

Mississippi University for Women
2017-2018 Annual Assessment Report
Appendices A through H

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Appendix A

Academic SPG Report with Results 2017-2018

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
1. Advancement Excellence: The University will cultivate a culture of Advancement Excellence to strengthen engagement among its constituencies by:	1.d. Increasing awareness of university programs and strengths	Program - Culinary Arts (including Minor) - BS, BAS {2016-2017}	2.1 (PO 1.d.)	Students will successfully prepare a multi-course event for the community.	75% of students participating in the Finals Dinner will earn an average score of 80% or higher on the Finals Dinner project.	100% of the 37 students participating in the Finals Dinner made an average score of 80% or higher on the Finals Dinner project.	Target Met
		Program - Culinary Science/Culinology - BS {2016-2017}	2.1 (PO 1.d.)	Students will successfully prepare a multi-course event for the community.	75% of students participating in the Finals Dinner will earn an average score of 80% or higher on the Finals Dinner project.	100% of CA 400 students participating in Finals Dinner earned an average score of 80% or higher on the Finals Dinner project.	Target Met
2. Regional Stewardship: The University will promote Regional Stewardship through partnerships across campus and the region by:	2.a. Cultivating collaborations that increase health and well-being	Program - Kinesiology (including K-12 Education Certification) - BS {2016-2017}	2.1 (PO 2.a.)	Students will successfully develop quantitative test administration skills while cultivating collaborations that increase health and well-being.	Students in KIN 405 will assist the Franklin Academy physical education program in gathering FitnessGram data by helping to administer on average 2 of the separate FitnessGram test components.	There was not student enrolled in this course. No data collected.	Inconclusive
		Program - Nutrition and Health - Minor {2016-2017}	2.1 (PO 2.a.)	Students will gain experience in providing nutrition education outreach.	75% of FN 355 students will successfully complete at least one National Nutrition activity with at least an 80% proficiency on the FN 355 Rubric.	Students did not complete a National Nutrition Month activity this year as they were given the opportunity to work with the CPDC on a final project, which took the place of this project this year.	Inconclusive
		Program - Public Health - MPH {2016-2017}	3.1 (PO 2.a.)	The MSHE program will promote regional stewardship by cultivating collaborations that increase health and well-being through partnerships across campus and the region.	40 vendors representing university programs and community organizations will take part in the Community Health Fair.	We did not have a community health fair for this reporting period. We are planning on partnering with other organizations and having a more targeted health fair in Fall 2018.	Inconclusive
	2.c. Strengthening and	Program - Art Education - BFA {2016-2017}	7.1 (SAO & PO 2.c.)	Students will prepare for a position as an art	Students will have an average score of at least a 2 or higher on a 0-3 scale	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Inconclusive

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	expanding K-12 partnerships	Program - Art Education - BFA {2016-2017}	7.1 (SAO & PO 2.c.)	educator at a public school or private school, art museum, or community organization.	on the Resume Rubric.	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Inconclusive
		Program - Chemistry (including Minor) - BS {2016-2017}	4.1 (PO 2.c.)	Chemistry majors will participate in activities that strengthen and expand K-12 partnerships.	100% of Exit Survey participants (Chemistry majors) will participate in at least one outreach activity.	There was one Chemistry major who graduated in May 2018. On his Exit Survey (attached in the "Related documents" section), he indicated, on Question #1 in the "Community Service Information" section, that he had volunteered during the MS Regional High School Science Bowl. Target achieved.	Target Met
		Program - Educational Leadership - ME {2016-2017}	1.3 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	No focus groups were held	Target Not Met
		Program - Elementary Education - BS {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least	During the 2017-2018 academic year, the Education Department has not only established the groundwork for more partnerships, but implemented some new partnerships. The benefits and desired participants of the partnerships were discussed in departmental meetings throughout the year. In all there were	Target Met

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		Program - Elementary Education - BS {2016-2017}	1.2 (PO 2.c.)	community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	one new mutually beneficial partnership.	<p>seven full department meetings with multiple smaller committee meetings throughout the year.</p> <p>1) Teacher Academy Program for Lowndes County: (This partnership was discussed by a committee made up of Dr. Shelley Bock, Ms. Leigh Todd, and Lowndes County representatives throughout the 2017-2018 academic year.)</p> <p>MUW Education Department serves as the industry partner for the Lowndes County Teacher Academy program, which is part of the career-technical curricula offerings. This program is a high school course designed to attract students to the field of education providing the opportunity to engage in knowledge and skills related to the career and develop dispositions while participating in field experiences. MUW faculty will provide on-campus experiences, training opportunities for K12 students and faculty, and serve as advisors for the program.</p> <p>2) School Partnerships for Clinical Experiences: (This plan was discussed and approved in departmental meetings during the 2016-2017 academic year. The partnership with the desired schools were established in July and August of 2017. Meetings to discuss the partnerships occurred between school principals the Director of Field Experience, and the appropriate education block instructors.)</p> <p>Structured partnerships with schools in Columbus and Lowndes County, including an intentional system of feedback, have been developed for the implementation of the elementary residency courses. Please see the description of residency coursework.</p> <p>School partnerships have also been established with Columbus and Lowndes for the placement of secondary/K12 majors in field experiences. In addition to Columbus and Lowndes County, school district partnerships within the MUW's</p>	Target Met

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		Program - Elementary Education - BS {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	<p>recruitment region have been established for internship placements. Other school district partnerships are established at the time of student request/need for internship placement. Field experience partnerships are initiated with a request for a Memorandum of Understanding (MOU). This is a statewide MOU agreement that was developed by the state’s Educator Preparation Program Collaborative Committee and is used by all Institutions of Higher Learning in Mississippi. The institution’s Teacher Education Handbook is a companion document to the MOU.</p> <p>For placement approvals, the school district administration reviews the selection criteria provided by MUW and matches teacher candidates with mentor teachers. Orientation and training is provided to the mentor teachers by MUW as well as ongoing support and collaboration through the university supervisor assigned to the school site.</p> <p>3) Lowndes County Tech Training for MUW Faculty and Students: (The initial discussion to implement a partnership between the MUW Education Department and local schools to provide technology training occurred between Dr. Shelley Bock and Ms. Leigh Todd. Other faculty members were encouraged to approach the subject with school officials known to them.)</p> <p>New Hope Elementary School and the MUW Education Department established and implemented a partnership for the spring 2018 semester in which MUW Residency II students completed Field Experience on location at New Hope Elementary School. In exchange New Hope Elementary School began providing MUW Residency Students and Instructors the option to participate in Schoology training. Schoology is a software widely used in public elementary education.</p> <p>4) Lowndes County Spelling Bee Sponsor: (Discussions to implement this partnership occurred in the fall 2017 between the previous</p>	Target Met

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		Program - Elementary Education - BS {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	<p>Lowndes county coordinator, state officials, Dr. Shelley Bock, and Ms. Brook Louviere.)</p> <p>The MUW Education Department established a partnership with all public, private, parochial, and home school education entities to serve as the sponsor for the countywide spelling bee. The event was held on January 23, 2018 in the Nissan Auditorium. The MUW Education Department organized the event and sent out criteria as well as a guidelines for selection process. This partnership allowed all Lowndes county schools to develop rapport with the department.</p> <p>5) JumpStart Program: (Updates were given at the August 23, 2017 and May 7, 2018 departmental meetings. Meetings between Ms. Zelda Wilmoth and the center directors were conducted throughout the 2017-2018 academic year to discuss needs and improvements.)</p> <p>For the year, the MUW Education Department maintained the partnership with the JumpStart agency, the Center for Child and Parent Development, and First Assembly of God Daycare Center to offer an early childhood reading program to low income children. This partnership allows our students to gain hands on reading/literacy classroom experience while providing essential services in the community.</p> <p>6) Co-Lin 2 + 2 Agreement: (This was discussed in the November 16, 2017 & February 21, 2018 Teacher Education Council meeting and the March 8, 2018 & May 7, 2018 departmental meetings)</p> <p>The MUW Education Department and the Copiah Lincoln Community College Education Department made a partnership in the Spring 2018 to set an opportunity for education students who obtained an associates degree from Copiah Lincoln Community College to continue their education journey at Mississippi University for Women in order to obtain a</p>	Target Met

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		Program - Elementary Education - BS {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	<p>bachelor's degree in Elementary Education. The agreement allows the students to complete all course requirements with the exception of field experience online. Field experience will be completed at elementary schools local to Copiah Lincoln Community College so that students do not have to travel to complete their degree.</p> <p>The first students to benefit from this partnership will enter MUW the fall 2018 semester.</p>	Target Met
		Program - Gifted Studies (including Certificate) - ME {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	The department did not hold any meetings.	Inconclusive

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		Program - Gifted Studies (including Certificate) - ME {2016-2017}	1.2 (PO 2.c.)	(Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	The department did not hold any meetings.	Inconclusive
		Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	3.1 (PO 2.c.)	The program will participate in outreach events for K-12 students.	Host at least two outreach events during the academic year.	1. Sonya Kovalevsky High School Mathematics Day; October 10, 2017; 65 high school girls; 5 teachers; 3 schools represented. 2. Mississippi Regional Science Bowl; February 16, 2018; 80 high school students; 14 teachers; 17 teams from 10 schools; 30 students participated in a science exam competition	Target Met
			3.2 (PO 2.c.)	Mathematics majors will participate in community outreach and service opportunities.	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.	100% of mathematics graduates in 2017-2018 participated in community outreach and/or community service while at MUW. (4 out of 4 graduates)	Target Met
		Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	5.2 (PO 2.c.)	Students will participate in university or community activities that strengthen and expand K-12 partnership.	100% of the PS 313 students participating in the Exit Survey will report that they participated in at least one outreach activity.	No students enrolled for this academic year. Therefore, no students took the took the exit survey.	Inconclusive
		Program - Reading/Literacy (including Certificate) - ME {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	No meetings were held.	Target Not Met

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		Program - Reading/Literacy (including Certificate) - ME {2016-2017}	1.2 (PO 2.c.)	clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	No meetings were held.	Target Not Met
		Program - Secondary Teacher Education - MAT {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	No focus groups held.	Inconclusive
	2.d. Contributing to the creative economy	Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	2.3 (PO 2.d.)	In keeping with the University Strategic Goal 2.d of promoting “regional stewardship through	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.	Target was NOT met. Only 38% of graduating seniors self-reported two or more different types of community service activities. 2/16 reported no service activities. 8/16 reported 1 service activity. 6/16 reported two or more service activities.	Target Not Met

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	2.d. Contributing to the creative economy	Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	2.3 (PO 2.d.)	partnerships across campus and across the region by forging meaningful and engaged partnerships that provide real-life experiences for students”, the student will participate in community service opportunities while enrolled in the department.	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.	Target was NOT met. Only 38% of graduating seniors self-reported two or more different types of community service activities. 2/16 reported no service activities. 8/16 reported 1 service activity. 6/16 reported two or more service activities.	Target Not Met
		Program - Creative Writing - MFA {2016-2017}	3.1 (SAO & PO 2.d.)	Students will publish their work in appropriate publications for their genres.	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.	Our thesis students are actively publishing, as evidenced by the list of accomplishments we keep on our website. The Thesis Survey for Summer 2018 graduates will be conducted in June. However, 5 of the 5 have listed publications on our accomplishments list.	Target Met
		Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	6.1 (PO 2.d.)	The Mississippi University for Women Galleries will contribute to the creative economy of the university community by offering a diverse and engaging series of annual exhibitions.	70% of attendees surveyed will choose “satisfactory” with the exhibitions by scoring an average of “3” or higher using the MUW Galleries Assessment Survey.	a 98% of visitors to the gallery chose satisfactory- which is very good. We had good attendance at the various programming events for both semesters. While I do offer extra credit to my students, very few students take advantage of more than 2 events. This is a good sign for the popularity of these events. The reception attendance was better during the spring semester, primarily because of Homecoming. We renamed the big gallery and featured locally popular artists, both of which created a big draw. The student show reception is always well attended because of the families of the students. The Welty exhibition reception is always plagued with low attendance due to the Symposium. This year, we scheduled the reception so that Symposium attendees could	Target Met

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		Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	6.1 (PO 2.d.)	The Mississippi University for Women Galleries will contribute to the creative economy of the university community by offering a diverse and engaging series of annual exhibitions.	70% of attendees surveyed will choose "satisfactory" with the exhibitions by scoring an average of "3" or higher using the MUW Galleries Assessment Survey.	attend prior to the dinner at Dr. Richardson's. This was an awkward time for locals. We had a number of 'first timers' assess the exhibitions, which is always good.	Target Met
	2.e. Forging meaningful and engaged partnerships that provide real-life experiences for students	Program - Communication (including Minor) - BA, BS {2016-2017}	3.2 (PO 2.e.)	Students will engage in meaningful, real-life experiences within the Communication field.	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.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	6.1 (PO 2.e.)	History majors will complete an internship or study abroad program before graduating.	70 percent of History majors who graduated in the previous year will have completed an internship or study abroad program.	Five students graduated in August, December, or May 2017-8 with a history degree. All but one had either an internship or study abroad experience and three had multiple internships or an internship and study abroad. One of the five had a teacher internship as her internship. This means that 80 percent of history graduates completed either an internship or study abroad, and 60 percent had at least two such experiences. Only one student graduated without an internship. She had been scheduled to complete an internship the summer before graduation, but had to withdraw because of family issues. She worked at the MUW library, however, throughout her undergrad years, so at least she gained some library work experience in that time.	Target Met
		Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy	3.2 (PO 2.e.)	The MUW Exercise Science programs will promote regional stewardship through our	The MUW Exercise Science program will place interns in an average of at least 3 different allied health or medical environments during the Fall and Spring	The MUW Exercise Science program placed students in at least 5 environments during the 2017/2018 school year. At least 19 students interned with at least 9 organizations and 11 internship sites throughout our region. These included sites in Cardiac Rehabilitation,	Target Met

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		Concentration) - BS {2016-2017}	3.2 (PO 2.e.)	internship program, providing real-life observation and/or hands-on experience with local and regional allied health practitioners.	semesters of each academic year.	Collegiate Athletics, Community Health/Fitness, Hospital Wellness, and multiple forms of Physical Therapy.	Target Met
		Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	5.1 (PO 2.e.)	Students will actively engage in local K – 12 school events that provide 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).	No students enrolled for this academic year. Therefore, no students took the professional development module.	Inconclusive
		Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	3.1 (PO 2.e.)	Students will demonstrate understanding of how the curriculum in the major and in-class learning relate to problems of the real world.	The overall average for POL 490 students completing the Internship Survey will be that students report seeing an increase of at least “3.0” on a 1-5 Likert scale, regarding the degree to which their coursework relates to and prepares them to handle real-world problems.	Evidence for the assessment of outcome 3.1 is based on a survey given to students who completed POL 490 Internship. In spring 2018, the assistant professor of political science sent both students who had completed POL 490 the survey via email. One student responded and, when asked the degree to which the coursework prepared them to handle real-world problems, reported it “absolutely” did. This response was a 5 on the 1-5 Likert scale used in the survey, surpassing our goal of 3.0. Last year we had only two students completing internships and failed to get any responses to our survey of students completing POL 490. This year, our response rate was 50%, but that was still only one student, since only two completed POL 490.	Target Met
3. 21st Century: The University will foster a 21st Century learning environment by:	3.a. Enhancing and effectively utilizing advanced instructional technologies	Program - Film Studies - Minor {2016-2017}	3.2 (PO 3.a.)	The program will encourage students to access films in a variety of content-delivery modes by using instructional technologies such as online course	At least 50 percent of relevant courses will be delivered via online course delivery.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
3. 21st Century: The University will foster a 21st Century learning environment by:	3.a. Enhancing and effectively utilizing advanced instructional technologies	Program - Film Studies - Minor {2016-2017}	3.2 (PO 3.a.)	delivery to allow students flexibility in viewing films.	At least 50 percent of relevant courses will be delivered via online course delivery.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017}	2.1 (PO 3.a.)	Students will compose musical works using music notation software (Sibelius or Finale).	90% of the students will score at least an 85 (on the 1-100 scale used in the "MUS 102 Final Project Rubric").	There were 9 students enrolled in MUS 102 and every one completed the final project. Their work was assessed via the "MUS 102 Final Project Rubric". 5 students scored 100%, 2 scored 95% and 2 scored 90%. The MUS 102 faculty loosened up some of the project length requirements and encouraged students to write longer pieces if they chose to do so.	Target Met
		Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	2.1 (PO 3.a.)	Full-time faculty will use at least 3 different instructional technologies to provide interactive learning environments for online students.	80% of all online PHE students participating in the Fall Online PHE Course Evaluations Survey will either "agree or strongly agree" that the delivery method of this course was appropriate for the subject matter.	Summer 2017 (n=134) "strong agree"=65.67% (n=88) "agree"=29.10% (n=39) "neither agree or disagree"=4.48% (n=6), "not applicable"=.75% (n=1). Fall 2017 (n=468) "strong agree"=68.38% (n=320) "agree"=26.50% (n=124) "neither agree or disagree"=4.27% (n=20), "disagree"=.64% (n=3), "strongly disagree"=.21% (n=1) Spring 2018 (n=422) "strong agree"=69.91% (n=295) "agree"=25.83% (n=109) "neither agree or disagree"=3.32% (n=14), "disagree"=.47% (n=2), "strongly disagree"=.47% (n=2) FALL - 320+124=444 Strongly Agree/Agree (468 Survey Participants) = 0.948 = 95%	Target Met
					80% of all online PHE students participating in the Spring Online PHE Course Evaluations Survey will either "agree or strongly agree" that the delivery method of this course was appropriate for the subject matter.	Spring 2018 (n=422) "strong agree"=69.91% (n=295) "agree"=25.83% (n=109) "neither agree or disagree"=3.32% (n=14), "disagree"=.47% (n=2), "strongly disagree"=.47% (n=2) SPRING - 295+109=404 Strongly Agree/Agree (422 Survey Participants) = 0.957 = 96%	Target Met
	3.b. Broadening educational opportunities	Program - General Studies - BA, BS {2016-2017}	2.3 (PO 3.b.)	The program will foster a 21st century learning environment by	At least one student will select each of the 10 focus groups each academic year.	General Studies students are enrolled in eight of the ten possible focus groups. I. Fine and Performing Arts 2 II. Natural Sciences 1	Target Not Met

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	and programs for the diverse student body	Program - General Studies - BA, BS {2016-2017}	2.3 (PO 3.b.)	broadening educational opportunities for the diverse student body.	At least one student will select each of the 10 focus groups each academic year.	III. Human Sciences 19 IV. Business 5 V. Culinary Arts 0 VI. Humanities I 4 VII. Humanities II 5 VIII. Mathematics/Programming 0 IX. Health-Related Programs 11 X. Pre-Professional Programs 7	Target Not Met
		Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	2.3 (PO 3.b.)	The completion of four semesters of Spanish will encourage global thinking and perspectives through broadening of cultural and language-based knowledge among our students. In an effort to provide students with a "global perspective" and to prepare "them for the global workforce of the future," the Spanish program will actively seek to increase interest and enrollment in the Spanish minor and major.	An increase in minors and majors over the next three years (7 and 3, respectively).	5 declared majors and 5 declared minors at the end of Spring 2018.	Inconclusive
	3.c. Maintaining, enhancing and expanding international partnerships	Program - Physical Theatre (including Certificate) - MFA {2016-2017}	4.1 (PO 3.c.)	Students will increase appreciation and understanding of theatre in a global context.	90% of Graduates participating in the Exit Survey will indicate the experience of international studies as a unique and valuable educational experience beyond the traditional on-campus experience.	100% of the students who responded to survey indicated "Yes" that "the experience of international studies as a unique and valuable educational experience beyond the traditional on-campus experience. "	Target Met
	3.e.	Program -	4.1 (SAO & PO	Students enrolled	100% of students enrolled	Between fall and spring 2017-8, one student	Target Met

