary scholarship, pedagogy, or the craft of writing and produce essays or other projects based on that research.	Students completing Masters Theses will include a bibliography of works related to the genre of the thesis. Faculty will assess the students' thesis bibliographies using the MFA Research Skills Rubric.	Students will achieve on their Thesis Bibliographies an average of at least 88% on the MFA Research Skills Rubric.	2021 - 2022	Target Met	12 out of 12 students met the target of 80% or higher on the MFA Research Rubric. The range of scores were: 14 (7 students) and 15 (5 students). These are high scores, and demonstrate the quality of the program. All students develop a strong bibliography for their thesis that demonstrates their command of language, understanding of literary forms appropriate to their thesis, and ability to conduct research in these forms. The thesis typically involves a research journal	It is important for students to see their thesis in the context of related literature and scholarship. We need to continue to assess thesis students at the end of their program on their ability to conduct research, and we need to continue our discussions of the craft or process essay included with the thesis, perhaps bringing students into the conversation. We also should consider raising the percentage of students in our target to 90% or even 100% scoring at least 80% on the rubric.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (RO & SLO)	Students will conduct research in literary scholarship, pedagogy, or the craft of writing and produce essays or other projects based on that research.	Students completing Masters Theses will include a bibliography of works related to the genre of the thesis. Faculty will assess the students' thesis bibliographies using the MFA Research Skills Rubric.	Students will achieve on their Thesis Bibliographies an average of at least 88% on the MFA Research Skills Rubric.	2021 - 2022	Target Met	or other way of chronicling the reading students to for their research, and this results in a craft essay or process essay about the thesis. Some students are slightly less exhaustive in their study of literary forms related to the thesis; others are slightly less proficient in their research methods, though all meet our target.	It is important for students to see their thesis in the context of related literature and scholarship. We need to continue to assess thesis students at the end of their program on their ability to conduct research, and we need to continue our discussions of the craft or process essay included with the thesis, perhaps bringing students into the conversation. We also should consider raising the percentage of students in our target to 90% or even 100% scoring at least 80% on the rubric.
			Students in Forms and Literature classes will be assessed with a rubric that measures their use of scholarly sources appropriate to their topic. Each instructor will complete the MFA Research Skills Rubric after grading the designated project for the class.	80% of students assessed will achieve on their Forms and Literature project an average of 80% on the MFA Research Skills Rubric.	2021 - 2022	Target Met	46 out of 51 students met the target of 80% on the MFA Research Rubric. Students were assessed in 8 Literature of Forms classes. The range of scores in the Fall semester was: 8 (2 students), 10 (1 student), 11 (2 students), 13 (6 students), 14 (5 students), and 15 (14 students). In the Spring the range of scores was higher: 9 (1 student), 13 (1 student), 14 (3 students), 15 (16 students). We had fewer students who took Forms or Literature courses in Spring compared to Fall, but the range of scores still showed significant improvement. We find that some students come to us less well prepared to do the academic work than the creative writing work in the program, so it is not	Though we met our target for this outcome, this remains an area of concern, since we do not always meet this target. We need to continue to assess the MFA Research Skills. We also need to continue conversations among MFA faculty and perhaps students about the value of research and the kinds of research that can be done in Forms and Literature classes.

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.	2021 - 2022	Target Met	surprising that there are more who score lower on the Research rubric than on the Writing rubric. It is gratifying to see students improve, though there is also more difference in the demands of the courses in this category. Forms courses involve research into craft essays and author interviews, for instance; whereas literature courses involve complex literary analysis. Not all students desire to teach literature, so not all are likely to take the more demanding literature courses, since that meets their goals. Though we see improvement, it is harder to quantify that improvement in this assessment outcome.	Though we met our target for this outcome, this remains an area of concern, since we do not always meet this target. We need to continue to assess the MFA Research Skills. We also need to continue conversations among MFA faculty and perhaps students about the value of research and the kinds of research that can be done in Forms and Literature classes.
	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.	2021 - 2022	Target Not Met	8 out of 11 students who took the Thesis survey reported that they had published work in journals or other appropriate venues prior to completing the program. 3 reported that they had not published yet, though in written comments they indicated that they had attempted to publish. We do see a reluctance by some students to seek publication in magazines, and though they report that they get significant exposure to how to do this, some are not successful prior to	Though we consistently encourage students to seek publication, not all are successful before the complete the program, which is an ongoing issue. As much as we might like for them to publish during their time in the program, it may not be realistic to expect 90% of them to do so. The MFA faculty (and students at the residencies) will discuss these expectations for publication. We may need to encourage students to submit their work sooner. On the other hand, some may not be ready to submit their work to the quality of magazines they should be aiming for until they are more advanced in their program, and

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO & SPG C.4)	Students will publish their work in appropriate publications for their genres.	The program director will review and analyze the Master's Thesis Survey results to determine students' publication history.	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.	2021 - 2022	Target Not Met	completing the program. Our response rate for this survey was much improved over previous years. 11/12 students who completed thesis also completed the survey.	they may need more time before that happens. We do see alumni publishing their work on a fairly regular basis, though it is hard to determine how many have published one year out of the program, etc. The thesis is a convenient time to track their publication. An alumni survey may be harder to do and to get enough responses, though that could be considered. We can be pleased at the response rate for the Thesis survey of 11/12. This is much improved, so we need to continue the practice of releasing the survey early and sending frequent reminders.
	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.	2021 - 2022	Target Met	24 out of 27 students gave an average rating that was higher than 3 on the Professional Knowledge Survey during the two Full Residencies in Summer 2021. Notably, the scores on individual questions showed some difference in satisfaction. with students ranking their exposure higher than their knowledge of magazine and book publishing, and of the two, they ranked their knowledge of book publishing lower than their knowledge of magazine publishing. This is understandable, since the book publishing world is much more complex and intimidating, especially for fiction writers who likely need an agent to get into book publishing, though	It is important for students in our program to feel they are getting enough exposure and knowledge of publishing and careers for writers. Though we met our goal, the comments suggest room for improvement, especially in the areas of book publishing and careers outside of academia for writers. These are the most challenging areas to cover. We can try to focus more on them in our Full Residency seminars, but we also need to consider ways to bring this kind of content to students during the year. Mary's Professional Writer course has helped tremendously. We could also encourage faculty to include more of the practical side of publishing in their workshops and forms classes.

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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.	2021 - 2022	Target Met	also for poets and short-form (story or essay) writers who rely more on the complicated world of contests and small publishers. In their comments, students consistently ask for more content on how to publish a book, though there are no answers that will be right for every author or every book project. Magazine publishing will always seem more accessible. We also ranked relatively well on information about careers, in from their written comments students indicated they would like more information on careers outside of academia. That may be a factor of the seminars that were offered last summer — we try not to repeat the same ones every year, so some years the focus may seem more on academic jobs.	It is important for students in our program to feel they are getting enough exposure and knowledge of publishing and careers for writers. Though we met our goal, the comments suggest room for improvement, especially in the areas of book publishing and careers outside of academia for writers. These are the most challenging areas to cover. We can try to focus more on them in our Full Residency seminars, but we also need to consider ways to bring this kind of content to students during the year. Mary's Professional Writer course has helped tremendously. We could also encourage faculty to include more of the practical side of publishing in their workshops and forms classes.
			Students participating in the Master's Thesis Survey will answer the same questions as on the Professional Knowledge Survey to determine if students improved from their time in the EN 502 Full Writing Residency course to the end of the program. Faculty will review and	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.	2021 - 2022	Target Met	10 out of 11 students who took the Thesis Survey reported an average score of greater than 3 on the Professional Knowledge questions. The range of scores was 4 students with 5, 3 students with 4.6, 2 students with 4.4, 1 student with 3.6, and one with 2.6. Overall, these are very positive scores, which also reflects the written comments on the survey	As with the Full Residency Survey, there are differences between the individual questions, though scores here were consistently higher when we focus in on only the students who have completed the program. We see that book publishing remains the biggest area of concern for graduating students, which again is understandable. It is good to see that their scores range from undecided to strongly satisfied,

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			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.	2021 - 2022	Target Met	that were very appreciative of the MFA program and the increased knowledge they have upon graduation. These are the kind of results that we want to see, and though there is always room for improvement, we can feel proud of the students who complete our program.	and no one expressed dissatisfaction. As with the Residency survey action, we will discuss how to provide more content on book publishing throughout the program. This may be a good subject for the Thesis class, though students are stressed enough as it is to put a book-length project together, so they may not want the added stress of too much discussion of publishing it.
Program - Digital Studies - Minor {2019-2020}	1.1 (SLO, 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.	2021 - 2022	Target Met	Because the Digital Studies Minor has low enrollment (2 minors in past two years), this program will move to analyzing results every three years. 2021-22 = Low-enrolled Year 2. Of the 2 LIB 201 students who declared the minor, 1 completed with an B+ average (89) and 1 completed with a D average (65). Overall, the minors received a C average.	Low enrolled program (2021-22 = Low-enrolled Year 2); collect 3 years of data before analyzing and determining an appropriate action.
			Completion of required MIS course(s) (297 or 322), which include assignments that assess foundational knowledge of programming languages that allow students to build, stylize, structure, and query data sets.	Students, as a whole, will score an average of 2.5 or higher on the AAC&U Quantitative Literacy and Analysis Rubric for one of the course assignments.	2021 - 2022	Target Not Met	Because the Digital Studies Minor has low enrollment (2 minors in past two years), this program will move to analyzing results every three years. 2021-22 = Low-enrolled Year 2. Of the 2 minors, 1 student took MIS 322, but the AAC&U rubric was not used to assess her work in the class. The other student took MKT 455, and the AAC&U rubric was not used there either.	Overall final grades for these courses (and their substitutes) will be used instead of AAC&U rubric scores. The goal will be for them to earn a C or higher (on average). Low enrolled program (2021-22 = Low-enrolled Year 2); collect 3 years of data before analyzing and determining further action.
	1.2 (SPG A.2)	Students will adapt to emerging	Faculty will review and assess the students'	Students will upload selected course	2021 - 2022	Target Met	Because the Digital Studies Minor has low enrollment	We are creating an institutional repository page for Digital

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	1.2 (SPG A.2)	technologies by interacting with digital tools that foster the 21st century learning environment.	digital artifacts creations through selected coursework that are publicly accessible through external or institutional channels to determine if the achievement target is met.	artifact(s) to an individual (external) website, an MUW website, or the AthenaCommons, the Institutional repository.	2021 - 2022	Target Met	(2 minors in past two years), this program will move to analyzing results every three years. 2021-22 = Low-enrolled Year 2. This year, 2 students presented their work to their faculty advisors, who evaluated their presentations with the AAC&U oral communication rubric, and the projects were made public by posting them to the Digital Studies website at https://www.muw.edu/library/digitalstudies/projects .	Studies work, and future declared minors will upload their own work. Low enrolled program (2021-22 = Low-enrolled Year 2); collect 3 years of data before analyzing and determining further action.
	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.	2021 - 2022	Target Not Met	Because the Digital Studies Minor has low enrollment (2 minors in past two years), this program will move to analyzing results every three years. 2021-22 = Low-enrolled Year 2. Students scored an average of 2.1 on the AAC&U Information Literacy Rubric for their final projects	For future minors enrolled in LIB 401, additional assignments will be added to the course for scaffolding research and information literacy skills (e.g. annotated bibliography). Low enrolled program (2021-22 = Low-enrolled Year 2); collect 3 years of data before analyzing and determining further 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.	Students completing LIB 401 will complete an exit survey and the target measure will be evaluated using the question average of answers 6-8. "The following questions will assess how you feel the practicum project allowed you to improve	Students participating in the exit survey will rate an average of 3 or higher (out of 5) on the exit survey questions 6-8.	2021 - 2022	Target Met	Because the Digital Studies Minor has low enrollment (2 minors in past two years), this program will move to analyzing results every three years. 2021-22 = Low-enrolled Year 2. 2 students completed the exit survey. For questions 6-8, they rated the project's ability to improve their skills, literacies, and opportunities to use	Low enrolled program (2021-22 = Low-enrolled Year 2); collect 3 years of data before analyzing and determining appropriate action.

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.	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 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.	2021 - 2022	Target Met	technology as a 4.25 (on average) out of 5.	Low enrolled program (2021-22 = Low-enrolled Year 2); collect 3 years of data before analyzing and determining appropriate action.
Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing,	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	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	2021 - 2022	Target Met	All students in the sample group scored 2 or higher on the Written Communication Value Rubric. The range of scores was: 5 students scored between 2 and 2.9, 6 students scored between 3	Written communication is one of the hallmarks of the English degree, and therefore it is important to continue to assess this outcome. Though we meet our target, we do not exceed it by enough to justify raising the target. 300-level classes are often

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
and TESL Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	the AAC&U Written Communication VALUE Rubric.	2021 - 2022	Target Met	and 3.6, and 1 student scored 4. This is a good result for 300-level classes, though it would be good to strive for more students scoring 3 or higher. The results are satisfactory, Though there is room for improvement.	the first serious literature classes students take. To improve our scores in this area, we can continue our work on mapping the curriculum to see where we reinforce good writing skills. We will continue the discussions of the kinds of assignments that should be given in 200- and 300-level literature classes.
			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 (at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	2021 - 2022	Target Met	4 out of 4 students met the target of earning a 2 or higher on the Written Communication rubric. The range of scores was 2.4, 2.8, 3, and 3.2. Though this meets our target, we may want to consider raising the bar. These are acceptable results, though for Capstone we might aim higher. With a small class size, though, anyone who didn't meet the target would bring our percentage down below the 90%, so for now it may be best to keep our expectations where they are and attempt to improve on our range.	The English faculty will discuss whether to change our target at our fall meeting.
	1.2 (SLO)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays, the student's writing will be evaluated with the AAC&U Information Literacy VALUE Rubric. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (8-12 from students from an assignment in EN 303, 304, or EN 360) students will score a class sample average score of at least a 2 or higher on the AAC&U Information Literacy VALUE Rubric to show their ability to construct and defend	2021 - 2022	Target Met	12 out of 12 students met the target of scoring 2 or higher on the Information Literacy rubric. The range of scores was 5 students scored 2.1-2.9, 7 students scored 3.1-3.5. Though this is an acceptable score for 300-level classes, it does show some room for improvement. We could aim to have more students in the 3-range and some higher than 3.5. Scores for	Information literacy and working with source material is a key skill of the English major. We are providing an adequate foundation, but to work toward improvement, we can provide more research experience in 300-level classes. At our fall meeting, English faculty will continue the discussion of how to implement introductory research assignments in 300-level classes and possibly 200-level classes above the literature survey level.

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	1.2 (SLO)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays, the student's writing will be evaluated with the AAC&U Information Literacy VALUE Rubric. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	arguments using textual evidence.	2021 - 2022	Target Met	the Information Literacy rubric are lower than Written Communication, indicating that students need more experience with working with sources and evaluating information. This is not surprising, since that is a higher-level skill. We are doing satisfactory work, but there is always room for improvement.	Information literacy and working with source material is a key skill of the English major. We are providing an adequate foundation, but to work toward improvement, we can provide more research experience in 300-level classes. At our fall meeting, English faculty will continue the discussion of how to implement introductory research assignments in 300-level classes and possibly 200-level classes above the literature survey level.
			In a sample group of essays, the student's writing will be evaluated with the AAC&U Information Literacy VALUE Rubric. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (at least 8-12 students from EN 499: English Capstone course students will score a class sample average score of at least a 2 or higher on the AAC&U Information Literacy VALUE Rubric to show their ability to construct and defend arguments using textual evidence.	2021 - 2022	Target Met	All four students in EN 499 English Capstone were rated with an average of 2 or higher on the Information Literacy rubric. The range of scores was: 2.6, 2.8, 3, and 3.2. This is an acceptable result, especially given the stresses that students have been under during the last two years. Students complete a 14-20 page research project and still manage to score this well. There is room for improvement, however, it would be good to see students score higher than 3.2, and it would be good to have more students above 3. However, with such a small class size, it is not unusual to see scores like this. As we return to larger classes, we can hope to see a wider range of scores.	These results show that the English major accomplishes what it needs to accomplish, though there is room for improvement. As noted above, the English faculty will continue our discussions of how to incorporate research into 300- and 400-level literature classes to ensure that all students build a firm foundation in research prior to entering Capstone. We will continue these discussions at our fall meeting.
	2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops	Sample group of EN 102 Essays written in response to an	EN 102 sample group of at least 20 papers (from at least four	2021 - 2022	Target Met	All students received an average score of 1.5 or higher on the Written	Students again scored above 1.5 on the Written Communication rubric. Written communication is

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	2.1 (GEO 1.c.)	an argument using documentation of sources.	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.	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.	2021 - 2022	Target Met	Communication rubric in EN 102. There were some significant differences between the two of the scorers, which suggests a need to calibrate the scoring of the rubric, especially for newer faculty members. Despite these differences, only 2 students would not have reached the benchmark when judged by the stricter standards. We often have some issues like this, which is why it is valuable to have two scorers for each set of papers. This year, we also included dual-enrollment sections of EN 102 for the second year. It is good to see that the dual enrollment scores have similar results to our W students. This also gives the department chair an opportunity to review the kinds of research assignments that are being given in dual-enrollment sections, which though not part of this assessment outcome, is a benefit of collecting the papers.	the main goal of the composition sequence, and assessing their final research paper is a vital way to judge its success. While we need to continue this assessment, we will discuss whether we should raise the target from a score of 1.5 to 2. It would also be valuable to discuss the successful completion rates of our composition classes. When students complete the sequence, they do well. What can we do to help more students complete each course in one semester? The English faculty will discuss this at our fall meeting.
	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 curriculum question results to determine if achievement target	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 department's	2021 - 2022	Target Met	4 out of 4 students in English Capstone answered that they were "very satisfied" with their English curriculum. This was a small sample due to the small class size and one class being offered this year. It is gratifying that they are very satisfied	It is important to continue the assessment of student satisfaction with the English curriculum, especially now that we have modified it to allow for more options in the required courses and to have more concentrations. Our biggest challenge will be in offering enough courses and enough

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	3.1 (SPG A.1)	Students will receive a quality English education meeting students' expectations satisfactorily.	was met.	curriculum and instruction quality.	2021 - 2022	Target Met	with the breadth of their degree.	variety with limited numbers of students to take them. We will continue this assessment and monitor the result, while doing our best to support each concentration and attempting to recruit enough students.
	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.	2021 - 2022	Target Not Met	1 out of 5 students reported that they were enrolled in a graduate or professional degree program, which is just under our target of 20%. The main issue with this assessment method is the low response rate. Five is actually a pretty good response compared to previous surveys, but does not begin to capture the number of students who graduate in English. We can be proud of the one student who is in law school, but we know that other students have gone on to graduate programs in recent years, so we know these results are not reflective of our actual performance. 20% is not a bad result, given that the other respondents were actively working in their fields or self-employed.	For now, it will be necessary to continue to use the Alumni Survey, since it is the only measure we have after graduation that shows what our graduates do. The response rate and the kinds of questions it asks are the main issues we have with it. It would be better to find an assessment instrument that would capture better information for us. We hope that the QEP might lead to that, but until then, we will continue to use the Alumni Survey results and look for something better.
			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	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.	2021 - 2022	Target Not Met	Of the 5 alumni who completed the survey, 2 reported that they were employed in their field of study, one report that they were employed in another field (Vice President of CGI) which might be considered using skills developed in their English	For now, it will be necessary to continue to use the Alumni Survey, since it is the only measure we have after graduation that shows what our graduates do. The response rate and the kinds of questions it asks are the main issues we have with it. It would be better to find an assessment instrument that

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action	
				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.	2021 - 2022	Target Not Met	major, That would be 60%. Another is self-employed, which doesn't tell us whether they are working in the field of study, The last alumna reported that she is in a professional degree program (law school). We consider these results very good, though she sample size is very small and therefore the numbers don't tell us a lot. We can be proud of 100% of the students who reported what they are doing, but our target of 85% may not be realistic. I notice that the grad school target is 25%, so perhaps a target of 75% would be better. We still wouldn't meet that target unless we included the self-employed person in our results.	would capture better information for us. We hope that the QEP might lead to that, but until then, we will continue to use the Alumni Survey results and look for something better.
				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.	2021 - 2022	Target Not Met	On the Graduation Survey 3/10 students surveyed reported that they had secured employment in their field. This number (30%) is lower than our target, though it is not unreasonable, given that many of our students do not have plans prior to graduation. One student reported that she is going into a service organization, which is probably Ali Glasgow, who has been accepted into the JET program to teach English in Japan. It is unclear whether she would have also selected that she	We are not dissatisfied with the success of our graduates, but we are not pleased with the graduation survey. We want to find a better way to measure their success in finding a job in their field of study, though we also need to be careful to consider a wide range of careers that are open to the English major. There are many career avenues that the major prepares students for, and we don't want to privilege certain ones over other very valuable career choices. We hope that the QEP might provide some better instruments for assessing the careers of students after graduation, and that we will soon

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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.	2021 - 2022	Target Not Met	secured full-time employment in her field; 7 students reported that they plan to attend graduate or professional school, though it is unclear how soon they plan to do that. There are always issues with this survey. It is a very imperfect measure of what our students will do, but it is currently all we have to go on. One issue is that 10 students report English or Creative Writing as their major on the survey, but we have 7 graduates this year — possibly 8 if you count August graduates. One student reported going into the military, and we have no idea who that would be, so the numbers appear to be somewhat inaccurate. The other issue, as always, is that students often don't find employment until sometime after the graduation survey is given, so we don't really know how successful they have been.	be able to replace the graduate survey. Until then, we should continue to use it, but we should adjust our target down to 50% at most.
	4.1 (SLO)	Students will complete a portfolio of work that demonstrates a command of grammar, syntax, and aesthetic use of language (CW).	Students in EN 312 Creative Writing will be assessed with a rubric that measures creative use of language: the mechanics of grammar and syntax, aesthetic use of language, and use of conventions of the genres used in their Final Portfolios. Each	Students in EN 312 will achieve on their Final Portfolios an average of at least 80% on the Writing Skills Rubric.	2021 - 2022	Target Met	6 out of 6 students were rated a 15 on the Writing Skills rubric this year. There are a number of observations to make about this data. One is that we were only able to fill one section of Creative Writing this year, and this was a smaller section than usual. This is likely due to	Writing skills are essential to creative writing, so we need to continue this assessment. Because this year's results were atypically high, and because the number of students assessed was low, it will be helpful to continue monitoring the writing skills of students going forward.

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	4.1 (SLO)	Students will complete a portfolio of work that demonstrates a command of grammar, syntax, and aesthetic use of language (CW).	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.	2021 - 2022	Target Met	the COVID restrictions in place this year. EN 312 was offered face-to-face in the Fall semester, when the main population of on-campus students were Honors students and athletes. The small class size and the kind of students in the class likely affected these results positively. Nevertheless, we can be pleased with the work that these students were able to accomplish. In the Spring semester, we also offered the class face to face, but there were not enough students for the class to be offered. We did offer EN 313 Digital Writing, but due to the nature of that class and the fact that it is not included in this outcome, those students were not assessed.	Writing skills are essential to creative writing, so we need to continue this assessment. Because this year's results were atypically high, and because the number of students assessed was low, it will be helpful to continue monitoring the writing skills of students going forward.
			Students in EN 419 Senior Portfolio will be assessed with a rubric that measures creative use of language: the mechanics of grammar and syntax, aesthetic use of language, and use of conventions of the genres used in their final portfolios. Each instructor will complete the Writing Skills Rubric after grading Senior Portfolios for the class.	Students in EN 419 will achieve on their Senior Portfolios an average of at least 85% on the Writing Skills Rubric.	2021 - 2022	Target Met	3 out of 3 students earned 85% or higher on their Senior Portfolios. The range of scores was 14 (2 students) - 15 (1 student). Each student had an impressive portfolio containing some early work and a substantial amount of mature writing that showed their improvement over the course of the program. In their introductions, students recounted their growth as writers, contextualizing the early work that they included	Assessing the senior portfolios is one of the most valuable aspects of the creative writing part of our assessment plan. In judging the writing skills of our graduating seniors, we can see their growth over the course of the program, and we see how strong they are as writers. We also see how they develop distinctive voices while exhibiting a command of the forms of writing in their chosen genres. We will continue to assess their portfolios. We have found that 85% is a reasonable goal on this assessment for all students. Though many of our students will score higher, we do

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Students in EN 419 Senior Portfolio will be assessed with a rubric that measures creative use of language: the mechanics of grammar and syntax, aesthetic use of language, and use of conventions of the genres used in their final portfolios. Each instructor will complete the Writing Skills Rubric after grading Senior Portfolios for the class.	Students in EN 419 will achieve on their Senior Portfolios an average of at least 85% on the Writing Skills Rubric.	2021 - 2022	Target Met	and showing how it led to new insights.	sometimes have a student who scores in that range, which is acceptable.
	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.	2021 - 2022	Target Met	2 out of 6 graduates in English this year earned the TESL Certificate. This is 29%. Though the number of graduates is small, we have been able to keep the program going through a period of low enrollment. We are optimistic for the fall, and we are proud of one of our graduates who was accepted into the JET program to teach English in Japan. This is a highly competitive program, and her acceptance speaks well of our TESL Certificate. The challenge going forward will be to recruit more students, especially transfer students, to the program.	The TESL certificate program is an important component of our English degree that also attracts non-majors, especially those in languages and in Speech Language Pathology. To increase enrollment, the department needs to reach out to these and other programs to recruit students. We also need to emphasize TESL more in our recruitment to community colleges and high schools. The TESL internship is one very strong aspect of our certificate program that we can promote. Our graduates with English and Spanish degrees have had very good success in finding jobs after this experience.
Program - Family Science (including Minor and CAST Certificate) - BS {2016-2017}	1.1 (SLO, GEO 1.c.)	Students will demonstrate effective written communication skills.	Assessment of this achievement target will be completed by the instructor of the course; this course is a cross-listed course—both sections are taught at the same	(Foundation Level) The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured by the rubric) on the AAC & U Written	2021 - 2022	Target Not Met	The average score of students in FSC/PSY 290 on the Written Communication Value Rubric was a 2.43 among students who completed the assignment (and a 2.07 if students not completing	When faculty return to campus, we will have a meeting of all instructors who teach this course (currently 4/6 departmental faculty--two in FSC and two in PSY) to provide clarification on the main intended outcome of this course, which is to prepare

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Program - Family Science (including Minor and CAST Certificate) - BS {2016-2017}	1.1 (SLO, GEO 1.c.)	Students will demonstrate effective written communication skills.	time in the same location.	Communication Value Rubric on a literature review assignment.	2021 - 2022	Target Not Met	the assignment were included); thus, the target was not met	<p>students to write literature reviews in psychology and family science using APA formatting and style. This skill underlies every other kind of writing that our majors will encounter in higher-level undergraduate courses here at the W, as well as When new faculty teach courses that other faculty colleagues have taught for some time (one prior instructor taught the class for 12 years; the other for 1.5 years; the third, for only 1 term), instructional drift can occur. We also added a block on the course so that only FSC and PSY majors and minors can enter the course, as well as a clarification of the course description--both of these changes will go into effect as students register for classes for fall 2022 and will be posted in the 2022-23 AY Undergraduate Bulletin. The changes to prerequisites and to the description are designed to ensure that students who need to be in the course can access the course and to communicate the content and key objectives of this course to students and advisors, respectively.</p> <p>Note that I (Berglund) as chair and assessment coordinator, did, with instructor permission, look at the requirements as posted in Canvas materials for each section of this course offered this past year because I noticed the score difference in the rubrics for the fall v. the spring terms (1.69 for students completing the assignment fall 21 v. . 3.4 for students completing the</p>

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Program - Family Science (including Minor and CAST Certificate) - BS {2016-2017}	1.1 (SLO, GEO 1.c.)	Students will demonstrate effective written communication skills.	Assessment of this achievement target will be completed by the instructor of the course; this course is a cross-listed course—both sections are taught at the same time in the same location.	(Foundation Level) The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured by the rubric) on the AAC & U Written Communication Value Rubric on a literature review assignment.	2021 - 2022	Target Not Met	The average score of students in FSC/PSY 290 on the Written Communication Value Rubric was a 2.43 among students who completed the assignment (and a 2.07 if students not completing the assignment were included); thus, the target was not met	assignment in spring 22). I also noticed that, for students who completed the FSC/PSY 290 course in the fall performed more poorly on literature reviews and related writing assignments in spring 2022 than those who completed the FSC/PSY 290 course in other terms. The requirements for the literature review assignment were more clearly communicated to students in the spring term than in the fall term.
			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.	2021 - 2022	Target Met	Results indicate that students earned an average score on the AAC & U Written Communication Value Rubric of 3.8 on the key stakeholder writing assignment; thus the target was met.	This term (spring 2022) was the first term for which the students were able to present their program in person to an outside stakeholder (i.e., a department or area not of or from the W); as well, they were able to complete the writing component for this course on their own and to prepare their key stakeholder assignment for a non-academic audience. Students also had to use their program evaluation information to create a newsletter or flyer to accompany their family life education presentation. Given that data related to other Family Life Education projects will be collected in other courses (e.g., human sexuality, policy, and family resource management), students will have the opportunity to prepare programming for outside stakeholders in the future; thus, the opportunity to prepare writing for non-academic audiences will be provided for students in the future. As noted elsewhere in our assessment

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			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.	2021 - 2022	Target Met	Results indicate that students earned an average score on the AAC & U Written Communication Value Rubric of 3.8 on the key stakeholder writing assignment; thus the target was met.	documentation, an important skill for a family life educator is to be able to provide written communication for a variety of audiences.
	2.1a (SAO)	Students will feel that the Family Studies program has prepared them to work professionally and ethically upon graduating.	At the end of the academic year, faculty will review and evaluate the results of the Senior Exit Survey.	Participating students' will report that they feel the Family Science program has prepared them to work ethically upon graduating by having an average rate of satisfaction on the Senior Exit Survey as a 6 on a scale of 1 to 10.	2021 - 2022	Target Met	Five of six interns for summer and fall of 21, and spring of 22, completed this survey (one intern from summer 21 did not complete the survey). Five of five students completing the survey reported a satisfaction rating of 9.8 with their preparation to work ethically; thus, the target was met.	We have focused on ethical practice not only in professional classes (e.g., FSC 203, professional issues; FSC 497, pre-internship) but also in classes across our curriculum. We also added a new class, FSC/PSY 336, Basic helping skills, which focuses on professional boundaries and ethical practice in the helping professions. We have been encouraging FSC majors to complete this course as a way to further reinforce the training in ethical decision making they receive in the professional courses. Boundary issues are of concern to all professional helpers, but especially for those at the start of their careers. This awareness has helped us develop assignments and activities, including reflections and training on the 7-step ethical dilemma decision making model, to help our students cope with and respond to boundary issues in professional practice with families. We will continue to build on these experiences in our coursework (e.g., through problem-based learning debriefs in which reflect on how actions impact clients , and, possibly, to add the helping skills class as part of our CFLE course requirements

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	2.1a (SAO)	Students will feel that the Family Studies program has prepared them to work professionally and ethically upon graduating.	At the end of the academic year, faculty will review and evaluate the results of the Senior Exit Survey.	Participating students' will report that they feel the Family Science program has prepared them to work ethically upon graduating by having an average rate of satisfaction on the Senior Exit Survey as a 6 on a scale of 1 to 10.	2021 - 2022	Target Met	Five of six interns for summer and fall of 21, and spring of 22, completed this survey (one intern from summer 21 did not complete the survey). Five of five students completing the survey reported a satisfaction rating of 9.8 with their preparation to work ethically; thus, the target was met.	for our next program review (spring 2024); the national CFLE program is currently revising our code of professional ethics, and we recently developed a report and sanctioning procedure for CFLEs who violate our professional code (ethical practice is increasingly important).
			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.	2021 - 2022	Target Met	For the five interns (of six total interns) for the summer and fall (21), and spring (22), the average satisfaction rating on the Senior Exit Survey was a 9.8; thus, the target was met. Note, however, that one intern completing the course in summer 2021 did not complete this survey.	As noted last year, family science/family life educator colleagues at Penn State (and satellite campuses) conducted a nationwide survey of FSC intern supervisors/hiring managers. The skills they emphasize for our interns are case management, grant (and other professional) writing, and research-based and evidence-informed practice. We continue to emphasize these skills and have added a grant writing assignment to the pre-internship course (FSC 497). We are also providing opportunities through federal work-study and off-campus assignments to engage with other types of employers that work with family scientists and family life educators (through sexuality education projects in FSC 330, human sexuality, and FSC 465, program planning, and FSC 499, internship). We plan to create more opportunities for our students with planned financial literacy workshops (open to students from across campus) and through a sexuality education needs assessment that

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			At the end of the academic year, faculty will review and evaluate the results of the Senior Exit Survey.	Participating students' will report that they feel the Family 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.	2021 - 2022	Target Met	For the five interns (of six total interns) for the summer and fall (21), and spring (22), the average satisfaction rating on the Senior Exit Survey was a 9.8; thus, the target was met. Note, however, that one intern completing the course in summer 2021 did not complete this survey.	will enable our upper-level students to develop and deliver further sexuality education programming across campus. We also plan to expand our campus internship opportunities from the food pantry to HR, at which we plan to have an intern in spring or summer 2023 who will help design, implement, and evaluate programming on work-life balance for the campus community. We are preparing students to do the work for which employers hire them.
	3.1 (SPG A.2)	Prepare students to be life-long learners and contributing members of today's global economy	Faculty will review quarterly notifications of newly approved CFLEs (by NCFR, through a quarterly newsletter and via their website) from the W's FSC program. The number of graduates for each summer, fall, and spring term will be reported to provide a frame of reference for reviewers.	70% of graduates over a two year period* will earn at least their provisional** CFLE credential.	2021 - 2022	Inconclusive	As shown, this action began in August of 2021. Since that time, we have had two new provisional CFLEs and four graduates of the FSC program. Thus, we have had only 50% of graduates who have become provisional CFLEs since August 2021; thus, the target was not met.	As noted, the reporting period is not the full, two year time period for which this result will be assessed. We do expect to have more students attain the CFLE credential for a couple of reasons: For one, we have a W Council on Family Relations (i.e., the "Family Science Club") on campus; the vice-president and president are required to become student members of the National Council on Family Relations (NCFR). NCFR is the parent organization for CFLE; students who are NCFR members receive a discount for their CFLE application. Furthermore, we (all FSC faculty) have been sharing with our internship (FSC 499) students that there are scholarships available (through NCFR CFLE) for first-time applicants for CFLEs who have a demonstrated financial need. As before (with the prior similar AT), we could also require a course fee or a major fee to cover the application fee (or half the fee that is due while students are still

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG A.2)	Prepare students to be life-long learners and contributing members of today's global economy	Faculty will review quarterly notifications of newly approved CFLEs (by NCFR, through a quarterly newsletter and via their website) from the W's FSC program. The number of graduates for each summer, fall, and spring term will be reported to provide a frame of reference for reviewers.	70% of graduates over a two year period* will earn at least their provisional** CFLE credential.	2021 - 2022	Inconclusive	As shown, this action began in August of 2021. Since that time, we have had two new provisional CFLEs and four graduates of the FSC program. Thus, we have had only 50% of graduates who have become provisional CFLEs since August 2021; thus, the target was not met.	<p>in school). We will also reiterate the fact that completing their application in a timely fashion means that they will not have to complete the CFLE Exam (for which they would have to prepare). We will discuss this concern and others in fall 2022 to brainstorm ways to get more students to become CFLEs prior to graduation. It does appear that, for many students, the farther removed they are from graduation, the less likely they are to take this important step to apply for the provisional certification they have earned by attending and completing an approved program.</p> <p>Also note that the second student, a May 2022 graduate, has shown us their acceptance letter (students can apply for provisional status during the last term of their senior year), but the official list will not be posted until later this summer; this student's new certification has not been reported in the quarterly newsletter or online through NCFR yet.</p>
	3.2 (SPG D.4)	Support students through degree completion and into their careers	Graduating seniors in the FSC program will complete the Family Life Education Assessment Exam (FLEA), which is an exam provided by NCFR and which helps family science academic programs evaluate how well their program is covering the 10 Family Life Education content	The average score on the FLEA for graduating seniors in the FSC program will be 70% (reflecting the pass score for the CFLE exam).	2021 - 2022	Target Not Met	The composite (average) score of students (n = 5) was 63%; thus, the target was not met	First, for the note regarding two students in the FSC 465 course this spring: One student was in the process of changing their major out of FSC, and another student was a recent transfer from a similar (social work) program at another university. We suspect, but cannot prove, that these students might be the students who did not earn a composite score of at least 70% on this exam.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SPG D.4)	Support students through degree completion and into their careers	areas that represent the knowledge, skills, and abilities needed for effective practice as a CFLE. The exam focuses on knowledge provided through course work in family science programs; the FLEA is administered locally (at the university) by external proctors who send the completed exams to the testing company, SMT/Prometric.	The average score on the FLEA for graduating seniors in the FSC program will be 70% (reflecting the pass score for the CFLE exam).	2021 - 2022	Target Not Met	The composite (average) score of students (n = 5) was 63%; thus, the target was not met	<p>Because this assessment is new, we consider this year our benchmark year for this test; as one of my (Berglund) undergraduate research methods professors said, "It is impossible to extrapolate beyond one data point." As a result, we do not plan for any changes, but, as noted below, we will keep an eye on the overall score and any patterns we notice in the future. We, however, are pleased with the results, as 3 of 5 students in the class exceeded the 70% cutoff score (the average score for the three students was 72%). NCFR had been providing comparisons (norming data) for similarly sized programs; however, as this test can only be given in person, comparison data is completely unavailable for the past two years. Thus, NCFR has temporarily suspended norming comparisons for this assessment.</p> <p>The main pattern we noticed (we do know who is in the class and where they are in the program) is that, for classes typically completed either early on (e.g., family resource management) or in the testing semester (e.g., program planning), students did not perform as well as they had on other subscales. We will keep an eye on these patterns as well as on concerns about transfer students, who often take human growth and development prior to their arrival at the W (note, however, that the current class only missed the cutoff for this subscale by 3 percentage points,</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SPG D.4)	Support students through degree completion and into their careers	Graduating seniors in the FSC program will complete the Family Life Education Assessment Exam (FLEA), which is an exam provided by NCFR and which helps family science academic programs evaluate how well their program is covering the 10 Family Life Education content areas that represent the knowledge, skills, and abilities needed for effective practice as a CFLE. The exam focuses on knowledge provided through course work in family science programs; the FLEA is administered locally (at the university) by external proctors who send the completed exams to the testing company, SMT/Prometric.	The average score on the FLEA for graduating seniors in the FSC program will be 70% (reflecting the pass score for the CFLE exam).	2021 - 2022	Target Not Met	The composite (average) score of students (n = 5) was 63%; thus, the target was not met	<p>even though all of the students in the class this year were transfer students who completed the course elsewhere).</p> <p>We will retain the AT for the coming year; we may add the comparative data from NCFR as part of our FSC assessment when that data becomes available again. We do not plan any instructional changes at this time, except to note that the instructor for family resource management plans to add an assessment and reflection assignment (noting that research indicates better retention of student learning following reflection on what has been learned).</p>
	4.1 (SLO)	CAST students will demonstrate "Child First" methodologies when faced with potentially child abusive situations in their Second Module Submission.	Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLs) of CAST students in each CAST course will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the DESCRIBE subscale of the Student Reflective Journal	2021 - 2022	Target Met	For all students (n = 25) in CAST courses for the 21-22 AY, the average score on the Describe subscale was 2.81 following the second module of the course PBLs; thus, the target was met.	This year, 3/4 (FSC 295, FSC 392, and HED/WS 327) CAST courses were offered; note as well that all classes offered a simulation, including HED/WS 327, Global Child Advocacy. Prior to the pandemic (early 2020), the instructor for the HED CAST course was working with CAST faculty at MSU to develop a simulation appropriate for use in this specific course; prior to this time, the simulation in use involved a child whose family was bilingual and which involved physical child abuse. The newly

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	CAST students will demonstrate “Child First” methodologies when faced with potentially child abusive situations in their Second Module Submission.	Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	Assignment.	2021 - 2022	Target Met	For all students (n = 25) in CAST courses for the 21-22 AY, the average score on the Describe subscale was 2.81 following the second module of the course PBL5; thus, the target was met.	<p>developed simulation focuses on a situation involving ICE response to child trafficking (more appropriate to a course in global child advocacy).</p> <p>In Qualtrics, there are ways to track students who complete surveys when completing longitudinal studies; we plan to add these trackers so that we can allow students who experience technical glitches to enter the survey again to complete it successfully (we also might remove the bot detectors, as students who had trouble with them were more likely than other students to experience glitches). Furthermore, given that the survey moved from a questionnaire included directly in Canvas to a Qualtrics survey, we lost the ability to track (by using student information from Canvas) whether or not students were CAST certificate students or students who had completed more than one CAST course. Further demographic questions (beyond those asking students which module they are reflecting on and which PBL5 they are reflecting on) will be added that will require students to indicate whether or not they are CAST students and the number of CAST courses they have completed. As some students had challenges with the first Qualtrics survey, we will likely create a Camtasia video or other instruction on how best to enter and complete Qualtrics surveys.</p> <p>The required in person debriefs</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	CAST students will demonstrate “Child First” methodologies when faced with potentially child abusive situations in their Second Module Submission.	Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLs) of CAST students in each CAST course will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the DESCRIBE subscale of the Student Reflective Journal Assignment.	2021 - 2022	Target Met	For all students (n = 25) in CAST courses for the 21-22 AY, the average score on the Describe subscale was 2.81 following the second module of the course PBLs; thus, the target was met.	and written reflections (completed for class credit at the end of each module) appear to provide students with scaffolding and support as they begin to reflect on the experiences they had in each module of a simulation. Students (with the exception of non-completers) have performed well (meeting or exceeding the benchmark) for the past several years. Given that CAST faculty agree that multiple completions of the DEAL survey can be challenging for students (given the amount of writing they are required to complete), and that we provide increased scaffolding and support (through use of related, and similar, reflection assignments), we have decided to require the DE assessment only once per PBLs cycle (after the final module) along with the AL assessment (i.e., sentence completions) for all CAST courses except those offered by the CAST coordinator (Berglund), as they are part of her own research; however, use of the final assessment (the DE and AL portions given after the final module) will be the only ones used for this assessment in the future.
			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled	The average score (on the reflection completed following the SECOND module of each PBLs) of CAST students in each CAST course will be at least 2.8 (grade of C, as measured by the	2021 - 2022	Inconclusive	The average score of CAST students (n = 25) on the Examine subscale completed following the second module was a 2.6 for the 21-22 AY; thus, the target was not met. There were, however, students who experienced a glitch in Qualtrics during spring	This year, 3/4 (FSC 295, FSC 392, and HED/WS 327) CAST courses were offered; note as well that all classes offered a simulation, including HED/WS 327, Global Child Advocacy. Prior to the pandemic, the instructor for the HED CAST course was working with CAST faculty at MSU to develop a simulation appropriate

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			by the assessment coordinator.	rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2021 - 2022	Inconclusive	2022 and for whom the questions were not displayed for either the entire subscale or for part of the subscale (according to an error message posted in Qualtrics). For the students (n = 23) able to complete the surveys, the average examine score was 3.01 thus indicating the target was met.	<p>for use in this specific course; prior to this time, the simulation in use involved a child whose family was bilingual and which involved physical child abuse. The newly developed simulation focuses on a situation involving ICE response to child trafficking (more appropriate to a course in global child advocacy).</p> <p>In Qualtrics, there are ways to track students who complete surveys when completing longitudinal studies; we plan to add these trackers so that we can allow students who experience technical glitches to enter the survey again to complete it successfully. Furthermore, given that the survey moved from a questionnaire included directly in Canvas to a Qualtrics survey, we lost the ability to track (by using student information from Canvas) whether or not students were CAST certificate students or students who had completed more than one CAST course. Further demographic questions (beyond those asking students which module they are reflecting on and which PBLs they are reflecting on) will be added that will require students to indicate whether or not they are CAST students and the number of CAST courses they have completed. In relation to the teaching of these courses and training in Child First methods, we have become better at helping students focus on relevant learning through post-simulation debriefing sessions that are completed in one of two ways: For fully online,</p>

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			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLs) of CAST students in each CAST course will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2021 - 2022	Inconclusive	The average score of CAST students (n = 25) on the Examine subscale completed following the second module was a 2.6 for the 21-22 AY; thus, the target was not met. There were, however, students who experienced a glitch in Qualtrics during spring 2022 and for whom the questions were not displayed for either the entire subscale or for part of the subscale (according to an error message posted in Qualtrics). For the students (n = 23) able to complete the surveys, the average examine score was 3.01 thus indicating the target was met.	asynchronous classes, students respond to a reflection assignment that requires them to reflect on the PBLs using questions that focus attention not only on CAST-relevant content (i.e., 12 Core Concepts; Trauma-informed Methods) but also on course-specific content (i.e., general child maltreatment considerations; trauma and crisis; legal system response; human trafficking). In F2F classes, students complete both an in-class debrief and also an online debrief specific to each module of the PBLs. All debriefs also focus on implicit bias (regarding all types of bias, including those related to social class, family type, geographic location, in addition to racial and ethnic biases) using Culturally and Linguistically Appropriate Standards (CLAS), as proposed by the Department of Health and Human Services to advance health service equity. Note that the CLAS standards are also one aspect of trauma-informed knowledge. The focus on the reflection piece in Canvas (which students complete for a grade) appears to help students with the DEAL assessment, as DEAL is writing intensive. We will continue with requiring written reflections that are completed after each module (as student scores on the DEAL reflection appear to have improved due to this addition to our CAST courses), and to indicate that students can use these reflections as they complete DEAL. The required written