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	Cultivating communities to create opportunities for academic engagement	Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	3.e.)	in IS 499 will successfully complete their Capstone project, which involves collaborating with faculty from multiple academic disciplines in order to intentionally combine those fields into a significant research project focused on the student's interests and academic needs.	in IS 499 Capstone will pass the course.	attempted and successfully completed IS 499 Capstone. No student dropped, withdrew, or failed the class.	Target Met
4. Completion: The University will cultivate a comprehensive approach that enhances retention, Completion and student success by:	4.a. Enhancing student advising, mentoring, and support services	Program - Family Nurse Clinician (including Certificate) - MSN {2016-2017}	2.1 (PO 4.a.)	MSN students will be satisfied with the MSN plan of study.	Through appropriate and affective student advising and ongoing mentoring in the Family Nurse Clinician-MSN program, at least 90% of all participating MSN students will be satisfied with the Family Nurse Clinician-MSN Plan of Study.	100% of all participating MSN students noted they were satisfied with the MSN Program	Target Met
		Program - Honors College {2016-2017}	3.1 (PO 4.a.)	Successful junior and senior members of the Honors College will train as Peer Mentors and mentor freshman members of the Residential Honors Program (RHP) during the fall semester, providing academic and personal support on a weekly basis.	90% of RHP freshman will still be enrolled at the end of the academic year.	In fall semester 2017, junior and senior members of the Honors College trained and acted as Peer Mentors for the freshman cohort (18) of the Residential Honors Program (RHP), providing academic and personal support on a weekly basis, reporting any issues of concern, and submitting final reports on students' status at the end of the semester. Based on the Peer Mentors' reports and other information (student GPA, reports from honors faculty, and reports from the Honors Mentors/RAs), the Director of the Honors College met with students having academic or other difficulties and provided advising and/or directed students to other campus resources for support. The goal was to continue to surpass year-end retention from the 2015-2016 total of 87.5%, reaching at least 90%.	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Honors College {2016-2017}	3.1 (PO 4.a.)	Successful junior and senior members of the Honors College will train as Peer Mentors and mentor freshman members of the Residential Honors Program (RHP) during the fall semester, providing academic and personal support on a weekly basis.	90% of RHP freshman will still be enrolled at the end of the academic year.	At the end of 2016-2017, retention was 100%. However, at the end of the 2017-2018 academic year, retention for the freshman cohort was 16 of 18 students (89%), meaning the achievement target was not met. Of the two students not returning, both students were advised closely by the Director of the Honors College during their decision process. One is a 3.9 GPA departing because of a major life event (death of a parent) and the other is the only RHP student without a Centennial or Honors Award, whose scholarship status and academic performance led her to decide to leave the Honors College at the end of the year.	Target Not Met
			3.2 (PO 4.a.)	Members of the Honors College will maintain a GPA of 3.30 by the senior year, complete the independent study (HO 401 and HO 402), and graduate with Honors in the major area of study.	80% of Honors students will graduate with Honors in the major area of study.	In 2017-2018, 24 students reached senior hours and applied for graduation. Twenty-two (92%) held the requisite GPA of 3.3 or above. The remaining two appealed to the Director of the Honors College and Honors Faculty Committee to be allowed to enroll in HO 401 and their appeals were granted. One of these two students successfully completed HO 401 and 402 with an A, while the other completed HO 401 with an A but was forced to take Incompletes and postpone graduation due to serious health issues. All completed HO 401 and HO 402 except for this student and one other (who was also forced to take an Incomplete in HO 402 due to health issues), a rate of 92%. All but two (22) graduated in December 2017 (1) or May 2018 (21), for a completion rate of 92%. Other notable results are that all 22 students graduated in four years and seven of the 22 students (29%) completed the Honors curriculum, including the Honors research project, without being required to as a stipulation of an Honors-related university scholarship. The results show strong commitment of honors students to completion of the independent study (HO 401 and HO 402) and strong commitment of their faculty committees to supporting them in achieving this goal.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Nursing - ASN {2016-2017}	2.1 (PO 4.a.)	ASN students will be satisfied with the ASN plan of study.	At least 90% of students participating in the Program Satisfaction Survey will indicate satisfaction with program of study at time of graduation.	100% of students indicated on the Program Satisfaction Survey that they were satisfied or very satisfied with the program of study at time of graduation. 41 of 52 indicated they were "very satisfied" and 11 indicated they were "satisfied" with the program of study at time of graduation.	Target Met
		Program - Nursing - BSN {2016-2017}	2.1 (PO 4.a.)	BSN students will be satisfied with the BSN plan of study.	90% of all participating students are satisfied with the program of learning as evidenced by a benchmark score of 2.5 or above on the End of Program Satisfaction Survey.	281 students were either extremely or somewhat satisfied with the program of student. Benchmark met. 56 students completed the program in May 2018; of those, 47 students completed the survey. 240 students completed the end of program survey in August 2017. A total of 287 students completed the survey. 97.9 percent of students completing the survey were satisfied with the program.	Target Met
		Program - Nursing Practice - DNP {2016-2017}	2.1 (PO 4.a.)	DNP students will be satisfied with the DNP plan of study.	Through appropriate and effective student advising and ongoing mentoring in the DNP program, at least 90% of all participating DNP students will be satisfied with the DNP Plan of Study.	Three participated in the survey, two were extremely satisfied and one was somewhat satisfied. 100% of students were satisfied.	Target Met
		Program - Religious Studies - Minor {2016-2017}	3.1 (SAO & PO 4.a.)	Religious studies minors will receive advising in the minor each semester to ensure the successful completion of the minor's requirements.	100% of students will attend an advising session each semester with the Lead Faculty in Religious Studies and receive a copy of his/her internal audit sheet.	In 2017-2018, the program had three minors. The Lead Faculty met with these student for advising, provided completed internal audit sheets to the students, and kept the completed audit sheets on file. In reviewing the completed audit sheets and student transcripts (one at the end of the fall semester in preparation for the student to graduate in spring 2018 and the other two at the end of the academic year), the Lead Faculty concluded that the students were/are on track to complete the requirements for the minor by graduation.	Target Met
					90% of students will attend a final audit confirming that all requirements of the minor have been met and will graduate with the minor.	The Lead Faculty conducted a final advising session with the student once all requirements were met and confirmed through the internal audit sheets and the university degree audit that the student would graduate with the minor.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	4.d. Providing academic programs to meet the needs of today's student and workforce	Program - Accounting (including Minor) - BS {2016-2017}	1.3 (PO 4.d.)	Students will be able to pursue opportunities in graduate education and/or employment opportunities.	40% of capstone students participating in the Graduation Exit Survey will state a career plan of attending graduate school.	51% of business students surveyed indicated that they planned to attend graduate school, 27% responded that they did not plan to attend graduate school, and 22% indicated that they did not know if they planned to attend graduate school on our Graduation Exit Survey.	Target Met
					75% of capstone students participating in the Graduation Exit Survey will state that their education adequately prepared them for employment.	86% of participants in the Graduation Exit Survey indicated that their education adequately prepared them for employment. It should be noted that 8 % neither agreed nor disagreed and only 1 respondent either disagreed or strongly disagreed and 2 chose not to answer.	Target Met
					75% of capstone students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	71 % of student surveyed on the Graduation Exit Survey indicated that they were employed full time while 18 % indicated part-time employment. Only 8% indicated that they were not employed but looking.	Target Met
		Program - Business Administration (including Minors and Certificates) - BAS {2016-2017}	1.2 (PO 4.d.)	Students will be able to pursue opportunities in graduate education and/or employment opportunities.	75% of students participating in the Graduation Exit Survey will state that their education adequately prepared them for employment.	86% of participants in the Graduation Exit Survey indicated that their education adequately prepared them for employment. It should be noted that 8 % neither agreed nor disagreed and only 1 respondent either disagreed or strongly disagreed and 2 chose not to answer. Please note that BAS and BS students are evaluated together on this survey.	Target Met
					75% of students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	71 % of student surveyed on the Graduation Exit Survey indicated that they were employed full time while 18 % indicated part-time employment. Only 8% indicated that they were not employed but looking	Target Met
		Program - Business Administration (including Minors and Certificates) - BS {2016-2017}	1.2 (PO 4.d.)	Students will be able to pursue opportunities in graduate education and/or employment opportunities.	40% of capstone students participating in the Graduation Exit Survey will state a career plan of attending graduate school.	51% of business students surveyed indicated that they planned to attend graduate school, 27% responded that they did not plan to attend graduate school, and 22% indicated that they did not know if they planned to attend graduate school on our Graduation Exit Survey.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					75% of capstone students participating in the Graduation Exit Survey will state that their education adequately prepared them for employment.	86% of participants in the Graduation Exit Survey indicated that their education adequately prepared them for employment. It should be noted that 8 % neither agreed nor disagreed and only 1 respondent either disagreed or strongly disagreed and 2 chose not to answer.	Target Met
					75% of capstone students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	71 % of student surveyed on the Graduation Exit Survey indicated that they were employed full time while 18 % indicated part-time employment. Only 8% indicated that they were not employed but looking.	Target Met
		Program - Business Administration - MBA {2016-2017}	1.9 (PO 4.d.)	Students will be able to pursue employment opportunities in field upon completion of the MBA program.	75% of students participating in the Graduation Exit Survey will state that they have already secured plans for gainful employment immediately upon graduation.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	3.1 (PO 4.d.)	Students will receive a quality English education meeting students' expectations satisfactorily.	90% of students participating in the Focus Group will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the English department's curriculum and instruction quality.	This spring we used a focus group, group survey questions, and some statements and suggestions from course evaluations to try to get more specific data about the success of EN 499: Capstone. This course is a difficult one to teach, and the department perhaps tries to cram too much information into it, leading to confusion for the students who take it. The majority appreciate the huge accomplishment of the Capstone Paper, but this year's information will be some we can more easily use for positive change which has been needed for over five years. (See attached related document). It seems that the students see the course as fragmented--they don't see the value of the extra assignments on a novel or periods of literature. However, they DO see as very valuable the long Capstone Paper, which they are very proud of at the completion. The suggestions seem to say that the students want more focus on the paper itself (and perhaps apply the discussions of literature theory to the individual papers). Several also suggested more one or more paper conferences with the	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	3.1 (PO 4.d.)	Students will receive a quality English education meeting students' expectations satisfactorily.	90% of students participating in the Focus Group will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the English department's curriculum and instruction quality.	teacher, since the topics of the papers were not really connected. They like the idea of formal Capstone presentations, and consider that professional development. They also are satisfied that their Capstone papers give them a solid piece of research to submit as a sample to graduate programs.	Inconclusive
		Program - Family Studies (including Minor) - BS {2016-2017}	3.1 (PO 4.d.)	Family Studies students will become professional CFLEs.	5% increase from the previous academic year in MUW Family Studies alumni that earn the Certified Family Life Educator (CFLE) designation.	New CFLEs are acknowledged each quarter in the CFLE Networker and in the NCFR Report. In the fall quarter of 17, one of our grads was identified as having become a provisional CFLE in the NCFR Report. The target was met, as we had a 100% increase in graduates earning the CFLE designation from last year.	Target Met
		Program - French - Minor {2016-2017}	2.2 (PO 4.d.)	Minors who complete a minor in our foreign language program will demonstrate satisfaction with the instruction and of the program's intercultural and multicultural knowledge emphasis.	75% of students participating in the Alumni Survey will state that they were satisfied with the instruction received in their minor program, and gained a greater appreciation overall of global culture, including the varied cultures of French speaking countries.	The Alumni Survey is distributed every three years. The next cycle won't be until Spring 2019. Results will be collected and reported next year.	Inconclusive
		Program - Legal Studies (including Minor) - BA, BS {2016-2017}	3.2 (PO 4.d.)	To provide program opportunities that meet the needs of today's students and workforce.	75% of student interns will score 80 or above from the cumulative scores of the employer surveys, legal internship placement and intern evaluations determined from Placement Evaluation Survey.	No data was obtained as of analysis date.	Inconclusive
		Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	1.4 (PO 4.d.)	In keeping with the Mississippi University for Women's strategic priority/goal of "providing academic	A steady increase in philosophy minors declared over the next three years, from 6 to 10.	Based on examination of course rosters for the 2017-2018 academic year, it has been determined that there are currently around 3 philosophy minors.	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	1.4 (PO 4.d.)	programs to meet the needs of today's student and workforce" (SPG 4.d.), the philosophy program will seek to increase enrollment in the philosophy minor in the conviction that the skills, knowledge, and values instilled in the student of philosophy are invaluable to the success of the student as a person, worker, and citizen beyond graduation (as regards success in the workplace, this conviction is borne out in an abundance of empirical data).	A steady increase in philosophy minors declared over the next three years, from 6 to 10.	Based on examination of course rosters for the 2017-2018 academic year, it has been determined that there are currently around 3 philosophy minors.	Target Not Met
		Program - Psychology (including Minor) - BA {2016-2017}	2.4 (PO 4.d.)	The psychology program will prepare students for employment in a related discipline.	35% of graduating seniors in psychology who complete the MUW Graduation Survey will report being employed in a job related to the discipline.	2017-2018 MUW Graduation Survey Results: Yes - 18.75% Yes - 3/16; 18.75% No - 13/16; 81.25%	Target Not Met
		Program - Public Health - MPH {2016-2017}	5.1 (PO 4.d.)	MSHE students in HED 598 and 599 will develop confidence in their competencies.	90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in evaluating health education programs.	In their last semester, students take and exit survey that asks them about their level of confidence planning, implementing, and evaluating health education programs. The survey is voluntary, and not every student completes the survey before graduation. Eight students were eligible to complete the survey - five actually completed it. Of the five that completed the survey, all (100%) five reported feeling confident or very confident about	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Public Health - MPH {2016-2017}	5.1 (PO 4.d.)	MSHE students in HED 598 and 599 will develop confidence in their competencies.	90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in evaluating health education programs.	<p>performing health education competencies (these are all related to planning, implementing, and evaluating health education programs, so students are asked about each individually).</p> <p>The breakdown by skill is as follows: Planning (very confident - 40%; confident - 60%); Implementing (Very confident - 60%; Confident - 40%) ; and EVALUATION (Very confident - 20%; Confident - 80%).</p> <p>The response rate was 62.5%. (Total eligible to take the exit survey, N=8)</p>	Target Met
					90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in implementing health education programs.	<p>In their last semester, students take and exit survey that asks them about their level of confidence planning, implementing, and evaluating health education programs. The survey is voluntary, and not every student completes the survey before graduation. Eight students were eligible to complete the survey - five actually completed it. Of the five that completed the survey, all (100%) five reported feeling confident or very confident about performing health education competencies (these are all related to planning, implementing, and evaluating health education programs, so students are asked about each individually).</p> <p>The breakdown by skill is as follows: Planning (very confident - 40%; confident - 60%); IMPLEMENTING (Very confident - 60%; Confident - 40%) ; and Evaluation (Very confident - 20%; Confident - 80%).</p> <p>The response rate was 62.5%. (Total eligible to take the exit survey, N=8)</p>	Target Met
					90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in planning health education programs.	<p>In their last semester, students take and exit survey that asks them about their level of confidence planning, implementing, and evaluating health education programs. The survey is voluntary, and not every student completes the survey before graduation. Eight students were eligible to complete the survey -</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in planning health education programs.	<p>five actually completed it. Of the five that completed the survey, all (100%) five reported feeling confident or very confident about performing health education competencies (these are all related to planning, implementing, and evaluating health education programs, so students are asked about each individually).</p> <p>The breakdown by skill is as follows: PLANNING (Very confident - 40%; Confident - 60%); Implementing (Very confident - 60%; Confident - 40%) ; and Evaluation (Very confident - 20%; Confident - 80%).</p> <p>The response rate was 62.5%. (Total eligible to take the exit survey, N=8)</p>	Target Met
		Program - Speech Language Pathology - BS {2016-2017}	2.1 (PO 4.d.)	Graduating SLP students will express satisfaction with the undergraduate curriculum.	80% of participating graduating undergraduate students will express satisfaction with the undergraduate curriculum as documented by a rating of 3.0 or above on the SLP Undergraduate Program Exit Survey.	Graduating seniors in speech-language pathology were provided with a written exit survey regarding the program. 100% indicated an overall satisfaction rating with the undergraduate program.	Target Met
		Program - Speech Language Pathology - MS {2016-2017}	2.1 (PO 4.d.)	Students completing the M.S. degree in speech-language pathology will express an "overall" satisfaction with the academic and clinical programs.	80% of students graduating with the M.S. degree in speech-language pathology participating in the SLP Graduate Exit Survey will respond positively to the question regarding overall satisfaction with the academic and clinical program.	85% (11/13) graduating students expressed overall satisfaction with M.S. SLP program.	Target Met
		Program - Theatre - BA {2016-2017}	2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence,	100% of graduating students will complete an Internship with a professional theatre company.	Based on final scores in TH 360- Internship, the Avg. Final grade was a score of 97.5 out of 100. Scoring Breakdown: 100: 1 95: 1 100 % (2 out of 2) completed an internship and satisfied the requirements for graduation. One was with a professional theatre company, the other was a student teacher with the Starkville School District.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Theatre - BA {2016-2017}	2.1 (GEO 5.a., PO 4.d., SAO)	reliability, and punctuality.	100% of graduating students will complete an Internship with a professional theatre company.	Based on final scores in TH 360- Internship, the Avg. Final grade was a score of 97.5 out of 100. Scoring Breakdown: 100: 1 95: 1 100 % (2 out of 2) completed an internship and satisfied the requirements for graduation. One was with a professional theatre company, the other was a student teacher with the Starkville School District.	Target Met
					75% of Juniors and Seniors in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency for juniors and seniors is achieved by a score of "3" or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate.	The cumulative score was 3.15, taking the average of the top scores in three categories for each student. Scoring Breakdown: 2.0: 1 2.3: 1 3.0: 2 3.2: 1 3.7: 1 4.0: 2 75% of students met the target, which is keeping with our new threshold. Also keep in mind that due to the show schedule, students were evaluated for only one show this year.	Target Met
					90% graduating seniors who completed an Internship will receive favorable recommendation from their external internship supervisor.	Based on the final grade of TH 360-Internship, The average Final grade was 96 out of 100 (A+) Scoring Breakdown: 90: 1 95: 2 100: 2 100% of the students successfully completed their internships. Two were even asked back the following summer.	Target Met
					90% of students participating in the Survey will state that their goal upon graduating the Theatre program is to have the skillset to gain employment or a long-term internship in theatre or a related field.	It was an unusually small sample size but the answers to the survey were consistent with past results so for now, we are satisfied that this is an adequate Assessment method (see "Student 1" and "Student 2" attachments for student responses).	Target Met
					It is expected that 60% of freshmen, sophomores and first year transfers participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency	The cumulative avg. was 3.16, taking the average of the top scores in three categories for each student. Scoring Breakdown: 1.3: 1 2.0: 1 2.3: 1 3.0: 3 3.3: 1 4.0: 5 75% of students met the requirement, which is almost identical to last year.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					is defined by achieving a score of "3" in at least 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate.	The cumulative avg. was 3.16, taking the average of the top scores in three categories for each student. Scoring Breakdown: 1.3: 1 2.0: 1 2.3: 1 3.0: 3 3.3: 1 4.0: 5 75% of students met the requirement, which is almost identical to last year.	Target Met
					It is expected that the freshmen, sophomores and first year transfers participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of "3" in at least 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate.	The average cumulative score was 3.4 Scoring Breakdown: 2.0: 1 2.5: 1 2.6: 1 2.8: 1 3.5: 1 3.8: 2 4.0: 6 69% of students met the threshold for success in this category.	Target Met
					Juniors and Seniors in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency for juniors and seniors is defined by averaging a score of "3" or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate.	That is just below the threshold which, in this case, amount to 1 student. The average was around 2.8, so we find this to be encouraging. Scoring Breakdown: 1.0: 1 1.5: 1 3.0: 2 3.4: 1 3.8: 1 4.0: 1 71% of students met the criteria for success in this category	Target Not Met
			2.2 (SLO & PO 4.d.)	Students will develop an accountable character by demonstrating the ability to manage their own time effectively, as well	60% of Sophomores should demonstrate proficiency in this area. Proficiency for Sophomores is defined as scoring at least a 90 in two categories and no lower than a 80 (B-) in the other two categories on the	The average score was 88.7, which is above the threshold average of 85. Scoring Breakdown: 68.8: 1 89.5: 1 92.5: 1 94: 1 98.5: 1 80% (4 out of 5) students met the target for this assessment.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (SLO & PO 4.d.)	as work well with others in collaborative projects, and to serve as leaders of peer groups.	Creative Project Grading Rubric.	The average score was 88.7, which is above the threshold average of 85. Scoring Breakdown: 68.8: 1 89.5: 1 92.5: 1 94: 1 98.5: 1 80% (4 out of 5) students met the target for this assessment.	Target Met
					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.	The average score was 93.2. Scoring breakdown: 97.0%: 1 91.8%: 1 91.0%: 1 100% of students met the target for this assessment. If we add ALL seniors then the result is 85% (6 out of 7).	Target Met
		Program - Women's Leadership - MA {2016-2017}	3.2 (PO 4.d.)	Students who take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature will complete papers or projects in those classes with either a direct or indirect focus on women's issues or women's leadership.	The program director will collect a sample set of at least five papers from at least three graduate level courses taken in other disciplines by program students over the academic year, and using a simple check off method (1. Paper or project DOES MEET the women's issues content expectations of the MS in Women's Leadership Program or 2. Paper or Project DOES NOT meet the women's issues content expectations), 90 % of students in the program will produce papers or projects which DO MEET the content expectation.	We applied the rubric to three excellent sample papers from three different disciplines. All of them met the content expectations of the MA in WL program. We did not have five papers submitted.	Inconclusive
			4.1 (PO 4.d.)	Students will receive a quality women's studies education.	100% of students completing WS 512: Capstone/Thesis will average least a 3.5 (upper level milestone) score or	The three rubrics were applied to all three graduates. The oral communication value rubric was applied to all three defenses. All scored a 4. The other two rubrics were applied to the thesis itself. One student, because of a couple of 3s on	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			4.1 (PO 4.d.)	Students will receive a quality women's studies education.	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.	the Integrative Learning Rubric, had less than a perfect score, but was still well above the 3.5 benchmark. Overall Average - 3.87	Target 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.	Instead of just surveying this year's graduates of the program, we also surveyed one 2016 graduate and sent surveys to all three 2017-18 MA graduates. One of the 2017 graduates gave all Satisfactory or Very Satisfactory ratings on every questions and mentioned no areas for which she recommend improvements. She mentioned that the program gave her the confidence to quit her current job and open her own business. The first graduate of the program indicated high satisfaction in most areas surveyed, including personal growth and employment opportunities, but said that she "Would have enjoyed a roadmap/handbook for the entire program curriculum and how it LEADS to the thesis/project. A clearer definition AND course for writing my thesis/project at the onset of the program would have made my experience very satisfactory. (unsatisfactory rank). She is correct; her comment has encouraged me to alter my WS 500 and 501 syllabuses to explain more clearly how from the very beginning students should be thinking and working on possible thesis topics." She also "Would have liked to be included in the N.E.W. Leadership program for experience and networking. I expressed interest multiple times, but was not included each year.-More opportunities for real life leadership/internships." The director was not aware that this graduate wanted badly to participate in NEW LEADERSHIP MS - Preparing MS Young Women for Public Service; This will remind the director to offer this opportunity to every MA WL candidate, and not only to one or to the same one every year. Graduate 3 was very satisfied" and was hired a semester before she finished the MA in Women's Leadership for a position which requires a master's degree.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					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.	They were so impressed with her and our program that they allowed her to start in the position before she officially received her diploma. She is now Directing Fundraising for a Local residential K-12 boarding school. In her survey she said "This graduate program includes a variety of topics and the flexibility to personalize the study to a concentrated field. I was very satisfied with this aspect. I wanted a master's degree in leadership but not only in education. This degree allowed me to focus some research in education while receiving a much broader look at leadership as a women." Graduate 4 did not fill out the formal survey, but responded in conversations with me that she was highly satisfied with the program. One of them was hired a semester before she finished the MA in Women's Leadership for a position which requires a master's degree. They were so impressed with her and our program that they allowed her to start in the position before she officially received her diploma. She is now Directing Fundraising for a Local Non-Profit organization. This student said "I have determined to run for some type of public office after I finish this program. My thesis research, My involvement with interning with NEW Leadership MS and my participation in the Stennis Center for Public Policy's "Southern Women in Public Service" conference has given me the confidence to pursue this goal." Also, since I don't know of where else to include the scan, I'm really please with the beautiful push cards Dr. Dunkelberg designed for our program. I'm attaching it in related documents here. It is a great recruiting tool.	Target Met
		Program - Women's Studies (including Minor) - BA {2016-2017}	2.3 (PO 4.d.)	Students will exhibit information literacy and research skills.	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.	There were no seniors who took WS 499 Capstone in 2017-18, but one Interdisciplinary Studies major had women's studies as one of her three emphases and two student completed an HO 402 paper whose subject was in women's studies. The IS 499 student earned a 4 in Information Literacy. The two HO 402 students also also earned a 4 in Information Literacy.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			3.1 (PO 4.d.)	Students will receive a quality women's studies education.	100% of all WS Capstone students will average a score of at least a 3 (upper level milestone) or higher on all three AAC&U VALUE rubrics applied to their final projects. An average of the faculty scores will be used to determine the students' final scores.	We had no students take Capstone this year because the two students expected to take it changed their majors to IS with a women's studies emphasis and to Public Health, with an emphasis on women's health.	Inconclusive
					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.	We had three graduate students complete a WS master's degree in Leadership, but no BA graduates who completed a major and therefore did not need Capstone offered this year. Since we have two junior level majors, it will probably by 2020 before WS 499 needs to be offered again. Instead, the director created a more comprehensive survey for recent graduates and students currently in both undergraduate and graduate programs. That survey is in "related documents," for more analysis. The positive rankings and comments are marked in red and the negative rankings or suggestions for improvement are marked in blue. Since the survey includes graduate students also, I will only mention the statistics about undergraduates below. NOTE: Eighteen students were selected to receive the survey, including some who are in the middle of either their undergraduate minor, some who are in the middle of their undergraduate majors, a few WS BA graduates, some who are recent MA in WL graduates, and some who are currently master's candidates. Twelve people responded, with at least one from every category, giving a 75% percent survey response rate. The positive ratings (Satisfactory or Very Satisfactory) and added positive comments are highlighted in red in the attached complete survey responses. The negative ratings and comments and recommendations for improvement are highlighted in blue. 11 BA students were surveyed – 6 responded; 7 MA students were surveyed – 6 responded. Since our achievement target says 90 percent of all students	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					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.	PARTICIPATING in the survey will indicate a satisfaction with the program, I am only assessing the students who returned surveys. In general, though some students expressed disappointment about not having enough internship or scholarship opportunities (see survey comments), all expressed majority opinions that indicated Satisfied or Very Satisfied. One of our 2018 graduate minors is beginning a Women's Psychology master's degree at Memphis State in the fall; another graduate minor will enter our own MA in Women's Leadership in the fall of 2018. A 2015 graduate is completing a fully funded Master's degree in Health Informatics at George Mason University. Another graduate minor will continue her students at a MA graduate program in Ireland, continuing her Honors Thesis research in Medieval Irish documents. A 2016 graduate is going into her third year of law school at UM and has been involved in pro bono work helping vulnerable populations.	Target Met