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLs) of CAST students in each CAST course will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2021 - 2022	Inconclusive	The average score of CAST students (n = 25) on the Examine subscale completed following the second module was a 2.6 for the 21-22 AY; thus, the target was not met. There were, however, students who experienced a glitch in Qualtrics during spring 2022 and for whom the questions were not displayed for either the entire subscale or for part of the subscale (according to an error message posted in Qualtrics). For the students (n = 23) able to complete the surveys, the average examine score was 3.01 thus indicating the target was met.	reflections appear to provide students with scaffolding and support as they begin to reflect on the experiences they had in each module of a simulation. Given that CAST faculty agree that multiple completions of the DEAL survey can be challenging for students (given the amount of writing they are required to complete), and that we provide increased scaffolding and support (through use of related, and similar, reflection assignments), we have decided to require the DE assessment only once per PBLs cycle (after the final module) along with the AL assessment (i.e., sentence completions) for all CAST courses except those offered by the CAST coordinator (Berglund), as they are part of her own research; however, use of the final assessment (the DE and AL portions given after the final module) will be the only ones used for this assessment in the future.
	4.2 (SLO)	CAST students will demonstrate "Child First" methodologies when faced with potentially child abusive situations in their Fourth and Final Module Submission.	Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the ARTICULATE LEARNING subscale	2021 - 2022	Target Met	The average of the students in the CAST courses for AY 21 22 on the AL portion of the DEAL assessment was 3.34, thus the target was met (for those completing the assignment, the average score was 3.48)	This year, 3/4 (FSC 295, FSC 392, and HED/WS 327) CAST courses were offered; note as well that all classes offered a simulation, including HED/WS 327, Global Child Advocacy. Prior to the pandemic, the instructor for the HED CAST course was working with CAST faculty at MSU to develop a simulation appropriate for use in this specific course; prior to this time, the simulation in use involved a child whose family was bilingual and which involved physical child abuse.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.2 (SLO)	CAST students will demonstrate “Child First” methodologies when faced with potentially child abusive situations in their Fourth and Final Module Submission.	Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	of the Student Reflective Journal Assignment.	2021 - 2022	Target Met	The average of the students in the CAST courses for AY 21 22 on the AL portion of the DEAL assessment was 3.34, thus the target was met (for those completing the assignment, the average score was 3.48)	<p>The newly developed simulation focuses on a situation involving ICE response to child trafficking (more appropriate to a course in global child advocacy).</p> <p>In Qualtrics, there are ways to track students who complete surveys when completing longitudinal studies; we plan to add these trackers so that we can allow students who experience technical glitches to enter the survey again to complete it successfully. Furthermore, given that the survey moved from a questionnaire included directly in Canvas to a Qualtrics survey, we lost the ability to track (by using student information from Canvas) whether or not students were CAST certificate students or students who had completed more than one CAST course. Further demographic questions (beyond those asking students which module they are reflecting on and which PBLs they are reflecting on) will be added that will require students to indicate whether or not they are CAST students and the number of CAST courses they have completed. In relation to the teaching of these courses and training in Child First methods, we have become better at helping students focus on relevant learning through post-simulation debriefing sessions that are completed in one of two ways: For fully online, asynchronous classes, students respond to a reflection assignment that requires them to reflect on the PBLs using questions that focus attention</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.2 (SLO)	CAST students will demonstrate “Child First” methodologies when faced with potentially child abusive situations in their Fourth and Final Module Submission.	Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the ARTICULATE LEARNING subscale of the Student Reflective Journal Assignment.	2021 - 2022	Target Met	The average of the students in the CAST courses for AY 21 22 on the AL portion of the DEAL assessment was 3.34, thus the target was met (for those completing the assignment, the average score was 3.48)	not only on CAST-relevant content (i.e., 12 Core Concepts; Trauma-informed Methods) but also on course-specific content (i.e., general child maltreatment considerations; trauma and crisis; legal system response; human trafficking). In F2F classes, students complete both an in-class debrief and also an online debrief specific to each module of the PBLs. All debriefs also focus on implicit bias (regarding all types of bias, including those related to social class, family type, geographic location, in addition to racial and ethnic biases) using Culturally and Linguistically Appropriate Standards (CLAS), as proposed by the Department of Health and Human Services to advance health service equity. Note that the CLAS standards are also one aspect of trauma-informed knowledge. The focus on the reflection piece in Canvas (which students complete for a grade) appears to help students with the DEAL assessment, as DEAL is writing intensive. We will continue with requiring written reflections that are completed after each module (as student scores on the DEAL reflection appear to have improved due to this addition to our CAST courses), and to indicate that students can use these reflections as they complete DEAL. The required written reflections appear to provide students with scaffolding and support as they begin to reflect on the experiences they had in each module of a simulation.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.2 (SLO)	CAST students will demonstrate "Child First" methodologies when faced with potentially child abusive situations in their Fourth and Final Module Submission.	Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of each 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.	2021 - 2022	Target Met	The average of the students in the CAST courses for AY 21 22 on the AL portion of the DEAL assessment was 3.34, thus the target was met (for those completing the assignment, the average score was 3.48)	As noted in the action spaces above, we will require the DE assessments only once, as students complete related reflections throughout the simulations. Students find the AL assessments easier to complete, as these items require only a sentence completion rather than an essay-style response. Nonetheless, their responses did indicate that most of them were tying specific learnings to future work and/or CAST courses. We will require the AL responses at the end of each PBLs cycle, following completion of at least one DE assignment, which will be completed after the 3rd module at the earliest.
			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of each 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 DESCRIBE subscale of the Student Reflective Journal Assignment.	2021 - 2022	Target Not Met	For all students (n = 25) in CAST courses for the 21-22 AY, the average Describe score was 3.02, thus the target was not met. For students (n = 24/25) able to complete the reflections, the average score on the describe subscale was 3.14.	This year, 3/4 (FSC 295, FSC 392, and HED/WS 327) CAST courses were offered; note as well that all classes offered a simulation, including HED/WS 327, Global Child Advocacy. Prior to the pandemic, the instructor for the HED CAST course was working with CAST faculty at MSU to develop a simulation appropriate for use in this specific course; prior to this time, the simulation in use involved a child whose family was bilingual and which involved physical child abuse. The newly developed simulation focuses on a situation involving ICE response to child trafficking (more appropriate to a course in global child advocacy). In Qualtrics, there are ways to track students who complete surveys when completing

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			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of each 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 DESCRIBE subscale of the Student Reflective Journal Assignment.	2021 - 2022	Target Not Met	For all students (n = 25) in CAST courses for the 21-22 AY, the average Describe score was 3.02, thus the target was not met. For students (n = 24/25) able to complete the reflections, the average score on the describe subscale was 3.14.	longitudinal studies; we plan to add these trackers so that we can allow students who experience technical glitches to enter the survey again to complete it successfully. Furthermore, given that the survey moved from a questionnaire included directly in Canvas to a Qualtrics survey, we lost the ability to track (by using student information from Canvas) whether or not students were CAST certificate students or students who had completed more than one CAST course. Further demographic questions (beyond those asking students which module they are reflecting on and which PBLs they are reflecting on) will be added that will require students to indicate whether or not they are CAST students and the number of CAST courses they have completed. In relation to the teaching of these courses and training in Child First methods, we have become better at helping students focus on relevant learning through post-simulation debriefing sessions that are completed in one of two ways: For fully online, asynchronous classes, students respond to a reflection assignment that requires them to reflect on the PBLs using questions that focus attention not only on CAST-relevant content (i.e., 12 Core Concepts; Trauma-informed Methods) but also on course-specific content (i.e., general child maltreatment considerations; trauma and crisis; legal system response; human trafficking). In F2F classes, students complete both an in-

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of each 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 DESCRIBE subscale of the Student Reflective Journal Assignment.	2021 - 2022	Target Not Met	For all students (n = 25) in CAST courses for the 21-22 AY, the average Describe score was 3.02, thus the target was not met. For students (n = 24/25) able to complete the reflections, the average score on the describe subscale was 3.14.	<p>class debrief and also an online debrief specific to each module of the PBLs. All debriefs also focus on implicit bias (regarding all types of bias, including those related to social class, family type, geographic location, in addition to racial and ethnic biases) using Culturally and Linguistically Appropriate Standards (CLAS), as proposed by the Department of Health and Human Services to advance health service equity. Note that the CLAS standards are also one aspect of trauma-informed knowledge. The focus on the reflection piece in Canvas (which students complete for a grade) appears to help students with the DEAL assessment, as DEAL is writing intensive. We will continue with requiring written reflections that are completed after each module (as student scores on the DEAL reflection appear to have improved due to this addition to our CAST courses), and to indicate that students can use these reflections as they complete DEAL. The required written reflections appear to provide students with scaffolding and support as they begin to reflect on the experiences they had in each module of a simulation.</p> <p>Given that CAST faculty agree that multiple completions of the DEAL survey can be challenging for students (given the amount of writing they are required to complete), and that we provide increased scaffolding and support (through use of related,</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of each 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 DESCRIBE subscale of the Student Reflective Journal Assignment.	2021 - 2022	Target Not Met	For all students (n = 25) in CAST courses for the 21-22 AY, the average Describe score was 3.02, thus the target was not met. For students (n = 24/25) able to complete the reflections, the average score on the describe subscale was 3.14.	and similar, reflection assignments), we have decided to require the DE assessment only once per PBLs cycle (after the final module) along with the AL assessment (i.e., sentence completions) for all CAST courses except those offered by the CAST coordinator (Berglund), as they are part of her own research; however, use of the final assessment (the DE and AL portions given after the final module) will be the only ones used for this assessment.
			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of each CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2021 - 2022	Inconclusive	For ALL students completing CAST courses in the 21-22 AY, the average score on the Examine subscale following completion of the fourth module was 2.96; thus, the target was not met. One student, however, experienced a glitch in Qualtrics which prevented questions from being shown properly, and another student did not complete all items in the subscale. When these two students' results are removed from the analysis, the average score on the Examine rubric was 3.2, thus indicating that the target was met.	This year, 3/4 (FSC 295, FSC 392, and HED/WS 327) CAST courses were offered; note as well that all classes offered a simulation, including HED/WS 327, Global Child Advocacy. Prior to the pandemic, the instructor for the HED CAST course was working with CAST faculty at MSU to develop a simulation appropriate for use in this specific course; prior to this time, the simulation in use involved a child whose family was bilingual and which involved physical child abuse. The newly developed simulation focuses on a situation involving ICE response to child trafficking (more appropriate to a course in global child advocacy). In Qualtrics, there are ways to track students who complete surveys when completing longitudinal studies; we plan to add these trackers so that we can allow students who experience technical glitches to enter the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of each CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2021 - 2022	Inconclusive	For ALL students completing CAST courses in the 21-22 AY, the average score on the Examine subscale following completion of the fourth module was 2.96; thus, the target was not met. One student, however, experienced a glitch in Qualtrics which prevented questions from being shown properly, and another student did not complete all items in the subscale. When these two students' results are removed from the analysis, the average score on the Examine rubric was 3.2, thus indicating that the target was met.	survey again to complete it successfully. Furthermore, given that the survey moved from a questionnaire included directly in Canvas to a Qualtrics survey, we lost the ability to track (by using student information from Canvas) whether or not students were CAST certificate students or students who had completed more than one CAST course. Further demographic questions (beyond those asking students which module they are reflecting on and which PBLs they are reflecting on) will be added that will require students to indicate whether or not they are CAST students and the number of CAST courses they have completed. In relation to the teaching of these courses and training in Child First methods, we have become better at helping students focus on relevant learning through post-simulation debriefing sessions that are completed in one of two ways: For fully online, asynchronous classes, students respond to a reflection assignment that requires them to reflect on the PBLs using questions that focus attention not only on CAST-relevant content (i.e., 12 Core Concepts; Trauma-informed Methods) but also on course-specific content (i.e., general child maltreatment considerations; trauma and crisis; legal system response; human trafficking). In F2F classes, students complete both an in-class debrief and also an online debrief specific to each module of the PBLs. All debriefs also focus on implicit bias (regarding

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			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2021 - 2022	Inconclusive	For ALL students completing CAST courses in the 21-22 AY, the average score on the Examine subscale following completion of the fourth module was 2.96; thus, the target was not met. One student, however, experienced a glitch in Qualtrics which prevented questions from being shown properly, and another student did not complete all items in the subscale. When these two students' results are removed from the analysis, the average score on the Examine rubric was 3.2, thus indicating that the target was met.	<p>all types of bias, including those related to social class, family type, geographic location, in addition to racial and ethnic biases) using Culturally and Linguistically Appropriate Standards (CLAS), as proposed by the Department of Health and Human Services to advance health service equity. Note that the CLAS standards are also one aspect of trauma-informed knowledge. The focus on the reflection piece in Canvas (which students complete for a grade) appears to help students with the DEAL assessment, as DEAL is writing intensive. We will continue with requiring written reflections that are completed after each module (as student scores on the DEAL reflection appear to have improved due to this addition to our CAST courses), and to indicate that students can use these reflections as they complete DEAL. The required written reflections appear to provide students with scaffolding and support as they begin to reflect on the experiences they had in each module of a simulation.</p> <p>As noted in the action spaces above, we will require the DE assessments only once, as students complete related reflections throughout the simulations. Students find the AL assessments easier to complete, as these items require only a sentence completion rather than an essay-style response. Nonetheless, their responses did indicate that most of them were</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of each CAST course; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the FOURTH module of each PBLs) of each CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2021 - 2022	Inconclusive	For ALL students completing CAST courses in the 21-22 AY, the average score on the Examine subscale following completion of the fourth module was 2.96; thus, the target was not met. One student, however, experienced a glitch in Qualtrics which prevented questions from being shown properly, and another student did not complete all items in the subscale. When these two students' results are removed from the analysis, the average score on the Examine rubric was 3.2, thus indicating that the target was met.	tying specific learnings to future work and/or CAST courses. We will require the AL responses at the end of each PBLs cycle, following completion of at least one DE assignment, which will be completed after the 3rd module at the earliest.
Program - Film Studies - Minor {2016-2017}	1.1 (SLO, 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 courses will be at least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	2021 - 2022	Target Not Met	Writing samples from FLM 201 and COM 303 (cross-listed as WS 303) were analyzed using the Intercultural Knowledge and Competence VALUE rubric. The mean score of 2.97 (n = 16) did not meet the target threshold of 3 on the rubric's 4-point scale. The mean score on samples from FLM 201 was 2.57 (n = 9), and the mean score for COM/WS 303 was 3.33 (n = 7). This is the first year for which upper- and lower-level courses were combined for analysis. (The specific topic of this year's offering of FLM 405 did not yield an assignment relevant to this specific outcome.)	Continue assessment as planned. Consider whether other courses could yield relevant assignments for assessment.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO, GEO 1.c.)	Students will demonstrate clear, concise writing about films.	Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess student writing samples from relevant courses.	The average score of assessed student writing samples from courses will be at least 2 on the 4-point Written Communication rubric.	2021 - 2022	Target Met	This is the first year assessing this specific learning outcome across the Film Studies curriculum. Relevant writing samples were drawn from FLM 201, COM/WS 303, and FLM 405. These writing samples were analyzed using the AAC&C Written Communication VALUE rubric. The mean score for FLM 201 was 2.56 (n = 9, with 1 student below the threshold score of 2); the mean score for COM/WS 303 was 3.29 (n = 7); the mean score for FLM 405 was 3.7 (n = 2). The combined mean score was 2.97 (n = 18) (all scores on a 4-point scale). These results indicate that are demonstrating the ability to write about films in a clear, concise manner.	Continue assessment as planned.
	2.1 (SAO)	Students will demonstrate awareness of films from a variety of cultures.	Departmental faculty will assess students' breadth of film viewing in relevant courses with a survey.	At least 80 percent of students surveyed will report having viewed films from more than two film genres.	2021 - 2022	Target Met	Departmental faculty surveyed films viewed by students in FLM 101, FLM 201, FLM 301, COM/WS 303 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	Continue assessment as planned. Consider whether some genres might benefit from increased attention within the curriculum.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SAO)	Students will demonstrate awareness of films from a variety of cultures.	Departmental faculty will assess students' breadth of film viewing in relevant courses with a survey.	At least 80 percent of students surveyed will report having viewed films from more than two film genres.	2021 - 2022	Target Met	viewing was surveyed per course, so total might reflect students enrolled in more than one course.)	Continue assessment as planned. Consider whether some genres might benefit from increased attention within the curriculum.
			Departmental faculty will assess students' breadth of film viewing in relevant courses with a survey.	At least 80 percent of students surveyed will report having viewed films originating in (or produced in) a country other than the United States.	2021 - 2022	Target Met	Departmental faculty surveyed films viewed by students in FLM 101, FLM 201, FLM 301, COM/WS 303 and FLM 405 to assess the variety of film genres viewed by students in these courses. Films from countries other than the United States were viewed by 95.2 percent of students (n = 42). The United Kingdom was the most common non-U.S. country of origin. Korea, Japan, India, Mexico, and Spain were also among the countries represented. (Student film viewing was surveyed per course, so total might reflect students enrolled in more than one course.)	Continue assessment as planned. Consider expanding the number of countries represented by films included in courses.
	2.2 (SLO, GEO 2.a)	Students will exhibit the ability to recognize differences between films from different time periods.	Direct - Intercultural Knowledge and Competence Value Rubric – Using the “Knowledge” sub-scores from the AAC&U Intercultural Knowledge and Competence VALUE rubric (“Cultural self-awareness” and “Knowledge of cultural worldview frameworks”), departmental faculty will assess samples of	The average score of assessed comparative film analyses from relevant courses will be at least 3 on the 4-point “Knowledge” sub-scores of the Intercultural Knowledge and Competence VALUE rubric.	2021 - 2022	Target Not Met	This is the first year for this specific assessment outcome. The mean score on the "Knowledge" sub-scores was 2.91 (n = 16), with a mean of 2.56 (n = 9) drawn from FLM 201 and a mean of 3.36 (n = 7) drawn from COM 303. These results do not meet the specified threshold of 3 on the 4-point scale.	Increase emphasis on "Knowledge" aspects of intercultural knowledge. Continue assessment as planned.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO, GEO 2.a)	Students will exhibit the ability to recognize differences between films from different time periods.	written comparative film analyses from students in relevant courses.	The average score of assessed comparative film analyses from relevant courses will be at least 3 on the 4-point "Knowledge" sub-scores of the Intercultural Knowledge and Competence VALUE rubric.	2021 - 2022	Target Not Met	This is the first year for this specific assessment outcome. The mean score on the "Knowledge" sub-scores was 2.91 (n = 16), with a mean of 2.56 (n = 9) drawn from FLM 201 and a mean of 3.36 (n = 7) drawn from COM 303. These results do not meet the specified threshold of 3 on the 4-point scale.	Increase emphasis on "Knowledge" aspects of intercultural knowledge. Continue assessment as planned.
	2.3 (SPG E.4)	The program will offer courses that enhance cultural awareness by featuring films that encompass a broad range of cultures.	Departmental faculty will assess the variety of films included in relevant courses to determine whether the program adequately represents multiple cultures. Represented cultures may be defined by: film genre, time period (of production or presentation), country of origin, or creator characteristics.	The program will report the range of cultures represented by films included in relevant courses. At least 30 percent of tabulated films will represent diverse cultures.	2021 - 2022	Target Met	This is the first year for this specific assessment outcome. Films included in courses this year covered a variety of genres, time periods, countries of origin, and creator characteristics. Action, drama, horror, and science fiction genre films were the most common genres, and a variety of other genres (Western, musical, crime, and war) were also included. Time periods of production included films from every decade between 1900 and 2020. Presented time periods included the present, recent decades, ancient times, and potential futures. Countries of origin included the U.K., Korea, Japan, Mexico, and Spain. Non-English language films were included, as well.	Continue assessment as planned. Create a database of specific films included in relevant courses.
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	Students participating in ART 200 Foundation Portfolio Review are required to submit a portfolio of artwork from ART 103 Design I,	The average score of students assessed will be at least 5 "meets expectations" out of the seven total areas	2021 - 2022	Target Met	For the fall and spring semesters, we had 9 students participate in the required review with 100% meeting our target. We credit this success from	This outcome continues to prove fruitful with data that addresses foundational knowledge. The department will continue this important benchmark for student development.

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)	requirement.	ART 104 Design II, ART 105 Drawing I, ART 106 Drawing II, ART 107 Three-Dimensional Design, ART 195 Computers in Art, and other examples of works for studio courses to be evaluated with the departmental rubric. A minimum of three faculty members will complete the assessments.	using the departmental Foundation Portfolio Review rubric.	2021 - 2022	Target Met	multiple areas of reinforcement of the requirements of the review. Both ART 100 Fundamentals Seminar and the Canvas course site with videos and examples are areas contributing to our success.	This outcome continues to prove fruitful with data that addresses foundational knowledge. The department will continue this important benchmark for student development.
	1.2 (SLO)	Advanced student progress will be evaluated each semester during the Saturday critiques.	Students enrolled in advanced studio and graphic design courses: ART 462 Advanced Graphic Design, ART 405 Advanced Figure Drawing, ART 430 Advanced Ceramics, ART 420 Advanced Photography, ART 421 Advanced Digital Photography, ART 479 Advanced Painting, ART 489 Advanced Printmaking are required to participate in the Saturday critiques held every semester. Their current and previous bodies of work are displayed and provided feedback. Each portfolio presented is evaluated by a departmental rubric with a minimum of 2 faculty members completing the assessments.	The benchmark of the assessment will be 80% of students should achieve a multi component average of 2.5 or higher.	2021 - 2022	Target Not Met	On the whole, the students who participated in the Saturday critique did well; most of the student averages (75%) were above the 2.5 benchmark, and all of the criteria averages were significantly over the benchmark. The highest average was for criteria 2 (demonstration of innovation and individuality), which highlights a strength of our department: we encourage students to start developing an independent aesthetic voice early and continuously in the program (many art programs put no emphasis on these issues until the end of the junior year). The lowest score was for criteria 3; we still need to put more effort into teaching students how to discuss and defend their work and their ideas. 3 out of 4 of the criteria	The Saturday critiques for all students enrolled in advanced studio and design courses has become one key way to discuss process, bodies of work, and senior exhibition goals. We will continue this vital assessment. Efforts will go towards assisting students to gain experience speaking about their aesthetic goals.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	Advanced student progress will be evaluated each semester during the Saturday critiques.	Students enrolled in advanced studio and graphic design courses: ART 462 Advanced Graphic Design, ART 405 Advanced Figure Drawing, ART 430 Advanced Ceramics, ART 420 Advanced Photography, ART 421 Advanced Digital Photography, ART 479 Advanced Painting, ART 489 Advanced Printmaking are required to participate in the Saturday critiques held every semester. Their current and previous bodies of work are displayed and provided feedback. Each portfolio presented is evaluated by a departmental rubric with a minimum of 2 faculty members completing the assessments.	The benchmark of the assessment will be 80% of students should achieve a multi component average of 2.5 or higher.	2021 - 2022	Target Not Met	averages were below the 3.0 mark; this is a little disappointing. This can be explained in part by the varied level of students participating in the critique. Saturday critique includes students who are going through sophomore portfolio review that semester and students who are completing their senior show that semester. In fact, if you only look at senior level students (students A, C, D, F, G, H, J, K, L, and O) the scores were significantly higher. There was one exception, student D, who received the lowest score of all the students and who is graduating in the fall. An interesting test for our program will be whether student D can score an average above 2.5 in this upcoming fall Saturday critique; it will be that student's last Saturday critique before senior show.	The Saturday critiques for all students enrolled in advanced studio and design courses has become one key way to discuss process, bodies of work, and senior exhibition goals. We will continue this vital assessment. Efforts will go towards assisting students to gain experience speaking about their aesthetic goals.
	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	The average score of students will be at least a "2" on the 1-4 scale using the departmental Formal Analysis Review rubric.	2021 - 2022	Target Met	The students in the Design 2 class did especially well on this assignment. In fact, one student scored a perfect 4 and even the lowest score was above 2.5. These students scored well because they had been well prepared for discussing hierarchy/emphasis and visual pathways. They	While our role out of this new measure was not as widespread as we hoped, the department is pleased with this first step in the focused reinforcement of formal analysis. We will redouble our efforts in involving more students across the 100 and 200 level of coursework.

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.	(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.	2021 - 2022	Target Met	<p>were prepared for this content because they had just completed a year of design (2 or 3 classes); also, because the Design 2 course content includes a lot of review of design fundamentals; and also, because they had each taken the design literacy test at least 3 times this past year.</p> <p>The students in the Drawing 2 class also did well on this assignment. Once again, one student scored a perfect 4; and the lowest score was a 3.33! These students scored well because they were mostly the same students as in Design 2 (plus one English major). The Drawing 2 students did slightly better than the design students on Score 3 (the visual pathway question). I believe they were more successful on this question, because still life drawings with a clear path of light are easier and more intuitive to read the visual pathway.</p> <p>The students in the figure drawing class did not do as well as the other two classes, but still mostly scored over the 2.5 benchmark. Most noticeable was the low scores on the criteria 3 (visual pathway) question. I believe these students scored low on that one question because 1) some</p>	While our role out of this new measure was not as widespread as we hoped, the department is pleased with this first step in the focused reinforcement of formal analysis. We will redouble our efforts in involving more students across the 100 and 200 level of coursework.