Non-Academic SPG Report with Results 2017-2018

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
(SPG 1.a.) 1. Advancement Excellence: The University will cultivate a culture of Advancement Excellence to strengthen engagement among its constituencies by: a. Creating a culture of giving	Administrative Support - Development and Alumni	1.1	The Office of Development and Alumni will expand its outreach efforts by meeting with more donors and prospective donors to increase dollars raised in the next fiscal year.	Increase both number of donors and number of gifts donated by 15% from the previous fiscal year.	Number of donors 2016-2017: 2705 Number of donors 2017-2018: 2749 % difference of donors = 1.5 = 2% Number of gifts 2016-2017: 6684 Number of gifts 2017-2018: 7487 % difference of donations = 10.7 = 11% Total % difference = 13% Increase	Target Not Met
				Increase the number of donor contacts and therefore donor meetings by 20% from the previous fiscal year.	Despite not filling the positions, we managed to increase our personal contacts through phone calls, meetings, mailing and email for a total of 769. $FY '17 - 510 = ((769-510)/769 = 0.34$ or a 34% increase. The reason for the large increase is due to a major year end giving push. We also sent 291 email blasts. Phone Calls - 354 Meetings - 89 Mailings - 147 Emails - 149 Task/Other - 30 Total - 769 For FY 2019, we plan to fill one more position and increase contacts by 25%.	Target Met
(SPG 1.b.) 1. Advancement Excellence: The University will cultivate a culture of Advancement Excellence to strengthen engagement among its constituencies by: b. Establishing and maintaining affinity groups	Administrative Support - Development and Alumni	2.1	The Office of Development and Alumni will work with the Mississippi University for Women Alumni Association ("MUWAA") Board to create new alumni affinity groups and use social media to advertise good news.	Add one new active alumni affinity group each year.	We added one new chapter bringing the total to 7. The new one was for the graduate nursing group, which was a spin-off of the nursing group. We will continue to work to add additional chapters and constituency groups.	Target Met
				Increase the number of alumni followers on social media by sharing University updates and Alumni updates by fifty followers each year.	We exceeded our goal of adding 50 followers. . Office of D& A new followers: FB 48, Twitter 44, and Instagram 67-- 159total Office of D&A posts- FB-438 Twitter, 438 and Instagram-274-- 1150 total	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				Increase the number of alumni followers on social media by sharing University updates and Alumni updates by fifty followers each year.	MUWAA new followers - 288 total MUWAA posts- 1150 total and Instagram-274- 1150 total FB- 149, Twitter, 71 FB-438, Twitter,438	Target Met
(SPG 1.c.) 1. Advancement Excellence: The University will cultivate a culture of Advancement Excellence to strengthen engagement among its constituencies by: c. Fostering pride in University events and private giving	Administrative Support - Development and Alumni	3.1	The Office of Development and Alumni will increase students' interest in joining the Alumni Association.	65% of students participating in the Graduation Survey will state that they have plans of joining the Alumni Association.	The Graduation Survey was sent out for August 2017 ceremony, December 2017 ceremony and May 2018 ceremonies. 2017-2018 Graduation Survey Results Yes - (417/647) 64.45% No - (230/647) 35.55%	Target Not Met
	Administrative Support - University Relations	1.1	Increase web traffic to the university's homepage and social media accounts by developing web/digital presence (via announcements, web/press releases, videos) that encourage interaction with students, faculty, staff and alumni.	10% increase in web traffic from the previous fiscal year.	Web: Page Views +0.36 percent; Sessions: -3.66 percent; Users: +6.86 percent	Target Not Met
				15% increase in social media traffic from the previous fiscal year.	Social Media: Facebook +19 percent, Twitter +12 percent, Instagram +16 percent	Target Met
		1.2	Increase alumni donations, as well as that of friends of the University, by highlighting stories about students, faculty, staff and alumni and promoting an understanding of the University's programs and offerings in Visions magazine, which is peer recognized.	65% of Alumni Survey participants will either "agree" or "strongly agree" that Visions increases their awareness of the University's programs and offerings and encourages them to give to the University.	There are no results or analysis to report	Inconclusive
(SPG 1.d.) 1. Advancement Excellence: The University will cultivate a culture of Advancement Excellence to strengthen engagement among	Academic and Student Support - Center for Women's Research and Public Policy	1.1	Newly trained student interviewers involved in the Women's Oral Histories project will complete interviews of an	Student mentors will instruct 5 new trainees to produce acceptable Women's Oral Histories interviews.	The 2017-18 Target was met and exceeded. A sophomore women's studies minor gathered, trained, and set up interview rooms with digital recorders for eleven students. Fourteen members of the class of 1967 were interviewed and donated	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
its constituencies by: d. Increasing awareness of university programs and strengths	Academic and Student Support - Center for Women's Research and Public Policy	1.1	MUW alumnae to be added to the University Archives. In the process, students will learn about multigenerational women's accomplishments and challenges.	Student mentors will instruct 5 new trainees to produce acceptable Women's Oral Histories interviews.	by "deed of gift" their interviews to our MUW Archives.	Target Met
		1.2	The CWRPP will sponsor an Essay Contest for the Common Reading Initiative that will provide an opportunity for students to discuss topics related to MUW's mission.	3% increase in student essays for the Dorothy Clark Hobson Essay Contest from the previous academic year.	In 2017 and 2018, due to the CRI committee's planning, the essay contest is back on track. In 2017, topics generated over 30 essays, and three were chosen as winners. There was a special ceremony in Hogarth, sponsored by the Center for Teaching and Learning, where the top three (selected by an outside judge) received cash prizes from the Dorothy Clark Hobson Foundation fund. We more than met the target for the 3 percent increase. Link to Persepolis CRI contest from 2017 http://www.muw.edu/news/4393-persepolis-the-w-s-next-common-read	Target Met
					TARGET MET AND EXCEEDED	
	Academic and Student Support - Library	1.1	The library will work to improve faculty awareness and satisfaction with the library's services, including Interlibrary Loan, Virtual and In-Person Reference, and Information Literacy Instruction.	The library will expect a 5% increase in overall satisfaction with the library's services on the Faculty Library Survey.	The survey results showed greater than a 5% increase in every category assessed. See related documents.	Target Met
		1.2	The library will work to improve faculty awareness and satisfaction with the library's resources, including electronic and print collections.	The library will achieve a 5% increase in awareness of the purchase on demand program, until 100% is achieved, on the Faculty Library Survey.	The number of "yes" responses did not go up, so we cannot assume that awareness increased. See related documents.	Target Not Met
				The library will achieve a 5% increase in satisfaction with print and electronic collections on the Faculty Library Survey.	In comparing the results from the FY17 and FY18 survey, there was a 38% increase in satisfaction with the print resources and a 25% increase in satisfaction with the online resources. See related documents.	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				The library will achieve a 5% increase in satisfaction with the on-demand book acquisition program on the Faculty Library Survey.	We did not gather responses to assess the satisfaction of the purchase-on-demand program.	Inconclusive
	Administrative Support - Development and Alumni	4.1	The Office of Development and Alumni will increase the number of participants at Homecoming each Spring.	The number of Homecoming participants will increase by 5% from the previous year.	For 2018 HC the number of registrants was 359 which was a 7% increase over 2017 attendance of 333 registrants. We will work to increase attendance at HC 2019 by 5%.	Target Met
	Administrative Support - University Relations	2.1	Increase strategic placement of advertisements via national, regional and local media outlets, including radio spots, television spots, newspapers, magazines and billboards (budget permitting).	5% increase in advertisements among national, regional and local media outlets from the previous fiscal year (budget permitting).	There was a decrease in the amount of advertising spent on advertisements via national, regional and local media outlets, including radio spots, newspapers, magazines and billboards. \$73,177 was spent in 2017-2018 compared to \$76, 835 in 2016-2017.	Target Not Met
		2.2	Increase awareness of programs and offerings among faculty and staff to encourage on-campus engagement through internal newsletter, web and social media postings and media boards.	75% of Faculty Satisfaction Survey participants will either "agree" or "strongly agree" that University Relations' internal newsletters, web and social media postings and media boards increase their awareness of the University's programs and offerings.	2018 Faculty Satisfaction Survey Results: Strongly Agree - (37/112) 33.04% Agree - (61/112) 54.46% Total - (98/112) 87.50% Disagree - (9/112) 8.04% Strongly Disagree - (2/112) 1.79% Not Applicable - (3/112) 2.68%	Target Met
				75% of Staff Satisfaction Survey participants will either "agree" or "strongly agree" that University Relations' internal newsletters, web and social media postings and media boards increase their awareness of the University's programs and offerings.	2018 Staff Satisfaction Survey Results: Strongly Agree - (23/81) 28.4% Agree - (48/81) 59.26% Total - (71/81) 87.66% Disagree - (8/81) 9.88% Strongly Disagree - (1/81) 1.23% Not Applicable - (1/81) 1.23%	Target Met
(SPG 1.d.) Advancement Excellence: The University will cultivate a culture of	Academic and Student Support - Athletics	1.1	The Department of Athletics will maintain a continuous progression	Continued achievement of sport roster numbers. Baseball – 30	Baseball – (min) 30 (actual) 36 Women's Cross Country – (min) 7 (actual) 8 Men's Soccer – (min) 24 (actual) 28	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Advancement Excellence to strengthen engagement among its constituencies by: d. increasing awareness of university programs and strengths	Academic and Student Support - Athletics	1.1	for attaining NCAA Membership within five years.	Women's Cross Country – 7 Men's Soccer – 24 Softball – 20 Women's Volleyball – 14	Softball – (min) 20 (actual) 24 Women's Volleyball – (min) 14 (actual) 14	Target Met
				Continued achievement of sport sponsorship minimums for contests. Baseball – 25 games Cross Country – 5 events Men's Soccer – 13 games Softball – 24 games Women's Volleyball – 17 matches	(min)- minimum number of sports sponsorship games required (played)- actual number of games played that counted toward sport sponsorship Baseball – (min) 25 games (played) 36 games Cross Country –(min) 5 events (played) 5 events Men's Soccer – (min) 13 games (played) Softball – (min) 24 games (played) 40 games Women's Volleyball – (min) 17 matches (played) 16 matches	Target Not Met
		1.2	The Department of Athletics will establish sports schedules for each athletics team.	Maintaining required minimum number of dates of competition to meet sport sponsorship requirements. Baseball – 25 games Cross Country – 5 events Men's Soccer – 13 games Softball – 24 games Women's Volleyball – 17 matches	(min)- minimum number of sports sponsorship games required (played)- actual number of games played that counted toward sport sponsorship Baseball – (min) 25 games (played) 36 games Cross Country –(min) 5 events (played) 5 events Men's Soccer – (min) 13 games (played) Softball – (min) 24 games (played) 40 games Women's Volleyball – (min) 17 matches (played) 16 matches	Target Not Met
		1.3	The Department of Athletics will increase revenue for sports and athletics' needs, including facility expansion, student athlete programming, and operating costs.	Increase donor participation by 10% each year.	Results are inconclusive because was a baseline year. Total number of Donors were 149.	Inconclusive
(SPG 2.a.) 2. Regional Stewardship: The University will promote Regional Stewardship through partnerships across campus and the region by: a. Cultivating collaborations that increase health and well-being	Academic and Student Support - Campus Recreation	1.1	The Spring Fitness Challenge, co-sponsored by Passport to Wellness, will motivate MUW students, faculty, and staff to live healthier lifestyles.	75% of Spring Fitness Challenge Survey participants will indicate that they are likely to transition to a healthier way of living as a result of participating in the Spring Fitness Challenge.	Due to a late survey submittal, only 22 responses were recorded allowing for a 59.1% (13 our of 22) result of likely and very likely to transition to a healthier way of living.	Target Not Met
		1.2	Campus Recreation will provide a welcoming	90% of Customer Satisfaction Survey participants will	96.7% of 61 responses indicated that the Campus Recreation Staff is helpful and courteous.	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2	facility for guests through service in a thoughtful and proactive manner.	indicate that Campus Recreation staff was helpful and courteous.	96.7% of 61 responses indicated that the Campus Recreation Staff is helpful and courteous.	Target Met
	Academic and Student Support - Counseling Services	1.1	The Counseling Center will make an effort to increase awareness of mental health coping skills and mental health services available to students.	At least 50 students will participate in one campus-wide mental health program offered by the Counseling Center.	<p>The counseling center participated in the fall semester Relaxation event and had 60 students participate in the "How stressed are you?" quiz. Each participant received an anti-stress kit. The counseling center failed to log this event in Titanium.</p> <p>The counseling center did log the following events in Titanium: September 5, 2017 - Suicide Awareness - 75 Participants October 17, 2017 - Alcohol Awareness - 35 Participants</p>	Target Met
		1.2	The Counseling Center will build relationships within the community to ensure that resources are readily available to counseling center staff and students as needed.	Counseling Center staff will build a working relationship by obtaining a partnership with at least 1 program from a community agency.	<p>The counseling center accomplished each target set for this year.</p> <ol style="list-style-type: none"> 1. The counseling center staff partnered with Community Counseling Services to host an event in the fall semester that focused on opioid prevention. The staff met with this agency two times to organize this event. 2. The counseling center staff met with Baptist Behavioral Health once a semester in order to review the contract they have in place and to discuss programming opportunities. 3. The counseling center had an intern from Mississippi State University in Spring 2017 and Fall 2017. 	Target Met
	Academic and Student Support - Outreach and Innovation	1.1	Develop and implement a campus culture of health and wellness with an increase in participation in health and wellness related activities.	Overall campus health and wellness event participation will grow by at least 15% from the previous fiscal year.	<p>There was a 99% growth in campus health and wellness event participation.</p> <p>2016-2017 = 1504 2017-2018 = 2995</p> <p>The addition of wellness pop-up events (increased collaboration with Campus Recreation and Project CHEW) during this grant period helped to increase participation numbers.</p>	Target Met
		1.2	Develop and implement community based health and wellness initiatives with an increase in participation in health and wellness related activities both in the	Overall community/campus health and wellness event participation will grow by at least 15% from the previous fiscal year.	<p>There was a 134% growth in community health and wellness event participation.</p> <p>2016-2017 = 749 2017-2018 = 1755</p> <p>During this grant period there was an intentional increase hosting events at local elementary schools (i.e., health fair and kids culinary programming)</p>	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2	community and on campus.	Overall community/campus health and wellness event participation will grow by at least 15% from the previous fiscal year.	that helped to increase participation numbers.	Target Met
	Administrative Support - Plymouth Bluff	1.1	Plymouth Bluff will offer public cultural and educational programming.	At least once per quarter, public cultural and/or educational programming will be offered at no cost for attendance.	During 2017-18 Plymouth Bluff has offered A Sunday at the Bluff program in October, 2017 and February, 2018. The Following Groups have used PBC at no charge: African American Leadership Summit 11-17, Boy Scouts for Camping in November and January, Board Meetings in September and March. 1 Eagle Project completed in April LEP held classes in March and the Audubon Society held a meeting in July. Hosted a Tourism Partners Meeting at the MUW Fant library in March. Hosted Clay County head Start in May, 2018 (06/30/2018)	Target Met
		1.2	Plymouth Bluff will make use of Social Media, such as Facebook, to promote programming and other uses at Plymouth Bluff.	Plymouth Bluff will update both of its Facebook pages with different posts, both internally and externally, at least 2 times per month throughout the fiscal year.	The Facebook page has had 28 posts in 2017-18. Please see the website link below: www.facebook.com/plymouth.bluff	Target Met
		1.3	Plymouth Bluff will maintain its 4+ miles trail system.	12 Monthly Trail System Inspections will be completed each fiscal year, including corrective actions.	No monthly record was kept of trail inspections however we know that inspections were done regularly and trails are currently being used by the general public.	Inconclusive
		1.4	Plymouth Bluff will do presentations and make the facility available to groups such as the Boy Scouts and other educational organizations at no charge.	At least 12 times each fiscal year, Plymouth Bluff will do presentations about the facility and the surrounding area to school groups and others when appropriate.	MUW Classes met 9 times during the 2017-18 plus the MSMS had 1 documented meeting and LEP met once and Clay County Headstart brought 150 students for a tour of the Museum and Grounds.	Target Met
				Plymouth Bluff will average 50 visits per week by people walking the grounds and trails.	Based on the monthly report census totals we have averaged over 50 visits per week	Target Met
	Administrative Support - Police Department	2.1	The Police Department will make an effort to provide a safe environment for faculty, staff, students, and visitors.	5% decrease in filed offense reports annually within MUW from the previous year.	The police department filed 175 incident reports taken this past year, an increase of 31 filed from the previous year.	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2	The Police Department will make an effort to broaden the communication among outside agencies to promote safety.	The Police Department will secure at least one new partnership agency outside of MUW each fiscal year.	Due to departmental change, the acting department head is unaware of the status of any Memorandum of Understandings with E-911 and Columbus Fire and Rescue.	Inconclusive
(SPG 2.a.) Regional Stewardship: The University will promote Regional Stewardship through partnerships across campus and the region by: a. cultivating collaborations that increase health and well-being	Academic and Student Support - Athletics	2.1	The Department of Athletics will collaborate with community constituents to offer continuous opportunities for individuals to attend sponsored camps, clinics, and seminars by sport.	Host at least one camp/clinic with a minimum participation of 15 individuals per camp/clinic per sport.	Women's Cross Country- Hosted camp at Heritage Academy June 11-15 (8 participants) Volleyball- Hosted Team Camp and Individual Clinics on campus (54 participants) Men's Soccer- Hosted camp at Heritage Academy (30 participants) Baseball- Hosted Individual Camp on campus (41 participants) Softball- did not host camp	Target Not Met
(SPG 2.c.) 2. Regional Stewardship: The University will promote Regional Stewardship through partnerships across campus and the region by: c. Strengthening and expanding K-12 partnerships	Academic and Student Support - Outreach and Innovation	2.1	Enhance teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (CHAMPS) to increase mathematics content knowledge and instructional practices.	The overall score for individuals participating in the Pre/Post LMT Assessments will have a statistically significant higher score ranging from a .2-.5 to show a growth in content knowledge from the Pre-LMT Assessment to the Post-LMT Assessment.	LMT (Learning Mathematics for Teaching) assessment was used to measure changes in mathematics teachers' content knowledge gained over the two-week summer institute and then retained over the course of the year-long project. The participants were given a pretest on July 10, 2017, a posttest on July 21, 2017, and finally a post-posttest on April 7, 2018. Geometry. The mean for the pretest, the posttest, and the post-posttest were -.509, .076, and .088, respectively. A repeated-measures ANOVA, with Huynh-Feldt correction, was conducted to examine whether there were differences among the pretest, the posttest, and the post-posttest. Results showed a statistically significant difference among the pretest, the posttest, and the post-posttest, $F(1.62, 84.18) = 30.81, p < .01, \eta^2 = .37$. An adjusted Bonferroni post-hoc comparison was applied to examine specific differences among these means. Results revealed that the participants obtained statistically significant higher scores in the posttest ($M = .076$) and in the post-post ($M = .088$) than they did in the pretest ($M = -.509$). As these scale scores have been adjusted for the relative difficulty of tests, the changes in mean scale scores indicated that, compared with the pretest, the participants had scored .585 standard deviation higher in the posttest and .596 standard	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
(SPG 2.c.) 2. Regional Stewardship: The University will promote Regional Stewardship through partnerships across campus and the region by: c. Strengthening and expanding K-12 partnerships	Academic and Student Support - Outreach and Innovation	2.1	Enhance teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (CHAMPS) to increase mathematics content knowledge and instructional practices.	The overall score for individuals participating in the Pre/Post LMT Assessments will have a statistically significant higher score ranging from a .2-.5 to show a growth in content knowledge from the Pre-LMT Assessment to the Post-LMT Assessment.	<p>deviation higher in the post-posttest.</p> <p>Patterns functions and algebra. The mean for the pretest, the posttest, and the post-posttest were -1.006, -.365, and -.242, respectively. A repeated-measures ANOVA, with Huynh-Feldt correction, was conducted to assess whether there were differences among the pretest, the posttest, and the post-posttest. The results indicated that there was a statistically significant difference among the pretest, the posttest, and the post-posttest, $F(1.81, 93.84) = 38.45, p < .01, \eta^2 = .43$.</p> <p>An adjusted Bonferroni post-hoc comparison was used to detect specific differences among these means. Results revealed that the participants obtained statistically significant higher scores in the posttest ($M = -.365$) and in the post-post ($M = -.242$) than they did in the pretest ($M = -1.006$). Given that these scale scores have been adjusted for the relative difficulty of tests, the changes in mean scale scores indicates that the participants have shown a mean change of .641 standard deviation unit from the pretest to the posttest, and a mean change of .764 standard deviation unit from the pretest to the post posttest.</p> <p>Number concepts and operations. The mean for the pretest, the posttest, and the post-posttest were -.806, .238, and -.057, respectively. A repeated-measures ANOVA, with Huynh-Feldt correction, was conducted to assess whether there were differences among the pretest, the posttest, and the post-posttest. The results showed a statistically significant difference among the pretest, the posttest, and the post-posttest, $F(1.89, 98.03) = 31.39, p < .01, \eta^2 = .38$.</p> <p>An adjusted Bonferroni post-hoc comparison was used to detect specific differences among these means. Results revealed that the participants obtained statistically significant higher scores in the posttest ($M = .238$) and in the post-post ($M = -.057$) than they did in the pretest ($M = -.806$). As these scale scores have been adjusted for the relative difficulty of tests, the changes in mean</p>	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
(SPG 2.c.) 2. Regional Stewardship: The University will promote Regional Stewardship through partnerships across campus and the region by: c. Strengthening and expanding K-12 partnerships	Academic and Student Support - Outreach and Innovation	2.1	Enhance teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (CHAMPS) to increase mathematics content knowledge and instructional practices.	The overall score for individuals participating in the Pre/Post LMT Assessments will have a statistically significant higher score ranging from a .2-.5 to show a growth in content knowledge from the Pre-LMT Assessment to the Post-LMT Assessment.	scale scores indicated that, compared with the pretest, the participants had scored 1.044 standard deviation higher in the posttest and .749 standard deviation higher in the post-posttest.	Target Met
		2.2	Improve student achievement in participating K-12 school districts across the state by providing a comprehensive program of professional development (CHAMPS) for K-8 teachers.	The overall score for CHAMPS classrooms' students participating in the Pre/Post CCRS Assessments will have a statistically significant higher score ranging from a .2-.5 compared to the control classrooms' students' scores.	CCSS Assessment CCSS student assessment was used to assess the impact of the CHAMPS on student achievement (i.e., between students whose teachers participated the CHAMPS and students whose teacher did not). CCSS pretest was given to students at the beginning of the school year (August 14, 2017), whereas CCSS posttest was given to students about seven months later (March 26, 2018). We have organized our CCSS findings by grade level (i.e., students in grades 1-5, and students in grades 6-8). Students in grades 1-5. A mixed ANOVA was used to assess whether there were differences in CCSS scores by the testing status (i.e., the pretest vs. the posttest) and the treatment (i.e., students whose teachers participated the CHAMPS versus students whose teachers did not). Results revealed a significant main effect of testing status, $F(1, 694) = 696.447, p < .001, \eta^2 = .501$. On the other hand, results did not revealed a significant interaction between the test status and the treatment, $F(1, 694) = 1.980, p > .05, \eta^2 = .003$. As shown in Table 3, students whose teachers participated the CHAMPS project increased 19.44 from the pretest to the posttest, whereas those students whose teacher did not participate the program increased 17.53 from the pretest to the posttest. Students in grades 6-8. Similarly, a mixed ANOVA was conducted to assess whether there were differences in CCSS scores by testing status (i.e.,	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2	Improve student achievement in participating K-12 school districts across the state by providing a comprehensive program of professional development (CHAMPS) for K-8 teachers.	The overall score for CHAMPS classrooms' students participating in the Pre/Post CCRS Assessments will have a statistically significant higher score ranging from a .2-.5 compared to the control classrooms' students' scores.	e., students whose teachers participated the CHAMPS vs. students whose teachers did not). Results revealed a significant main effect of testing status, $F(1, 355) = 199.439, p < .001, \eta^2 = .360$. On the other hand, results did not revealed a significant interaction between the test status and the treatment, $F(1, 355) = .013, p > .05, \eta^2 = .000$ (see Table 4).	Target Met
		2.3	Increase the number of teachers who are highly qualified to teach middle school mathematics in Mississippi.	At least 25% of individuals participating in a comprehensive program of professional development (CHAMPS) will earn highly qualified status by successfully adding a 7th-8th mathematics certified endorsement to their license.	72% of the individuals who participated in a comprehensive program of professional development (CHAMPS) earned highly qualified status by successfully adding a 7th-8th mathematics certified endorsement to their license.	Target Met
	Administrative Support - Admissions	1.1	The Office of Admissions will make an effort to increase the number of campus visits for high school students through mail and email campaigns, advertisements on the MUW website and social media, and individual contacts at high schools.	The number of visits by high school students will increase by 3% over a two-year period.	As of 6/25/2018, 25% of freshman admitted students have made an official campus visit to MUW. This marks a decrease in visits compared to Fall 2017 data but an overall increase when looking at data from Fall 2016. The goal of 3% increase over a two-year period is still valid and something that the Office of Admissions would like to achieve going forward. (06/25/2018)	Target Not Met
		1.2	The Office of Admissions will attempt to yield (enroll) more high school students who complete an official MUW campus visit.	60% of enrolled students will complete a campus visit prior to their first day of class.	As of 6/25/2018, 79 out of the 210 freshman intent to enroll filers have completed an official campus visit to MUW. This equates to 37%. It is down considerably from the Fall 2017 data but up compared to Fall 2015 and 2016 numbers. Going forward the goal should be revised to indicate a goal of 40% of students enrolling should complete a campus visit prior to the first day of class. (06/25/2018)	Target Not Met
(SPG 2.e.) 2. Regional Stewardship: The University will promote Regional Stewardship through partnerships across campus and the region by: e. Forging meaningful and engaged partnerships that	Academic and Student Support - Center for Women's Research and Public Policy	2.1	The CWRPP will train undergraduate college women to enter elected or appointed public service.	100% of students in LDR 250 will complete a public policy group project, including a mock presentation before a senate subcommittee.	http://www.muw.edu/leadership/new above is the link to the very successful NEW Leadership Mississippi 2017 program description. Of the 37 applications, 18 young women were accepted. Their public policy project on DACA was completed by Dr. Rainey and Dr. Kempker. This year's project required much more research and	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
provide real-life experiences for students	Academic and Student Support - Center for Women's Research and Public Policy	2.1	The CWRPP will train undergraduate college women to enter elected or appointed public service.	100% of students in LDR 250 will complete a public policy group project, including a mock presentation before a senate subcommittee.	detailed work in the final presentations. All four action groups presented high quality (according to the feedback from the Faculty in Resident and the NEW Leadership Team) presentations from different points of view, including role playing of citizens, legislators, and affected immigrants.	Target Met
				100% of students in LDR 250 will practice professional networking at a reception for elected-women officials in the state capital.	All of the 18 students (although 24 were accepted, some of the young women had to drop out due to financial problems or family illnesses). who participated had a full day at the capital and met a variety of women who work in public service. They had time for one on one conversation with each of the women, and exchanged business cards.	Target Met
		2.2	Enhance the New Leadership Program to give graduate students the opportunity to practice hands-on development of other women leaders.	At least one graduate student in Women's Leadership will complete a practicum connected to the Mississippi New Leadership Program earning 1-3 hours of graduate credit.	Ms. Sheila Westbrook, who completed her master's degree in December, 2017, began the skeleton of the action project on DACA, but in the middle of the spring semester, she accepted a full time Director of Development position at the Mississippi School for Mathematics and Sciences. Two other graduate students were well into thesis writing in the spring (they graduated in May, 2018). Drs. Kempker and Rainey completed the project so that it was ready for the 2018 students. There are already two graduate students enrolled this fall (of 2018) who want to work on planning and supervision of NEWL Mississippi 2019.	Target Not Met
	Administrative Support - Plymouth Bluff	2.1	Plymouth Bluff will invite the MSU Project YES (Youth Environmental Science) to continue to use the facility each fiscal year.	At least 10 Project YES meetings at Plymouth Bluff Center each fiscal year.	Verbal contact was made in August 2017 but not documented and Project YES did not use PBC in last year	Inconclusive
		2.2	Plymouth Bluff will invite the LEP (Life Enrichment Program) to use the facility.	At least 2 LEP class meetings at Plymouth Bluff Center each fiscal year.	1Birding Class met in March 2018. This was the only documented visit; however, they did come back again.	Target Not Met
					At least 2 LEP meetings will be attended by the Director of Plymouth Bluff each fiscal year.	The Director attended the only Advisory Board Meeting done in the last Fiscal Year on August 24, 2017.
		2.3	Plymouth Bluff will invite the MUW Science and Math Department to use the facility for class/lab	Plymouth Bluff will host at least 8 MUW class/lab meetings each academic year.	Science and Math has used PBC at least 9 times over the past year	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.3	meetings.	Plymouth Bluff will host at least 8 MUW class/lab meetings each academic year.	Science and Math has used PBC at least 9 times over the past year	Target Met
(SPG 3.a.) 3. 21st Century: The University will foster a 21st Century learning environment by: a. Enhancing and effectively utilizing advanced instructional technologies	Academic and Student Support - Center for Teaching and Learning	2.1	New instructional technology will be placed in classrooms across campus annually.	Conduct a needs consultation and installation of new classroom technology, either hardware or software, in at least 8 classrooms on campus per year.	We assisted with the planning, purchase, and installation of hardware in 15 classrooms this year, ranging from small upgrades to audio and rearranging existing materials to work more effectively to the complete development of a room from a blank slate. This well exceeds the target of 8 rooms, but owes much to the better financial situation of many departments on campus compared to last year. Details of the cost of each and rooms affected are in the attached spreadsheet. Further itemized details for each purchase can be provided upon request.	Target Met
		2.2	Faculty will be satisfied with their ability to effectively use new instructional technology, both software and hardware, for face-to-face, online, and hybrid instruction.	75% of faculty member's self-reported outgoing perceived skill level will be at least one level higher than their self-reported incoming perceived skill level on the Instructional Technology Survey.	In an effort to be more effective with our survey tools, we moved to using the same feedback survey for our face-to-face faculty development sessions in August and January, the two largest university-wide training series of the year. The question of perceived skill level did not make it into the new shared survey mechanism. At the time we forgot that it was part of our annual assessment protocol, so we removed it as it did not make sense for the more common sessions offered at these workshop series dealing with pedagogical issues and other faculty professional development needs. That means that the data set that we do have is quite small, as it is pulled only from the post-academy survey from our Online Teaching Academy offered in May, 2018 to a contingent of 20 faculty (space was purposely limited for the best learning experience). Only half of them completed the survey, so the result pool is small at N=10. The self-identified ranking terms differed slightly from the old Instructional Technology survey question above (we now use "beginner, intermediate, advanced, and expert" rather than "novice, intermediate, competent, and advanced"), but the change in ability and number of categories remains the same. The results of that post-academy survey are included here below:	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2	Faculty will be satisfied with their ability to effectively use new instructional technology, both software and hardware, for face-to-face, online, and hybrid instruction.	75% of faculty member's self-reported outgoing perceived skill level will be at least one level higher than their self-reported incoming perceived skill level on the Instructional Technology Survey.	<p>Number of responses to post-workshop survey: 10</p> <p>How would you rate your online teaching abilities before participating in this academy? Beginner: 4 (40%) Intermediate: 4 (40%) Advanced: 2 (20%) Expert: 0</p> <p>How would you rate your online teaching abilities after participating in this academy? Beginner: 2 (20%) Intermediate: 4 (40%) Advanced: 4 (40%) Expert: 0</p> <p>Our pre-survey, collected on the first day of the workshop, indicated that out of N=16 surveys collected 6 considered themselves beginners, 7 considered themselves intermediate, and 3 considered themselves advanced.</p> <p>In this group of 10 faculty, only 4 reported advancing by at least one skill level for an average of 40%. That means that our outcome did not meet our goal. The Online Teaching Academy is intensive and it is likely that some of the participants reevaluated their scale of beginner, intermediate, advanced, and expert over the course of the week-long workshop. The sample size was small and may not accurately portray the experience of all who took part. Finally, it was the first time this week-long workshop was offered and we learned a lot from the process. We will hope for a better result with this question after making changes before next year's offering.</p>	Target Not Met
				The average score of those participating in the Instructional Technology Survey, which reflects faculty satisfaction with training, will be a 3.8 on a 5.0 scale.	Here again, the change in our survey tool affected the outcome of this goal. By combining our Instructional Technology Survey and Pedagogical/Development Survey into a single general workshop survey for ease of use, we lost the language used in this goal. The closest existing answer to the spirit of this question is the following: "This session experience will be useful in	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				The average score of those participating in the Instructional Technology Survey, which reflects faculty satisfaction with training, will be a 3.8 on a 5.0 scale.	<p>applying these skills to my work at the university." The scale is still a five-point scale, but the range is now "strongly agree" to "strongly disagree." Using that question for all surveys from the August Fall Development Conference and January Back-to-Class series that were technology-focused sessions gave the following results:</p> <p>N= 22 completed surveys from sessions designated as being focused on Instructional Technology</p> <p>Strongly agree: 16 Agree: 6 Neutral: 0 Disagree: 0 Strongly Disagree: 0</p> <p>Average score on 5.0 scale: 4.7</p> <p>Target was met.</p>	Target Met
	Academic and Student Support - Library	2.1	The library will acquire and launch asynchronous virtual reference solutions to provide parity for online and distance programs, as well as supporting commuting students and those preferring online assistance.	The library will add 15 new FAQ entries annually, based on failed searches and new resources or services.	35 FAQs were created in FY 17 and 50 FAQs were created in FY 18, thus meeting our target of creating 15 new FAQs each year. See related documents.	Target Met
				The library will produce five guides per year.	17 new guides were created in FY 18, thus achieving the target of creating 5 new guides per year. See related documents.	Target Met
		2.2	The library will acquire and launch synchronous virtual reference solutions to provide parity for online and distance programs, as well as supporting commuting students and those preferring online assistance.	75% of participants in the faculty survey will rate their experience using the library website as good or very good.	We did not gather survey results about the website in FY 17, so we do not have a second data point to which we can compare FY 18 survey results.	Inconclusive