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.	2021 - 2022	Target Met	of them tried to write the paper while not looking at the actual work, and 2) many of them got carried away writing narrative details about how they created the drawing and they literally forgot to return to the visual analysis. Typography Analysis of results: The two students did well by scoring above a 2. These students scored well since they completed the portfolio review that had a similar requirement of evaluation. Screenprint Analysis of results The student did well by scoring above a 2, especially when determining the dominate and subordinate emphasis, but had an issue about visual pathways. The individual probable lost sight of the pathway in favor of dominance. 3-D Design Analysis of results: All three students did well by scoring above a 2.	While our role out of this new measure was not as widespread as we hoped, the department is pleased with this first step in the focused reinforcement of formal analysis. We will redouble our efforts in involving more students across the 100 and 200 level of coursework.
	2.2 (SLO)	Students will demonstrate design knowledge by successfully completing the Design Literacy Test required in all foundation design courses.	Students enrolled in ART 103 Design I, ART 104 Design II, and ART 107 Three-Dimensional Design are given the design thinking quiz. The assessment, evaluates visually, design understanding with each student rendering a specific compositional element	The benchmark of the assessment will be 80% of students should achieve a multi component average of 2.5 or higher.	2021 - 2022	Target Met	The Design 2 students did very well on this test. We credit this success to the reiterative nature of the design curriculum. These students took a simpler form of the design literacy test in the fall and at the start of the spring semester. The highest average was on score 7 (creating a composition	Meeting the target is good and a result of a single instructors effort in both Design I and Design II. We will continue this year reinforcing design literacy.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	Students will demonstrate design knowledge by successfully completing the Design Literacy Test required in all foundation design courses.	or principle. Each submission will be evaluated by the instructor of record using a department rubric.	The benchmark of the assessment will be 80% of students should achieve a multi component average of 2.5 or higher.	2021 - 2022	Target Met	with one area of high emphasis and one area of low emphasis). This high score seems to reflect the overall foundation program's focus on hierarchy/emphasis as the most universal and accessible of the design principles. The lowest score was on criteria 2 (listing the design principles). Students still seem to have a hard time separating the design principles from the visual art elements and other related design concepts. This seems to indicate that we should spend a little more time explaining the specific function of the "principles". Perhaps we should also use the phrase "Principles of Organization" as synonymous as "Design Principles"- this would help define and emphasize the function of the principles. We should emphasize that the design principles can be seen and used in all of these ways: 1) things that happen in designs, 2) ways of organizing/beginning a design problem, 3) ways of analyzing design works, and 4) ways of diagnosing and fixing dysfunctional designs.	Meeting the target is good and a result of a single instructors effort in both Design I and Design II. We will continue this year reinforcing design literacy.
	3.1 (SLO & GEO 1.b.)	Students will effectively display the combination and	Students participating in ART 300 Seminar: Process to Synthesis	The average score of ART 300 students' written papers will	2021 - 2022	Target Met	The scores for the Junior Seminar students' performance on the	This assessment works well since ART 300 is about discovering one's process and voice as artist

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO & GEO 1.b.)	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.	will be assigned a written paper where they can express creative thinking as a response to generating a coherent body of work. It will be evaluated with the AAC&U Creative Thinking VALUE Rubric. The instructor of the course will assess each student submissions.	be at least a "2" on the 0-4 scale evaluated with the AAC&U Creative Thinking VALUE Rubric.	2021 - 2022	Target Met	creative thinking rubric are significantly lower than previous years. Although we are still meeting our goal of averages of 2.5 or better, this drop in performance is a real setback. This particular group of students was less engaged in the Junior Seminar in general (although this group of students did better on their contemporary artist test than any previous group.) Next spring, perhaps we should introduce more in-process critiques, especially critiques where we look at their documents and their studio work together. The high scores were for criteria 1 (acquiring competencies) and criteria 5 (innovative thinking). These high scores make sense because students are naturally focused on and aware of developing and integrating skills. The high 'innovative thinking' score is explained by our department's focus on encouraging independent work early in the program (as explained in the previous narrative). The low score was for criteria 2 (taking risks); this score can be explained in part by students fear of looking immodest, their real fear of taking risks, and our department's failure to emphasize risk taking in	and designers. We will attempt in-process critiques and risk-taking exercises to help the student's development.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO & GEO 1.b.)	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 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.	2021 - 2022	Target Met	the Junior Seminar and in 200 and 300 level studio courses. Perhaps we can build into the Junior Seminar a "risk taking" exercise for both the beginning and end of the semester.	This assessment works well since ART 300 is about discovering one's process and voice as artist and designers. We will attempt in-process critiques and risk-taking exercises to help the student's development.
	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.	2021 - 2022	Target Not Met	Of the 8 students enrolled, only 4 met the target average of 2.5. The average of the two areas of analysis: Content Development and the Control of Syntax/Mechanics need more attention.	The average of the two areas of analysis: Content Development and the Control of Syntax/Mechanics shows us that more effort to prepare students for content development is needed to make improvements.
	5.1 (SAO & SPG A.1)	Students successfully complete the capstone Senior Exhibition.	Students are required to complete a Senior Exhibition as part of ART 499 Concept to Exhibition: Senior Seminar, the department's capstone course. The Senior Exhibition is a professional group show of graduating students which presents a body of artwork that is	The average score of students assessed will be at least 4 "meets expectations" out of the six total areas using the departmental Senior Exhibition Review rubric.	2021 - 2022	Target Met	We modified the evaluative rubric originally with 6 areas of assessment to 5 areas. So the new goal is: The average score of students assessed will be 2pts with "3 -meets expectations" out of the five total areas using the department Senior Exhibition Review rubric. 4 seniors were enrolled in	The written statements continue to be the lowest scored areas - we are hopeful that the formal analysis in the 100/200 level courses will help students in the future. We will also put more emphasis on statement development in the Saturday critiques.

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.	aesthetically coherent, professional presented, and of an advanced quality. Selecting works, completing final projects, and designing the exhibition are addressed and are evaluated by a department rubric. The Art and Design faculty will assess each student.	The average score of students assessed will be at least 4 “meets expectations” out of the six total areas using the departmental Senior Exhibition Review rubric.	2021 - 2022	Target Met	ART 499 Senior Exhibition Seminar and participated in a group exhibition highlighting their BFA thesis works. Areas of highest scores were Design Principles, Presentation of Work, and competency in a body of work/portfolio. The lowest scores were found in the analysis of their written statements.	The written statements continue to be the lowest scored areas - we are hopeful that the formal analysis in the 100/200 level courses will help students in the future. We will also put more emphasis on statement development in the Saturday critiques.
			Students participating in ART 499 Concept to Exhibition: Senior Seminar will be given the Senior Exit Survey to indirectly evaluate their learning, experience as a student, and provide the department with data for evaluating effectiveness. The department faculty will evaluate the surveys.	75% of participating students will score “Satisfied” on the Senior Exit Survey.	2021 - 2022	Target Met	3 Seniors were surveyed using an online form, with all of the students scoring satisfied or greater on the senior exit survey. 13 of the 16 questions score a Very Satisfied response from all participating students. Only 3 areas scored slightly lower with More Than Satisfied- those questions concerned the ART 100 seminar providing useful information, the students were encouraged to participate in competitions/conferences, and did they feel prepared/ready to enter their emphasis area after graduation.	We are going to continue the indirect assessment - it has maintained consistent positive marks of satisfaction.
Program - French - Minor {2016-2017}	1.1 (SLO)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of French (tenses, moods, aspects) and be able to produce practical content.	FLF 102 and 201 students will 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	The class average on the written and oral presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric – Novice Learner, based on the following criteria: Language	2021 - 2022	Target Met	FLF 102 Written Task average score = 91% FLF 102 Oral Task average score = 89% FLF 201 Written Task average score = 95% FLF 201 Oral Task average score = 95% Total average = 91% There were 5 students in	Since this is the first year of using these rubrics, and since enrollments were low, we clearly need to continue this assessment to see whether there are trends. French faculty will meet with the department chair and Spanish faculty to discuss how to implement the new rubrics and to compare notes on how this new assessment tool can best be

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)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of French (tenses, moods, aspects) and be able to produce practical content.	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.	Function, Text Type, Impact, Comprehensibility, and Language Control.	2021 - 2022	Target Met	FLSF102 and 1 student in FLF 201. The low enrollment and the fact that most face-to-face students in Fall 2021 were Honors students or student athletes, and only these students could have continued on to FLF 102 in Spring 2022 undoubtedly affected the scores this year, which are quite high.	applied.
			FLF 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 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.	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, Comprehensibility, and Language Control.	2021 - 2022	Target Met	FLF 202 Written Task average score = 95% FLF 202 Oral Task average score = 95% Total average = 95% Due to low enrollment in FLF 201 and 202, only one Intermediate student was assessed this year. Though this is a very small sample size, it was valuable to use the new rubrics.	French faculty will meet with the department chair and Spanish faculty to discuss strategies to implement this new rubric and compare notes about how the assessment went this year.
	1.2 (SAO & SLO)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce	FLF 102 and 201 students will complete an oral task that will be graded by the instructor using the	The class average on the speaking interpersonal task will be the equivalent of an 80%	2021 - 2022	Target Met	FLF 102 Interpersonal Task average score = 93% FLF 201 Interpersonal Task average score = 95% Total average = 94%	This is the first year that French used the ACTFL rubrics in assessment. While our results are positive, the sample size is small due to low enrollment, esp. in

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SAO & SLO)	simple, sentence-length utterances with reasonable accuracy for their level on topics that are relevant to themselves or others.	ACTFL Interpersonal Mode Novice Learner. The task is 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.	on the ACTFL Interpersonal Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2021 - 2022	Target Met	FLF 102 Interpersonal Task average score = 93% FLF 201 Interpersonal Task average score = 95% Total average = 94%	FLF 201. We will continue this assessment and meet with the department chair and Spanish faculty to discuss how best to implement this assessment and compare notes about what worked best this year in both languages.
			FLF 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 listening, while handling appropriately short social interactions that approach everyday	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.	2021 - 2022	Target Met	FLF 202 Interpersonal Task average score = 95% Due to low-enrollment, FLF 202 had only one student who scored very well.	This is the first year for French to use the ACTFL rubrics in assessment. Though there was only one student in FLF 202 to assess, it was beneficial to see how the rubric could be employed. French faculty will meet with the department chair and Spanish faculty to discuss how the rubric was employed and to exchange ideas on how best to incorporate this assessment method, based on what worked well in both languages.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			situations. The grammar, vocabulary, and topics are familiar and personally relevant to oneself or others.	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.	2021 - 2022	Target Met	FLF 202 Interpersonal Task average score = 95% Due to low-enrollment, FLF 202 had only one student who scored very well.	This is the first year for French to use the ACTFL rubrics in assessment. Though there was only one student in FLF 202 to assess, it was beneficial to see how the rubric could be employed. French faculty will meet with the department chair and Spanish faculty to discuss how the rubric was employed and to exchange ideas on how best to incorporate this assessment method, based on what worked well in both languages.
	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 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	2021 - 2022	Inconclusive	There were no French minors to assess.	Though we hope to attract more minors to the program with the change in the Foreign Languages minor, we recommend eliminating the objective that assesses minors separately from other students. In FLF 101 and FLF 102 it is often not possible to know who will declare the minor. Most students at this level haven't declared a minor yet, so assessing the class as a whole would be more effective.
			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	2021 - 2022	Target Met	In FLF 101 seven students earned scores higher than 1: 5 students earned a 4, 1 earned 3.5, and 1 earned 3 In FLF 102 five students earned scores higher than 1.5: 3 students earned a 4, 1 earned 3, and 1 earned 2.5	This year we had a very strong class of students, as is indicated by these results. This class size was small, which may have had an effect. Intercultural knowledge is one of the key outcomes of foreign language instructions, so we need to continue this assessment. It will also be helpful to see how our data evolves as we hopefully return to higher enrollments.
			A French faculty	All students taking	2021 - 2022	Target Met	One student was assessed	Though our target was met with

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	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	2021 - 2022	Target Met	in both FLF 201 and FLF 202. In both instances, the student scored 4 on the rubric.	one student, the class size is very small. We need to continue to assess Intercultural Knowledge, and hope to have more students in 200-level classes soon. It may be another year or two before numbers begin to rebound.
			A French faculty member will assess a written or oral student presentation dealing with cultural aspects of a French speaking country using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. (Active)	All French minors will average at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.5 In FLF 202 – no lower than 3 (lower Capstone level)	2021 - 2022	Inconclusive	There were no French minors to assess.	Though we hope to attract French minors with the new curriculum, we recommend eliminating this assessment method. Because there are so few minors when they have them and because they often don't declare the minor until after they have taken FLF 201 or even after FLF 202, it makes more sense to assess the class as a whole, rather than assessing minors separately.
	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.	2021 - 2022	Inconclusive	There was one student enrolled in FLF 202, so no course evaluation was reported and there is no data to report.	Due to low enrollment, no course evaluation could be generated. Though our goal will be to recruit more students to French, it may not be possible next year unless we see some transfer students who have taken the first year already. We can also hope that more students who took FLF 102 will want to continue, but since there were only 5 students enrolled in that class, it is likely our numbers in FLF 201 and FLF 202 will remain small next year.
Program - Gerontology - Minor {2018-2019}	1.1 (SLO, GEO 5.a.)	Students will transfer general education strands to make connections between	Students participating in FS 250 Introduction to Aging will be given a term paper (Reaction	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the	2021 - 2022	Target Not Met	FSC 250 Introduction to Aging Spring 2022: Average score of Foundations and Skills for	The average assessment result declined from 3.2 (2020-2021) to 2.84 (2021-2022). Out of six students who did not meet the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Gerontology - Minor {2018-2019}	1.1 (SLO, GEO 5.a.)	disciplines.	Paper) and the instructor of the course will assess student works.	AAC&U Foundations & Skills for Lifelong Learning Value Rubric in Reaction Paper.	2021 - 2022	Target Not Met	Lifelong Learning Value: 2.84.	<p>target, three students did not complete all required questions (missed 2 or 3 questions and received zero points), which resulted in low scores, contributing to lowering the overall average scores.</p> <p>Unlike 2020-2021, students were less likely to complete the reaction paper in 2021-22, although more active participation was expected with the end of COVID 19. I did explain the purposes of the reaction paper from week one and reviewed it with students. I will focus on the importance of this assignment again and continue the assessment goal, method, and target next year.</p>
	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.	<p>The average score of NU 453 students will be at least 70% on the final exam, focusing on three pertinent questions regarding the outcome.</p> <p>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</p>	2021 - 2022	Target Met	<p>Spring 2022: The average score of NU 453 students was 89.6% (2.96 / 3.3 points) on the final exam, focusing on three pertinent questions (the average score for final exam, including all questions, is 89.67%)</p> <p>Fall 2021: The result was not reported by NU 453 faculty.</p>	<p>Three pertinent questions showed a very similar level of achievement with the entire exam (Spring 22). The instructor will continue this assessment goal, measure, and target next year.</p> <p>The gerontology minor coordinator (me) did not receive the fall 21 report from the instructor. I will request the final results at the end of fall 22 and spring 23, respectively.</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 United States will be:	2021 - 2022	Target Met	Spring 2022: The average score of NU 453 students was 89.6% (2.96 / 3.3 points) on the final exam, focusing on three pertinent questions (the average score for final exam, including all questions, is 89.67%) Fall 2021: The result was not reported by NU 453 faculty.	Three pertinent questions showed a very similar level of achievement with the entire exam (Spring 22). The instructor will continue this assessment goal, measure, and target next year. The gerontology minor coordinator (me) did not receive the fall 21 report from the instructor. I will request the final results at the end of fall 22 and spring 23, respectively.
	2.1 (SLO, GEO 2.a.)	Students will be able to discuss aging related topics with cultural competency.	Students participating in FS 250 Introduction to Aging will be given a discussion assignment and the instructor of the course will assess student response.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Intercultural Knowledge & Competence Value Rubric in discussion posts.	2021 - 2022	Target Met	FSC 250 Introduction to Aging Spring 2022: Average score of Intercultural Knowledge & Competence: 3.31	The average assessment result declined from 3.63 (2020-2021) to 3.31 (2021-2022), but it met the achievement target. Students showed high scores in knowledge and skills (3.69 and 3.62) but lower than 3 in attitudes, 2.62 (not responded or low scores). Same concerns in 1.1: lower participation/activity is evident this year (than last year). I will observe students' participation and activity levels next year by retaining the assessment goal, method, and target.
	3.1 (SPG D.4)	After completing HED 301 Aging and Public Health, students will get interested in the gerontology discipline and 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	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	2021 - 2022	Target Met	HED 301 Survey Sp 2022: 92% of students reported 4 (agree) and 5 (strongly agree) on Q 5 & 6 - related interests in the related jobs. Q 5: Throughout this course, I become more aware of that there are various jobs to improve the quality of older adult life.	In 2021-2022, the faculty modified the survey questions to provide clear direction to students. The faculty (HED 301 and NU 453) will continue the assessment goal, method, and target next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG D.4)	After completing HED 301 Aging and Public Health, students will get interested in the gerontology discipline and gerontology related jobs.	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.	2021 - 2022	Target Met	Q 6: This course prepares me to work with the elderly population more professionally.	In 2021-2022, the faculty modified the survey questions to provide clear direction to students. The faculty (HED 301 and NU 453) will continue the assessment goal, method, and target next year.
			Students participating in HED 301 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in the discipline to determine if achievement target was met. The survey consists of 3 questions with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	2021 - 2022	Target Met	HED 301 Survey Sp 2022: 84% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, & 4 - related interests in the discipline. Q 2. Throughout this course, I have become more knowledgeable about the elderly population. Q 3. Throughout this course, I learn that MUW offers Gerontology program as a minor (http://bulletin.muw.edu/preview_program.php?catoid=39&poid=3555&returnto=2357). Q 4. This course prepares me to get more confident in talking about the elderly population. (Q 1: taking: HED 301 Aging & Public Health (previously or currently) / NU 453 Death, Dying & Bereavement (previously or currently))	In 2021-2022, the faculty modified the survey questions to provide clear direction to students. The faculty (HED 301 and NU 453) will continue the assessment goal, method, and target next year.
	3.2 (SLO)	After completing NU 453 Death, Dying, and Bereavement, students will get	Students participating in NU 453 courses will be given a survey and departmental faculty	70% of participating students will report an overall average of 4 or above on the	2021 - 2022	Target Met	NU 453 Survey Fall 2021: 96% of students reported 4 (agree) and 5 (strongly agree) on Q 5 & 6 - related	In 2021-2022, the faculty modified the survey questions to provide clear direction to students. The faculty (HED 301

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SLO)	interested in the gerontology discipline and gerontology related jobs.	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.	survey questions pertaining to interest in related jobs.	2021 - 2022	Target Met	<p>interests in the related jobs.</p> <p>NU 453 Survey Sp 2022: 78% of students reported 4 (agree) and 5 (strongly agree) on Q 5 & 6 - related interests in the related jobs.</p> <p>Q 5: Throughout this course, I become more aware of that there are various jobs to improve the quality of older adult life.</p> <p>Q 6: This course prepares me to work with the elderly population more professionally.</p>	and NU 453) will continue the assessment goal, method, and target next year.
			Students participating in NU 453 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in the discipline to determine if achievement target was met. The survey consists of 3 questions with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	2021 - 2022	Target Met	<p>NU 453 Survey Fall 2021: 79% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, & 4 - related interests in the discipline. (Target Met)</p> <p>NU 453 Survey Sp 2022: 68% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, & 4 - related interests in the discipline. (Target Not Met)</p> <p>Q 2. Throughout this course, I have become more knowledgeable about the elderly population.</p> <p>Q 3. Throughout this course, I learn that MUW offers Gerontology program as a minor (http://</p>	In 2021-2022, the faculty modified the survey questions to provide clear direction to students. The faculty (HED 301 and NU 453) will continue the assessment goal, method, and target next year.

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.	2021 - 2022	Target Met	//bulletin.muw.edu/preview_program.php?catoid=39&poid=3555&returnto=2357). Q 4. This course prepares me to get more confident in talking about the elderly population. (Q 1: taking: HED 301 Aging & Public Health (previously or currently) / NU 453 Death, Dying & Bereavement (previously or currently))	In 2021-2022, the faculty modified the survey questions to provide clear direction to students. The faculty (HED 301 and NU 453) will continue the assessment goal, method, and target next year.
Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	1.1 (SLO)	Students will successfully relate the complexity of the human experience across time and space by studying past societies and cultures.	At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year for temporal depth 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.	2021 - 2022	Target Not Met	Nine students graduated in August, December, or May 2021-2 with a history degree. All but one had 3 hours and a passing grade in premodern history. Student 1: B S 2: A S 3: B + S 4: B- S 5: A S 6: B S 7: No premodern coursework S 8: B S 9: C+	For at least three years, the history faculty have engaged in lengthy discussions of revisions to the history program. We discussed the possibility of requiring premodern history, but did not feel that it was essential to preparing undergraduates in historical work. However, if we continue to see students who do not select any premodern coursework, faculty may decide to make a premodern class a required aspect of the curriculum. We will discuss these findings at our department meeting in August 2022
	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument.	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.	2021 - 2022	Target Not Met	In Spring 2022, HIS 211 had eight students enrolled. Only one averaged a score of 3.0 or higher on the Critical Thinking VALUE rubric for the "book analysis essay". The book analysis essay required a 4-5 page paper that examined the argument, purpose,	History faculty will discuss this assessment outcome in the August, beginning of semester meeting in 2022. We need to figure out whether 100 level history courses are doing the work necessary to prepare 200 level students. Since the majority of students in HIS 211 this spring were transfer students, the degree to which

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument.	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.	2021 - 2022	Target Not Met	sources, and structure of a secondary source (specifically monograph or book) related to the student's chosen research topic. All students completed the assignment, however, their results were not strong regarding analytical ability or critical thinking. As the results in the spreadsheet demonstrate, in only one category, "Explanation of the issues", did students average 3.0 as a class. In all other measures, students collectively failed to achieve that benchmark and all but one failed to achieve the benchmark of 3.0 average on the analytical assignment.	our 100 level courses are the issue is a question, but it is one that we need to discuss. From there, we need the degree to which we are confident that upperlevel coursework will provide the instruction and guidance students need in critical thinking, since so many only come to us as juniors.
	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.	2021 - 2022	Target Not Met	This year eight students enrolled in HIS 211 and completed an oral presentation regarding their research topic. The class was face to face for the first time in two years and all presentations were done in the classroom and face to face. The results were not good. Students performed at 3.0 only in the language aspect of the rubric. All other measures fell below 3.0. Only two students performed at an average of 3.0 or better. The lowest score for the class was in "central message" at 2.37. It was a rough	History faculty will discuss this assessment outcome in the August, beginning of semester meeting in 2022. We need to try to understand what to make of the struggles of HIS 211. Is this still about students personal struggles and mental health struggles exacerbated by the pandemic? Is this something that we can address in the curriculum of the course or program? These are the questions that need to consider.

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.	2021 - 2022	Target Not Met	year for the HIS 211 students and they struggled to complete assignments successfully. This assessment indicates their struggle.	History faculty will discuss this assessment outcome in the August, beginning of semester meeting in 2022. We need to try to understand what to make of the struggles of HIS 211. Is this still about students personal struggles and mental health struggles exacerbated by the pandemic? Is this something that we can address in the curriculum of the course or program? These are the questions that need to consider.
			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.	2021 - 2022	Target Met	In Fall 2021, nine students were in HIS 499 Capstone and they had a remarkably good semester. All nine created intended research projects that answered important historical questions. Four of the nine went on to present at the MUW Undergraduate Research Conference in Spring 2022 and all four won awards at the conference for research. Ever student's score using the rubric averaged 3.0 or better and students as a group performed at a 4.0 or better in all categories of the rubric but "interpretive difference" (the hardest aspect of historical thinking for must undergrads). For this particular target on writing, the most relevant measures were "writes clearly" on which students averaged a 4.22 and "frames historical	This assessment is critically important for the history program and faculty will discuss it at the August, beginning of term, meeting, along with all other assessments. This measure is the best we have at figuring out value-added for the program, because we only allow seniors to take it. While HIS 211 assessments measure where they are when we begin our work with them, HIS 499 measures where they are when they are near completion of our work with them. It is an important assessment piece for the program.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2021 - 2022	Target Met	questions" on which students averaged 4.33, both of which are well above the 3.0 threshold. You can see all the data attached. It was an outstanding crop of research projects and really outstanding group of students.	This assessment is critically important for the history program and faculty will discuss it at the August, beginning of term, meeting, along with all other assessments. This measure is the best we have at figuring out value-added for the program, because we only allow seniors to take it. While HIS 211 assessments measure where they are when we begin our work with them, HIS 499 measures where they are when they are near completion of our work with them. It is an important assessment piece for the program.
	4.1 (SLO)	Locate and select a variety of historical sources (primary, secondary, archival, library, electronic, etc.) for use in an historical argument.	The History department faculty will determine HIS 211 students' competency by reviewing the completed Library and Archive Source assignment(s) (fall).	The overall average of HIS 211 students for the Library and Archive Source assignment(s) will be no lower than a C (75 percent).	2021 - 2022	Target Met	<p>This year eight students enrolled in HIS 211 and completed the Library and Archive Source Assignment. The class was face to face for the first time in two years and the class actually completed archival assignments in both the MUW Archives and the Lowndes County Public Library Archive. The second was used in this assessment as it required students to find and identify archival sources.</p> <p>The class average on the assignment was 85%, well above the target of 75%. Two of the eight students failed to reach a 75% or better on the assignment but the instructor reported that the issue was late submission, not an inability to do the tasks asked on</p>	As long as the class continues to be offered face to face, we should be able to continue this assessment. It is an essential one for the history program, as history majors must be adept at accessing and evaluating primary and secondary sources, specifically archival sources.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	Locate and select a variety of historical sources (primary, secondary, archival, library, electronic, etc.) for use in an historical argument.	The History department faculty will determine HIS 211 students' competency by reviewing the completed Library and Archive Source assignment(s) (fall).	The overall average of HIS 211 students for the Library and Archive Source assignment(s) will be no lower than a C (75 percent).	2021 - 2022	Target Met	<p>the assignment. The student with the 65% did not complete the assignment until the final week of class. Again, students in stress and crisis was the issue.</p> <p>Student 1: 88% S 2: 90% S 3: 93% S 4: 98% S 5: 86% S 6: 65% S 7: 88% S 8: 72%</p>	As long as the class continues to be offered face to face, we should be able to continue this assessment. It is an essential one for the history program, as history majors must be adept at accessing and evaluating primary and secondary sources, specifically archival sources.
	4.2 (SLO)	Students will successfully understand, synthesize, and engage with the ideas of others and accept and/or resolve differing perspectives or conflicting evidence responsibly.	The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2021 - 2022	Target Met	<p>Students did very well in the HIS 499 Capstone class in Fall 2022. The overall average on this rubric for the Capstone was 4.22/5.</p> <p>The averages most relevant to this goal were: Student develops an interpretation based on evidence: 4.44 Student demonstrate awareness of interpretive differences: 3.67 Student evaluates and analyzes primary sources: 4.67 Student employs a broad range of sources: 4.11</p>	History faculty will discuss this assessment outcome in the August, beginning of semester meeting in 2022 and continue to develop our Capstone curriculum.
	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.	2021 - 2022	Target Met	The overall average for the nine students this year on the Capstone project using the rubric was 4.22/5, so overall the students did very well. Indeed, the faculty person reported that students' source work ability really singled out	History faculty will discuss this assessment outcome in the August, beginning of semester meeting in 2022. We will continue to use this rubric and develop our undergraduate research program.