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				Usage of this synchronous virtual reference system will grow by 5% per year.	This was the first year that Virtual Reference Services were used by the library, so we cannot benchmark for this goal. For FY 18, the library had 229 email reference questions and 171 chat transactions.	Inconclusive
	Academic and Student Support - Sponsored Programs	1.1	The Office of Sponsored Programs will assist in enhancing and effectively utilizing advanced instructional technologies by locating and sharing external funding opportunities, which meet the scholarly activity interests of faculty, staff, and administration of MUW.	Each fiscal year, 10 externally funded solicitations will be forwarded to faculty, staff, and administration.	The Office of Sponsored Programs forwarded over 100 externally funded solicitation to the faculty, staff, and administration of the university. These solicitations were distributed from the AASCU Grants Resource Center's list serve. I am providing the latest email that was received from AASCU GRC which was divided and sent to deans and department chairs based on academic interest.	Target Met
				Each fiscal year, 10 scholarly activity interest meetings will be held with faculty, staff, and administration.	There were 10 scholarly activity interest meetings held during the fiscal year. These were impromptu meetings, and there is no official log of these meetings; however, the one coordinated meeting with Dr. Handy is in the related documents. Three meetings were held with upper level administration and five were held with faculty and one was held with the staff of the CPDC. Also, I spoke with Dr. Amber Handy at the spring faculty convocation to gauge interest and in grant writing and proposal development. Dr. Handy has the sign in roster.	Target Met
(SPG 3.b.) 3. 21st Century: The University will foster a 21st Century learning environment by: b. Broadening educational opportunities and programs for the diverse student body	Academic and Student Support - Housing and Residence Life	2.1	The Office of Housing and Residence Life will increase the average satisfaction rating of programs/activities sponsored by our staff regarding social/educational/cultural programs conducted in the residence halls.	Increase the satisfaction mean to 5.6 on a scale of 1-7 (with 7 being "very satisfied") will be achieved on the ACUHO-I/Benchmarks Resident Assessment survey regarding the social/educational/cultural programs conducted in the residence halls.	Using the ACUHO-I/Benchworks Resident Assessment survey, the Office of Housing and Residence Life achieved a mean of 4.94 when it comes to satisfaction of programs/activities with regards to social/educational/cultural programs.	Target Not Met
		2.2	The Office of Housing and Residence Life will increase the average satisfaction rating of	Increase the satisfaction mean to 5.6 on a scale of 1-7 (with 7 being "very satisfied") will be achieved on the	Using the ACUHO-I/Benchworks Resident Assessment survey, the Office of Housing and Residence Life achieved a mean of 5.03 when it comes to satisfaction of programs/activities with	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2	programs/activities sponsored by our staff regarding quality of programs.	ACUHO-I/Benchmarks Resident Assessment survey regarding quality of programs offered by the department of Housing and Residence Life.	regards to quality of programs.	Target Not Met
	Academic and Student Support - Student Life	2.1	Student Life will increase educational opportunities through community service projects.	Student Life will show a 3% increase in the community service hours logged by the campus community throughout the fiscal year.	Up to this date of collection, 364,666.6 community service hours have been logged. This is a 3.5% increase from the hours logged in the previous year.	Target Met
		2.2	Student Life will increase awareness of diverse and underrepresented populations through educational events.	Student Life will show an 8% increase in attendance at diversity programming (MLK Observance Event & The Festival of Colors - International Students Event) throughout the academic year.	1,232 individuals participated in 19 diversity related events hosted, co-sponsored or related to Student Life. This figure does not capture diversity related events hosted by other areas of the university. Due to a professional staff vacancy, only limited diversity related programming was offered in the fall semester by Student Life.	Target Not Met
	Academic and Student Support - Study Abroad	1.1	The Study Abroad program will encourage faculty in lesser represented study abroad areas to submit proposals to offer study abroad programs.	Study Abroad will receive a minimum of 1 proposal for study abroad programs from faculty.	The Study Abroad Office received 3 study abroad proposals from faculty in the 2017/18 academic year to the following locations: Italy through the Culinary Arts Department, Peru through the Honors College and India through Biological Sciences . The proposal to India was a two year plan submitted in 2016 to give faculty time to recruit students and students time to plan financially. The Study Abroad Office hosted, in conjunction with the Honors Program, a forum to highlight study abroad opportunities for faculty and students in August 2017. The office sent out emails to faculty encouraging them to host programs. The Study Abroad Office met with faculty members, in the Music and Nursing Departments, to discuss study abroad opportunities that will be proposed for the 2019 summer term.	Target Met
		1.2	The Study Abroad program will increase the number of first generation students who participate in summer/semester/year-long study abroad programs.	15% of the students studying abroad who participated in the Post Study Abroad Survey will be first generation study abroad students.	The study abroad survey was created during the 2017-18 academic year and will administered in the fall semester of 2018 to the students who participated in study abroad programs during the summer of 2018. This survey will be administered online through the Survey Monkey.	Inconclusive

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
(SPG 3.c.) 3. 21st Century: The University will foster a 21st Century learning environment by: c. Maintaining, enhancing and expanding international partnerships	Academic and Student Support - Study Abroad	2.1	The Study Abroad program will create new and enhance the current international partnerships to include service learning projects and volunteer opportunities for MUW's students abroad.	The coordinator will secure at least one new international partner school in the next three academic years.	The 3 year cycle has not ended for this target. However, students who studied in Peru with the Honors College during the summer of 2018 participated in a service learning project to enhance the Ronald McDonald house garden in Surco, Lima, Peru.	Inconclusive
		2.2	The Study Abroad program will provide a safe environment for study abroad students.	There will be no reported incidents.	In maintaining this goal, study abroad has not received any safety reports as of this date.	Target Met
(SPG 3.d.) 3. 21st Century: The University will foster a 21st Century learning environment by: d. Increasing emphasis on diversity of faculty and staff	Administrative Support - Human Resources	1.1	Human Resources will assist units in advertising positions through the most cost-effective, efficient means possible focusing on diverse hires.	75% of diverse hires will select a diverse advertising method on how they heard about the position.	The method used for this measurement is not accurate. Responses to the question "How did you hear about this position?" were not consistently available. The Office of Human Resources transitioned to new leadership in June 2018 and is evaluating processes.	Inconclusive
(SPG 3.e.) 3. 21st Century: The University will foster a 21st Century learning environment by: e. Cultivating communities to create opportunities for academic engagement	Academic and Student Support - Center for Teaching and Learning	1.1	The Kossen Center will offer pedagogical training on a variety of topics throughout the academic year to encourage faculty development.	At least 25 group workshops or multi-day seminars will be offered annually with an average attendance rate of at least 3 people per session.	We more than met our goal this year, offering 43 (or 49, if you count each session at New Faculty Orientation separately) workshops over the course of FY18. Our total attendees was 304 (or 382, counting NFO separately), giving us of just over 7 participants per workshop, which is less than last year's 9 and reflects an overall trend in dropping attendance at some of our previously more successful events.	Target Met
				At least 45 individual consultations on any aspect of teaching or instructional technology will be scheduled and completed annually.	We have no records to upload for this year due to some staffing changes a resultant record loss. Our Instructional Technologist left unexpectedly in January and despite carefully transferring all of the files we thought relevant to his position to my possession, we lost access to the software he used to track consultations due to loss of his accounts. That data cannot be retrieved. On a related note, when I took over his job on top of my own it became impossible to keep up fully with both workloads while also teaching. Something had to give, and rather than provide poor support to our faculty I decided to do my best to offer full support but had to give up on some of our record keeping. Therefore my own records of consultations for the year are spotty to non-existent. I estimate that we assisted somewhere in the neighborhood of 350	Inconclusive

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				At least 45 individual consultations on any aspect of teaching or instructional technology will be scheduled and completed annually.	faculty in individual or small group (2-3) consultations this year based on past performance and examination of workload. This number far exceeds our stated target of 45 consultations. However, the report must be inconclusive due to my lack of evidence. This is entirely my fault, and I apologize for the lack of data.	Inconclusive
		1.2	Faculty will feel that their professional development needs for technology use are being met by the Kossen Center's offerings.	65% of Faculty Satisfaction Survey participants will "strongly agree" or "agree" that "I have access to the software I need to be an effective instructor."	<p>2018 Faculty Satisfaction Survey Results: Strongly Agree - (34/110) 30.91% Agree - (56/110) 50.91% Total - (90/110) 81.82%</p> <p>Disagree - (15/110) 13.64% Strongly Disagree - (3/110) 2.73% Not Applicable - (2/110) 1.82%</p> <p>This is a new question for us, as the Faculty Satisfaction Survey language was changed as noted in the Change Documentation in the notes above. We used to measure whether faculty felt they received adequate training on software, while this new question asks if they have access to the software they need to be an effective instructor. Both are worthy questions but obviously measure different things. Therefore it is difficult to compare this year's data with last year's. We did exceed the 65% satisfaction goal, however, which is positive.</p>	Target Met
				65% of Faculty Satisfaction Survey participants will "strongly agree" or "agree" that "The University supports online course delivery through faculty training and allocation of resources."	<p>2018 Faculty Satisfaction Survey Results: Strongly Agree - (30/112) 26.79% Agree - (56/112) 50% Total - (86/112) 76.79%</p> <p>Disagree - (10/112) 8.93% Strongly Disagree - (7/112) 6.25% Not Applicable - (9/112) 8.04%</p> <p>While we easily exceeded our 65% goal, our overall agree/strongly agree numbers dropped a bit from FY17. This may be in part due to the timing of the survey which did not include the first annual Online Teaching Academy offered in May 2018, which I hope will boost our ratings in this category again next year. The loss of our Instructional Technologist to another job in January also affected our ability to respond quickly to faculty</p>	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				65% of Faculty Satisfaction Survey participants will "strongly agree" or "agree" that "The University supports online course delivery through faculty training and allocation of resources."	needs. I did my best to cover that role along with my own as director and am immensely grateful to ITS for stepping in to provide additional technical support to faculty in the past six months, but clearly the loss of the instructional technologist affected our ability to both meet faculty needs for current software/hardware support and to seek out new technological solutions to roll out on campus.	Target Met
		1.3	Faculty will actually implement the skills and theories that they learn about at the Kossen Center in their classes.	60% of Faculty Satisfaction Survey participants will answer "Acceptable" or "Mastery" to the question "APIL Strategies involve Active learning, Problem-based learning, and Inquiry-based learning to cultivate Intellectual Curiosity. My self-assessed level of competency in these strategies is:"	2018 Faculty Satisfaction Survey Results Mastery - (12/110) 16.36% Acceptable - (57/110) 51.82% Total - (69/110) 68.18% Emerging - (32/110) 29.09% Below What I Would Like It To Be - (3/110) 2.73% The goal of 60% was exceeded, and while it is a percentage point lower than last year we have a higher percentage in the mastery and emerging levels compared to acceptable and below what I would like than last year which shows progress within the categories themselves.	Target Met
				The average faculty score on the implementation question on the randomly selected annual Follow-up Survey will be 3.5 out of 5.	Unfortunately, we have no results to declare for this year. We had intended to shift our distribution of this survey from May to January this year in light of last year's poor survey return in May. However, the unexpected departure of our Instructional Technologist in January meant that we forgot about that change and once again had no surveys returned in late May when they were sent out. This was my failure on follow through and I take full responsibility for it.	Inconclusive
(SPG 3.e.) 3. 21st Century: The University will foster a 21st Century learning environment by: e. Cultivating communities to create opportunities for academic engagement	Academic and Student Support - Student Success Center	2.1	The Student Success Center will promote academic engagement and success among students placed in two or more intermediate courses.	60% of students enrolled in the Academic Support Lab (LS 101) and Intermediate Algebra (MA 100) courses will receive a grade of "C" or higher in Intermediate Algebra.	51% (18 of 35) of students enrolled in the Academic Support Lab (LS 101) and Intermediate Algebra (MA 100) courses received a grade of "C" or better in Intermediate Algebra. Students in this population who retook Intermediate Algebra (MA100) the following semester increased the overall pass rate to 63% (22 of 35). Specific grades for this student population are as follows: A (2), B (6), C (10), D (5), F (9), W/WP/WF (3)	Target Not Met
(SPG 3.f.) 3. 21st Century: The University will foster a 21st Century learning environment	Academic and Student Support - Campus Recreation	2.1	Students who are employed at Stark Recreation Center will	90% of student employees will report on the Employee Evaluation Form that their	89% of employees who completed the Employee Evaluation Form say that the have developed or improved my leadership skills. One reason for us	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
by: f. Fostering leadership development and a commitment to a safe ethical environment	Academic and Student Support - Campus Recreation	2.1	gain or improve their leadership skills.	leadership skills improved as a result of working for Campus Recreation.	missing this by 1% is due to having several new employees who had only worked about a month before taking the survey.	Target Not Met
		2.2	Students employed at Stark Recreation Center will strengthen their problem-solving skills.	90% of student employees will report on the Employee Evaluation Form that their problem-solving skills improved as a result of working for Campus Recreation.	This question was not on the employee evaluation form, however we would like to implement this question next year.	Inconclusive
	Academic and Student Support - Counseling Services	2.1	The Counseling Center will increase awareness among students regarding the Counseling Center and the services provided.	80% of Graduation Survey participants will state that they were aware of the Counseling Center and the services provided.	2017-2018 Graduation Survey Results: Counseling Center - (379/545) - 69.54%	Target Not Met
		2.2	The Counseling Center will provide satisfactory services to students that utilize the services provided by the center.	75% of the Graduation Survey participants will select "excellent" or "good" indicating effectiveness of the counseling services.	2017-2018 Graduation Survey Results: Excellent - (291/645) - 45.12% Good - (207/645) - 32.09% Total - (498/645) - 77.21% Fair - (36/645) - 5.58% Poor - (12/645) - 1.86% Not Applicable - (99/645) - 15.35%	Target Met
	Academic and Student Support - Sponsored Programs	2.1	The Office of Sponsored Programs will foster leadership development and a commitment to a safe ethical environment by offering training opportunities to faculty, staff, and administration of MUW.	90% of Training Survey participants will "agree" or "strongly agree" that the quality of the grant proposal training session was useful.	This goal has not been met as the MUW Grant Handbook has not been approved by administration. (06/27/2018)	Inconclusive
	Academic and Student Support - Student Life	1.1	Student Life will increase awareness of the university hazing prevention statement among students that are new members of social organizations.	90% of students participating in the Social Organization New Member Workshop Survey will either agree or strongly agree that they have an understanding of the hazing prevention statement.	40 students participated in the fall workshop, and 39 completed the survey. Of the total respondents, 95% either agreed or strongly agreed to the statement measuring their perceived understanding of the hazing prevention statement. 84% strongly agreed, and 11% stated they agreed.	Target Met
		1.2	Student Life will increase the Leadership Program	85% of Leadership Program students participating in the	100% of respondents rated that they strongly agreed (25%) or agreed (75%) to being comfortable	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2	students' understanding of self and others through leadership programming opportunities.	Program Exit Survey will rate that they agree or strongly agree to being comfortable articulating their personal values as an aspect of demonstrating an understanding of self.	articulating their personal values as an aspect of demonstrating an understanding of self. We had an 80% response rate, (4/5) seniors for the electronic survey.	Target Met
				85% of Leadership Program students participating in the Program Exit Survey will rate that they agree or strongly agree to being comfortable articulating their strengths and weaknesses in their leadership styles as an aspect of demonstrating an understanding of self.	100% of respondents rated that they strongly agreed (50%) or agreed (50%) to being comfortable articulating strengths/weaknesses in their leadership style. We had an 80% response rate, (4/5) seniors for the electronic survey.	Target Met
				85% of Leadership Program students participating in the Program Exit Survey will rate that they agree or strongly agree to being comfortable describing their leadership style as an aspect of demonstrating an understanding of self.	100% of respondents rated that they strongly agreed (25%) or agreed (75%) to being comfortable describing their leadership style as an aspect of demonstrating an understanding of self. We had an 80% response rate, (4/5) seniors for the electronic survey.	Target Met
				85% of students participating in the Leadership Programming Surveys will either agree or strongly agree to have an increased understanding of others.	94% of respondents rated that they strongly agreed (27%) or agreed (67%) to having an increased understanding of others. We had an 80% response rate, (4/5) seniors for the electronic survey.	Target Met
	Administrative Support - Financial Aid	1.1	Financial Aid office employees will participate in training and webinars to increase understanding in federal regulations.	At least 3 federal regulations trainings and/or webinars will be completed by each Financial Aid Office staff member.	A sign-in sheet was not kept by the staff. Staff trainings completed are as follows: Employee A: 7 Employee B: 3 Employee C: 0 Employee D: 3 Employee E: 2	Target Not Met
		1.2	Financial Aid Office employees will participate in leadership trainings and webinars to promote personal	At least 2 leadership trainings and/or webinars will be completed by each Financial Aid Office staff member.	One employee completed leadership trainings and webinars to promote personal growth. Employee A: 4 Employee B: 0 Employee C: 0	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2	growth.	At least 2 leadership trainings and/or webinars will be completed by each Financial Aid Office staff member.	Employee D: 0 Employee E: 0	Target Not Met
	Administrative Support - Human Resources	2.1	Human Resources will ensure that all regular, benefits-eligible, temporary and adjunct employees are provided with access to Code of Conduct training.	100% of current employees will be provided with access to Code of Conduct training.	Of the 410 current employees (paid in May), all employees were provided with access to Code of Conduct training. 100% complete.	Target Met
		2.2	Human Resources will ensure that all regular, benefits-eligible, temporary, and adjunct employees are provided with access to Title IX training as new hires and every 4 years.	100% of current employees will be provided with access to Title IX training every four years upon hiring.	All employees were given access to training in the spring of 2015. The next time we will have to ensure that continuing employees are given access to training will be spring of 2019.	Inconclusive
				100% of new employees will be provided with access to Title IX training upon hire.	100% of new employees who were required to receive training and were current employees as of the end of May were provided access to the training.	Target Met
	Administrative Support - Police Department	1.1	The Police Department will promote awareness of its employees and responsibilities throughout the university.	5% increase in interactions/meetings with student organizations (including Student Government Association) from the previous year.	Due to departmental change, the department head did not share this information with department staff. The department was unable to keep an accurate log of student organization meetings.	Inconclusive
		1.2	The Police Department will promote reciprocal trust between the university community and the Police Department.	5% decrease in complaints submitted against the police department from the previous year.	Due to departmental change, the acting department head was unable to retrieve an accurate log of departmental complaints.	Inconclusive
(SPG 3.f.) 3. 21st Century: The University will foster a 21st Century learning environment by: f. Fostering leadership development and a commitment to a safe ethical environment	Academic and Student Support - Dean of Students (Sexual Misconduct & Title IX)	1.1	The Office of Dean of Students will make an effort to increase the number of new students (freshman and transfer) that complete the WorkPlace Answers online student sexual misconduct training course that is offered	New student completing the course will increase by 5% from the previous year.	The online training through Work Place Answers was sent out to 982 new freshman and new transfer students during Spring 2017 and Fall 2017 semesters. The course was one hundred percent completed by 278 students. There 119 students who began the training but did not complete the course. Last calendar year, there were 319 participants who completed the course. 319 to 278 ((278-319)/278) = -0.147 = Decrease of 15% ****Work Place Answers only reports by calendar	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
(SPG 3.f.) 3. 21st Century: The University will foster a 21st Century learning environment by: f. Fostering leadership development and a commitment to a safe ethical environment	Academic and Student Support - Dean of Students (Sexual Misconduct & Title IX)	1.1	each semester.	New student completing the course will increase by 5% from the previous year.	year and data is reported in groups.	Target Not Met
		1.2	The Office of Dean of Students will make an effort to increase awareness among students regarding the University's sexual misconduct (Title IX) policy.	75% of Graduation Survey participants will state that they were aware of how to file a sexual misconduct report.	2017-2018 Graduation Survey Results: Yes - (543/659) 82.40% No - (116/659) 17.60%	Target Met
				75% of Graduation Survey participants will state that they were aware of what Title IX means.	2017-2018 Graduation Survey Results: Yes - (513/660) 77.73% No - (147/660) 22.27%	Target Met
				75% of Graduation Survey participants will state that they were aware that MUW has a sexual misconduct policy.	2017-2018 Graduation Survey Results: Yes - (642/658) 97.57% No - (16/658) 2.43%	Target Met
		1.3	The Office of Dean of Students will make an effort to increase awareness among staff regarding the University's sexual misconduct (Title IX) policy.	85% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a designated person to coordinate the University's efforts to eliminate sexual misconduct on campus.	2018 Staff Satisfaction Survey Results: Strongly Agree - (40/80) 50% Agree - (39/80) 48.75% Total - (79/80) 98.75% Disagree - (0/80) 0% Strongly Disagree - (1/80) 1.25% Not Applicable - (0/80) 0%	Target Met
				85% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a policy that prohibits sexual misconduct.	2018 Staff Satisfaction Survey Results: Strongly Agree - (40/81) 49.38% Agree - (40/81) 49.38% Total - (80/81) 98.76% Disagree - (0/81) 0% Strongly Disagree - (1/81) 1.23% Not Applicable - (0/81) 0%	Target Met
	85% of Staff Satisfaction survey participants will	2018 Staff Satisfaction Survey Results: Strongly Agree - (40/81) 49.38%		Target Met		

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				“strongly agree” or “agree” that they are aware that the University’s policy on sexual misconduct covers sexual harassment, sexual assault, domestic violence, dating violence, and stalking.	Agree - (40/81) 49.38% Total - (80/81) 98.76% Disagree - (0/81) 0% Strongly Disagree - (1/81) 1.23% Not Applicable - (0/81) 0%	Target Met
				85% of Staff Satisfaction survey participants will “strongly agree” or “agree” that they are aware they are responsible for reporting sexual misconduct of which they have been informed or have witnessed to the University’s Title IX Coordinator.	2018 Staff Satisfaction Survey Results: Strongly Agree - (39/81) 48.15% Agree - (41/81) 50.62% Total - (80/81) 98.77% Disagree - (0/81) 0% Strongly Disagree - (1/81) 1.23% Not Applicable - (0/81) 0%	Target Met
		1.4	The Office of Dean of Students will make an effort to increase awareness among faculty regarding the University’s sexual misconduct (Title IX) policy.	85% of Faculty Satisfaction survey participants will “strongly agree” or “agree” that they are aware that the University has a designated person to coordinate the University’s efforts to eliminate sexual misconduct on campus.	2018 Faculty Satisfaction Survey Results: Strongly Agree - (67/110) 60.91% Agree - (39/110) 35.45% Total - (106/110) 96.36% Disagree - (2/110) 1.82% Strongly Disagree - (0/110) 0% Not Applicable - (2/110) 1.82%	Target Met
				85% of Faculty Satisfaction survey participants will “strongly agree” or “agree” that they are aware that the University has a policy that prohibits sexual misconduct.	2018 Faculty Satisfaction Survey Results: Strongly Agree - (70/111) 63.06% Agree - (38/111) 34.23% Total - (108/111) 97.29% Disagree - (1/111) 0.9% Strongly Disagree - (0/111) 0% Not Applicable - (2/111) 1.8%	Target Met
				85% of Faculty Satisfaction survey participants will “strongly agree” or “agree” that they are aware that the University’s policy on sexual misconduct covers sexual harassment, sexual assault, domestic violence, dating violence, and stalking.	2018 Faculty Satisfaction Survey Results: Strongly Agree - (68/112) 60.71% Agree - (41/112) 36.61% Total - (109/112) 97.32% Disagree - (0/112) 0% Strongly Disagree - (1/112) 0.89% Not Applicable - (2/112) 1.79%	Target Met
				85% of Faculty Satisfaction	2018 Faculty Satisfaction Survey Results:	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				survey participants will “strongly agree” or “agree” that they are aware they are responsible for reporting sexual misconduct of which they have been informed or have witnessed to the University’s Title IX Coordinator.	Strongly Agree - (70/110) 63.64% Agree - (38/110) 34.55% Total - (108/110) 98.19% Disagree - (0/110) 0% Strongly Disagree - (0/110) 0% Not Applicable - (2/110) 1.82%	Target Met
(SPG 3.g.) 3. 21st Century: The University will foster a 21st Century learning environment by: g. Enhancing business processes and the campus infrastructure, ensuring continuing financial sustainability	Academic and Student Support - Campus Recreation	3.1	Campus Recreation will maintain functional, well-equipped, clean and safe facilities.	90% of Customer Satisfaction Survey participants will indicate that Campus Recreation facilities are well maintained and clean.	96.7% our top 61 responses stated that the Campus Recreation facilities are well maintained and clean.	Target Met
	Academic and Student Support - Housing and Residence Life	1.1	The Office of Housing and Residence Life will increase the number of New Freshmen living on campus each academic year.	New Freshmen living on campus for the Fall semester will increase by 5% from the previous year.	As of August 1, 2017 we had 138 new Freshman students living on campus.	Target Not Met
		1.2	The Office of Housing and Residence Life will increase the number of Returning Students living on campus each academic year.	Returning Students living on campus for the Fall semester will increase by 5% from the previous year.	As of September 1, 2017 we had 349 (84 Returning Freshmen and 265 Upperclass) returning students living on campus.	Target Met
	Academic and Student Support - Registrar	1.1	The Office of the Registrar will move more manual processes to online processes to promote timeliness and convenience for students.	85% of students participating in the Graduation Survey will find Registrar processes “good” or “excellent.”	2017-2018 Graduation Survey Results: Excellent - (331/651) - 50.84% Good - (270/651) - 41.47% Total - (601/651) - 92.31% Fair - (40/651) - 6.14% Poor - (10/651) - 1.54%	Target Met
		1.2	The Office of the Registrar will save money by moving processes online.	There will be a 10% reduction in the cost of forms purchased by the Office of the Registrar.	Due to adding the Change of Grade form this year and Change of Major form last year to an online process in Banner, \$0 dollars were spent on forms in 2017-2018, because we are still using the forms from last year's purchase of \$280.	Target Met
	Academic and Student Support - Sponsored Programs	3.1	The Office of Sponsored Programs will enhance business processes and	90% of Grant Handbook Survey participants who submitted proposals and	The MUW Grant Handbook has been updated but is still awaiting approval from administration. The Office of Sponsored Programs will continue the	Inconclusive

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Academic and Student Support - Sponsored Programs	3.1	the campus infrastructure, ensuring continuing financial sustainability by streamlining the external funding processes through an annual review of the MUW Grant Handbook.	received grants will state that they found the MUW Grant Handbook useful.	process of approving the Grant Handbook and developing surveys.	Inconclusive
		3.2	The Office of Sponsored Programs will enhance business processes and the campus infrastructure, ensuring continuing financial sustainability by locating and sharing external funding opportunities which support campus infrastructure with faculty, staff, and administration of MUW.	The Office of Sponsored Programs will find funding opportunities that support 75% of areas in need across campus.	This goal continues to be meet by the distribution of externally funded solicitations. The number of solicitations sent out this fiscal year was over 100. See attached distribution list.	Target Met
	Administrative Support - Human Resources	3.1	Human Resources will continue to seek ways to provide the most efficient use of resources and time for biweekly payroll processes.	Biweekly payroll processing time will be cut from two and a half days to one and a half days on average throughout the fiscal year.	HR is not utilizing a data log, but determined based on the dates on the Direct Deposit Payroll Transaction Forms provided to University Accounting that we reduced the 2 day period to 1.92 days. We continue to provide training to individual departments and individual employees. The process has become more efficient, but it has not reduced the overall number of days to our goal.	Target Not Met
	Administrative Support - Information Systems	1.1	Deliver information technology products and services that meet the needs of the university to achieve a high level of customer satisfaction.	80% of staff participating in the Faculty/Staff Technology Survey will give an overall satisfied rating for the Information Systems department.	The Faculty/Staff Technology Survey was released in April 2018. Of the 379 enrollments, 152 responded to the survey - 40.11% participation rate. Faculty - (105/152) 69.08% Staff - (47/152) 30.92% "Rate your satisfaction level with the services provided by the Department of Information Systems (supports administrative systems such as Ellucian's Banner, Canvas, and other smaller information systems)." Very Satisfied - (86/147) 58.50% Satisfied - (44/147) 29.93%	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Administrative Support - Information Systems	1.1	Deliver information technology products and services that meet the needs of the university to achieve a high level of customer satisfaction.	80% of staff participating in the Faculty/Staff Technology Survey will give an overall satisfied rating for the Information Systems department.	Total - (130/147) 88.43% Neutral - (15/147) 10.20% Dissatisfied - (2/147) 1.36% Very Dissatisfied - (0/147) 0%	Target Met
		1.2	Enable communication and collaboration among information systems professionals and users of information technology at the university.	Information Systems will offer at least one Banner training session throughout the year to staff and/or faculty as refresher sessions or new updates.	A Banner training video titled Getting Started with Banner 9 was emailed to 30 staff members in June, 2018. A training survey was conducted, and eleven employees have completed and returned the survey. Banner 9 Training Video Survey Results Rate your overall level of satisfaction with the Banner 9 Training Video. 91% of respondents were either "Very Satisfied" or "Satisfied" 9% were "Neutral" This video helped me to understand Banner 9 navigation. 100% of respondents selected "Strongly Agree" or "Agree" Do you prefer online or face to face training? 5 - "Online" 1 - "Face to Face" 5 - "Combination of online and face to face"	Target Met
		1.3	Enable communication and collaboration among information systems professionals and users of information technology at the state level.	One Information Systems staff will attend 80% of the Mississippi Banner Users Group meetings.	Mississippi Banner Users Group meetings were held on July 12, 2017, September 9, 2017, September 12, 2017, November 16, 2017, February 20, 2018, and June 14, 2018. A staff member was present at five of the six meetings and was absent at the July 12, 2017 meeting which results in a 83.3% attendance.	Target Met
	Administrative Support - Institutional Research and Assessment	2.1	Institutional Research and Assessment will provide information to enhance university business processes among staff.	30% overall response rate for the annual Staff Satisfaction Survey.	February-March/2018 - There were 81 respondents from the 186 staff who received the on-line survey. This resulted in a 44% response rate. This exceeded our target rate of 30%.	Target Met
		2.2	Institutional Research and Assessment will provide information to	25% overall response rate for the annual Faculty Satisfaction Survey.	February-March/2018 - There were 113 respondents from the 154 faculty who received the on-line survey. This resulted in a 73% response	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2	enhance university business processes among faculty.	25% overall response rate for the annual Faculty Satisfaction Survey.	rate. This exceeded our target rate of 25%.	Target Met
	Administrative Support - Outsourced Enterprises (bookstore, food service, facilities management)	1.1	Facilities Management Work Orders will be addressed in a timely manner and completed to the requestor's satisfaction.	Facilities Management Work Orders will have a completion ratio of 95%.	Facilities had a 94.7 Work Order Completion Rate. See Related Documents.	Target Met
		1.2	Food Service will increase catering and door sales.	Catering and Door Sales will increase by 8% from the fiscal year.	After reviewing sales it is some of the results are Somewhat inconclusive. During the past year the Administrative Assistant was out for several months and it is believed that some sales were recorded in the wrong line. Added together sales increased by 9.5% when added together for the 11 months reported, November was missing FY 17 - \$366,371 FY 18 - \$401,253 Increase of \$34,882 - 9.5%	Target Met
		1.3	The Bookstore will increase the sales of non-text/sundry items.	As text book sales continue to fall due to less expensive choices, sales of non-text/sundry items will increase by 10% from the previous fiscal year.	Sales of General Merchandise fell by 3% in FY18. See Related Documents.	Target Not Met
	Administrative Support - Resources Management	1.1	Provide ongoing purchasing, p-card, property & Virtual EMS training as needed to all departments.	Train/assist employees in the area of purchasing by an increase of 5%.	We are not able to evaluate the results due to not being able to track the number of employees trained. This is due to not being able to locate the log due to one employee leaving and two moves during the year. This will be corrected by having a shared file that may be accessed by all Resources Management employees.	Inconclusive
		1.2	Reduce purchasing transaction volume. Eliminate the need for small dollar purchase orders.	Reduce the number of purchase orders printed each year by 5%.	Due to budget cuts, we were asked to lower most P-card limits. As a result, we were not able to increase our UMB rebate check amount. We will continue to develop sound and useful procurement procedures in order to measure and improve procurement and vendor performance in support of university planning, conducted through a fair and transparent process.	Inconclusive
	Administrative Support - Systems and Network	1.1	Systems & Network will perform annual audit of user account access	100% of AD services account access is disabled for non-employed user accounts	Per HR e-mail non-employment notice validations, audit of user account deactivation (without emeritus status) resulted in 55 out of 55 (100%)	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Administrative Support - Systems and Network	1.1	against HR e-mail non-employment notices.	without emeritus status.	accounts deactivated.	Target Met
		1.2	Systems & Network will evaluate and optimize Internet bandwidth to support advancing business processes and the campus infrastructure.	Consistent bandwidth values less than 50% of total available Internet circuit bandwidth throughout the fiscal year.	Based on In/Out Traffic Utilization analysis of bandwidth transmitted between 02/09/2018-06/08/2018, average bandwidth utilization reported below 300Mbps (30%) of available 1Gbps Internet circuit. In/Out Bits/Traffic Utilization graphs are included to show reported results.	Target Met
		1.3	Systems & Network will assess and monitor campus needs and provide training videos as needed.	Provide 2 new online training videos for users.	Systems & Networks provided multiple online training videos and documentation for respective users.	Target Met
(SPG 3.g.) 3. 21st Century: The University will foster a 21st Century learning environment by: g. Enhancing business processes and the campus infrastructure, ensuring continuing financial sustainability	Administrative Support - University Accounting	1.1	Provide ongoing budget training to all Budget Managers and Administrative Assistants to ensure that they are well-equipped to have a clear understanding of the budget(s) under their authority.	University Accounting will provide two budget training sessions per year for budget managers and administrative assistants, one in the Fall semester and one in the Spring semester.	No group budget training sessions were held this year, however, nine (9) individual training sessions were conducted. No group budget training sessions were held due to the fact that we had very few new budget managers and administrative assistants, most had been through budget training before. Those who had not been through training in the past requested individual training.	Target Not Met
		1.2	Provide training on the University's Travel Policy and Procedures to ensure that State Travel Policies are being followed and reimbursement requests are not delayed due to improper submission.	90% of the survey participants will have a clear understanding of the University's Travel Policy and Procedures.	No group Travel training sessions were held this year, nine (9)) individual training sessions were conducted. No group Travel training sessions were held due to the fact that we had very few new budget managers and administrative assistants, most had been through budget training before. Those who had not been through training in the past requested individual training. Those who received individual training were not given a survey to determine their understanding of the material presented.	Target Not Met
		1.3	Reduce the number of outstanding purchase orders that roll over at the end of each fiscal year.	The dollar values of purchase orders will be 3% less than the dollar values from the previous fiscal year.	Inconclusive - results are not available at the time this report is due. To coincide with the assessment reporting cycle, the Open Encumbrance Report will be one fiscal year behind. Therefore, next year's results will be based on the 17-18 report.	Inconclusive
(SPG 4.a.) 4. Completion: The University will cultivate a comprehensive approach that enhances retention, Completion	Academic and Student Support - Center for Teaching and Learning	3.1	Faculty will demonstrate knowledge of developmental advising techniques and the value	The average score of faculty who attend training academic advising on the Academic Advising Exit	The Academic Advising Exit Survey was not administered during this reporting period because no academic advising workshops were offered in FY18. Therefore we have no results to tally.	Inconclusive