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.	2021 - 2022	Target Met	<p>this year's projects. All projects used archival sources--that is a remarkable achievement for an undergraduate history program.</p> <p>These rubric categories are particularly important to this category:</p> <p>Student develops an interpretation based on evidence: 4.44 Student evaluates and analyzes primary sources: 4.67 Student employs a broad range of sources: 4.11 Student grasps relevant historical facts and content: 4.11</p>	History faculty will discuss this assessment outcome in the August, beginning of semester meeting in 2022. We will continue to use this rubric and develop our undergraduate research program.
	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.	2021 - 2022	Target Met	Six of the nine HIS 499 Capstone students took the survey, which was administered anonymously on Canvas. Students were encouraged to take the survey in class and told that the results were anonymized. Not all students took the survey, but most did. The students reported that the history program increased their ability in all categories. Each student's average was 4.0 or better and they answered 4.5 or better as a group to each individual question.	We will discuss these results in our August 2022 meeting, and we need to be very deliberate about ensuring that each faculty person who teaches Capstone puts this survey in their Canvas shell. No other form of delivery has proven effective.
	6.1 (SPG C.3)	History majors will complete an internship or study	At the end of the spring semester, the department chair will	70 percent of History majors who graduated in the	2021 - 2022	Target Met	Nine students graduated in August, December, or May 2021-2 with a history	Faculty will discuss this assessment measure at our August meeting and we will

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	6.1 (SPG C.3)	abroad program before graduating.	review transcripts of graduating seniors for the previous year to determine if students have completed an internship or study abroad program.	previous year will have completed an internship or study abroad program.	2021 - 2022	Target Met	<p>degree. All but one had 3 hours or more in internship and/study abroad and some had more than 3 hours.</p> <p>Student 1: HIS 401 (History Internship) S 2: Teacher Internship ED 409 (Teaching Internship) S 3: HIS 401 S 4: HIS 401 and 464 (Archival Management Internship) S 5: HIS 390 (Museum Studies Internship) and Study Abroad to Peru S 6: HIS 401 S 7: No internship or study abroad S 8: HIS 401 and Study Away in American Southwest S 9: HIS 401</p>	continue to develop internship partners around the state. That has been critically important in connecting students with internship opportunities. The more partners we make, the more students we place. Finally, our Peyton scholarship program is working beautifully to support history students in internships and study abroad. We would not see this level of engagement without the financial support of Peyton for students conducting internships and study abroad. This is especially true for study abroad, where the cost is prohibitive for most students. Our ability to provide substantial scholarships to students to complete these opportunities is critically important.
	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.	2021 - 2022	Target Met	<p>In AY 2021-2, we had only one student complete the traditional pathway to teacher certification by taking HIS 410: Methods and Materials in Secondary History and Social Studies. We have data for only that one students.</p> <p>Student 1 average for the class: 97%</p>	Despite the traditional pathway being low-enrolled, which it is, we continue to see interest in the program. It is important to continue to keep teacher certification as part of the undergraduate degree program in history for students who want to graduate with a Class A, five year renewable license in teaching 7-12 grades. No new actions are required regarding this assessment. Faculty will discuss the results at the August meeting.
	7.2 (SLO)	Students will demonstrate success regarding supervised teaching in local schools.	At the end of the spring semester, the Social Studies Teacher Certification Coordinator will review the Teacher Intern	100% of student teachers will receive a 2 or above evaluation from the mentor teacher on the TIAI metric (on a	2021 - 2022	Target Met	In AY 2021-2, we had only one student complete the teacher internship (ED 409). The data below relates to that one student.	No new actions are required regarding this assessment. Faculty will discuss the results at the August meeting.

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.	Assessment Instrument (TIAI) metric of student teachers enrolled in ED 409 Observation and Directed Teaching in Secondary Education Grades 7-12 during the academic year that is ending. The TIAI measures six facets of teaching, which are: (1) planning and preparation, (2) communication and interaction, (3) teaching for learning, (4) managing the learning environment, (5) assessment of student learning, and (6) professionalism and partnerships. Each student teacher receives an overall score from the mentor teacher related to their performance on the six areas, and the final score is on a 0-3 scale. The coordinator will compile the scores and determine whether the achievement target was met.	0-3 scale).	2021 - 2022	Target Met	Student 1 received a 3.0 average on the TIAI metric. This was far above the goal of a 2.0 average.	No new actions are required regarding this assessment. Faculty will discuss the results at the August meeting.
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.	2021 - 2022	Inconclusive	Because the Human Geography minor has low enrollment (2 graduates in the past two years), this program will move to analyzing results every three years. 2021-2022 = Low-enrolled Year 1 Low-enrolled Year 1: Neither GEO 318 nor GEO	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	2021 - 2022	Inconclusive	314 were taught during the 2021-2022 school year, so no students were assessed on this outcome.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
	2.1 (SLO)	Students will effectively demonstrate a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.	The Geography faculty will use the AAC&U Intercultural Knowledge and Competence VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2021 - 2022	Inconclusive	Because the Human Geography minor has low enrollment (2 graduates in the past two years), this program will move to analyzing results every three years. 2021-2022 = Low-enrolled Year 1 Low-enrolled Year 1: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
	2.2 (SLO)	Students will interpret intercultural experience from the perspectives of their own and more than one worldview.	The Geography faculty will use the AAC&U Intercultural Knowledge and Competence VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2021 - 2022	Inconclusive	Low-enrolled Year 1: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
	3.1 (SLO)	Students will interpret intercultural experience from the perspectives of their	The Geography faculty will use the AAC&U Intercultural Knowledge and Competence VALUE	The overall average score for students in an upper-level GEO class completing the analytical writing	2021 - 2022	Inconclusive	Low-enrolled Year 1: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO)	own and more than one worldview.	Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2021 - 2022	Inconclusive	assessed on this outcome.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
	3.2 (SLO)	Students will synthesize in-depth information from relevant sources representing various points of view and approaches to reveal insightful patterns, differences, or similarities.	The Geography faculty will use the AAC&U Inquiry and Analysis VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	2021 - 2022	Inconclusive	Low-enrolled Year 1: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
	4.1 (SPG E.4)	Students will indicate that they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world as a result of geography coursework.	The GEO faculty will survey students in GEO 318 Population Geography or GEO 314 Economic Geography, asking whether they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world and whether the minor increased their understanding and awareness of cultural diversity.	The overall average goal for students in an upper-level GEO class completing survey will be no lower than a "3.0" on a 1-5 Likert scale, with no neutral or "N.A" categories	2021 - 2022	Inconclusive	Low-enrolled Year 1: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
	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	The overall average of final grades in GEO coursework for seniors with a Human Geography minor will be 80 percent.	2021 - 2022	Inconclusive	Low-enrolled Year 1: One senior graduated with a Human Geography minor in Spring 2021. I averaged the student's grades in all geography classes, using the lowest percentage in the range for that grade,	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.

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.	achievement target was met.	The overall average of final grades in GEO coursework for seniors with a Human Geography minor will be 80 percent.	2021 - 2022	Inconclusive	resulting in a conservative average. For example, I recorded an A as an 93% and a B+ as an 87%. Using this method to calculate the overall average of final grades in GEO coursework, the student graduated with a B+ average (89%) in geography courses.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social 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.	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.	2021 - 2022	Target Not Met	In AY 2021-2, there was one senior student who completed the IS 499 Capstone. That student passed the class and graduated. The student, however, scored poorly in every measure of the program. The faculty reported very low scores across the board for this student. On the Inquiry and Analysis Rubric, the student averaged a score a 1.6 overall on this rubric. In no single measure did the student score above a 2.	The target was not met but the faculty coordinator for IS did not see this student as typical of the program. The student came to IS very late and became an IS major in their senior year. They did not have time to gain many skills in the program. As a studio art major, the student also had little preparation for advanced analytical research and writing. While the student passed, it was a very difficult journey for them.
			Direct, summative assessment is accomplished through analysis of a student's independent research project completed in IS 499 Interdisciplinary Studies Capstone. This course is normally taken in the student's last semester.	A IS 499 student develops an idea for a				

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Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social 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.	comprehensive project that meaningfully combines aspects of the two to three disciplines he/she has chosen for the IS major. The student selects a faculty committee (representing each discipline), and the committee works with the IS adviser to keep the student on track over the semester in developing a finished product that is analytical but which may also include creative elements appropriate to the disciplines included. At the very foundation of the course is a paper, usually 20 pages in length that adheres to the goals and standards of academic research. The committee provides guidance to the student through stages spaced out during the semester: 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	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.	2021 - 2022	Target Not Met	In AY 2021-2, there was one senior student who completed the IS 499 Capstone. That student passed the class and graduated. The student, however, scored poorly in every measure of the program. The faculty reported very low scores across the board for this student. On the Inquiry and Analysis Rubric, the student averaged a score a 1.6 overall on this rubric. In no single measure did the student score above a 2.	The target was not met but the faculty coordinator for IS did not see this student as typical of the program. The student came to IS very late and became an IS major in their senior year. They did not have time to gain many skills in the program. As a studio art major, the student also had little preparation for advanced analytical research and writing. While the student passed, it was a very difficult journey for them.

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Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social 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.	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.	2021 - 2022	Target Not Met	In AY 2021-2, there was one senior student who completed the IS 499 Capstone. That student passed the class and graduated. The student, however, scored poorly in every measure of the program. The faculty reported very low scores across the board for this student. On the Inquiry and Analysis Rubric, the student averaged a score a 1.6 overall on this rubric. In no single measure did the student score above a 2.	The target was not met but the faculty coordinator for IS did not see this student as typical of the program. The student came to IS very late and became an IS major in their senior year. They did not have time to gain many skills in the program. As a studio art major, the student also had little preparation for advanced analytical research and writing. While the student passed, it was a very difficult journey for them.
	1.2 (SLO)	Students will report that the courses they took for their interdisciplinary program caused them to evaluate and analyze diverse issues, ideas, and/or events across various traditional academic disciplines while making connections between those disciplines.	The department chair will administer the Interdisciplinary Studies Minors Inquiry and Analysis Survey to all senior IS minors in American Studies, Medieval & Renaissance Studies, and International Studies in the spring semester. The survey is scored on a 5-point Likert scale.	The average score for all surveyed IS minor students on the Interdisciplinary Studies Minors Inquiry and Analysis Survey will be no lower than 3.0 out of a possible 5.0.	2021 - 2022	Inconclusive	There were no students in the Interdisciplinary Studies Minors in 2021-2. American Studies, Med Ren, and International Studies did not have any students in the programs for this year	These programs continue to be low enrolled and, while they cost the university nothing, we should consider ways to attract new students to them.
	2.1 (SLO, 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 in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2021 - 2022	Target Not Met	In AY 2021-2, there was one senior student who completed the IS 499 Capstone. That student passed the class and graduated. The student, however, scored poorly in every measure of the program. The faculty reported very low scores across the board for this student. On the Written Communication Rubric,	The target was not met but the faculty coordinator for IS did not see this student as typical of the program. The student came to IS very late and became an IS major in their senior year. They did not have time to gain many skills in the program. As a studio art major, the student also had little preparation for advanced analytical research and writing. While the student passed, it was a very difficult journey for them.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO, 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 in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2021 - 2022	Target Not Met	the student averaged a score a 1.4 overall on this rubric. In no single measure did the student score above a 2.	The target was not met but the faculty coordinator for IS did not see this student as typical of the program. The student came to IS very late and became an IS major in their senior year. They did not have time to gain many skills in the program. As a studio art major, the student also had little preparation for advanced analytical research and writing. While the student passed, it was a very difficult journey for them.
	3.1 (SLO, 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 in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2021 - 2022	Target Not Met	In AY 2021-2, there was one senior student who completed the IS 499 Capstone. That student passed the class and graduated. The student, however, scored poorly in every measure of the program. The faculty reported very low scores across the board for this student. On the Oral Communication Rubric, the student averaged a score a 1.8 overall on this rubric. In no single measure did the student score above a 2.	The target was not met but the faculty coordinator for IS did not see this student as typical of the program. The student came to IS very late and became an IS major in their senior year. They did not have time to gain many skills in the program. As a studio art major, the student also had little preparation for advanced analytical research and writing. While the student passed, it was a very difficult journey for them.
	4.1 (SAO & SPG A.1)	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	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.	2021 - 2022	Target Met	In AY 2021-2, there was one senior student who completed the IS 499 Capstone. That student passed the class with a C- and graduated.	The target was met but the faculty coordinator for IS reported that it was a difficult journey for the student. The faculty coordinator is considering requesting a written sample before letting students into the program. The coordinator thinks the department may need to think about requiring some indication of written ability before allowing students to declare the major.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SAO & SPG A.1)	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.	2021 - 2022	Target Met	In AY 2021-2, there was one senior student who completed the IS 499 Capstone. That student passed the class with a C- and graduated.	The target was met but the faculty coordinator for IS reported that it was a difficult journey for the student. The faculty coordinator is considering requesting a written sample before letting students into the program. The coordinator thinks the department may need to think about requiring some indication of written ability before allowing students to declare the major.
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.	2021 - 2022	Target Not Met	72% of work sampled in MA 301 was at the satisfactory level or higher. 43 total items assessed: 24 at the proficient level; 7 at the satisfactory level; 12 at the unsatisfactory level. Multiple items were assessed for each student.	Results were close to meeting the target value of 75% even with practice writing proofs in class being limited due to pandemic restrictions and losing a week of class time due to closing campus because of impending threatening weather. With lessening issues regarding COVID, instructor will try to get back to more in-class practice with immediate feedback.
			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	75% of all MA 304 / MA 455 / MA 461 student work sampled at the satisfactory level or higher.	2021 - 2022	Target Met	79% of work sampled in MA 304 and MA 455 was at the satisfactory or higher level. MA 304 was taught Fall 2021 with 4 students. MA 455 was taught both Fall 2021 and Spring 2022 with 2 students each term. 498 total items were assessed: 163 items were proficient; 228 items were satisfactory; and 107 items were unsatisfactory. Multiple items were	Continue excellent instruction in these courses in the 2023-2024 academic year when they next appear in our course rotation.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			each student will be evaluated.	75% of all MA 304 / MA 455 / MA 461 student work sampled at the satisfactory level or higher.	2021 - 2022	Target Met	assessed for each student.	Continue excellent instruction in these courses in the 2023-2024 academic year when they next appear in our course rotation.
	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.	2021 - 2022	Target Met	81% of work sampled in MA 181 Calculus I in Fall 2021 and Spring 2022 was at level 2 or higher. A total of 118 items were assessed with 54 items at level 3, 42 items at level 2, and 22 items at level 3. Multiple items were assessed for each student.	Continue to emphasize understanding and interpreting concepts and solutions in Calculus I. Mathematics faculty will communicate with new faculty teaching Calculus I regarding the assessment plan and needed data gathering.
			Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	75% of all MA 306 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2021 - 2022	Inconclusive	MA 306 was not taught in 2021-2022, as it is on an alternate year rotation for being offered.	The next offering of MA 306 in Spring 2023 will address the action statement from 2020-2021. "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	MA 318 / MA 319 student work sampled will have an average score of 2.5 or higher on the	2021 - 2022	Target Met	MA 318 was taught in Fall 2021. Average score = 2.74 for presentations of sample lessons and problem	The next offering of MA 319 will be in Fall 2022 and will address the action statement from 2020-2021. "In the next offering of MA 319

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO, GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	be the course instructor. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	AAC&U Oral Communication VALUE Rubric.	2021 - 2022	Target Met	solutions. 10 presentations were assessed. Each of 5 students participated in three presentations.	(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." In Fall 2023, MA 318 will continue to require multiple presentations of lesson plans and problem solutions.
	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.	2021 - 2022	Target Met	80% of students earned a C or better for the semester. Grades: 1 A; 3 C's; 1 D	Continue quality instruction and emphasizing proof writing.
	2.1 (SLO, GEO 3.a.)	Students will solve application problems.	Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less 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.	2021 - 2022	Target Not Met	mean = 1.88 for items assessed in MA 284. 24 items total assessed; 7 items at level 3; 7 items at level 2; 10 items at level 1 3 students in MA 284 Multiple items were assessed for each student.	Instructor plans to emphasize needed calculus skills from previous calculus courses. This will begin with a graded quiz over previous calculus knowledge at the beginning of the semester and include assisting students to fill in gaps in their skill set. Additional emphasis will be placed on 3-D visualization using models.
			Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator	MA 306 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy	2021 - 2022	Inconclusive	MA 306 was not taught in 2021-2022, as it is on an alternate year rotation.	In the next offering of MA 306 in Spring 2023, the action statement from 2020-2021 will be addressed. "Instructor will work to incorporate more applications,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	VALUE Rubric.	2021 - 2022	Inconclusive	MA 306 was not taught in 2021-2022, as it is on an alternate year rotation.	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."
	2.2 (SLO)	Students will combine different mathematical ideas in problem solving.	Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	50% of all MA 303 / MA 312 / MA 457 / MA 459 student work sampled at level 3 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2021 - 2022	Target Met	53% of the student work sampled in MA 312 was at level 3 or higher. MA 312 was the only course listed in this outcome that was taught in 2021-2022. 19 items were assessed: 10 at level 3; 5 at level 2; 4 at level 1. Multiple items were assessed for each student.	Continue including problems that require combining various mathematical ideas. MA 303 is the only course from this list expected to be taught in 2022-2023.
			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.	2021 - 2022	Target Not Met	79% of the student work sampled in MA 312 was at level 2 or higher. MA 312 was the only course listed in this outcome that was taught in 2021-2022. 19 items were assessed: 10 at level 3; 5 at level 2; 4 at level 1. Multiple items were assessed for each student.	Continue including problems that require combining various mathematical ideas. MA 303 is the only course from this list expected to be taught in 2022-2023.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG C.2)	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.	2021 - 2022	Target Not Met	<p>The mathematics faculty contributed to the overall departmental hosting the the Mississippi Regional Science Bowl on February 12, 2022. the competition included 13 teams of high school students from 8 schools (MSMS, Madison, East Rankin Academy, Oxford, Corinth, Hartfield Academy, Tupelo, and Ocean Springs). The event was conducted in a virtual/online format for the second year.</p> <p>Due to COVID, the faculty did not try to offer a Sonya Kovalevsky High School Mathematics Day which historically has been an in-person on -campus event.</p> <p>Mathematics faculty created four TikTok videos which were posted on the University's TikTok account for recruiting purposes. One of these videos had over half a million views!!!</p>	The mathematics faculty plan to assist with the Mississippi Regional Science Bowl in Spring 2023 and to host an on-campus Sonya Kovalevsky High School Mathematics Day in Fall 2022. They will also continue to contribute TikTok videos for recruiting purposes.
	3.2 (SPG C.2)	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.	2021 - 2022	Target Not Met	50% of graduating majors participated in community service and/or volunteer work.	The faculty will continue to share information about opportunities for community service and volunteering with students. Hopefully with decreased restrictions and fewer cancellations of events due to COVID, more opportunities will be available and students will be more willing to participate.
Program - Music (including Music Education and Music Therapy) -	1.1 (SAO)	Students will perform works from multiple musical periods on their	Students will complete a 10 question Sophomore Exit Interview following the	80% of the students will receive at least a satisfactory rating (given by the music	2021 - 2022	Target Met	There were five students who have taken the Sophomore Exit Interview during the "Sophomore	We will continue to administer this questionnaire during the Sophomore Barrier exam. We will encourage students to be