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
and student success by: a. Enhancing student advising, mentoring, and support services	Academic and Student Support - Center for Teaching and Learning	3.1	of the approach to student success, retention, and completion.	Survey will be at least a 3.8 on a 5.0 scale.	<p>Due to hopes that the university would be awarded a Title III grant which would provide funds for Degree Works software which would completely overhaul our advising program on campus, no concerted effort for advising training was undertaken in the past year. Intermittent assistance was offered on an individual or small group basis (especially to new faculty), but no formal workshops resulted in no formal surveys. The Title III grant application earned a perfect review score but was not awarded funds in FY18. However, we remain hopeful that it will be funded in the "off-year" second round of grant evaluations in FY19. Because of that hope, the CTL will continue to hold off on formal advising training sessions until we are certain about the outcome of the grant. If we do not win the grant, advising training will likely recommence at some point in 2019 depending on how the university chooses to proceed. If we do win the grant, we will need to wait for the Degree Works installation and back data entry process to be completed before we can begin training faculty on the use of the software and a general advising approach, which we understand could take several years.</p> <p>As a result it may be in our best interests to discontinue this question and focus on another assessment question for the next several years until the time is right to focus again on academic advising. That will be our recommended action statement for this year.</p>	Inconclusive
	Academic and Student Support - Dean of Students (Sexual Misconduct & Title IX)	2.1	The Behavioral Intervention Team (BIT) will increase awareness among the staff regarding the team and reporting measures in order to strengthen reporting of student behaviors in which the team can intervene and work to retain the student.	90% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a Behavioral Intervention Team (BIT).	<p>2018 Staff Satisfaction Survey Results: Strongly Agree - (28/80) 35% Agree - (44/80) 55% Total - (72/80) 90%</p> <p>Disagree - (5/80) 6.25% Strongly Disagree - (2/80) 2.5% Not Applicable - (1/80) 1.25%</p>	Target Met
		2.2	The Behavioral	85% of Faculty Satisfaction	2018 Faculty Satisfaction Survey Results:	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2	Intervention Team (BIT) will increase awareness among the faculty regarding the team and reporting measures in order to strengthen reporting of student behaviors in which the team can intervene and work to retain the student.	survey participants will “strongly agree” or “agree” that they are aware that the University has a Behavioral Intervention Team (BIT).	Strongly Agree - (55/111) 49.55% Agree - (50/111) 45.05% Total - (105/111) 94.60% Disagree - (3/111) 2.7% Strongly Disagree - (1/111) 0.9% Not Applicable - (2/111) 1.8%	Target Met
	Academic and Student Support - Registrar	2.1	The Office of the Registrar will have a sample of student straight line audits checked by the Student Records Specialist each semester to ensure accuracy.	100% of the samples will be audited correctly.	The Student Records Specialist pulled a sample of 39 records, 74% were error free.	Target Not Met
		2.2	The Office of the Registrar staff will attend conferences and/or webinars throughout the year to improve customer interaction.	80% of students participating in the Registrar Student Satisfaction Survey will agree or strongly agree that their interaction with the Office of the Registrar staff was prompt and courteous.	66.66% of students participating in the Registrar Student Satisfaction Survey were Satisfied or Very Satisfied with the professionalism and courtesy of the staff. This was an increase of 41.66% but still fell short of the goal.	Target Not Met
		2.3	The Office of the Registrar will provide support services to faculty.	80% of faculty participating in the Faculty Satisfaction Survey will agree or strongly agree that the Office of the Registrar supports their needs.	2018 Faculty Satisfaction Survey Results: Strongly Agree - (44/112) 39.29% Agree - (58/112) 51.79% Total - (102/112) 91.08% Disagree - (6/112) 5.36% Strongly Disagree - (1/112) 0.89% Not Applicable - (3/112) 2.68%	Target Met
	Academic and Student Support - Student Success Center	3.1	The Student Success Center will provide access to course-based academic support services.	40% of students enrolled in the Academic Recovery course (UN098) will return to good academic standing after completion of the program.	36.3% (36 of 99) of students enrolled in the Academic Recovery course (UN098) returned to good academic standing following completion of the program.	Target Not Met
				70% of students participating in 5 or more tutoring services will receive a grade of “C” or higher in the designated course.	81% (75 of 92) of students that participated in 5 or more tutoring sessions received a grad of "C" or higher in the designated course. Specific grades for this student population are as follows: A (36), B (17), C (22), D (7), F (5), W/WP/WF (5)	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				80% of students participating in 5 or more Supplemental Instruction sessions will receive a grade of "C" or higher in the designated course.	77.5% of the students attending 5 or more Supplemental Instruction sessions (31 of 40) received a grade of "C" or higher in the designated course at the end of the Fall semester. Specific grades for this student population are as follows: A (9), B (12), C (10), D (6), F (1), W/WP/WF (2)	Target Not Met
		3.2	The Student Success Center will enhance the advising process by providing students with access to professional academic and career advisors.	80% of those participating in the Academic Advising Survey will rate the quality of their academic advising received as "good" or "very good."	2187 surveys were distributed to students during the Spring 2018 semester, with 1135 responses (51.9% return rate). Very Good - (725/1135) 63.88% Good - (237/1135) 20.88% Total - (962/1135) 84.76% Acceptable - (141/1135) 12.42% Poor - (20/1135) 1.76% Very Poor - (12/1135) 1.06%	Target Met
				80% of those participating in the Career Services Survey will rate their experience with career services as "satisfied" or "highly satisfied".	Students attending the Nursing Fair were not surveyed this year.	Inconclusive
	Administrative Support - Information Systems	2.1	Deliver information technology products and services that meet the needs of the students to achieve a high level of customer satisfaction.	80% of students participating in the Student Technology Survey will give an overall satisfied rating with the services offered through the Information Systems department.	The Student Technology Survey was released in April 2018. Of the 2387 enrollments, 1209 responded to the survey - 50.65% participation rate. The Student Technology Survey reported out the following satisfaction ratings for services provided by the Information Systems department. *For the computer lab hours, Canvas, Portal, and Banner Web, those students' responses that were "Not Applicable" were taken out of the total number of responses amount. McDevitt Computer Lab Hours Very Satisfied - (330/812) 0.406403941 = 40.64% Satisfied - (259/812) 0.318965517 = 31.90% Total - (589/812) 0.725369458 = 72.54% Canvas Very Satisfied - (599/1194) 0.501675042 = 50.17% Satisfied - (462/1194) 0.386934673 = 38.69% Total - (1061/1194) 0.888609715 = 88.86%	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Administrative Support - Information Systems	2.1	Deliver information technology products and services that meet the needs of the students to achieve a high level of customer satisfaction.	80% of students participating in the Student Technology Survey will give an overall satisfied rating with the services offered through the Information Systems department.	<p>Portal Very Satisfied - (492/1144) 0.43006993 = 43.01% Satisfied - (433/1144) 0.378496503 = 37.85% Total - (925/1144) 0.808566434 = 80.86%</p> <p>Banner Web Very Satisfied - (498/1171) 0.425277541 = 42.53% Satisfied - (473/1171) 0.403928266 = 40.39% Total - (971/1171) 0.829205807 = 82.92%</p> <p>Support Provided Very Satisfied - (438/1144) 38.29% Satisfied - (458/1144) 40.03% Total - (896/1144) 78.32%</p> <p>Total Overall Satisfaction Average - (72.54+88.86+80.86+82.92+78.32)/5 = 0.80699 = 80.7%</p>	Target Met
	Administrative Support - Institutional Research and Assessment	1.1	Institutional Research and Assessment will assist with promoting strong academic advising, mentorship, and other student-centered support services to promote student retention.	35% overall response rate for the annual Graduation Survey.	6/2018 - The survey was administered to students who graduated in the Summer 2017, Fall 2017, and Spring 2018 semesters. There were 665 respondents from the 952 students who received the on-line survey. This resulted in a 70% response rate. This exceeded our target rate of 35%.	Target Met
		1.2	Institutional Research and Assessment will encourage staff to present pertinent data/information to appropriate campus groups.	The Office of Institutional Research and Assessment will conduct four data presentations to campus groups each fiscal year.	<p>Graduation Survey 2016-2017 Results - Employee B to PIE Council in September 2017</p> <p>Enrollment Report - Employee A to PIE Council in October 2017</p> <p>Faculty & Staff Satisfaction Survey Report - Employee B to PIE Council in April 2018</p> <p>Assessment Information Session at Fall Convocation - August 2017</p>	Target Met
	Administrative Support - Outsourced Enterprises (bookstore, food service, facilities management)	2.1	Food Service will improve its overall function to increase customer satisfaction.	Food Service will score at least a 75% overall satisfaction score on Sodexo's annual Consumer Satisfaction Survey completed by the MUW community.	Survey was conducted but results were less than a valid sample, and Sodexo did not share their findings.	Inconclusive
		2.2	Bookstore will improve its overall function to increase customer satisfaction.	Each fiscal year, the Bookstore will earn at least a 95% overall satisfaction score on the Barnes & Noble	B&N measured Customer Satisfaction with 4 different metrics. Customer Service, Checkout Process, Store Appearance and Store Organization. On all 4 metrics were 95% or higher satisfaction.	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2	Bookstore will improve its overall function to increase customer satisfaction.	Survey.	B&N measured Customer Satisfaction with 4 different metrics. Customer Service, Checkout Process, Store Appearance and Store Organization. On all 4 metrics were 95% or higher satisfaction.	Target Met
		2.3	Food Service and Facilities Management will enhance their safety practices.	At least 12 safety training sessions will be conducted over the fiscal year to facilities management employees.	GCA has done 34 Safety Trainings.	Target Met
				Each fiscal year, Food Service will earn a 90% or higher score on Sodexo's annual Food Safety Audit on safety practices in their accounts.	Food Service passed the Food Audit with a score of 91.5.	Target Met
				Each fiscal year, Food Service will earn a 90% or higher score on Sodexo's annual Physical Safety Audit score on safety practices in their accounts.	Food Services earned a score of 90.8 on their Physical Safety Audit	Target Met
		2.4	Food Services will increase the effectiveness of its services to students.	55% of Graduation Survey participants will answer "good" or "excellent" regarding the effectiveness of food service on campus.	2017-2018 Graduation Survey Results: Excellent - (220/650) - 33.85% Good - (166/650) - 25.54% Total - (386/650) - 59.39% Fair - (75/650) - 11.54% Poor - (47/650) - 7.23% Not Applicable - (142/650) - 21.85%	Target Met
	Administrative Support - Resources Management	2.1	Ensure that all student packages are delivered in a timely manner.	Deliver 95% of the packages on time.	Resources Management is no longer responsible for receiving. No data collected.	Inconclusive
		2.2	Offer virtual EMS training to all student organizations.	Participation of all student organizations' members that reserve facilities will increase by 5%.	Student Services has new procedures in place to process student group reservations for facilities. Therefore, there was no training needed from our department.	Inconclusive
	Administrative Support - Systems and Network	2.1	Systems & Network will look for possible ways to provide high levels of student satisfaction.	75% of students participating in the Student Technology Survey will give an overall satisfied rating with the services offered through the Systems & Network department.	The Student Technology Survey was released in April 2018. Of the 2387 enrollments, 1209 responded to the survey - 50.65% participation rate. The Student Technology Survey reported out the following satisfaction ratings for services provided by the Systems and Network department. *For the Office 365, GoogleDocs, Portal, and WiFi,	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Administrative Support - Systems and Network	2.1	Systems & Network will look for possible ways to provide high levels of student satisfaction.	75% of students participating in the Student Technology Survey will give an overall satisfied rating with the services offered through the Systems & Network department.	<p>those students' responses that were "Not Applicable" were taken out of the total number of responses amount.</p> <p>Systems & Networks analyzed a Student Technology survey to determine satisfaction levels in respective areas of IT. Individual category and overall satisfaction ratings are below:</p> <p>Office 365: Very Satisfied (495/1005) 49.25% Satisfied (326/1005) 32.44% Satisfaction Rating (821/1005) 81.69%%</p> <p>GoogleDocs: Very Satisfied (475/1024) 46.39% Satisfied (356/1024) 34.77% Satisfaction Rating (831/1024) 81.16%</p> <p>Portal: Very Satisfied (492/1144) 43.00% Satisfied (433/1144) 37.85% Satisfaction Rating (925/1144) 80.85%</p> <p>WiFi: Very Satisfied (316/931) 33.94% Satisfied (273/931) 29.32% Satisfaction Rating (589/931) 63.26%</p> <p>Tech Support: Very Satisfied (297/680) 43.68% Satisfied (171/680) 25.15% Satisfaction Rating (468/680) 68.83%</p> <p>Overall Satisfaction Rating (81.69+81.16+80.85+63.26+68.83)/5 = 75.16%</p>	Target Met
	Administrative Support - University Accounting	2.1	Reduce the time it takes to process a Request for Reversal of Fees with a Request for Reversal of Fees Form to streamline the process.	At least 85% of the Reversal for Fees Request will be processed in 5 business days or less.	<p>33% of the Request for Reversal of Fees were processed in 5 days or less. In each instance the facts had to be researched with different departments and instructors. There were delays in getting responses from those individuals that were contacted regarding the request for reversal of fees.</p> <p>Only 5% of requests for reversal of fees will be due to</p> <p>Only 1 out of 6 of the Requests for Reversal of Fees was due to an administrative error, which</p>	Target Not Met
						Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				administrative errors.	computes to 33%. Target % was small and unrealistic, therefore, target was not obtained. The process was a new one for FY18 and needs some revision.	Target Not Met
(SPG 4.a.) Completion: The University will cultivate a comprehensive approach that enhances retention, degree Completion and student success by: a. enhancing student advising, mentoring, and support services	Academic and Student Support - Athletics	3.1	The Department of Athletics will maintain consistent expectations for students and staff with a goal-oriented focus and provide a high quality student-athlete experience.	Consistently reducing the number of participants by 10% from fall to spring beyond the mandated term.	Baseball- had 35 in the Fall 2017 and 16 in Spring 2018 Softball- had 22 in the Fall 2017 and 3 in Spring 2018 Men's Soccer- had 28 in the Fall 2017 and 11 in the Spring 2018 Volleyball- had 13 in the Fall 2017 and 3 in the Spring 2018 Women's Cross Country- had 0 in the Fall 2017 and 0 in the Spring 2018 Total in Fall 2017-98 Total in Spring 2018-33 Reduced participants by 66.3%	Target Met
				Maintain a Student-Athlete Retention at 70% or higher	Below are initial roster numbers for each sport as of Fall 2017: Baseball –36 Women’s Cross Country – 8 Men’s Soccer – 28 Softball – 24 Women’s Volleyball –14 Results are inconclusive until day 10 of Fall 2018 semester. Results will not include graduates	Inconclusive
(SPG 4.b.) 4. Completion: The University will cultivate a comprehensive approach that enhances retention, Completion and student success by: b. Recruiting a diverse student body to ensure a vital university community	Administrative Support - Admissions	2.1	Admissions Counselors will make an effort to recruit, admit, and enroll more male students through high school and college visits, on campus recruitment programming, and mail and email campaigns.	1% growth rate in male freshmen students over a two-year period.	Final Fall 2017 freshman numbers are: 182/695--26% of admitted freshman students; 62/217--28% of enrolled students A three year analysis reveals a consistent enrollment mark for freshman male students of 25%-28% of the freshman class. Going forward, the Office of Admissions will maintain a focus on male recruitment and hope to stay consistent with this target. (06/25/2018)	Target Met
				1% growth rate in male transfer students over a two-year period.	Fall 2017 final numbers were: 184/1079--17% of admitted transfer students; 128/729--17% of enrolled transfer students Both percentages are improvements over final Fall 2016 numbers. With the start of male athletics on	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				1% growth rate in male transfer students over a two-year period.	campus, these numbers might become a normal pattern in future years.	Target Met
		2.2	Admissions Counselors will make an effort to recruit, admit, and enroll more out of state students (in contiguous states).	.25% growth rate in out-of-state contiguous transfer students over a two-year period.	Comparing data from Fall 2015 and 2016 data, 5% enrollment is toward the higher end percentage wise for out of state contiguous enrollment. It is 3% higher than 2016 and 1% lower than 2015 data. As of 6/26, 848 transfers are actively admitted and 49 are from contiguous states (5.77%). Fall 2017 Final Numbers: Mississippi Students: 678 (93%) Contiguous States: 38 (5.21%) Other States: 13 (1.78%) International: 0 (0.0%) Total: 729	Target Met
				1% growth rate in out-of-state contiguous freshmen students over a two-year period.	Fall 2017 Final Numbers: Mississippi Students: 132 (61%) Contiguous States: 76 (35%) Other States: 8 (3.6%) International: 1 (0.4%) Total: 217 Fall 2017 showed tremendous out of state contiguous growth. The goal should not be revised going forward until at least another year of data is gathered to see if the trend continues. As of 6/26/2018, 65 of the 351 active admits--18% are from contiguous states.	Target Met
(SPG 4.c.) 4. Completion: The University will cultivate a comprehensive approach that enhances retention, Completion and student success by: c. Providing resources to assist students with achieving and maintaining financial stability	Administrative Support - Financial Aid	2.1	The Financial Aid Office will provide information regarding Satisfactory Academic Progress (SAP) to students to assist in improving retention.	10% of students on the SAP warning list will return in good SAP standing within one semester.	SAP warning list was reviewed. 16.4% of students that were on a warning semester for fall 2017 returned to good SAP standing within one semester. 182 students were on probation at the end of the fall 2017 semester. Of those that returned spring 2018, 30 were passing at the end of the semester.	Target Met
		2.2	The Financial Aid Office will provide information to students of policies, student deadlines, and disbursement dates.	80% of students participating in the Commencement survey will state that they were aware of the financial aid policies, student deadlines, and disbursement dates.	2017-2018 Graduation Survey Yes - (571/642) 88.94% No - (71/642) 11.06%	Target Met

Appendix B

Administrative Support Services 2017-2018

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Administrative Support - Admissions	1.1	The Office of Admissions will make an effort to increase the number of campus visits for high school students through mail and email campaigns, advertisements on the MUW website and social media, and individual contacts at high schools.	The number of visits by high school students will increase by 3% over a two-year period.	As of 6/25/2018, 25% of freshman admitted students have made an official campus visit to MUW. This marks a decrease in visits compared to Fall 2017 data but an overall increase when looking at data from Fall 2016. The goal of 3% increase over a two-year period is still valid and something that the Office of Admissions would like to achieve going forward. (06/25/2018)	Target Not Met
	1.2	The Office of Admissions will attempt to yield (enroll) more high school students who complete an official MUW campus visit.	60% of enrolled students will complete a campus visit prior to their first day of class.	As of 6/25/2018, 79 out of the 210 freshman intent to enroll filers have completed an official campus visit to MUW. This equates to 37%. It is down considerably from the Fall 2017 data but up compared to Fall 2015 and 2016 numbers. Going forward the goal should be revised to indicate a goal of 40% of students enrolling should complete a campus visit prior to the first day of class. (06/25/2018)	Target Not Met
	2.1	Admissions Counselors will make an effort to recruit, admit, and enroll more male students through high school and college visits, on campus recruitment programming, and mail and email campaigns.	1% growth rate in male freshmen students over a two-year period.	Final Fall 2017 freshman numbers are: 182/695--26% of admitted freshman students; 62/217--28% of enrolled students A three year analysis reveals a consistent enrollment mark for freshman male students of 25%-28% of the freshman class. Going forward, the Office of Admissions will maintain a focus on male recruitment and hope to stay consistent with this target. (06/25/2018)	Target Met
	2.1	Admissions Counselors will make an effort to recruit, admit, and enroll more male students through high school and college visits, on campus recruitment programming, and mail and email campaigns.	1% growth rate in male transfer students over a two-year period.	Fall 2017 final numbers were: 184/1079--17% of admitted transfer students; 128/729--17% of enrolled transfer students Both percentages are improvements over final Fall 2016 numbers. With the start of male athletics on campus, these numbers might become a normal pattern in future years.	Target Met
	2.2	Admissions Counselors will make an effort to recruit, admit, and enroll more out of state students (in contiguous states).	.25% growth rate in out-of-state contiguous transfer students over a two-year period.	Comparing data from Fall 2015 and 2016 data, 5% enrollment is toward the higher end percentage wise for out of state contiguous enrollment. It is 3% higher than 2016 and 1% lower than 2015 data. As of 6/26, 848 transfers are actively admitted and 49 are from contiguous	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.2	Admissions Counselors will make an effort to recruit, admit, and enroll more out of state students (in contiguous states).	.25% growth rate in out-of-state contiguous transfer students over a two-year period.	states (5.77%). Fall 2017 Final Numbers: Mississippi Students: 678 (93%) Contiguous States: 38 (5.21%) Other States: 13 (1.78%) International: 0 (0.0%) Total: 729	Target Met
	2.2	Admissions Counselors will make an effort to recruit, admit, and enroll more out of state students (in contiguous states).	1% growth rate in out-of-state contiguous freshmen students over a two-year period.	Fall 2017 Final Numbers: Mississippi Students: 132 (61%) Contiguous States: 76 (35%) Other States: 8 (3.6%) International: 1 (0.4%) Total: 217 Fall 2017 showed tremendous out of state contiguous growth. The goal should not be revised going forward until at least another year of data is gathered to see if the trend continues. As of 6/26/2018, 65 of the 351 active admits-- 18% are from contiguous states.	Target Met
Administrative Support - Development and Alumni	1.1	The Office of Development and Alumni will expand its outreach efforts by meeting with more donors and prospective donors to increase dollars raised in the next fiscal year.	Increase both number of donors and number of gifts donated by 15% from the previous fiscal year.	Number of donors 2016-2017: 2705 Number of donors 2017-2018: 2749 % difference of donors = 1.5 = 2% Number of gifts 2016-2017: 6684 Number of gifts 2017-2018: 7487 % difference of donations = 10.7 = 11% Total % difference = 13% Increase	Target Not Met
	1.1	The Office of Development and Alumni will expand its outreach efforts by meeting with more donors and prospective donors to increase dollars raised in the next fiscal year.	Increase the number of donor contacts and therefore donor meetings by 25% from the previous fiscal year.	Despite not filling the positions, we managed to increase our personal contacts through phone calls, meetings, mailing and email for a total of 769. FY '17 - 510 = ((769-510)/769) = 0.34 or a 34% increase. The reason for the large increase is due to a major year end giving push. We also sent 291 email blasts. Phone Calls - 354 Meetings - 89 Mailings - 147 Emails - 149 Task/Other - 30 Total - 769 For FY 2019, we plan to fill one more position and increase contacts by 25%.	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.1	The Office of Development and Alumni will work with the Mississippi University for Women Alumni Association (“MUWAA”) Board to create new alumni affinity groups and use social media to advertise good news.	Add one new active alumni affinity group each year.	We added one new chapter bringing the total to 7. The new one was for the graduate nursing group, which was a spin-off of the nursing group. We will continue to work to add additional chapters and constituency groups.	Target Met
	2.1	The Office of Development and Alumni will work with the Mississippi University for Women Alumni Association (“MUWAA”) Board to create new alumni affinity groups and use social media to advertise good news.	Increase the number of alumni followers on social media by sharing University updates and Alumni updates by fifty followers each year.	We exceeded our goal of adding 50 followers. . Office of D& A new followers: FB 48, Twitter 44, and Instagram 67-- 159total Office of D&A posts- FB-438 Twitter, 438 and Instagram-274-- 1150 total MUWAA new followers - FB- 149, Twitter, 71 and Instagram, 68.- 288 total MUWAA posts- FB-438, Twitter,438 and Instagram-274- 1150 total	Target Met
	3.1	The Office of Development and Alumni will increase students’ interest in joining the Alumni Association.	65% of students participating in the Graduation Survey will state that they have plans of joining the Alumni Association.	The Graduation Survey was sent out for August 2017 ceremony, December 2017 ceremony and May 2018 ceremonies. 2017-2018 Graduation Survey Results Yes - (417/647) 64.45% No - (230/647) 35.55%	Target Not Met
	4.1	The Office of Development and Alumni will increase the number of participants at Homecoming each Spring.	The number of Homecoming participants will increase by 5% from the previous year.	For 2018 HC the number of registrants was 359 which was a 7% increase over 2017 attendance of 333 registrants. We will work to increase attendance at HC 2019 by 5%.	Target Met
Administrative Support - Financial Aid	1.1	Financial Aid office employees will participate in training and webinars to increase understanding in federal regulations.	At least 3 federal regulations trainings and/or webinars will be completed by each Financial Aid Office staff member.	A sign-in sheet was not kept by the staff. Staff trainings completed are as follows: Employee A: 7 Employee B: 3 Employee C: 0 Employee D: 3 Employee E: 2	Target Not Met
	1.2	Financial Aid Office employees will participate in leadership trainings and webinars to promote personal growth.	At least 2 leadership trainings and/or webinars will be completed by each Financial Aid Office staff member.	One employee completed leadership trainings and webinars to promote personal growth. Employee A: 4 Employee B: 0 Employee C: 0 Employee D: 0 Employee E: 0	Target Not Met
	2.1	The Financial Aid Office will provide information regarding Satisfactory	10% of students on the SAP warning list will return in good SAP standing	SAP warning list was reviewed. 16.4% of students that were on a warning semester for fall	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.1	Academic Progress (SAP) to students to assist in improving retention.	within one semester.	2017 returned to good SAP standing within one semester. 182 students were on probation at the end of the fall 2017 semester. Of those that returned spring 2018, 30 were passing at the end of the semester.	Target Met
	2.2	The Financial Aid Office will provide information to students of policies, student deadlines, and disbursement dates.	80% of students participating in the Graduation Survey will state that they were aware of the financial aid policies, student deadlines, and disbursement dates.	2017-2018 Graduation Survey Yes - (571/642) 88.94% No - (71/642) 11.06%	Target Met
Administrative Support - Human Resources	1.1	Human Resources will assist units in advertising positions through the most cost-effective, efficient means possible focusing on diverse hires.	75% of diverse hires will select a diverse advertising method on how they heard about the position.	The method used for this measurement is not accurate. Responses to the question "How did you hear about this position?" were not consistently available. The Office of Human Resources transitioned to new leadership in June 2018 and is evaluating processes.	Inconclusive
	2.1	Human Resources will ensure that all regular, benefits-eligible, temporary and adjunct employees are provided with access to Code of Conduct training.	100% of current employees will be provided with access to Code of Conduct training.	Of the 410 current employees (paid in May), all employees were provided with access to Code of Conduct training. 100% complete.	Target Met
	2.2	Human Resources will ensure that all regular, benefits-eligible, temporary, and adjunct employees are provided with access to Title IX training as new hires and every 4 years.	100% of current employees will be provided with access to Title IX training every four years upon hiring.	All employees were given access to training in the spring of 2015. The next time we will have to ensure that continuing employees are given access to training will be spring of 2019.	Inconclusive
	2.2	Human Resources will ensure that all regular, benefits-eligible, temporary, and adjunct employees are provided with access to Title IX training as new hires and every 4 years.	100% of new employees will be provided with access to Title IX training upon hire.	100% of new employees who were required to receive training and were current employees as of the end of May were provided access to the training.	Target Met
	3.1	Human Resources will continue to seek ways to provide the most efficient use of resources and time for biweekly payroll processes.	Biweekly payroll processing time will be cut from two and a half days to one and a half days on average throughout the fiscal year.	HR is not utilizing a data log, but determined based on the dates on the Direct Deposit Payroll Transaction Forms provided to University Accounting that we reduced the 2 day period to 1.92 days. We continue to provide training to individual departments and individual employees. The process has become more efficient, but it has not reduced the overall number of days to our goal.	Target Not Met
Administrative Support - Information Systems	1.1	Deliver information technology products and services that meet the needs of the university to achieve a high level of customer satisfaction.	80% of staff participating in the Faculty/Staff Technology Survey will give an overall satisfied rating for the Information Systems department.	The Faculty/Staff Technology Survey was released in April 2018. Of the 379 enrollments, 152 responded to the survey - 40.11% participation rate.	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Administrative Support - Information Systems	1.1	Deliver information technology products and services that meet the needs of the university to achieve a high level of customer satisfaction.	80% of staff participating in the Faculty/Staff Technology Survey will give an overall satisfied rating for the Information Systems department.	<p>Faculty - (105/152) 69.08% Staff - (47/152) 30.92%</p> <p>"Rate your satisfaction level with the services provided by the Department of Information Systems (supports administrative systems such as Ellucian's Banner, Canvas, and other smaller information systems)."</p> <p>Very Satisfied - (86/147) 58.50% Satisfied - (44/147) 29.93% Total - (130/147) 88.43%</p> <p>Neutral - (15/147) 10.20% Dissatisfied - (2/147) 1.36% Very Dissatisfied - (0/147) 0%</p>	Target Met
	1.2	Enable communication and collaboration among information systems professionals and users of information technology at the university.	Information Systems will offer at least one Banner training session throughout the year to staff and/or faculty as refresher sessions or new updates.	<p>A Banner training video titled Getting Started with Banner 9 was emailed to 30 staff members in June, 2018. A training survey was conducted, and eleven employees have completed and returned the survey.</p> <p>Banner 9 Training Video Survey Results Rate your overall level of satisfaction with the Banner 9 Training Video. 91% of respondents were either "Very Satisfied" or "Satisfied" 9% were "Neutral"</p> <p>This video helped me to understand Banner 9 navigation. 100% of respondents selected "Strongly Agree" or "Agree"</p> <p>Do you prefer online or face to face training? 5 - "Online" 1- "Face to Face" 5 - "Combination of online and face to face"</p>	Target Met
	1.3	Enable communication and collaboration among information systems professionals and users of information technology at the state level.	One Information Systems staff will attend 80% of the Mississippi Banner Users Group meetings.	Mississippi Banner Users Group meetings were held on July 12, 2017, September 9, 2017, September 12, 2017, November 16, 2017, February 20, 2018, and June 14, 2018. A staff member was present at five of the six meetings and was absent at the July 12, 2017 meeting which results in a 83.3% attendance.	Target Met
	2.1	Deliver information technology products	80% of students participating in the	The Student Technology Survey was released in	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.1	and services that meet the needs of the students to achieve a high level of customer satisfaction.	Student Technology Survey will give an overall satisfied rating with the services offered through the Information Systems department.	<p>April 2018. Of the 2387 enrollments, 1209 responded to the survey - 50.65% participation rate.</p> <p>The Student Technology Survey reported out the following satisfaction ratings for services provided by the Information Systems department.</p> <p>*For the computer lab hours, Canvas, Portal, and Banner Web, those students' responses that were "Not Applicable" were taken out of the total number of responses amount.</p> <p>McDevitt Computer Lab Hours Very Satisfied - (330/812) 0.406403941 = 40.64% Satisfied - (259/812) 0.318965517 = 31.90% Total - (589/812) 0.725369458 = 72.54%</p> <p>Canvas Very Satisfied - (599/1194) 0.501675042 = 50.17% Satisfied - (462/1194) 0.386934673 = 38.69% Total - (1051/1194) 0.888609715 = 88.86%</p> <p>Portal Very Satisfied - (492/1144) 0.43006993 = 43.01% Satisfied - (433/1144) 0.378496503 = 37.85% Total - (925/1144) 0.808566434 = 80.86%</p> <p>Banner Web Very Satisfied - (498/1171) 0.425277541 = 42.53% Satisfied - (473/1171) 0.403928266 = 40.39% Total - (971/1171) 0.829205807 = 82.92%</p> <p>Support Provided Very Satisfied - (438/1144) 38.29% Satisfied - (458/1144) 40.03% Total - (896/1144) 78.32%</p> <p>Total Overall Satisfaction Average - (72.54+88.86+80.86+82.92+78.32)/5 = 0.80699 = 80.7%</p>	Target Met
Administrative Support - Institutional Research and Assessment	1.1	Institutional Research and Assessment will assist with promoting strong academic advising, mentorship, and other student-	65% overall response rate for the annual Graduation Survey.	6/2018 - The survey was administered to students who graduated in the Summer 2017, Fall 2017, and Spring 2018 semesters. There	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Administrative Support - Institutional Research and Assessment	1.1	centered support services to promote student retention.	65% overall response rate for the annual Graduation Survey.	were 665 respondents from the 952 students who received the on-line survey. This resulted in a 70% response rate. This exceeded our target rate of 35%.	Target Met
	1.2	Institutional Research and Assessment will encourage staff to present pertinent data/information to appropriate campus groups.	The Office of Institutional Research and Assessment will conduct four data presentations to campus groups each fiscal year.	Graduation Survey 2016-2017 Results - Employee B to PIE Council in September 2017 Enrollment Report - Employee A to PIE Council in October 2017 Faculty & Staff Satisfaction Survey Report - Employee B to PIE Council in April 2018 Assessment Information Session at Fall Convocation - August 2017	Target Met
	2.1	Institutional Research and Assessment will provide information to enhance university business processes among staff.	30% overall response rate for the annual Staff Satisfaction Survey.	February-March/2018 - There were 81 respondents from the 186 staff who received the on-line survey. This resulted in a 44% response rate. This exceeded our target rate of 30%.	Target Met
	2.2	Institutional Research and Assessment will provide information to enhance university business processes among faculty.	25% overall response rate for the annual Faculty Satisfaction Survey.	February-March/2018 - There were 113 respondents from the 154 faculty who received the on-line survey. This resulted in a 73% response rate. This exceeded our target rate of 25%.	Target Met
Administrative Support - Outsourced Enterprises (bookstore, food service, facilities management)	1.1	Facilities Management Work Orders will be addressed in a timely manner and completed to the requestor's satisfaction.	Facilities Management Work Orders will have a completion ratio of 95%.	Facilities had a 94.7 Work Order Completion Rate. See Related Documents.	Target Met
	1.2	Food Service will increase catering and door sales.	Catering and Door Sales will increase by 8% from the fiscal year.	After reviewing sales it is some of the results are Somewhat inconclusive. During the past year the Administrative Assistant was out for several months and it is believed that some sales were recorded in the wrong line. Added together sales increased by 9.5% when added together for the 11 months reported, November was missing FY 17 - \$366,371 FY 18 - \$401,253 Increase of \$34,882 - 9.5%	Target Met
	1.3	The Bookstore will increase the sales of non-text/sundry items.	As text book sales continue to fall due to less expensive choices, sales of non-text/sundry items will increase by 10% from the previous fiscal year.	Sales of General Merchandise fell by 3% in FY18. See Related Documents.	Target Not Met
	2.1	Food Service will improve its overall function to increase customer satisfaction.	Food Service will score at least a 75% overall satisfaction score on Sodexo's annual Consumer Satisfaction Survey	Survey was conducted but results were less than a valid sample, and Sodexo did not share their findings.	Inconclusive

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.1	Food Service will improve its overall function to increase customer satisfaction.	completed by the MUW community.	Survey was conducted but results were less than a valid sample, and Sodexo did not share their findings.	Inconclusive
	2.2	Bookstore will improve its overall function to increase customer satisfaction.	Each fiscal year, the Bookstore will earn at least a 95% overall satisfaction score on the Barnes & Noble Survey.	B&N measured Customer Satisfaction with 4 different metrics. Customer Service, Checkout Process, Store Appearance and Store Organization. On all 4 metrics were 95% or higher satisfaction.	Target Met
	2.3	Food Service and Facilities Management will enhance their safety practices.	At least 12 safety training sessions will be conducted over the fiscal year to facilities management employees.	GCA has done 34 Safety Trainings.	Target Met
	2.3	Food Service and Facilities Management will enhance their safety practices.	Each fiscal year, Food Service will earn a 90% or higher score on Sodexo's annual Food Safety Audit on safety practices in their accounts.	Food Service passed the Food Audit with a score of 91.5.	Target Met
	2.3	Food Service and Facilities Management will enhance their safety practices.	Each fiscal year, Food Service will earn a 90% or higher score on Sodexo's annual Physical Safety Audit score on safety practices in their accounts.	Food Services earned a score of 90.8 on their Physical Safety Audit	Target Met
	2.4	Food Services will increase the effectiveness of its services to students.	55% of Graduation Survey participants will answer "good" or "excellent" regarding the effectiveness of food service on campus.	2017-2018 Graduation Survey Results: Excellent - (220/650) - 33.85% Good - (166/650) - 25.54% Total - (386/650) - 59.39% Fair - (75/650) - 11.54% Poor - (47/650) - 7.23% Not Applicable - (142/650) - 21.85%	Target Met
Administrative Support - Plymouth Bluff	1.1	Plymouth Bluff will offer public cultural and educational programming.	At least once per quarter, public cultural and/or educational programming will be offered at no cost for attendance.	During 2017-18 Plymouth Bluff has offered A Sunday at the Bluff program in October, 2017 and February, 2018. The Following Groups have used PBC at no charge: African American Leadership Summit 11-17, Boy Scouts for Camping in November and January, Board Meetings in September and March. 1 Eagle Project completed in April LEP held classes in March and the Audubon Society held a meeting in July. Hosted a Tourism Partners Meeting at the MUW Fant library in March. Hosted Clay County head Start in May, 2018 (06/30/2018)	Target Met
	1.2	Plymouth Bluff will make use of Social Media, such as Facebook, to promote programming and other uses at Plymouth Bluff.	Plymouth Bluff will update both of its Facebook pages with different posts, both internally and externally, at least 2 times per month throughout the	The Facebook page has had 28 posts in 2017-18. Please see the website link below: www.facebook.com/plymouth.bluff	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	1.2	Plymouth Bluff will make use of Social Media, such as Facebook, to promote programming and other uses at Plymouth Bluff.	fiscal year.	The Facebook page has had 28 posts in 2017-18. Please see the website link below: www.facebook.com/plymouth.bluff	Target Met
	1.3	Plymouth Bluff will maintain its 4+ miles trail system.	12 Monthly Trail System Inspections will be completed each fiscal year, including corrective actions.	No monthly record was kept of trail inspections however we know that inspections were done regularly and trails are currently being used by the general public.	Inconclusive
	1.4	Plymouth Bluff will do presentations and make the facility available to groups such as the Boy Scouts and other educational organizations at no charge.	At least 12 times each fiscal year, Plymouth Bluff will do presentations about the facility and the surrounding area to school groups and others when appropriate.	MUW Classes met 9 times during the 2017-18 plus the MSMS had 1 documented meeting and LEP met once and Clay County Headstart brought 150 students for a tour of the Museum and Grounds.	Inconclusive
	1.4	Plymouth Bluff will do presentations and make the facility available to groups such as the Boy Scouts and other educational organizations at no charge.	Plymouth Bluff will average 50 visits per week by people walking the grounds and trails.	Based on the monthly report census totals we have averaged over 50 visits per week	Target Met
	2.1	Plymouth Bluff will invite the MSU Project YES (Youth Environmental Science) to continue to use the facility each fiscal year.	At least 10 Project YES meetings at Plymouth Bluff Center each fiscal year.	Verbal contact was made in August 2017 but not documented and Project YES did not use PBC in last year	Inconclusive
	2.2	Plymouth Bluff will invite the LEP (Life Enrichment Program) to use the facility.	At least 2 LEP class meetings at Plymouth Bluff Center each fiscal year.	1Birding Class met in March 2018. This was the only documented visit; however, they did come back again.	Target Not Met
	2.2	Plymouth Bluff will invite the LEP (Life Enrichment Program) to use the facility.	At least 2 LEP meetings will be attended by the Director of Plymouth Bluff each fiscal year.	The Director attended the only Advisory Board Meeting done in the last Fiscal Year on August 24, 2017.	Target Met
	2.3	Plymouth Bluff will invite the MUW Science and Math Department to use the facility for class/lab meetings.	Plymouth Bluff will host at least 8 MUW class/lab meetings each academic year.	Science and Math has used PBC at least 9 times over the past year	Target Met
Administrative Support - Police Department	1.1	The Police Department will promote awareness of its employees and responsibilities throughout the university.	5% increase in interactions/meetings with student organizations (including Student Government Association) from the previous year.	Due to departmental change, the department head did not share this information with department staff. The department was unable to keep an accurate log of student organization meetings.	Inconclusive
	1.2	The Police Department will promote reciprocal trust between the university community and the Police Department.	5% decrease in complaints submitted against the police department from the previous year.	Due to departmental change, the acting department head was unable to retrieve an accurate log of departmental complaints.	Inconclusive
	2.1	The Police Department will make an effort to provide a safe environment for faculty, staff, students, and visitors.	5% decrease in filed offense reports annually within MUW from the previous year.	The police department filed 175 incident reports taken this past year, an increase of 31 filed from the previous year.	Target Not Met
	2.2	The Police Department will make an effort to broaden the communication among	The Police Department will secure at least one new partnership agency	Due to departmental change, the acting department head is unaware of the status of any	Inconclusive

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.2	outside agencies to promote safety.	outside of MUW each fiscal year.	Memorandum of Understandings with E-911 and Columbus Fire and Rescue.	Inconclusive
Administrative Support - Resources Management	1.1	Provide ongoing purchasing, p-card, property & Virtual EMS training as needed to all departments.	Train/assist employees in the area of purchasing by an increase of 5%.	We are not able to evaluate the results due to not being able to track the number of employees trained. This is due to not being able to locate the log due to one employee leaving and two moves during the year. This will be corrected by having a shared file that may be accessed by all Resources Management employees.	Inconclusive
	1.2	Reduce purchasing transaction volume. Eliminate the need for small dollar purchase orders.	Reduce the number of purchase orders printed each year by 5%.	Due to budget cuts, we were asked to lower most P-card limits. As a result, we were not able to increase our UMB rebate check amount. We will continue to develop sound and useful procurement procedures in order to measure and improve procurement and vendor performance in support of university planning, conducted through a fair and transparent process.	Inconclusive
	2.1	Ensure that all student packages are delivered in a timely manner.	Deliver 95% of the packages on time.	Resources Management is no longer responsible for receiving. No data collected.	Inconclusive
	2.2	Offer virtual EMS training to all student organizations.	Participation of all student organizations' members that reserve facilities will increase by 5%.	Student Services has new procedures in place to process student group reservations for facilities. Therefore, there was no training needed from our department.	Inconclusive
Administrative Support - Systems and Network	1.1	Systems & Network will perform annual audit of user account access against HR e-mail non-employment notices.	100% of AD services account access is disabled for non-employed user accounts without emeritus status.	Per HR e-mail non-employment notice validations, audit of user account deactivation (without emeritus status) resulted in 55 out of 55 (100%) accounts deactivated.	Target Met
	1.2	Systems & Network will evaluate and optimize Internet bandwidth to support advancing business processes and the campus infrastructure.	Consistent bandwidth values less than 50% of total available Internet circuit bandwidth throughout the fiscal year.	Based on In/Out Traffic Utilization analysis of bandwidth transmitted between 02/09/2018-06/08/2018, average bandwidth utilization reported below 300Mbps (30%) of available 1Gbps Internet circuit. In/Out Bits/Traffic Utilization graphs are included to show reported results.	Target Met
	1.3	Systems & Network will assess and monitor campus needs and provide training videos as needed.	Provide 2 new online training videos for users.	Systems & Networks provided multiple online training videos and documentation for respective users.	Target Met
	2.1	Systems & Network will look for possible ways to provide high levels of student satisfaction.	75% of students participating in the Student Technology Survey will give an overall satisfied rating with the services offered through the Systems & Network department.	The Student Technology Survey was released in April 2018. Of the 2387 enrollments, 1209 responded to the survey - 50.65% participation rate.	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.1	Systems & Network will look for possible ways to provide high levels of student satisfaction.	75% of students participating in the Student Technology Survey will give an overall satisfied rating with the services offered through the Systems & Network department.	<p>The Student Technology Survey reported out the following satisfaction ratings for services provided by the Systems and Network department.</p> <p>*For the Office 365, GoogleDocs, Portal, and WiFi, those students' responses that were "Not Applicable" were taken out of the total number of responses amount.</p> <p>Systems & Networks analyzed a Student Technology survey to determine satisfaction levels in respective areas of IT. Individual category and overall satisfaction ratings are below:</p> <p>Office 365: Very Satisfied (495/1005) 49.25% Satisfied (326/1005) 32.44% Satisfaction Rating (821/1005) 81.69%%</p> <p>GoogleDocs: Very Satisfied (475/1024) 46.39% Satisfied (356/1024) 34.77% Satisfaction Rating (831/1024) 81.16%</p> <p>Portal: Very Satisfied (492/1144) 43.00% Satisfied (433/1144) 37.85% Satisfaction Rating (925/1144) 80.85%</p> <p>WiFi: Very Satisfied (316/931) 33.94% Satisfied (273/931) 29.32% Satisfaction Rating (589/931) 63.26%</p> <p>Tech Support: Very Satisfied (297/680) 43.68% Satisfied (171/680) 25.15% Satisfaction Rating (468/680) 68.83%</p> <p>Overall Satisfaction Rating (81.69+81.16+80.85+63.26+68.83)/5 = 75.16%</p>	Target Met
Administrative Support - University Accounting	1.1	Provide ongoing budget training to all Budget Managers and Administrative Assistants to ensure that they are well-	University Accounting will provide one budget training session per year for budget managers and	No group budget training sessions were held this year, however, nine (9) individual training sessions were conducted. No group budget	Target Not Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Administrative Support - University Accounting	1.1	equipped to have a clear understanding of the budget(s) under their authority.	administrative assistants, one in the Fall semester. Also, the department will provide individualized training as needed.	training sessions were held due to the fact that we had very few new budget managers and administrative assistants, most had been through budget training before. Those who had not been through training in the past requested individual training.	Target Not Met
	1.2	Provide training on the University's Travel Policy and Procedures to ensure that State Travel Policies are being followed and reimbursement requests are not delayed due to improper submission.	90% of the survey participants will have a clear understanding of the University's Travel Policy and Procedures.	No group Travel training sessions were held this year, nine (9) individual training sessions were conducted. No group Travel training sessions were held due to the fact that we had very few new budget managers and administrative assistants, most had been through budget training before. Those who had not been through training in the past requested individual training. Those who received individual training were not given a survey to determine their understanding of the material presented.	Target Not Met
	1.3	Reduce the number of outstanding purchase orders that roll over at the end of each fiscal year.	The dollar values of purchase orders will be 3% less than the dollar values from the previous fiscal year.	Inconclusive - results are not available at the time this report is due. To coincide with the assessment reporting cycle, the Open Encumbrance Report will be one fiscal year behind. Therefore, next year's results will be based on the 17-18 report.	Inconclusive
	2.1	Reduce the time it takes to process a Request for Reversal of Fees with a Request for Reversal of Fees Form to streamline the process.	At least 85% of the Reversal for Fees Request will be processed in 5 business days or less.	33% of the Request for Reversal of Fees were processed in 5 days or less. In each instance the facts had to be researched with different departments and instructors. There were delays in getting responses from those individuals that were contacted regarding the request for reversal of fees.	Target Not Met
	2.1	Reduce the time it takes to process a Request for Reversal of Fees with a Request for Reversal of Fees Form to streamline the process.	Only 5% of requests for reversal of fees will be due to administrative errors.	Only 1 out of 6 of the Requests for Reversal of Fees was due to an administrative error, which computes to 33%. Target % was small and unrealistic, therefore, target was not obtained. The process was a new one for FY18 and needs some revision.	Target Not Met
Administrative Support - University Relations	1.1	Increase web traffic to the university's homepage and social media accounts by developing web/digital presence (via announcements, web/press releases, videos) that encourage interaction with students, faculty, staff and alumni.	10% increase in web traffic from the previous fiscal year.	Web: Page Views +0.36 percent; Sessions: -3.66 percent; Users: +6.86 percent	Target Not Met
	1.1	Increase web traffic to the university's homepage and social media accounts by	15% increase in social media traffic from the previous fiscal year.	Social Media: Facebook +19 percent, Twitter +12 percent, Instagram +16 percent	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	1.1	developing web/digital presence (via announcements, web/press releases, videos) that encourage interaction with students, faculty, staff and alumni.	15% increase in social media traffic from the previous fiscal year.	Social Media: Facebook +19 percent, Twitter +12 percent, Instagram +16 percent	Target Met
	1.2	Increase alumni donations, as well as that of friends of the University, by highlighting stories about students, faculty, staff and alumni and promoting an understanding of the University's programs and offerings in Visions magazine, which is peer recognized.	65% of Alumni Survey participants will either "agree" or "strongly agree" that Visions increases their awareness of the University's programs and offerings and encourages them to give to the University.	There are no results or analysis to report	Inconclusive
	2.1	Increase strategic placement of advertisements via national, regional and local media outlets, including radio spots, television spots, newspapers, magazines and billboards (budget permitting).	5% increase in advertisements among national, regional and local media outlets from the previous fiscal year (budget permitting).	There was a decrease in the amount of advertising spent on advertisements via national, regional and local media outlets, including radio spots, newspapers, magazines and billboards. \$73,177 was spent in 2017-2018 compared to \$76, 835 in 2016-2017.	Target Not Met
	2.2	Increase awareness of programs and offerings among faculty and staff to encourage on-campus engagement through internal newsletter, web and social media postings and media boards.	75% of Faculty Satisfaction Survey participants will either "agree" or "strongly agree" that University Relations' internal newsletters, web and social media postings and media boards increase their awareness of the University's programs and offerings.	2018 Faculty Satisfaction Survey Results: Strongly Agree - (37/112) 33.04% Agree - (61/112) 54.46% Total - (98/112) 87.50% Disagree - (9/112) 8.04% Strongly Disagree - (2/112) 1.79% Not Applicable - (3/112) 2.68%	Target Met
	2.2	Increase awareness of programs and offerings among faculty and staff to encourage on-campus engagement through internal newsletter, web and social media postings and media boards.	75% of Staff Satisfaction Survey participants will either "agree" or "strongly agree" that University Relations' internal newsletters, web and social media postings and media boards increase their awareness of the University's programs and offerings.	2018 Staff Satisfaction Survey Results: Strongly Agree - (23/81) 28.4% Agree - (48/81) 59.26% Total - (71/81) 87.66% Disagree - (8/81) 9.88% Strongly Disagree - (1/81) 1.23% Not Applicable - (1/81) 1.23%	Target Met