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
BA, BM {2016-2017}	1.1 (SAO)	major instrument at the end of their sophomore year.	“Sophomore Barrier Jury,” to determine their current progress and future career plans.	faculty) during their Sophomore Exit Interview.	2021 - 2022	Target Met	Barrier Jury." All of them received a passing grade.	self-reflective and think neutrally about improvements that they can make in both their musical and academic work.
			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).	2021 - 2022	Target Met	There were five (5) students who have taken the Sophomore Barrier Jury Examination for this academic year. The results were as follows: Two students scored 98%, one student scored 95%, one student scored 93% and one student scored 90%. The target was met.	We will continue to administer the sophomore barrier without any changes. During faculty discussions, it has been concluded that the department is on solid ground as far as this assessment category is concerned.
	1.2 (SLO, GEO 1.c.)	Students will complete written assignments on music history topics.	During MUS 302 (Music History 2) students will complete assignments to be graded using the AAC&U Written Communication Value Rubric. The MUS 302 instructor will assess their work.	The average scores for students on relevant assignments in MUS 302 will be 2 or higher on the 0-4 scale for the AAC&U Written Communication Value Rubric.	2021 - 2022	Target Met	There were 2 students enrolled in MUS 302 (Music History 2). They had to write a paper on the following topic: "The Romantic generation of the early 19th century created both intimate works for the salon (such as lieder and piano pieces) and expansive symphonic works. Describe how these works at once built upon the tradition of classicism, but also departed these traditions. Cite one intimate work (piano piece or lied) and one symphonic movement that we have listened to in order to support your thesis. Which musical characteristics are	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 (SLO, GEO 1.c.)	Students will complete written assignments on music history topics.	During MUS 302 (Music History 2) students will complete assignments to be graded using the AAC&U Written Communication Value Rubric. The MUS 302 instructor will assess their work.	The average scores for students on relevant assignments in MUS 302 will be 2 or higher on the 0-4 scale for the AAC&U Written Communication Value Rubric.	2021 - 2022	Target Met	linked to the past, and which are new?" Both students have received a score of 4	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").	2021 - 2022	Target Met	There were 2 students in MUS 102. They each completed the assignment. One student scored 100%, while the other scored 90%.	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.	2021 - 2022	Target Met	There were two students in MUS 102 Music Theory II. One student scored 98% on the assignment, while the other scored 93%.	The music faculty discussed this result during their monthly meeting. Since the target was met, we decided to continue this assessment method without any changes.
	2.3 (SLO)	Students will create a transcription of a musical example containing a single line melody and complex rhythms.	Students in MUS 104 (Music Theory Lab 4) will transcribe a melody featuring ascending and descending intervals and complex rhythms, after hearing it 5 times. The MUS 104 instructor will assess their work.	80% of the students will score at least an 80% on this assignment.	2021 - 2022	Target Met	There were two students enrolled in MUS 104 Music Theory Lab 2 course. One students scored 95% on the assignment, while the other one scored 92%.	During our faculty meeting, the music faculty discussed this result. Since the target was met, we decided that we will proceed the same way in the future, without making any changes to this assessment instrument.
Program - Philosophy (including Applied and Professional Ethics)	1.1 (SLO & GEO 1.b.)	Students will be able to critically analyze the arguments and claims of themselves and others.	In philosophy courses (PHL 201, 202, 205, 210, 299, 301, 302, 304, 310, and 400), students will be given an argument	The average score of students in a philosophy course will be a '3' on the 0-4 scale used in the AAC&U Critical	2021 - 2022	Target Met	The average score of students assessed for the 2021-2022 academic year was 3.41. This is above the Achievement Target of 3. Of 38 student submissions	Results from this year's assessment suggest that our courses are succeeding in promoting critical thinking skills. We will continue this assessment in the coming year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	identification and/or argument evaluation assignment. A sample of 5 submissions from each class will be graded using the AAC&U Critical Thinking Value Rubric. This assignment will be graded by the instructor of the course.	Thinking Value Rubric on the argument identification and/or argument evaluation assignment.	2021 - 2022	Target Met	assessed, 31 (76.3%) met the target. These metrics suggest that students in philosophy classes are gaining skills relevant to critical thinking and argument analysis.	Results from this year's assessment suggest that our courses are succeeding in promoting critical thinking skills. We will continue this assessment in the coming year.
	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 ethics courses (PHL 204, 206, 207, 298, 305, 306, 307, 465), students will be given an assignment that requires the evaluation of an ethical dilemma using the tools of logic and ethical reasoning. A sample of 5 submissions from each class will be graded by the instructor using the AAC&U Ethical Reasoning VALUE Rubric.	The average score of students in an ethics course will be a '3' on the 0-4 scale used in the AAC&U Ethical Reasoning VALUE Rubric on the ethical dilemma assignment.	2021 - 2022	Target Met	The average score of students assessed for the 2021-2022 academic year was 3.67. This is above the Achievement Target of 3. Of 37 student submissions assessed, 33 (89.2%) met the target. These metrics suggest that students in ethics classes are gaining skills relevant to ethical reasoning.	Results from this year's assessment suggest that our courses are succeeding in promoting ethical reasoning skills. We will continue this assessment in the coming year.
	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.	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.	2021 - 2022	Target Met	Out of 207 students who completed philosophy classes without withdrawing in the 2021-2022 academic year, 21 (10.1%) earned either a D or an F. This is better than our Achievement Target of 17% and suggests that our program is successfully supporting students in completing philosophy classes to meet the critical thinking general education requirement.	Results suggest that we are supporting students at successfully completing our courses with a C or above. At our meeting in Fall 2022, members of the department will share methods they use for retaining and encouraging students in hopes of further improving our DF rate.
	2.1 (SAO & SPG A.1)	Because studying philosophy is	Data will be collected by the philosophy	An increase in students pursuing	2021 - 2022	Target Met	In the 2021-2022 academic year, two (2) students	The program is on track to graduate students with the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SAO & SPG A.1)	enriching both for one's personal and academic life, the philosophy program will seek to increase enrollment in the philosophy minor and the certificate program in applied and professional ethics.	department on the number of students pursuing the philosophy minor and the Applied and Professional Ethics Certificate.	the Applied and Professional Ethics Certificate from 5 to 7 over the next three years.	2021 - 2022	Target Met	completed the Certificate in Applied and Professional Ethics. To our knowledge, five (5) students are currently pursuing the Certificate. This puts us on track for our goal of an increase to seven (7) students per year over the next three years, though we will need to be active in our recruitment to sustain these numbers.	certificate and to increase participation in the certificate program. Faculty will continue to advertise the program across campus, but especially to students enrolled in ethics courses.
			Data will be collected by the philosophy department on the number of students pursuing the philosophy minor and the Applied and Professional Ethics Certificate.	An increase in students pursuing the philosophy minor from 4 to 6 over the next three years.	2021 - 2022	Target Not Met	Three (3) students completed the philosophy minor during the 2021-2022 academic year. Three (3) additional students have expressed that they are actively pursuing the minor. While it is wonderful to see students progressing quickly through the minor, having three students complete the minor in one year moves us away from our goal of six (6) students currently pursuing the minor. We are actively reaching out to students who have seemed engaged in our courses, and hope to continue to recruit additional minors in the coming semesters.	Faculty in the department will reach out to students who did well or seemed to enjoy classes and encourage them to enroll in more philosophy courses. We will prepare and distribute course descriptions to encourage students with relevant interests to take our courses.
	3.1 (SPG E.4)	Students in philosophy courses will demonstrate an understanding of diverse authors, issues, and/or perspectives.	In each philosophy class, there will be at least one assignment that requires students to demonstrate an understanding of a perspective or issue concerning historically underrepresented	80% of submissions will receive a passing grade.	2021 - 2022	Target Met	Of 204 student submissions for the selected assignments, 191 (93.6%) received passing grades. This meets our Achievement Target of 80%. Within individual courses, the lowest pass rate was 83%, meaning	These results suggest that we are successfully exposing students to ideas from diverse perspectives and that students are demonstrating an understanding of these ideas. At our Fall 2022 meeting, faculty members will share assignments that have worked well and that meet the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG E.4)	Students in philosophy courses will demonstrate an understanding of diverse authors, issues, and/or perspectives.	groups in the U.S. Grades for these submissions will be collected. If more than one assignment in a course addresses this outcome, the instructor will choose one to collect grades from.	80% of submissions will receive a passing grade.	2021 - 2022	Target Met	that every course met the Achievement Target. These results suggest that we are successfully exposing students to ideas from diverse perspectives and that students are demonstrating an understanding of these ideas.	criterion for this outcome.
Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	1.1 (SAO)	Students will demonstrate knowledge of principles, theories, laws in the physical sciences as well as educational theory, expectations and practices as state licensing requirements dictate.	Prior to internship, students will take the Praxis® Subject Assessments test to assess content knowledge in the field of physical sciences and the corresponding Principles of Learning and Teaching (PLT) Test to assess educational theory and knowledge. Faculty will review and analyze the results to determine if achievement target was met.	90% of the students evaluated in the program will pass the Praxis Subject Assessments Test in Chemistry: Content Knowledge with a score of 151 or above.	2021 - 2022	Inconclusive	No students took the Praxis Principles of Learning and Teaching (PLT) Test	Increase our recruiting efforts both virtually and in person.
			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.	2021 - 2022	Inconclusive	No students took the Praxis	Increase our recruiting efforts both virtually and in person.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Prior to internship, students will take the Praxis® Subject Assessments test to assess content knowledge in the field of physical sciences and the corresponding Principles of Learning and Teaching (PLT) Test to assess educational theory and knowledge. Faculty will review and analyze the results to determine if achievement target was met.	90% of the students evaluated in the program will pass the Principles of Learning and Teaching (PLT) Test with a score of 157 or above.	2021 - 2022	Inconclusive	No students took the Praxis	This is a low-enrolled program, but we will continue to increase our recruiting efforts both virtually and in person.
	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.	2021 - 2022	Inconclusive	No student unit plans were assessed this year.	This is a low-enrolled program, but we will continue to increase our recruiting efforts both virtually and in person
	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.	2021 - 2022	Inconclusive	No students evaluation of existing experimental procedure was assessed this year.	This is a low-enrolled program, but we will continue to increase our recruiting efforts both virtually and in person.
	2.2 (GEO 1.b.)	Students will successfully select techniques, apparatus and materials in the	In BSB 304, faculty will use the AAC&U Critical Thinking Value Rubric to assess the student’s design of an	PS 313 students will average a score of at least a “3” on the 0 - 4 scale used in the AAC&U Critical	2021 - 2022	Inconclusive	No student’s design of an experimental procedure was evaluated this year.	This is a low-enrolled program, but we will continue to increase our recruiting efforts both virtually and in person.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (GEO 1.b.)	designing of experiments.	experimental procedure.	Thinking Value Rubric in designing an experimental procedure in BSB 304 Research Methods.	2021 - 2022	Inconclusive	No student's design of an experimental procedure was evaluated this year.	This is a low-enrolled program, but we will continue to increase our recruiting efforts both virtually and in person.
	3.1 (SLO)	Students will successfully research safety aspects and first aid protocol in a chemistry lab.	In PS 313, faculty will use the Safety and Welfare Module Scoring Rubric to assess student's Safety and Emergency Lesson Plan and Safety Policies and Procedures.	90% of PS 313 students evaluated in the program will develop a Safety and Emergency Lesson Plan and score at least a "8" on the 0 - 12 scale used in the Safety and Welfare Module Scoring Rubric (placed in documents folder) in developing 1. Hazardous Inventory List, 2. Storage Floor Plan for Chemical Storage, 3. Discussion of Safe and Proper Techniques for Preparation, Storage, 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.	2021 - 2022	Inconclusive	No student's Safety and Emergency Lesson Plan and Safety Policies and Procedures was evaluated this year.	This is a low-enrolled program, but we will continue to increase our recruiting efforts both virtually and in person
	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	PS 313 students evaluated in the program will evaluate a webinar in relevance to	2021 - 2022	Inconclusive	No students' evaluation of a webinar on classroom management was assessed this year.	This is a low-enrolled program, but we will continue to increase our recruiting efforts both virtually and in person.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (GEO 1.b.)	Students will demonstrate various management techniques for the classroom.	on classroom management.	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.	2021 - 2022	Inconclusive	No students’ evaluation of a webinar on classroom management was assessed this year.	This is a low-enrolled program, but we will continue to increase our recruiting efforts both virtually and in person.
	5.1 (SPG C.1)	Students will actively engage in local K – 12 school events that provide real-life experiences for students.	In PS 313, faculty will use the Professional Development Module Scoring Rubric to assess the student’s participation in local K – 12 school events that provides real-life experiences for students.	100% of the PS 313 students evaluated in the program will do K-12 outreach and score at least a “2” on the 0 – 3 Professional Development Module Scoring Rubric (placed in documents folder).	2021 - 2022	Inconclusive	No students student’s participation in local K – 12 school events was evaluated this year.	This is a low-enrolled program, but we will continue to increase our recruiting efforts both virtually and in person.
	5.2 (SPG C.3)	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.	2021 - 2022	Inconclusive	No students completed their Exit Survey this year.	This is a low-enrolled program, but we will continue to increase our recruiting efforts both virtually and in person
Program - Political Science (including Minor, Nonprofit Advocacy Minor, and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	Students will demonstrate the ability to think critically as they explain issues, use evidence, understand influence and context of assumptions, position, and	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 390 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.	2021 - 2022	Target Met	Twelve students completed the analytic writing assignment--the Conflict Case Study--in POL 250 World Politics in Fall 2021. Their overall average score on the AAC&U Critical Thinking VALUE Rubric was a 3.15, exceeding the	The pattern of lower relative performance on the Conclusions and Related Outcomes dimension will be addressed by altering the Conflict Case Study assignment so that students are restricted in their choice of topics and more likely to choose an international conflict appropriate to the assignment tasks. The

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Political Science (including Minor, Nonprofit Advocacy Minor, and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	conclusions in analyzing sources and making arguments.	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 390 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.	2021 - 2022	Target Met	<p>achievement target. The average scores were highest along the Explanation of Issues and the Context and Assumptions dimensions (both at 3.25); they were lowest on the Conclusions and Related Outcomes dimension (3.0). Overall, though, the average score on all dimensions was at or above the target of 3.0.</p> <p>In comparison with prior years, the 2021-2022 results reflect continuing patterns but demonstrate a return to higher levels of performance more akin to that reported in 2019-2020 than in 2020-2021. Across all three years, the Conclusions and Related Outcomes dimension has been one with which students struggle most while Explanation of Issues has been an area of relative strength. This year, students exceeded the target of a 3.0 average on each dimension of the rubric, which is an improvement over the previous year. In addition, the gap between the highest achieving student (with a 4) and the lowest (with a 2) shrank to a 2 point gap--down from the 2.6 point gap separating students in 2020-2021.</p> <p>The rebound is not surprising, given that</p>	<p>smaller set of topics will also enable the instructor to better anticipate issues and provide more useful feedback early in the scaffolding process. In the past, students have scored higher on this dimension when they took the instructor's advice about selecting conflicts from the UN's list of active peacekeeping missions, the International Crisis Group's CrisisWatch tracker, or the World Trade Organization's list of empaneled cases. So, students will be restricted to these or similar lists.</p> <p>In addition--and as noted in the follow-up to 2020-2021--the course instructor will 1) continue to emphasize the importance of critically interrogating the public statements of state leaders in light of strategic communication interests such as audience costs across several lectures and 2) will require that students attend at least one writing workshop and will introduce a peer review element to the workshop.</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Political Science (including Minor, Nonprofit Advocacy Minor, and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	Students will demonstrate the ability to think critically as they explain issues, use evidence, understand influence and context of assumptions, position, and conclusions in analyzing sources and making arguments.	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 390 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.	2021 - 2022	Target Met	COVID-19 disruptions have been greatly reduced and both students and the instructor have become more accustomed to the new format (synchronous online) of POL 250 World Politics. In addition, as noted in the follow-up to the 2020-2021 action statement, more virtual writing workshops were scheduled and were better attended. The influx of transfer students caused by the creation of the Social Studies Concentration continues to have an influence, but these students are taking advantage of resources such as model essays and writing workshops to improve their performance.	<p>The pattern of lower relative performance on the Conclusions and Related Outcomes dimension will be addressed by altering the Conflict Case Study assignment so that students are restricted in their choice of topics and more likely to choose an international conflict appropriate to the assignment tasks. The smaller set of topics will also enable the instructor to better anticipate issues and provide more useful feedback early in the scaffolding process. In the past, students have scored higher on this dimension when they took the instructor's advice about selecting conflicts from the UN's list of active peacekeeping missions, the International Crisis Group's CrisisWatch tracker, or the World Trade Organization's list of empaneled cases. So, students will be restricted to these or similar lists.</p> <p>In addition--and as noted in the follow-up to 2020-2021--the course instructor will 1) continue to emphasize the importance of critically interrogating the public statements of state leaders in light of strategic communication interests such as audience costs across several lectures and 2) will require that students attend at least one writing workshop and will introduce a peer review element to the workshop.</p>
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content	The Political Science faculty will use the AAC&U Written Communication VALUE Rubric to assess the	The overall average score for students in an upper-level POL class completing the analytical writing	2021 - 2022	Target Met	Eleven students were enrolled in POL 250 World Politics in Fall 2021 and all eleven completed the analytic writing	The instructor will not only continue offering writing workshops, but will also require that students attend at least one and will introduce a peer review

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.c.)	development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	analytical writing assignment required of students in POL 250 World Politics or POL 301 Southern Politics.	assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2021 - 2022	Target Met	<p>assignment--the Conflict Case Study. Their overall average score on the AAC&U Written Communication VALUE Rubric was a 3.1, just above the achievement target of 3.0. The scores were highest, on average, along the Context and Purpose of Writing and the Sources and Evidence dimensions (both at 3.3); they were lowest on the Syntax and Mechanics dimension (2.3). All but two of the students scored a 3.0 or higher across the dimensions, and the gap between the lowest score (2.2) and the highest (3.8) was only 1.6 points.</p> <p>In comparison with prior years, the 2021-2022 results reflect a slight recovery from 2020-2021, when the target was not met, but not a full return to the higher average scores of 2019-2020 and 2018-2019. However, the gap between the highest and lowest achieving students was not as large either, mostly the result of the lowest score being higher.</p> <p>The recovery is not surprising, given that COVID-19 disruptions have been greatly reduced and both students and the instructor have become more accustomed to the</p>	element.

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.	2021 - 2022	Target Met	new format (synchronous online) of POL 250 World Politics. In addition, as noted in the follow-up to the 2020-2021 action statement, more virtual writing workshops were offered. The influx of transfer students caused by the creation of the Social Studies Concentration continues to have an influence, but these students are taking advantage of resources such as model essays and writing workshops to improve their performance. As hoped, the increase use of scaffolding and writing workshops is also helping reduce the gap between students who enter the program well-prepared and those who need substantial growth to meet benchmarks.	The instructor will not only continue offering writing workshops, but will also require that students attend at least one and will introduce a peer review element.
	2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The Political Science faculty will use the AAC&U Oral Communication VALUE Rubric to assess the oral presentation required of students in POL 250 World Politics, POL 301 Southern Politics, or POL 202 Affecting Political Change.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2021 - 2022	Target Not Met	Of the twelve students enrolled in POL 390 Southern Politics, ten completed the final presentation required in the course. Of these, five scored 3.0 or higher on the Oral Communication Value Rubric and six scored below. The class average was a 2.98, just below our target of 3.0. On average, scores were highest on the Delivery dimension (3.6) and lowest on the Central Message (2.7) and Organization (2.8)	Instructors will try to reduce the performance gap between online and in-person students by providing how-to resources tailored to successful, professional Zoom presentations. To address the lower performance on Central Message, instructors will focus feedback on earlier presentations to emphasize the importance of developing a strong thesis statement supported by compelling evidence/illustrations and repeating that thesis multiple times in a presentation.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The Political Science faculty will use the AAC&U Oral Communication VALUE Rubric to assess the oral presentation required of students in POL 250 World Politics, POL 301 Southern Politics, or POL 202 Affecting Political Change.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2021 - 2022	Target Not Met	<p>dimensions. The gap between the highest and lowest achieving students was wide: 1.4 versus 4.0.</p> <p>The two students scoring lowest on the oral presentation were both students who participated in the face-to-face class virtually, by prior arrangement with the instructor, due to personal situations that made attending class on campus impossible: one student had only a short break at work; the other lives far out-of-state. When these students are removed from the analysis, the class average increases to 3.34, well above the target.</p> <p>While the experience of COVID-19 enhanced our ability to use digital technology in the classroom, we are obviously still learning how to provide the same level of quality instruction to virtual students that traditional students enjoy. In addition to the learning curve educators' must overcome, it is also true that students selecting virtual attendance options often do so because of life circumstances that also limit the time and energy they can devote to schoolwork. This shows up not only in their mode of attendance, but also in the</p>	Instructors will try to reduce the performance gap between online and in-person students by providing how-to resources tailored to successful, professional Zoom presentations. To address the lower performance on Central Message, instructors will focus feedback on earlier presentations to emphasize the importance of developing a strong thesis statement supported by compelling evidence/illustrations and repeating that thesis multiple times in a presentation.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The Political Science faculty will use the AAC&U Oral Communication VALUE Rubric to assess the oral presentation required of students in POL 250 World Politics, POL 301 Southern Politics, or POL 202 Affecting Political Change.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2021 - 2022	Target Not Met	<p>quality of work they submit. More than anything else, this year's results are a clear indication of these twin realities.</p> <p>After comparing class averages with and without the virtual students included, it is clear that Central Message is an area in which all students could improve. Though the class average rises above a 3.0 when virtual students are excluded, it remains the dimension with the lowest average score even as other dimension averages shift rank.</p>	Instructors will try to reduce the performance gap between online and in-person students by providing how-to resources tailored to successful, professional Zoom presentations. To address the lower performance on Central Message, instructors will focus feedback on earlier presentations to emphasize the importance of developing a strong thesis statement supported by compelling evidence/illustrations and repeating that thesis multiple times in a presentation.
	3.1 (SPG C.3)	Students will gain "real world" experiences (through internships, fellowships, and similar opportunities) that are valuable for their personal and professional development.	The department chair or Political Science faculty will distribute the Internship Survey to students who have completed POL 490 Internship. Faculty will then analyze the results from 1-5 Likert-scale questions that ask the degree to which students agree with the following statements: 1) This was a valuable learning experience that contributed to my personal growth, and 2) This experience provided professional development that makes me feel more prepared to begin my career.	Among students completing the Internship Survey, the mean response will be at least "4.0" on a 1-5 Likert scale for questions assessing the degree to which they experienced personal growth and professional development.	2021 - 2022	Target Met	2021-2022 Results: Target Met. One student completed POL 490 Internship in the 2021 Fall semester and completed the internship evaluation survey. The student "strongly agreed" (a five on the Likert scale) with the following statements: 1) "This was a valuable learning experience that contributed to my personal growth", and 2) "This experience provided professional development that makes me feel more prepared to begin my career."	<p>Faculty will continue developing relationships with national, state, and local organizations to maintain a reliable pool of internship sites related to politics, government, law, and nonprofit advocacy.</p> <p>To reduce the pressure students might feel to provide positive feedback, the department chair will take over responsibility for distributing the survey to students completing POL 490 each semester.</p>
	3.2 (SPG B.	Students completing	The department chair	Among students	2021 - 2022	Target Met	One student completed	Faculty will continue developing

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5)	internships, fellowships, and similar opportunities will feel prepared for these experiences by coursework and supported in these positions by advisors.	or Political Science faculty will distribute the Internship Survey to students who have completed POL 490 Internship. Faculty will then analyze the results from 1-5 Likert-scale questions that ask the degree to which students agree with the following statements:, 1) In the courses I've taken for my political science major, I have gained knowledge and skills that helped me succeed and make the most of this opportunity, and 2) When I had questions, concerns, or issues related to my internship (or fellowship or similar experience), I felt supported by my POL 490 instructor.	completing the Internship Survey, the mean response will be at least "4.0," or "agree" on a 1-5 Likert scale for questions assessing the degree to which they felt prepared and supported.	2021 - 2022	Target Met	POL 490 Internship in the 2021 Fall semester and completed the internship evaluation survey. The student "strongly agreed" (a five on the Likert scale) with the following statements: 1) "In the courses I've taken for my political science major, I have gained knowledge and skills that helped me succeed and make the most of this opportunity", and 2) "When I had questions, concerns, or issues related to my internship (or fellowship or similar experience), I felt supported by my POL 490 instructor." In addition, the student commented that the POL 490 Internship instructor "was available to help me with any questions [they] had through the entire process."	relationships with national, state, and local organizations to maintain a reliable pool of internship sites related to politics, government, law, and nonprofit advocacy. To reduce the pressure students might feel to provide positive feedback, the department chair will take over responsibility for distributing the survey to students completing POL 490 each semester.
	4.1 (GEO 4.b. / SLO 4 / SAO)	Students will demonstrate the knowledge, skills, values, and commitment necessary for civic engagement.	Political Science faculty will use the AAC&U Civic Engagement VALUE Rubric to assess student performance on a civic engagement assignment in POL 202 Making Democracy Work.	The overall average score for students completing a major civic engagement assignment will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	2021 - 2022	Target Met	The average score achieved by students who completed the major assignment in POL 202 was a 3.1, just above our 3.0 target. Six of the eight students earned above the target of a 3 on the Civic Engagement VALUE Rubric. Of the two who scored lower, one was chronically absent and did not participate in many of the building assignments and class exercises that reinforced skills and values assessed in the rubric. On	Instructors will emphasize the importance of attendance and active participation in class activities designed to strengthen assessed values and skills. A participation grade will be tied to attendance and robust participation and class activities will be increased in number while lectures are reduced (or moved online).

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (GEO 4.b. / SLO 4 / SAO)	Students will demonstrate the knowledge, skills, values, and commitment necessary for civic engagement.	Political Science faculty will use the AAC&U Civic Engagement VALUE Rubric to assess student performance on a civic engagement assignment in POL 202 Making Democracy Work.	The overall average score for students completing a major civic engagement assignment will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	2021 - 2022	Target Met	average, students scored highest on the Analysis of Knowledge and Civic Identity & Commitment dimensions (3.3 in both cases) and lowest on the Civic Communication dimension (2.9). The gap between the lowest and highest scoring students was a 2.1 point gap (3.8 versus 1.7).	Instructors will emphasize the importance of attendance and active participation in class activities designed to strengthen assessed values and skills. A participation grade will be tied to attendance and robust participation and class activities will be increased in number while lectures are reduced (or moved online).
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.	2021 - 2022	Inconclusive	As in the first year of assessment, there were only two students in the minor at the time of assessment. Again, neither student took PHL 204 or 205 during the assessment year (2021-2022), and so we were unable to assess student assignments from these two courses. One had taken PHL 204 the previous year but had not yet added the minor and so was not captured in the 2020-2021 assessment either.	Faculty will meet in Fall 2022 to devise a new assessment method to account for the difficulty of capturing student performance on outcomes 1.1 and 1.2.
	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	2021 - 2022	Inconclusive	As in the first year of assessment, there were only two students in the minor at the time of assessment and neither student took one of the Research & Writing courses (HIS 211, PLG 330, or POL 390) during the assessment year (2021-2022). So, we were unable to assess student assignments from these two courses. One student added the minor in her senior semester and had	Faculty will meet in Fall 2022 to devise a new assessment method to account for the difficulty of capturing student performance on outcomes 1.1 and 1.2.

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 AAC&U Written Communication VALUE Rubric.	2021 - 2022	Inconclusive	taken PLG 330 the previous year. Had she declared the minor sooner, we would have included her in the 2020-2021 assessment, but we did not know to review her performance in PLG 330 at the time of assessment. Nevertheless, she did not complete the minor before graduating in May 2022.	Faculty will meet in Fall 2022 to devise a new assessment method to account for the difficulty of capturing student performance on outcomes 1.1 and 1.2.
	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.	2021 - 2022	Target Met	One student was enrolled in IS 101 Law School Preparation during the 2021-2022 academic year. The student successfully completed the admissions portfolio, meaning that we exceeded our goal with 100% completion. While it is difficult to assess a program on the basis of a single student, the results combine with previous years' data to suggest that the class is a useful component of our law school preparation efforts.	Instructors will continue to make the law school Admissions Portfolio assignment a core component of IS 101. They will also retain the two-step approach that encourages students to submit individual components of the portfolio throughout the semester but rewards even those who miss early deadlines to follow through and submit all components by the end of the course.
			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.	The average score for completed admissions portfolios will be no lower than 70/100.	2021 - 2022	Target Met	One student was enrolled in IS 101 Law School Preparation during the 2021-2022 academic year. The student earned an A-- well above the goal of 70/100--on the final admissions portfolio, meaning that we met our goal. While it is difficult to assess a program on the basis of a single student, the results combine with previous years' data to suggest that the class is a useful component of our	Instructors will continue to make the law school Admissions Portfolio assignment a core component of IS 101. They will also retain the two-step approach that encourages students to submit individual components of the portfolio throughout the semester but rewards even those who submit poor initial work to end the course with a strong final product.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	The average score for completed admissions portfolios will be no lower than 70/100.	2021 - 2022	Target Met	law school preparation efforts.	Instructors will continue to make the law school Admissions Portfolio assignment a core component of IS 101. They will also retain the two-step approach that encourages students to submit individual components of the portfolio throughout the semester but rewards even those who submit poor initial work to end the course with a strong final product.
	2.2 (SPG D.2)	The program will contribute to the University's retention, completion and student success by providing pre-law advising, mentoring, and support services to all students in the pre-law minor.	The HPG department chair or one of the University's Law School Admissions Council (LSAC) advisors will survey IS 101 students, asking students 1) to identify their LSAC advisor and 2) the extent to which (on a 1-5 Likert scale) they feel supported and confident in their ability to gain admission to law school.	At least 70% of the IS 101 students completing the Pre-Law Advising Survey will "agree" or "strongly agree" that they feel supported and confident in their ability to navigate the law school admissions process.	2021 - 2022	Inconclusive	One student completed IS 101 in the Fall of 2021, the only term in which the class was offered during 2021-2022. The survey was sent to the student by the program coordinator, but the student did not respond to the email invitation or complete the survey.	The survey will be sent to students during final exam week of the semester in which IS 101 is offered. Students who have not completed the survey at the end of the week will be sent a reminder the following Monday.
			The HPG department chair or one of the University's Law School Admissions Council (LSAC) advisors will survey IS 101 students, asking students 1) to identify their LSAC advisor and 2) the extent to which (on a 1-5 Likert scale) they feel supported and confident in their ability to gain admission to law school.	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.	2021 - 2022	Inconclusive	One student completed IS 101 in the Fall of 2021, the only term in which the class was offered during 2021-2022. The survey was sent to the student by the program coordinator, but the student did not respond to the email invitation or complete the survey.	The survey will be sent to students during final exam week of the semester in which IS 101 is offered. Students who have not completed the survey at the end of the week will be sent a reminder the following Monday,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Psychology (including Minor) - BA, BS {2016-2017}	1.1 (SLO, GEO 1.a)	Psychology students will demonstrate effective use of critical-thought skills on a written assignment.	Students enrolled in PSY 290 will complete a comparison of two scientific papers. The comparison will be evaluated by a psychology faculty member using the AAC&U Critical Thinking VALUE Rubric.	The average score of students will be at least a 2.0 on the 0-4 scale used in the AAC&U Critical Thinking VALUE Rubric.	2021 - 2022	Target Not Met	<p>First year of data collection for target. Assessment conducted in Spring 2022. Average score on the rubric was 1.34.</p> <p>The AAC&U Critical Thinking VALUE Rubric was hard to apply to this particular assignment. Several students failed to follow assignment instructions.</p>	<p>Assessment will be maintained. Next year, assignment instructions will be modified to clarify the requirements (e.g., inclusion of a hypothesis and conclusion) or a different assignment may be used.</p> <p>Target revised to “Students enrolled in PSY 290 will complete an assignment to be evaluated by a psychology faculty member using the AAC&U Critical Thinking VALUE Rubric. The average score of students will be at least a 2.0 on the 0-4 scale used in the AAC&U Critical Thinking VALUE Rubric.”</p>
	1.2 (SLO)	Psychology students will effectively apply critical-thought skills to problems in the domain of psychological science.	Students enrolled in PSY 101 will complete our internal, departmental, critical-thought scale. Results will be evaluated by a psychology faculty member based on scoring guidelines for the scale.	The average score of the PSY 101 students on this scale will be at least 50%.	2021 - 2022	Target Met	<p>First year of data collection for target. Assessment conducted in Spring 2022. Average score on the rubric was 90%</p> <p>The average score was substantially higher than expected, especially when considering the AAC&U Critical Thinking VALUE Rubric results. This may reflect greater difficulty posed by the written assignment versus multiple choice questions. Also, because the scale was administered online in an un-proctored format, students may have used notes or other resources when answering the questions.</p>	Assessment will be maintained, but next year the scale will be administered either in the classroom or online with LockDown Browser or other proctoring software.
	2.1 (SLO)	Upon completion of the program, psychology majors will demonstrate a	A sample of graduating seniors in psychology will complete the Psychology ACAT for	The average, overall Psychology ACAT score for a sample of graduating seniors in	2021 - 2022	Target Met	Assessment resumed after pandemic-related delay. One psychology major enrolled in the face-to-face	Assessment will be maintained. As part of the adjustments made to the curriculum to better prepare students for applied and

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	fundamental understanding of psychological science.	the following content areas: Abnormal, Developmental, Experimental Design, Statistics, History and Systems, Human Learning and Cognition, Social, and Personality.	psychology will fall no more than 1 standard deviation below the national average.	2021 - 2022	Target Met	<p>section of PSY 455, which required completion of the Psychology ACAT. Preliminary scores are available, but do not include the final national averages. The preliminary score report indicates our program resulted in average performance (i.e., within one standard deviation of national figures) on statistics, human learning and cognition, developmental, experimental design, and personality. It should be noted that the highest performance was on statistics!</p> <p>Although the lowest and well-below average score was found for the history and systems topic, that is not surprising because that particular course has been dropped from the curriculum.</p>	postgraduate work in psychology and related fields, we no longer offer a course on history and systems in psychology. Thus, scores in this category will not be considered in our goals for student outcomes moving forward.
	2.2 (SPG D.4)	The psychology program will prepare students for the job market by training them in skills that prepare them for their chosen careers.	Faculty will review and evaluate student responses to the item on the MUW Graduation Survey requesting they rate MUW's effectiveness in providing preparation for employment.	At least 75% of graduating seniors in psychology who complete the MUW Graduation Survey will indicate MUW's effectiveness at providing preparation for employment as either excellent or good.	2021 - 2022	Target Met	<p>MUW Graduation Survey: 2021-2022</p> <p>Excellent 6/11 (54.55%) Good 3/11 (27.27%) Total 9/11 (81.82%)</p> <p>Excellent 6/11 (54.55%) Good 3/11 (27.27%) Fair 1/11 (9.09%) Poor 1/11 (9.09%) Total 11/11(100%)</p> <p>First year of data collection for target. 82% of graduating seniors responding to the MUW</p>	Assessment will be maintained.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SPG D.4)	The psychology program will prepare students for the job market by training them in skills that prepare them for their chosen careers.	Faculty will review and evaluate student responses to the item on the MUW Graduation Survey requesting they rate MUW's effectiveness in providing preparation for employment.	At least 75% of graduating seniors in psychology who complete the MUW Graduation Survey will indicate MUW's effectiveness at providing preparation for employment as either excellent or good.	2021 - 2022	Target Met	<p>Graduation Survey (i.e., 9/11) rated their preparation for employment as excellent or good. It should also be noted that this past year five students (four of whom will graduate next year) began work in the discipline. Four obtained positions as registered behavioral therapists (RBTs) and one as a mental health technician. The students hired as RBTs are paid hourly for on-the-job training, their state board examination fees are covered, and they receive a pay increase after passing the board exam.</p> <p>These successes are due to the addition of two tenure-track psychology faculty who joined us in 2020-2021. More robust psychology staffing facilitated the offering of a special topics course on careers and professional development in the discipline. Dr. Bliss intends to propose this course be added to the bulletin in the next year.</p>	Assessment will be maintained.
	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.	2021 - 2022	Target Met	Since our last report on May 11, 2021, four alums (one more than the previous year) were accepted into graduate programs: two masters in counseling, one masters in social work, and one masters in applied	Assessment will be maintained.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SAO)	The psychology program will prepare students for graduate study.	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.	2021 - 2022	Target Met	behavioral analysis.	Assessment will be maintained.
Program - Religious Studies - Minor {2016-2017}	1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	In any religious studies course involving direct analysis of a particular religion, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Exam.	2021 - 2022	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 only twice from 2016 to 2019 (results were inconclusive in 2018-2019), no data was available for assessment 2019-2022 (no minors), and any religious studies minors in the 2021-2022 year will be new to the program. In 2020, it was determined that it would be beneficial to continue to assess for the current goal but that, given the range of classes being taught across disciplines, including by new faculty, it would be useful to revise the Outcome to more clearly cover contemporary expressions of at least two religions and intersections of religion with other dimensions of culture (e.g., politics, science, gender, race). Given the variety of course formats, it was determined that it would also be beneficial to adjust the Assessment Method to include any exam, whether mid-term or final, and any exam portion, including short-answer, essay, and take-home exam essay. These revisions were to be discussed with the department chair and program faculty but this was postponed due to the pressures of the public health crisis and the lack of religious studies minors. However, two Religious Studies courses are

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Religious Studies - Minor {2016-2017}	1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	In any religious studies course involving direct analysis of a particular religion, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Exam.	2021 - 2022	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	being offered in fall 2022, which provides an opportune time for potentially recruiting minors and revising the Achievement Target, including discussing with any faculty new to the process what the Outcome, Assessment Method, and Achievement Target are and which course materials to assess and how to gather them. The lead faculty member will also discuss the lack of results/minors with the department chair and program faculty and plan course rotation and other strategies to attract students to the program, including the possibility of an honors section of REL 213 that can also be open to hon-honors students (creating one avenue for reaching more students since this course has not been highly enough enrolled to make in recent years).
			In any religious studies course involving direct analysis of a particular religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Mid-Term Essay.	2021 - 2022	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 only twice from 2016 to 2019 (results were inconclusive in 2018-2019), no data was available for assessment 2019-2022 (no minors), and any religious studies minors in the 2021-2022 year will be new to the program In 2020, it was determined that it would be beneficial to continue to assess for the current goal but that, given the range of classes being taught across disciplines, including by new faculty, it would be useful to revise the Outcome to more clearly cover contemporary expressions of at least two religions and intersections of religion with

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 a particular religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Mid-Term Essay.	2021 - 2022	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 was determined that it would also be beneficial to adjust the Assessment Method to include any writing assignment, including discussion posts, short writing assignments, short essays, and research-based essays. These revisions were to be discussed with the department chair and program faculty but this was postponed due to the pressures of the public health crisis and the lack of religious studies minors. However, two Religious Studies courses are being offered in fall 2022, which provides an opportune time for potentially recruiting minors and revising the Achievement Target, including discussing with any faculty new to the process what the Outcome, Assessment Method, and Achievement Target are, the results in previous years, which course materials to assess and how to gather them, and how to assess in partnership with the lead faculty member. The lead faculty member will also discuss the lack of results/minors with the department chair and program faculty and plan course rotation and other strategies to attract students to the program, including the possibility of an honors section of REL 213 that can also be open to hon-honors students (creating one avenue for reaching more students since this course has not been highly enough enrolled to make in recent years).

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.	2021 - 2022	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect. [more]	The Achievement Target was met only twice from 2016 to 2019 (results were inconclusive in 2018-2019), no data was available for assessment 2019-2022 (no minors), and any religious studies minors in the 2021-2022 year will be new to the program In 2020, it was determined that it would be beneficial to continue to assess for the current goal but that, given the range of classes being taught across disciplines, including by new faculty, it would be useful to revise the Outcome to more clearly cover contemporary expressions of at least two religions and intersections of religions and other dimensions of culture (e.g., politics, science, gender, race). Given the variety of course formats, it was determined that it would also be beneficial to adjust the Assessment Method to include any exam, whether mid-term or final, and any exam portion, including short-answer, essay, and take-home exam essay. These revisions were to be discussed with the department chair and program faculty but this was postponed due to the pressures of the public health crisis and the lack of religious studies minors. However, two Religious Studies courses are being offered in fall 2022, which provides an opportune time for potentially recruiting minors and revising the Achievement Target, including discussing with any faculty new to the process what the Outcome, Assessment Method, and Achievement

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.	2021 - 2022	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect. [more]	Target are, the results in previous years, which course materials to assess and how to gather them, and how to assess in partnership with the lead faculty member. The lead faculty member will also discuss the lack of results/minors with the department chair and program faculty and plan course rotation and other strategies to attract students to the program, including the possibility of an honors section of REL 213 that can also be open to hon-honors students (creating one avenue for reaching more students since this course has not been highly enough enrolled to make in recent years).
			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.	2021 - 2022	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect. [more]	The Achievement Target was met only twice from 2016 to 2019 (results were inconclusive in 2018-2019), no data was available for assessment 2019-2022 (no minors), and any religious studies minors in the 2021-2022 year will be new to the program In 2020, it was determined that it would be beneficial to continue to assess for the current goal but that, given the range of classes being taught across disciplines, including by new faculty, it would be useful to revise the Outcome to more clearly cover contemporary expressions of at least two religions and intersections of religions and other dimensions of culture (e.g., politics, science, gender, race). Given the variety of course formats, it was determined that it would also be beneficial to adjust the Assessment Method to

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.	2021 - 2022	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect. [more]	include any writing assignment, including discussion posts, short writing assignments, short essays, and research-based essays. These revisions were to be discussed with the department chair and program faculty but this was postponed due to the pressures of the public health crisis and the lack of religious studies minors. However, two Religious Studies courses are being offered in fall 2022, which provides an opportune time for potentially recruiting minors and revising the Achievement Target, including discussing with any faculty new to the process what the Outcome, Assessment Method, and Achievement Target are, the results in previous years, which course materials to assess and how to gather them, and how to assess in partnership with the lead faculty member. The lead faculty member will also discuss the lack of results/minors with the department chair and program faculty and plan course rotation and other strategies to attract students to the program, including the possibility of an honors section of REL 213 that can also be open to hon-honors students (creating one avenue for reaching more students since this course has not been highly enough enrolled to make in recent years).
	2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies	In any religious studies course involving direct analysis of one or more texts from a particular world religion, the	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural	2021 - 2022	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 only once from 2016 to 2019 (results were inconclusive in 2017-2018 and 2018-2019), no data was available for

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 2.a.)	methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	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.	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.	2021 - 2022	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	assessment in 2019-2022 (no minors), and any religious studies minors in the 2021-2022 year will be new to the program. In 2020, it was determined that it would be beneficial to continue to assess for the current goal but that, given the range of classes being taught across disciplines, including by new faculty, it would be useful to revise the Outcome to explicitly cover a variety of types of texts, including traditional sacred, theological, philosophical, literary, legal, and any other deemed by the faculty member to be an expression of a religious tradition. Given the variety of course formats, it was determined that it would also be beneficial to adjust the Assessment Method to include any exam, whether mid-term or final, and any exam portion, including short-answer, essay, and take-home exam essay. These revisions were to be discussed with the department chair and program faculty but this was postponed due to the pressures of the public health crisis and the lack of religious studies minors. However, two Religious Studies courses are being offered in fall 2022, which provides an opportune time for potentially recruiting minors and revising the Achievement Target, including discussing with any faculty new to the process what the Outcome, Assessment Method, and Achievement Target are, the results in previous years, which course materials to assess and how to gather them, and how to assess in partnership

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.	2021 - 2022	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	with the lead faculty member. The lead faculty member will also discuss the lack of results/minors with the department chair and program faculty and plan course rotation and other strategies to attract students to the program, including the possibility of an honors section of REL 213 that can also be open to hon-honors students (creating one avenue for reaching more students since this course has not been highly enough enrolled to make in recent years).
			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.	2021 - 2022	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 2019-2022 (no minors), it will be beneficial to continue to assess for the current goal In 2020, it was determined that it would be beneficial to continue to assess for the current goal but that, given the range of classes being taught across disciplines, including by new faculty, it would be useful to revise the Outcome to explicitly cover a variety of types of texts, including traditional sacred, theological, philosophical, literary, legal, and any other deemed by the faculty member to be an expression of a religious tradition. Given the variety of course formats, it was determined that it would also be beneficial to adjust the Assessment Method to include any writing assignment, including discussion posts, short writing

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.	2021 - 2022	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	assignments, short essays, and research-based essays. These revisions were to be discussed with the department chair and program faculty but this was postponed due to the pressures of the public health crisis and the lack of religious studies minors. However, two Religious Studies courses are being offered in fall 2022, which provides an opportune time for potentially recruiting minors and revising the Achievement Target, including discussing with any faculty new to the process what the Outcome, Assessment Method, and Achievement Target are, the results in previous years, which course materials to assess and how to gather them, and how to assess in partnership with the lead faculty member. The lead faculty member will also discuss the lack of results/minors with the department chair and program faculty and plan course rotation and other strategies to attract students to the program, including the possibility of an honors section of REL 213 that can also be open to hon-honors students (creating one avenue for reaching more students since this course has not been highly enough enrolled to make in recent years).
	3.1 (SAO & SPG D.2)	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	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	2021 - 2022	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

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO & SPG D.2)	Religious studies minors will receive advising in the minor each semester to ensure the successful completion of the minor's requirements.	provide a copy of the internal audit sheet to the student. The Lead Faculty will also keep the completed audit sheets on file for review at the end of each academic year.	sheet.	2021 - 2022	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	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 2021-2022, this practice can begin if there are minors in 2022-2023.
			The Lead Faculty will map out the student's remaining coursework at each advising session, will conduct a final advising session with the student once all requirements have been met, and will confirm that the student will graduate with the minor. At the end of the academic year, the Lead Faculty will review the students' documents/audit sheets.	90% of students will attend a final audit confirming that all requirements of the minor have been met and will graduate with the minor.	2021 - 2022	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 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 2021-2022, this practice can begin if there are minors in 2022-2023.
	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.	2021 - 2022	Inconclusive	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Targets were met in 2017-2018 and 2018-2019, but given that no data was available for assessment in 2016-2017 or 2019-2022, 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 can discuss the exit survey with program faculty for any needed adjustments when the minor enrolls students again.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	1.1 (SLO)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce practical content.	FLS 102 and 201 students will 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.	The class average on the written and oral 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.	2021 - 2022	Target Met	FLS 102 Written Task average score = 94% FLS 102 Oral Task average score = 90% FLS 201 Written Task average score = 89.5% FLS 201 Oral Task average score = 89% Total average = 91%	Erinn and I will meet in the fall to discuss some adjustments to the wording for the Achievement Method and Target and to explore how the assessments that we plan to use for the academic year align with both.
			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 texts are performance based, a one-way communication of information with the purpose of explaining, persuading, or narrating content to	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, Comprehensibility, and Language	2021 - 2022	Target Met	FLS 202 Written Task average score = 84% FLS 202 Oral Task average score = 79% Total average = 81.5 %	Erinn and I will meet in the fall to discuss some adjustments to the wording for the Achievement Method and Target and to explore how the assessment for the academic year aligns with both. An area of improvement that I did notice as I looked back at the graded rubrics from last semester is that students seemed to have a difficult time transferring their oral presentation skills in English to Spanish. I'll try to focus more on this next academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	Control.	2021 - 2022	Target Met	FLS 202 Written Task average score = 84% FLS 202 Oral Task average score = 79% Total average = 81.5 %	Erinn and I will meet in the fall to discuss some adjustments to the wording for the Achievement Method and Target and to explore how the assessment for the academic year aligns with both. An area of improvement that I did notice as I looked back at the graded rubrics from last semester is that students seemed to have a difficult time transferring their oral presentation skills in English to Spanish. I'll try to focus more on this next academic year.
	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 themselves or others.	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 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	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, Comprehensibility, and Language Control.	2021 - 2022	Target Met	FLS 102 Interpersonal Task average score = 91% FLS 201 Interpersonal Task average score = 91% Total average = 91%	Erinn and I will meet in the fall to discuss some adjustments to the wording for the Achievement Method and Target and to explore how the assessments that we plan to use for the academic year align with both, while providing the right level of challenge for the students' capabilities.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 themselves or others.	assessment for a total of 20 individual scores.	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, Comprehensibility, and Language Control.	2021 - 2022	Target Met	FLS 102 Interpersonal Task average score = 91% FLS 201 Interpersonal Task average score = 91% Total average = 91%	Erinn and I will meet in the fall to discuss some adjustments to the wording for the Achievement Method and Target and to explore how the assessments that we plan to use for the academic year align with both, while providing the right level of challenge for the students' capabilities.
			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 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	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.	2021 - 2022	Target Not Met	FLS 202 Interpersonal Task average score = 79%	Erinn and I will meet in the fall to discuss some adjustments to the wording for the Achievement Method and Target and to explore how the assessments that I plan to use for the academic year align with both. However, from looking at the rubrics from last semester, I can see that had I used the FLS 201 rubric to grade this assignment, the students would have earned a nearly perfect score. That this would've been the case even though the task for FLS 202 was more challenging than that of FLS 201 (the students were able to prepare for certain types of questions, but for the most part, the conversation was spontaneous) tells me that the students interpersonal skills improved a lot, but I still need to move them further along. Revising the syllabus over the summer and talking through the changes with Erinn in the fall should give me a little more

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2021 - 2022	Target Not Met	FLS 202 Interpersonal Task average score = 79%	clarity as far as the specific areas of improvement.
	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 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).	2021 - 2022	Target Met	FLS 102 Interpretive Task average score = 96% FLS 201 Interpretive Task average score = 88% FLS 202 Interpretive Task average score = 93% Total average = 92%	Erinn and I will meet in the fall to discuss the assessments that we plan to use for the academic year and address in particular how they approximate to the right level of challenge related to the students' capabilities.
	2.2 (SAO &	Students will	In FLS 102 & 202	The class average of	2021 - 2022	Target Met	FLS 102 Cultural Capstone	Erinn and I will meet in the fall to

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	GEO 2.c.)	articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	students will complete the Cultural Differences Capstone Assignment that requires them to demonstrate an awareness of cultural 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. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 20 individual scores.	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.	2021 - 2022	Target Met	average score = 3.8 FLS 202 Cultural Capstone average score = 3.75 Total average = 3.8	discuss the assessments that we plan to use for the academic year and address in particular how they approximate to the right level of challenge related to the students' capabilities. We'll address the possibility of changing the rubric for FLS 202.

	2.3 (SPG A.1)	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	Number of majors collected from Annual Program Review Report	An increase in majors over the next three years, a total of 3 students.	2021 - 2022	Target Met	3 majors	We've started visiting and reaching out to high schools in the area. We'll make efforts to contact community colleges, as well, especially their Spanish instructors.
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Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SPG A.1)	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.	2021 - 2022	Target Met	3 majors	We've started visiting and reaching out to high schools in the area. We'll make efforts to contact community colleges, as well, especially their Spanish instructors.
			Number of minors from Enrollment Reports and student advisors.	An increase in minors over the next three years, a total of 5 students.	2021 - 2022	Target Met	10 declared minors	We'll try recruiting within the university by reaching out to different leadership and advisors and communicating the advantages of pairing Spanish with other careers, not only for the marketability purposes of the student who will be looking for employment in the near future, but in order to be of service to a wider population of individuals in the students' community. This is particularly true in all fields of health, but in most career choices within the university, as well.
Program - Theatre - BA (including minor, Theatre Education concentration) {2016-2017}	1.1 (SLO)	Students will increase their level of communication skills.	All first-year transfer students will be reviewed at the end of the Fall semester (last week of regular classes). They are given a four question Survey in advance that allows them to self-assess their own growth as theatre artists (see attached doc, "Questions for Sophomore Review." The interviewees will be required to turn in written answers to reviewing faculty, but will be required to give an oral response as well. This method of assessment will allow the students to see	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.	2021 - 2022	Target Met	1 transfer student received a "Strong pass" from all three faculty members. So even though the sample size was small, 100% of students met the benchmark.	We see no reason to alter this method of assessment at this time.

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.	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 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	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.	2021 - 2022	Target Met	1 transfer student received a "Strong pass" from all three faculty members. So even though the sample size was small, 100% of students met the benchmark.	We see no reason to alter this method of assessment at this time.

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.	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.	2021 - 2022	Target Met	1 transfer student received a "Strong pass" from all three faculty members. So even though the sample size was small, 100% of students met the benchmark.	We see no reason to alter this method of assessment at this time.
			All sophomore students will be reviewed at the end of the Fall semester (last week of regular classes). They are given a four question Survey in advance that allows them to self-assess their own growth as theatre artists (see attached doc, "Questions for Sophomore Review." The interviewees will be required to turn in written answers to reviewing faculty, but will be required to give an oral response as well. This method of assessment will allow the students to see what skills they need to focus on in the latter part of their college careers. The questions will be scored using the department's own "SOPHOMORE/TRANSFER	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.	2021 - 2022	Inconclusive	No Sophomores were eligible for review this reporting period.	We will continue to use this method of assessment. Over the past three years, 100% of the sophomores/transfer who have received a "Strong Pass" have graduated in the following 2-3 years.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			INTERVIEW/AUDITION PROJECT” Rubric.	75% of native sophomores (e.g. those who have matriculated solely at MUW) participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a “strong pass” in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2021 - 2022	Inconclusive	No Sophomores were eligible for review this reporting period.	We will continue to use this method of assessment. Over the past three years, 100% of the sophomores/transfer who have received a "Strong Pass" have graduated in the following 2-3 years.
			Originally, assessment was rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in even-numbered years. Until the number of students is sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two weeks of the Spring semester. The Department intends to assign a date for the “exit portfolio review.” On that date graduating seniors will present an “acting portfolio” and/or a “technical theatre portfolio” to the faculty. The Sophomore/Transfer Interview/Audition Project Rubric will be use to assess the level of expertise in the student’s chosen area of presentation.					
			Oral interpretation (TH205) introduces	Each student is expected to improve	2021 - 2022	Target Met	2 Seniors received an average score of 3.8	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
			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.	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.	2021 - 2022	Target Met	1 Transfer student received a core of 3.4 The average was 3.7. 100% of students met the target.	assessing first-year transfers, sophomores and seniors in the same calendar year.
			Assessment forms are completed for each performance and expectations become more rigorous with each advanced course. In Design and Directing (TH 275 and TH 320) students make oral presentations to support three-dimensional works. Because the sequence of the listed courses may vary for each student, each student is monitored individually for ongoing improvement. Since we are a small program, it is necessary to rotate the assessment of goals. In order to have a reasonable sampling of sophomores, a file will be kept on all					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			students until there are enough sophomore files to review; likewise, for graduates. Originally, assessment was rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in even-numbered years. Until the number of students is sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two weeks of the Spring semester. The Department intends to assign a date for the "exit portfolio review." On that date graduating seniors will present an "acting portfolio" and/or a "technical theatre portfolio" to the faculty. The AAC&U Creative Thinking VALUE Rubric will be use to assess the level of expertise in the student's chosen area of presentation.	Each student is expected to improve upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is achieved by a score of "3" or better in all 5 categories.	2021 - 2022	Target Met	2 Seniors received an average score of 3.8 1 Transfer student received a core of 3.4 The average was 3.7. 100% of students 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	Students will increase their skills of	All sophomore and first-year transfer	75% of students participating in the	2021 - 2022	Target Met	1 out of 1 (100%) answered questions #3	This assessment method continues to be effective so we

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	SAO)	professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	students will be reviewed at the end of the Fall semester (last week of regular classes). They are given a four question Survey in advance that allows them to self-assess their own growth as theatre artists (see attached doc, "Questions for Sophomore Review." Departmental faculty will review and analyze the results of the Survey to determine if achievement target was met.	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.	2021 - 2022	Target Met	and #4 satisfactorily, showing an understanding of the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related document on Student responses.	will not change it at this time.
			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%.	2021 - 2022	Target Met	2 students in TH 360 and 1 student in ED 407 were assessed. All three received A's as their final grade. 100% of the students met the benchmark of 90% final grade.	Adding ED 407 seems to be a good continue. This method will be watched closely but for now, it seems to be satisfactory.
		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.	2021 - 2022	Target Met	2 out of 2 Freshmen met the target: 100% 1 out of 1 First-year Transfer met the target: 100% 1 out of 2 Juniors met the target: 50% 2 out of 2 Graduating Seniors met the target: 100% Overall, 6 out of 7 students met the target:85%	This has been the first time using the 70% threshold and it makes quantifying the assessment much easier.	

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Attendance is strictly monitored in all departmental courses and for all rehearsals and work calls. All students enrolled in TH 400-The Theatre Practicum-will be evaluated using the AAC&U Teamwork VALUE Rubric.	Students must show proficiency before being allowed to complete Internship and/or graduate.	2021 - 2022	Target Met	2 out of 2 Freshmen met the target: 100% 1 out of 1 First-year Transfer met the target: 100% 1 out of 2 Juniors met the target: 50% 2 out of 2 Graduating Seniors met the target: 100% Overall, 6 out of 7 students met the target:85%	This has been the first time using the 70% threshold and it makes quantifying the assessment much easier.
			Attendance is strictly monitored in all departmental courses and for all rehearsals and work calls. Students are evaluated by the AAC&U Creative Thinking VALUE Rubric for their participation in the major productions of both the Fall and Spring semesters.	It is expected that 70% of freshmen, sophomores, first year transfers, juniors and seniors participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of "3" in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	2021 - 2022	Target Met	2 out of 2 Freshmen met the target: 100% 1 out of 1 First-year Transfer met the target: 100% 1 out of 2 Juniors met the target: 50% 2 out of 2 Graduating Seniors met the target: 100% Overall, 6 out of 7 students met the target:85%	Results continue to be 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	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	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-)	2021 - 2022	Inconclusive	No sophomores were available for assessment so results were inconclusive.	Since results were inconclusive, no new action will be taken at this time.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO & SPG C.3)	collaborative projects, and to serve as leaders of peer groups.	effectiveness of collaboration and are all evaluated using the Creative Project Grading Rubric developed by the faculty.	in the other two categories on the Creative Project Grading Rubric.	2021 - 2022	Inconclusive	No sophomores were available for assessment so results were inconclusive.	Since results were inconclusive, no new action will be taken at this time.
			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.	90% of graduating Seniors should demonstrate proficiency in this area. Proficiency for graduating seniors in this area is defined as scoring at least a 90 (A-) in at least three categories and no lower than an 80 (B-) in the one other category on the Creative Project Grading Rubric.	2021 - 2022	Target Met	Two students were eligible in this assessment. One student scored a '98' and the other scored a '95' for an average of 96.5. 100% of seniors met the target. [less] # Students Assessed: 2 # Students Met Target: 2	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	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at least 90% (A-) on the Senior Exit Project Rubric.	2021 - 2022	Target Met	2 out of 2 students received perfect scores, so 100% of students met the target.	Even though the sampling size is small, the assessment method seems to be yielding good results, so we will not change it at this time.

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.	Lighting, and TH 319-Intermediate Acting). These skills will be mastered in more advanced classes (TH 320-Directing; TH 419-Advanced Acting; and TH 400-Theatre Practicum). The individual 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.	2021 - 2022	Target Met	2 out of 2 students received perfect scores, so 100% of students met the target.	Even though the sampling size is small, the assessment method seems to be yielding good results, so we will not change it at this time.
Program - Women's Gender, and Sexuality Studies (including Minor) - BA {2016-2017}	1.1 (SLO, 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.	1.1a In a sample group of at least 10 essays from students enrolled in WS 200 Introduction to Women's Studies, students will demonstrate the ability to write an essay demonstrating the historical and current global and intercultural roles of women in society. Two Women's Studies faculty members will apply the AAC&U VALUE rubric on Intercultural Knowledge and Competence.	Students will score an average of at least a 2 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	2021 - 2022	Target Met	Four essays were collected from WS 200 and the Intercultural Knowledge and Competence Value Rubric was applied. The range of the responses was 2.333-3.0 The median of the responses was: 2.8333	Continue collecting essays from all students enrolled and using the rubric to assess the results. We should consider revising the number from "at least 10 essays" in the event that enrollment continues to be 6 and lower.
			1.1b In a sample group of at least 10 essays from WS 200 Introduction to Women's Studies, students will demonstrate the ability	Students will score an average of at least 2 (lower milestone level) or higher using the AC&U Value rubric on Critical Thinking	2021 - 2022	Target Met	Four essays were collected and assessed using the Critical Thinking Value Rubric. The range of the responses was: 2.0-3.0 The mean of the responses	We will continue to collect essays from enrolled students and use the Critical Thinking Value Rubric to assess the results. I suggest revising the number of essays from "at least 10 essays" as long as enrollment is trending at 6 or

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			to write an essay analyzing two or more of the global historical, political, psychological, sociological, biological, and/or religious aspects of women's lives. Two women's studies faculty members scoring the essays using the AAC&U VALUE Rubric on Critical Thinking.	Students will score an average of at least 2 (lower milestone level) or higher using the AC&U Value rubric on Critical Thinking	2021 - 2022	Target Met	was: 2.75	less each course offering.
	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.	2021 - 2022	Inconclusive	Internship was not offered because we had no students who needed the course.	Once students complete enough coursework to reach internship status, we will continue guiding them through the internship course and assessing their progress
	2.2 (SLO)	Students will demonstrate that they can conduct research in women's studies or gender studies	Two women's studies faculty members will apply the AAC&U the Inquiry and Analysis Value Rubric to a sample set of at least six research or analytic essays from upper-level women's studies undergraduate courses (excluding papers from WS 499.)	The collective average score for those students' assessed papers will be a 2 on the AAC&U Inquiry and Analysis Value Rubric.	2021 - 2022	Inconclusive	Because there were no students in need of WS 499, the course wasn't taught	We will offer this course when we have students enrolled who need the course.
			Two women's studies faculty members will	A sample set of at least six research or	2021 - 2022	Inconclusive	Because there were no students in need of WS	Once students progress in the program to necessitate the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			apply the Value Rubric on Critical Thinking to a sample set of at least six research or analytic essays from upper-level women's studies undergraduate courses (excluding papers from WS 499).	analytic essays from upper-level women's studies undergraduate courses (excluding papers from 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.	2021 - 2022	Inconclusive	499, the course wasn't taught.	offering of WS499, we will offer the course again.
	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.	2021 - 2022	Inconclusive	This course was not offered, so there are no WS 499 final projects to assess.	When more students complete the coursework to necessitate WS 499, we will offer the course and assess the final projects. That data will be included in the assessment report.
	3.1 (SPG A.1)	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.	2021 - 2022	Inconclusive	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	We will assess the Capstone surveys at the next offering of this course. I recommend a recruitment and retention push to attract more majors to this low enrolled program
			Women's Studies faculty (a group of at least three faculty) who attend the students' Capstone presentations and review the final projects will score the students' work using the AAC&U VALUE rubrics on Critical	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	2021 - 2022	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	We will circulate the survey at the conclusion of the next course offering. We will assess the surveys and include it in the report.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Thinking, Oral Communication, and Information Literacy.	faculty scores will be used to determine the students' final scores.	2021 - 2022	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	We will circulate the survey at the conclusion of the next course offering. We will assess the surveys and include it in the report.
	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.	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.	2021 - 2022	Inconclusive	The 2022 Alumni report didn't have any students select Women's Studies as their major, so there were no survey results to assess.	We will analyze the results of the next assessment cycle for Women's Studies majors. If there are majors who complete the survey, we will analyze the results and include them in the next reporting period.
			The Alumni Survey is sent out every three years. The next rotation will be in 2022, 2025, 2028 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 are enrolled in graduate programs	2021 - 2022	Inconclusive	There was no data to assess because no student participants selected Women's Studies as their major.	Review data from the 2025 survey cycle, then include the data in the next reporting period.
			The Departmental Survey will be circulated 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.	75% of students are enrolled in graduate programs, employed in the field, or employed in a field where they regularly utilize the skills acquired in the Women's Studies program.	2021 - 2022	Inconclusive	No Social Media Surveys were administered this year.	Create a new medium and method for circulating surveys that don't rely on social media. Enrollment push to increase the visibility of the program to attract new majors.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Women's Leadership - MA {2016-2017}	1.1 (RO)	Through finding, examining and analyzing primary and secondary sources, the students will practice graduate level research skills on both assigned and self-generated topics on women's leadership.	Graduate students will complete at least one Annotated Bibliography demonstrating research and source quality assessment skills on a self-selected topic. Either the director or a designated WS faculty member will assess the annotated bibliography using the AAC&U VALUE Rubric on Information Literacy.	In a sample set of at least three annotated bibliographies from either WS 500 or WS 501 sections, each of the essays will earn an average score of 3.5 or higher on the AAC&U Rubric on Information Literacy.	2021 - 2022	Target Met	A set of four annotated bibliographies from WS 500 were scored using the AAC&U Value Rubric on Information Literacy. Three of the four scored on average above the target score of 3.5 The range was 3.0-4.0 The mean was 3.7 The program is continuing to grow, so we anticipate having more papers to score as enrollment increases in these courses. This will ensure that we have a broader range of data to assess. Because this course ended up with four students instead of five or six that started the course.	We will continue to collect annotated bibliographies in this course and use the rubric to assess research and source quality skills. We are encouraged by an improvement in enrollment and rubric scoring, so continuing to use the rubric to assess the students' progress may continue to show incremental improvements as the program grows.
	1.2 (SLO & RO)	Through analysis of secondary sources the students will learn to assess the quality of secondary research on both assigned and self-generated topics in women's leadership.	The director of the program will assess a completed WS 500 or WS 502 article review assignment using AAC&U VALUE Rubric on Inquiry and Analysis.	Each of the students completing the assignment for "Article Review II" in the graduate course WS 500 or any of the article review or critique assignments in WS 501 will average at least a 3.5 using the AAC&U VALUE Rubric for Inquiry and Analysis.	2021 - 2022	Target Not Met	Four students completed the assignment for Article Review 2 in WS 501 in Spring 2022. Of the Four submissions, one submission hit the average target score of 3.5. Two submissions were very close to the mark at 3.4, and one achieved 2.6 The range is: 2.6-3.6 The mean is: 3.25 The reports point to improvements in the assessed categories, but the small number of students makes each score carry a significant amount of weight. The results also only include the students who submitted the	We will continue collecting article reviews from WS 500, WS 501, or WS 502 and use the rubric to assess the quality of secondary research on assigned and self-generated topics in women's leadership. We are encouraged by an improvement in enrollment and rubric scoring, so continuing to use the rubric to assess the students' progress may continue to show incremental improvements as the program grows.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO & RO)	Through analysis of secondary sources the students will learn to assess the quality of secondary research on both assigned and self-generated topics in women’s leadership.	The director of the program will assess a completed WS 500 or WS 502 article review assignment using AAC&U VALUE Rubric on Inquiry and Analysis.	Each of the students completing the assignment for “Article Review II” in the graduate course WS 500 or any of the article review or critique assignments in WS 501 will average at least a 3.5 using the AAC&U VALUE Rubric for Inquiry and Analysis.	2021 - 2022	Target Not Met	assignment and those who remained in the course throughout the semester.	We will continue collecting article reviews from WS 500, WS 501, or WS 502 and use the rubric to assess the quality of secondary research on assigned and self-generated topics in women's leadership. We are encouraged by an improvement in enrollment and rubric scoring, so continuing to use the rubric to assess the students' progress may continue to show incremental improvements as the program grows.
	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.	2021 - 2022	Target Met	One student completed a thesis project for WS 599 this year and graduated with a master's degree. The AAC&U VALUE RUBRIC on Integrative Learning was applied to the thesis. The score: 3.6	We will continue using the rubric to assess completed theses and their ability to produce quality literature reviews and analyses of primary and secondary sources based on an original idea connected with the development of leadership in women and girls. We are encouraged by an improvement in enrollment and rubric scoring, so continuing to use the rubric to assess the students' progress may continue to show incremental improvements as the program grows.
	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.	2021 - 2022	Target Met	Three students completed internships during this assessment period. All students were able to identify at least two specific examples of personal or intellectual growth in their knowledge of women's leadership skills gained during their internship experience.	We will continue to require students to complete the internship reflective essay and weekly journals to document their experiences in the field. The students who have completed the internships have described positive experiences in their positions that have offered insight into their thesis projects. This is very encouraging for the future of this program. Their reflections will be assessed by the Director of the program.

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.	2021 - 2022	Target Met	Three students completed internships during this assessment period. All students were able to identify at least two specific examples of personal or intellectual growth in their knowledge of women's leadership skills gained during their internship experience.	We will continue to require students to complete the internship reflective essay and weekly journals to document their experiences in the field. The students who have completed the internships have described positive experiences in their positions that have offered insight into their thesis projects. This is very encouraging for the future of this program. Their reflections will be assessed by the Director of the program.
			The women leaders who act as mentors or as supervisors in WS 510 will complete a Satisfaction Survey about the student's participation.	At least 85% of students who complete the WS 510 practicum will earn a score of 3 "satisfactory" or 4 "highly satisfactory" (on a four point range from 1 Unsatisfactory, 2 Slightly dissatisfied, 3 Satisfactory to 4 Highly Satisfactory) from their mentor/supervisor.	2021 - 2022	Target Met	All three students who completed the internship received glowing performance reviews from their supervisors. Two of those supervisors included letters of support and their praise after the internship experience concluded. Rather than sending along a survey, it is the Director's hope that these letters be used to assess the student's performance.	Internship Directors will be asked to submit a letter at the close of the internship in which they provide a detailed report on the student's performance. The Director of Women's Leadership will then use these letters as assessment tools.
	3.1 (SPG A.1)	Students will take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature.	The student course schedule in which the student is registered in Banner Web during every semester of the program after the first semester. After the first semester of graduate work, which will generally consist of enrollment in WS 500, WS 501 and WS 502, the student and advisor will work together to select for registration	100% of MA in Women's Leadership graduates will complete graduate level coursework in at least three other areas with prefixes other than WS.	2021 - 2022	Target Met	Students in Women's Leadership, under the new Curriculum changes, are enrolled in diverse offerings in a very interdisciplinary program. Students are taking courses in Business and Professional Studies, Public Policy, Gender, Race, and Sex Studies, Literature, Public Health, and some education courses. As a way to ensure that	We will continue to offer diverse and interdisciplinary courses in Women's Leadership that meet the needs of the program and help with growing the program.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG A.1)	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.	in at least one mutually agreeable course per semester in other graduate programs at MUW which do not have the WS prefix, but also offer significant women's issues or women's leadership content.	100% of MA in Women's Leadership graduates will complete graduate level coursework in at least three other areas with prefixes other than WS.	2021 - 2022	Target Met	<p>students receive a range of instruction, the program requires research methods courses, internship, and thesis, but also requires 18 hours of electives that include a range of graduate fields. We have worked to house a lot of these courses as a part of the Women's Leadership Core Courses with positive results from current students. This change in the curriculum has also increased the interest and enrollment numbers in the program.</p> <p>This assessment period has seen the enrollment of 6 new students with as many expected to start the program the next school term. Given the ongoing pandemic, this is excellent news for the future of our program.</p>	We will continue to offer diverse and interdisciplinary courses in Women's Leadership that meet the needs of the program and help with growing the program.
	3.2 (SPG A.1)	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	2021 - 2022	Target Met	A total of five papers were collected from at least three graduate-level courses. Across these courses, the check off rubric was used to determine that four out of the five papers met the content expectations for the MS in Women's Leadership Program. One paper did not meet the women's issues content expectations.	We will continue to collect papers from at least three graduate courses and use the simple check off rubric to assess student abilities and skills. The newly established curriculum has been one of the most positive indications from students that we should continue offering diverse, interdisciplinary courses. We are encouraged by an improvement in enrollment and rubric scoring, so continuing to use the rubric to assess the students' progress may continue to show incremental improvements as the program

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SPG A.1)	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.	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.	2021 - 2022	Target Met	A total of five papers were collected from at least three graduate-level courses. Across these courses, the check off rubric was used to determine that four out of the five papers met the content expectations for the MS in Women's Leadership Program. One paper did not meet the women's issues content expectations.	grows.
	4.1 (SPG A.1)	Students will receive a quality women's studies education.	he Departmental Survey will be circulated at the end of the academic year. Surveys will be taken of program completers. Departmental faculty will analyze the survey results to determine if target was met.	90% of the students completing the survey will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the women's leadership curriculum, learning opportunities, and quality of instruction.	2021 - 2022	Inconclusive	We have not issued a survey to a completer in the last cycle because our student didn't finish her requirements until March 2022. We can issue completer surveys to the next group of completers and use that information to include in the next assessment cycle.	We will issue a survey to the next group of students who complete the program and include this information for the next assessment cycle.
			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.	2021 - 2022	Target Met	One student completed WS 599 Thesis. She turned in a finalized thesis in March and defended it successfully.	We will continue to assess completed theses and host presentations/defenses virtually via Zoom, and they will be recorded and cataloged by the Director of Women's Leadership.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.2 (SAO)	Students will be actively engaged using their master's degrees in Women's Leadership.	The Alumni Survey is sent out every three years. The next rotation will be in 2022, 2025, 2028 and so on. At the end of the academic year, the program director will review and analyze the results to determine if achievement target was met.	15% of students participating in the Alumni Survey will state that they are enrolled in a higher level graduate programs	2021 - 2022	Target Not Met	Three students completed the MUW Alumni Survey. None of the students indicated that they are currently enrolled in higher-level graduate programs	We will continue to analyze the MUW Alumni Survey data and record the post-graduate progress of completers. This data is useful in determining career trajectories for completed students.
			The Alumni Survey is sent out every three years. The next rotation will be in 2022, 2025, 2028 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% are employed in the field or employed in a field where they regularly utilize the skills acquired in the master's of Women's Leadership program.	2021 - 2022	Target Met	Three students completed the MUW Alumni Survey. The results showed that 2/3 students are currently employed, and both students secured positions before graduation. 1/3 students indicated that since graduation, they have not yet landed a position and they are currently seeking employment. 1/3 students indicated that they had completed professional examination/licensure requirements, but they didn't include the type or name. One of the employed students provided information about the current employer.	The MUW Alumni survey provided some useful information about the current lives of the program graduates. We will continue to use this survey as a way to assess how well program graduates are doing post-graduation.
			The Departmental Survey will be circulated at the end of the academic year. Departmental faculty will analyze and compare the survey	5% increase from the previous academic year of Women's Studies alumni students participating in the Survey stating that	2021 - 2022	Inconclusive	The department did not issue a survey at the close of the academic year. We also have not determined a set of questions and method for distributing and collecting the data	The Director intends to finalize a new survey process to be implemented at the start of the new academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			results to the previous academic year to determine if there was an increase or decrease in employment or graduate enrollment among alumni.	they are either employed in a field where they regularly use the skills acquired in the master's program of Women's Leadership program or are enrolled in a higher level graduate/professional program connected with women's leadership.	2021 - 2022	Inconclusive	that doesn't involve the use of social media.	The Director intends to finalize a new survey process to be implemented at the start of the new academic year.