Appendix C

Student Achievement Outcome Results Report 2017-2018

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Accounting (including Minor) - BS {2016-2017}	Students will engage in relevant, industry-based, value-added learning activities for the purpose of acquiring employment immediately upon graduation.	5.1 (SAO)	Students will be able to demonstrate the role of ethics and understand the implications of their actions on themselves, their colleagues, their profession, the business community and society as a whole.	80% of students will pass an ethics exam administered in the capstone course with a 70 or above.	33% of Accounting students passed the ethics exam in the capstone course with a 70 or above.	Target Not Met
Program - Art Education - BFA {2016-2017}	Students will anticipate desirable outcomes for 21st century art teachers including skills, knowledge, understanding, and values/dispositions .	7.1 (SAO & PO 2.c.)	Students will prepare for a position as an art educator at a public school or private school, art museum, or community organization.	Students will have an average score of at least a 2 or higher on a 0-3 scale on the Resume Rubric.	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Inconclusive
Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	The student will tap into the interdisciplinary nature of science, in both understanding material across disciplines and in communicating and collaborating across disciplines.	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.	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.	Target NOT met. Only 13% of the students (2/16) scored above the 50th percentile ranking on the nationally-administered major fields test in biology.	Target Not Met
Program - Business Administration (including Minors and Certificates) - BAS {2016-2017}	Students will engage in relevant, industry-based, value-added learning activities for the purpose of acquiring employment immediately upon graduation.	5.1 (SAO)	Students will be able to demonstrate the role of ethics and understand the implications of their actions on themselves, their colleagues, their profession, the business community and society as a whole.	80% of students will pass an ethics exam administered in the capstone course with a 70 or above.	33% of General Business students passed the Ethics Exam with a 70 or above. 50% of MIS students passed the Ethics Exam with a 70 or above. 67% of Management students passed the Ethics Exam with a 70 or above. 100% of Marketing students passed the Ethics Exam with a 70 or above	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Business Administration (including Minors and Certificates) - BAS {2016-2017}	Students will engage in relevant, industry-based, value-added learning activities for the purpose of acquiring employment immediately upon graduation.	5.1 (SAO)	Students will be able to demonstrate the role of ethics and understand the implications of their actions on themselves, their colleagues, their profession, the business community and society as a whole.	80% of students will pass an ethics exam administered in the capstone course with a 70 or above.	Please note that this data contains both BAS and BS students.	Target Not Met
Program - Business Administration (including Minors and Certificates) - BS {2016-2017}	Students will engage in relevant, industry-based, value-added learning activities for the purpose of acquiring employment immediately upon graduation.	5.1 (SAO)	Students will be able to demonstrate the role of ethics and understand the implications of their actions on themselves, their colleagues, their profession, the business community and society as a whole.	80% of students will pass an Ethics Exam administered in the capstone course with a 70 or above.	33% of General Business students passed the Ethics Exam with a 70 or above. 50% of MIS students passed the Ethics Exam with a 70 or above. 67% of Management students passed the Ethics Exam with a 70 or above. 100% of Marketing students passed the Ethics Exam with a 70 or above.	Target Not Met
Program - Business Administration - MBA {2016-2017}	Students enrolled in the MBA program will complete the program.	3.1 (SAO)	Students will be able to successfully complete the MBA program.	50% of students who enroll in the MBA program will graduate from the program.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
Program - Chemistry (including Minor) - BS {2016-2017}	Chemistry majors will effectively connect concepts covered in both general and upper-level chemistry courses.	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).	90% of Chemistry majors taking the Chemistry MFT will score in the satisfactory level (25th percentile) or higher.	There was one Chemistry major who graduated in May 2018. The student took the Chemistry Major Fields Test (MFT) during the semester of his graduation. He scored in the 42nd percentile. Target was met.	Target Met
Program - Communication (including Minor) - BA, BS {2016-2017}	During their time in the Communication program, students will be prepared for professional work or graduate studies.	3.1 (SAO)	Students will complete professional portfolios that showcase their skills for potential employers or graduate schools.	At least 90 percent of assessed student portfolios will score at least 80 on the 100-point Communication Student Portfolio rubric.	The mean score for the sampled student portfolios was 93.6 on a 100-point scale using the departmental Communication Student Portfolio rubric. Of the 11 portfolios sampled, 11 scored 80 or better, for a total of 100 percent. Overall, these results are very positive and indicate students near completion of the program have amassed a body of professional work	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Communication (including Minor) - BA, BS {2016-2017}	During their time in the Communication program, students will be prepared for professional work or graduate studies.	3.1 (SAO)	Students will complete professional portfolios that showcase their skills for potential employers or graduate schools.	At least 90 percent of assessed student portfolios will score at least 80 on the 100-point Communication Student Portfolio rubric.	and demonstrated the ability to organize this work into a coherent portfolio. One potential area of improvement is in the breadth of work presented (some portfolios suffered because prior work had been misplaced or not saved).	Target Met
Program - Creative Writing - MFA {2016-2017}	Students will demonstrate familiarity with the literary marketplace and other outlets for creative writers.	3.1 (SAO & PO 2.d.)	Students will publish their work in appropriate publications for their genres.	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.	Our thesis students are actively publishing, as evidenced by the list of accomplishments we keep on our website. The Thesis Survey for Summer 2018 graduates will be conducted in June. However, 5 of the 5 have listed publications on our accomplishments list.	Target Met
Program - Culinary Arts (including Minor) - BS, BAS {2016-2017}	Students will gain an appropriate understanding of acceptable food safety and sanitation procedures.	1.2 (SAO & SLO)	Students will successfully become ServSafe certified by passing the ServSafe examination.	60% of students will be awarded a Servsafe certificate.	33 out of 40 students (83%) were awarded the ServSafe Certificate.	Target Met
Program - Culinary Science/Culinology - BS {2016-2017}	Students will gain an appropriate understanding of acceptable food safety and sanitation procedures.	1.2 (SAO & SLO)	Students will successfully become ServSafe certified by passing the ServSafe examination.	60% of students will be awarded a Servsafe certificate.	Of the 40 students given the ServSafe certification exam, 33 (83%) passed.	Target Met
Program - Educational Leadership - ME {2016-2017}	Candidates demonstrate leadership skills for organizing and managing a K-12 environment for the academic success and well-being of all students.	2.1 (SAO)	Candidates demonstrate leadership skills for organizing and managing a K-12 environment for the academic success and well-being of all students by successfully completing the School Leaders Licensure Assessment (SLLA) exam.	Candidates demonstrate leadership skills for organizing and managing a K-12 environment for the academic success and well-being of all students by successfully completing the SLLA exam. 80% of students will pass the SLLA exam.	No candidates were assessed during the academic year, as none were eligible for the SLLA national exam.	Inconclusive
Program - Elementary Education - BS {2016-2017}	Candidates demonstrate an understanding of	1.1 (SAO & GEO 5.a.)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their	Candidates will be able to demonstrate an understanding of content knowledge and skills to	The InTASC #4 artifact should show that the student understands the central concepts, tools of inquiry, and	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Elementary Education - BS {2016-2017}	and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1).	1.1 (SAO & GEO 5.a.)	discipline by developing and teaching an interdisciplinary unit.	their discipline by the assignment on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	<p>structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. For the spring 2018 semester there were seven students who completed the InTasc #4 artifact assignment. Out of the seven students, four students scored a 2.0 or higher average on the assignment. Two students received an average of 0 due to not completing the assignment accurately. One other student scored below the 2.0 desired average. All students passed the course associated with the assignment. The average total score for all students was 1.91.</p> <p>For the fall 2017 semester, scores measuring InTASC #4 were not collected on the AAC&U Lifelong Learning Value Rubric.</p>	Target Not Met
	Candidates demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards for P-12 learners (Council of Accreditation for Educator Preparation, CAEP 1.4).	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by successfully teaching K-6 students.	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career- supportive environments by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on the Teacher Intern Assessment Instrument.	<p>For the fall 2016 semester the methods block students scored an average of 2.42 on the Teaching Intern Assessment Instrument for the 100 hours of field experience within a K-6 classroom. The spring 2017 methods block students scored an average of 2.48 on the Teaching Intern Assessment Instrument for the 100 hours of field experience within a K-6 classroom. While fifteen of the students scored a 2.0 or higher, there were three students who scored below a 2.0 on the Teaching Intern Assessment Instrument.</p> <p>Due to the Teaching Intern Assessment Instrument reporting cycle, reports are distributed in the</p>	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Candidates demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards for P-12 learners (Council of Accreditation for Educator Preparation, CAEP 1.4).	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by successfully teaching K-6 students.	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career- supportive environments by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on the Teacher Intern Assessment Instrument.	Summer, which means that data collected for this university assessment cycle will be on students from the prior academic year, in order to remain on schedule for reporting results in May.	Target Not Met
Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	The English program will meet students' needs by preparing them for graduate or professional school and/or the workforce.	3.2 (SAO)	Students will be actively engaged utilizing their English degrees.	25% of students participating in the Alumni Survey will state that they are enrolled in graduate/professional degree program.	The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met, Achievement Target 25% of students participating in the Alumni Survey will state that they are enrolled in graduate/professional degree program.	Inconclusive
		3.2 (SAO)	Students will be actively engaged utilizing their English degrees.	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.	The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met, Achievement Target 85% of students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the English program.	Inconclusive
		3.2 (SAO)	Students will be actively engaged utilizing their English degrees.	One year after graduation, 90% of English graduates will be employed in their field or a related field or in graduation school in their field or related field.	We actually have an anecdotal document of comments from students as far back as 2013 (see related documents), but have also managed to track most 2017-2018	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		3.2 (SAO)	Students will be actively engaged utilizing their English degrees.	One year after graduation, 90% of English graduates will be employed in their field or a related field or in graduation school in their field or related field.	<p>graduates through their career and graduate school activities. (see attached data table).</p> <p>We now have a baseline percentage of 90 percent, which will be our new target . Of this group of 20 graduates, May 2017 to 2018, 18 are working in their related field or have been accepted to or are in graduate school in English or a related field (one is in Women's Studies, and one is working on a Master's degree in Library Information Systems.) The anecdotal document about satisfaction suggests that some students who finished with teacher certification have left that field not because of lack of preparation, but because of financial difficulties.</p>	Inconclusive
Program - Family Nurse Clinician (including Certificate) - MSN {2016-2017}	Prepare advanced practice nurses who demonstrate mastery of expected national competencies including the abilities to assess, diagnose, and manage a broad scope of acute and chronic health issues in primary care.	1.1 (SAO & SLO)	Participate as a member and leader of interprofessional teams to manage and coordinate safe and quality patient care.	90% of graduates are successful in passing the FNP Certification exam (either ANCC or AANPCP) on graduation of the program.	100% of MSN graduates passed either the AANPCB or ANCC Certification Exam	Target Met
		1.3 (SAO & SLO)	Provide leadership in practice to promote high quality, safe, cost-effective, culturally appropriate, and ethical patient care.	All students (100%) will complete the final clinical check off with a minimum grade of B prior to graduation according to the course and program guidelines.	100% of MSN students completed the final clinical check off with a minimum grade of B prior to graduation. Twenty eight students made an A and three students made a B.	Target Met
Program - Family Studies (including Minor) - BS {2016-2017}	Students will conduct themselves in a professional and an ethical manner when working with	2.2 (SAO)	Students will experience clinical practice to become qualified CFLEs.	100% of students will earn at least a grade of B on the Worksite Supervisor's Evaluation Rubric form from their internship site supervisor for the FS 499, Field Experience in Family Studies	100% of students earned a grade of A (30/30) on the supervisor's form	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Family Studies (including Minor) - BS {2016-2017}	families.	2.2 (SAO)	Students will experience clinical practice to become qualified CFLEs.	Occupations Course.	100% of students earned a grade of A (30/30) on the supervisor's form	Target Met
		2.2 (SAO)	Students will experience clinical practice to become qualified CFLEs.	100% of students will earn at least an average score of 24 on the Worksite Supervisor's Evaluation Rubric form from their internship site supervisor for the FS 499, Field Experience in Family Studies Occupations Course.	100% of students earned an average score of 30/30 on the rubric; thus the target was met	Target Met
		2.3 (SAO)	Students will feel that the Family Studies program has prepared them to work professionally and ethically upon graduating.	Participating students' will report that they feel the Family Studies program has prepared them to work ethically upon graduating by having an average rate of satisfaction on the Senior Exit Survey as a 6 on a scale of 1 to 10.	100% of students in FS 499 rated the FS program as a 9 out of 10 in terms of preparation to work ethically upon graduation; thus, the target was met.	Target Met
		2.3 (SAO)	Students will feel that the Family Studies program has prepared them to work professionally and ethically upon graduating.	Participating students' will report that they feel the Family Studies program has prepared them to work professionally upon graduating by having an average rate of satisfaction on the Senior Exit Survey as a 6 on a scale of 1 to 10.	100% of students in FS 499 rated the program a 9 out of 10 in terms of professional preparation to work in the field upon graduation; thus, the target was met.	Target Met
Program - Film Studies - Minor {2016-2017}	Students will exhibit the ability to understand and critically assess films.	1.2 (SAO)	Students will demonstrate awareness of films from a variety of genres, cultures, and time periods.	At least 80 percent of students surveyed will report having viewed films from another country.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		1.2 (SAO)	Students will demonstrate awareness of films from a variety of genres, cultures, and time periods.	At least 80 percent of students surveyed will report having viewed films from more than two distinct time periods.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		1.2 (SAO)	Students will demonstrate awareness of films from a variety of genres, cultures, and time periods.	At least 90 percent of students surveyed will report having viewed films from more than two genres.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	To prepare students for professional careers and graduate studies via the creation of	5.1 (SAO)	Students successfully complete the capstone Senior Exhibition.	75% of participating students will score "Satisfied" on the Senior Exit Survey.	78% of the students from both fall and spring scored satisfied on the exit survey. 8 students were surveyed in Fall 2107 with 56% and 6 students in Spring scored 100%. The lowest score was question #4, were students	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	a portfolio or body of work.	5.1 (SAO)	Students successfully complete the capstone Senior Exhibition.	75% of participating students will score "Satisfied" on the Senior Exit Survey.	evaluate the usefulness of the ART 100 Art Fundamentals seminar to their educational experience.	Target Met
		5.1 (SAO)	Students successfully complete the capstone Senior Exhibition.	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.	We began the fall with the faculty deciding to change to number of areas to be assessed from 6 total to 5, therefore we would see a change to the target: from 4 'meet expectations' out of 6 measures to 3 out of 5. The fall average of the scores for 10 students were 3.18 and the spring average for 4 students were 3.7.	Target Met
Program - French - Minor {2016-2017}	Students will use verbal skills to communicate in French.	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of "minimal" In FLF 102 – no lower than an average of "minimal"	in FLF 101 - 0 students scored below a minimum (16 completed) in FLF 102 - 1 student scored below a minimal (16 completed) Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 101 & 102 Students – no French minors**** 2017-18* Department Rubric (Oral) AAC&U Intercul. Knowledge & Competence Rubric A FLF 101 1.04 (Exemplary) 4 FLF 102 1.00 (Exemplary) 4 B FLF 101 1.12 (Exemplary) 4 FLF 102 1.36 (Exemplary) 4 C FLF 101 – Assessment data missing for FLF 101. Additional information: Student completed FLF 101 with an A grade	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - French - Minor {2016-2017}	Students will use verbal skills to communicate in French.	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	FLF 102	
					D	
					FLF 101	1.08
					(Exemplary)	
					3.7	
					FLF 102	1.2
					(Exemplary)	
					4	
					E	
					FLF 101	2.84
					(Proficient)	
					1.5	
					FLF 102***	3.08
					(Minimal)	
1						
F						
FLF 101	2.48					
(Proficient)						
2.1						
FLF 102	1.84					
(Exemplary)						
3						
G						
FLF 101	2.44					
(Proficient)						
2						
FLF 102						
H						
FLF 101	1.76					
(Exemplary)						
3						
FLF 102	1.68					
(Exemplary)						
3.7						
I						
FLF 101	2.84					
(Proficient)						
1.2						
FLF 102	2.64					
(Proficient)						
1.5						
J						
FLF 101	2.92					
(barely Proficient)						
1.3						
FLF 102	2.72					

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - French - Minor {2016-2017}	Students will use verbal skills to communicate in French.	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	(Proficient) 2.2 K FLF 101 (Proficient) 2.84 FLF 102 (Exemplary) 1.00 4 L FLF 101 (Exemplary) 1.12 4 FLF 102 (Exemplary) 1.00 4 M FLF 101 (Exemplary) 1.04 3.8 FLF 102 N FLF 101 2.64 (Proficient—Spanish major**) 3.4 FLF 102 O FLF 101 Student did not take FLF 101 at MUW FLF 102 3.08 (Minimum) 1 p**** FLF 101 Student did not take FLF 101 at MUW FLF 102 1.00 (Exemplary) 4 Q FLF 101 Student did not take FLF 101 at MUW FLF 102 1.28 (Exemplary) 3.5 FLF 101 Notes: two students	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - French - Minor {2016-2017}	Students will use verbal skills to communicate in French.	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	withdrew and received WP’s. The data covers 14 successful completers, although one of them, student C, is missing rubric data FLF 101 range: Department Rubric – from 1.04 to 2.92 (all above target of 3, which is “minimal”) FLF 101 average: Department Rubric - - 2.01 (well above target average) Department Rubric – six students scored “Exemplary” category—between 1 and 1.99) seven students scored “Proficient” category—between 2 and 2.99 – presumably student C, who earned an A in the course, would also have scored at least “Proficient” on the Departmental Rubric zero students scored minimal (3), or below (N/U, N/R, or I) FLF 101 range: AAC&U Intercultural Rubric—1.3 – 4 (all above target of 1) FLF 101 average: AAC&U Intercultural Rubric—2.77 (well above the target of 1) AAC&U Rubric – 3 students scored a perfect 4; 4 students scored between 3 and 3.99; 3 students scored between 2 and 2.99, and 3 scored above a 1. All exceeded the target of 1. FLF 102 Notes: one student withdrew and received a WP, leaving 12 students who finished the semester. One student actually failed the semester, but did not score very poorly on the two rubrics. This student will have the option of beginning 201 without having passed 102, so next year’s assessment follow through may reveal interesting information in this student’s progress.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - French - Minor {2016-2017}	Students will use verbal skills to communicate in French.	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	<p>from a perfect 1 to a “Minimal” 3.08. This range meets the target requirement of “no less than minimal” for all 12 students.</p> <p>FLF 102 average: Department Rubric – 1.68 (more than meets target) Department Rubric: Eight students scored “Exemplary”—between 1 and 1.99; three students scored Proficient—between 2 and 2.99 and one student scored “Minimal”—between 3 and 3.99. If a student had an N/U, N/R or I in any category, that she or he was scored as “4” in that category, or below minimal.</p> <p>FLF 102 range: AAC&U Intercultural Rubric— 1-4. FLF 102 average: AAC&U Intercultural Rubric—3.10 (well above target) AAC&U Rubric –Six students scored a 4, “Capstone” level; three scored upper milestone level (3-3.99); one scored lower milestone level (2.2) and three students scored “Benchmark” level (between 1 and 1.99). Two of these benchmark students did not hit the 1.5 Target.</p> <p>Analysis of FLF 101 and 102: Ten students (highlighted in yellow above) took the first year two course sequence in the fall 17-spring 18 academic year. Of these ten, seven (70%) improved on the department rubric score, all exceeding the target goal for FLF 102. Two of these seven moved a category up—from Proficient to Exemplary. The three students who dropped in their scores on the department rubric were all “Exemplary” students who did not fall low enough to put them in a lower category. Six of the ten improved their scores on the AAC&U</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - French - Minor {2016-2017}	Students will use verbal skills to communicate in French.	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	Intercultural Rubric. Three of the ten scored the same on the AAU&C rubric—all 4’s—and therefore could not move up any higher. The one student whose score dropped on this rubric also dropped in the department rubric score. She or he should be looked at closely and offered intervention if he or she begins to flag in FLF 201 next fall. This student earned an F in the class, but still can register for FLF 201 with teacher permission. Since this student’s rubric scores are not below “Minimal” or “Benchmark,” he or she still has the ability to move into the second year of French. *Although the majority of academic assessment covers a calendar year, foreign language (for trending data purposes) assesses the students from fall to spring, since that is the order that the typical student takes FLF 101 and FLF 102. From this assessment year forward, as much as possible, data will track individual students (not by name, but by an alphabetic code) all the way through the four course sequence. **Spanish majors are expected to take electives from one other language in ou	Target Met
		3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 201 & 202 Students – NO FRENCH MINORS 2017-18* Department AAC&U Intercul. Knowledge & Competence Rubric AA FLF 201 1.56 (Exemplary) 4	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type	
		3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	FLF 202 (Exemplary) 1 (Benchmark) BB FLF 201 (Exemplary) 2.5 FLF 202 (Proficient) 3.8 (Upper Milestone) CC FLF 201 (Exemplary) 3 FLF 202 (Exemplary) 2.2 (Lower Milestone) DD FLF 201 (Exemplary) 4 FLF 202 (Exemplary) 4 (Capstone) EE FLF 201 (Exemplary) 3 FLF 202 (Exemplary) 4 (Capstone) FF FLF 201 (Exemplary) 2.5 FLF 202 (Exemplary) 3.5 (Upper milestone) GG FLF 201* FLF 202 (Proficient) 3.5 HH FLF 201** Community College (Hinds)	1.92 1.92 2.72 1.8 1.92 1.0 1.0 1.28 1.0 1.56 1.32 2.32	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type	
		3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	FLF 202 (Exemplary) 4 Notes on the second year sequence FLF 201-202. Traditionally, the second year of French enrolls fewer students than the first year. There could be several reasons for this trend. First, Honors College BS students are required to take only one year of foreign language, unlike the students who are completing four semesters for a BA degree. Twelve students completed FLF 102, who could have enrolled in FLF 201 the following fall. But two of the twelve were Nursing majors who completed the first year of French as an Honors College requirement. One of the twelve graduated with a BA in May, 2018, but completed the equivalent of the second year of French at another university. Two of the twelve were on academic probation in the fall of 2017, and the limited number of hours they were allowed to take could not include the three hour French class. This left seven BA students who should have enrolled in and completed FLF 201 and 202. Seven students enrolled in FLF 201, but one immediately withdrew because of academic issues. The six remaining students who had taken French I and II at MUW all completed FLF 201 and 202 successfully. Of the two “extra” students who enrolled in and completed FLF 202 in the spring of 2018, one transferred in French I, II, and III from a community college, and one completed FLF 201 in the fall of 2016 and was not included in this year’s FLF 201 analysis. Analysis of data for FLF 201 and 202: In looking at the data collected from	1.0	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	the department oral communication rubric over both semesters, the differences are slight, although one already in the “Exemplary” category increased to a perfect 1.0 in FLF and another kept the same 1.0 the student earned in FLF 201. Two students dropped slightly in scores for FLF 202, but not enough to push them below the “Exemplary” category. Only one student dropped significantly in the FLF 202 score—from Exemplary to “Proficient,” but still completed the semester successfully. The AAC&U Intercultural rubric data seems overall to reflect success, but there was one outlier who scored only a 1 (Benchmark) in FLF 202 after scoring a 4 in the fall semester. Two of the six finished the 4 course sequence with scores of “Capstone,” and two increased from “Lower Milestone” to “Upper Milestone.” The last of the six who completed 201 & 202 dropped from Upper Milestone to Lower Milestone. I do not think that there is enough data here to suggest a trend in the AAC&U Intercultural rubric scores, so I label them “inconclusive.”	Target Met
		3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	90% of French minors taking the following FLF elementary and intermediate French courses will score the following averages on the Department Conversation Rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	We have no French minors this year, therefore could not test anyone	Inconclusive
		3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF	90% of French minors taking the following FLF elementary and intermediate French courses will score the following averages on the	We had NO MINORS this year, but it is important to note that 14 of 15 non-minors met the targets set for French minors.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		3.1 (SAO & SLO)	101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	Department Conversation Rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	We had NO MINORS this year, but it is important to note that 14 of 15 non-minors met the targets set for French minors.	Inconclusive
Program - General Studies - BA, BS {2016-2017}	To adequately prepare students to enter the 21st Century workforce by transferring knowledge and skills acquired through the General Studies focus groups selected.	2.2 (SAO)	Students will apply knowledge and skills through employment in the modern workforce.	75% of General Studies graduates participating in the Graduate Satisfaction Survey will report employment within an area that is consistent with her/his General Studies preparation.	The General Studies Graduate Satisfaction Survey was not distributed this year. Therefore, to gain data, the department pull from the University's Graduation Survey, which stated that nine of eleven (81%) General Studies graduates reported that they planned to look for new employment or attend graduate school. Result deemed inconclusive since the data reported was not true to the assessment method or achievement target.	Inconclusive
Program - Gifted Studies (including Certificate) - ME {2016-2017}	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1).	2.1 (SAO & SLO)	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeted at an audience of appropriate stakeholders.	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeted at an audience of appropriate stakeholders by scoring “Acceptable or above” on the Advocacy Plan Rubric.	Student scores; 44/50, 42/50, 0/50, 46/50, 48/50, 48/50 One student did not submit the assignment. All of the other students scored acceptable (42) or above.	Target Met
	Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards (Council of Accreditation for Educator Preparation, CAEP 1.4).	1.1 (SAO & SLO)	Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards by planning and implementing an interdisciplinary unit that includes a use of differentiated assessment to measure and report the impact on student learning.	Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards by planning and implementing an interdisciplinary unit by scoring an average of 86% or above on the Interdisciplinary Unit Rubric in ED 598, Internship in Gifted Studies.	Candidate 1 5.0; Candidate 2 4.8/5.0 Candidates scored 96% or better on the assessment	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	Graduating seniors will report improved knowledge and skills.	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 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.	The instructor for this course tried to survey students at the end of the semester by sending out an email with the survey attached. The result was an entire failure. No student responded to their email, likely because the email came in the last week of class when student email accounts are inundated with messages about graduation. Subsequent efforts to reach students likewise failed to net a single survey.	Inconclusive
Program - Honors College {2016-2017}	The Honors College will support students graduating with Honors to enter graduate school or a position in the student's chosen profession upon graduation.	4.1 (SAO)	The Director of the Honors College and Honors Faculty Advisors will advise and support students who graduate with Honors as they apply for graduate school, internships, or professional positions.	80% of Honors graduates participating in the Honors Exit Survey will report that they have been accepted into graduate school or have obtained an internship or a position in the student's chosen profession upon graduation.	Of the 22 students graduating in 2017-2018, 27% (6) reported acceptance into graduate school and 45% (10) reported taking an internship or professional position upon graduation, for a total rate of 72%. This is below the target rate of 80%. All three (3) students preparing to take praxis exams in Nursing reported already having secured a position pending a passing score on the exam. However, the exit survey was administered in the final week of the semester, with insufficient response (7 of 22) to accurately gauge students' perception of how much additional support students think the Honors College has provided in preparing them for post-graduation study or employment. As a result of the low survey response rate, the numbers of students entering graduate school and taking an internship or professional position were determined based on the Director of the Honors College's conversations with students throughout the semester and post-graduation.	Target Not Met
Program - Interdisciplinary Studies (including American,	Students will demonstrate the ability to integrate multiple academic	4.1 (SAO & PO 3.e.)	Students enrolled in IS 499 will successfully complete their Capstone project, which involves collaborating with faculty from multiple academic	100% of students enrolled in IS 499 Capstone will pass the course.	Between fall and spring 2017-8, one student attempted and successfully completed IS 499 Capstone. No student dropped, withdrew, or failed	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	disciplines into a single project while honoring the basic conventions, restrictions, and requirements of each discipline.	4.1 (SAO & PO 3.e.)	disciplines in order to intentionally combine those fields into a significant research project focused on the student's interests and academic needs.	100% of students enrolled in IS 499 Capstone will pass the course.	the class.	Target Met
Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017}	The MUW Health & Kinesiology Exercise Science programs will successfully prepare students to enroll in graduate programs by providing internship opportunities to gain practical experience.	3.1 (SAO)	The MUW Health & Kinesiology Exercise Science students will successfully enroll in a doctorate of physical therapy (DPT) programs.	Out of the students participating in the three most recent graduating classes' Exit Interview an average of 2 students per academic year will report that they have enrolled in a DPT program.	A total of 12 students have been achieved acceptance into DPT programs over the last 3 years, giving an average of 4 students per year. In the previous 2 years, 8 students were accepted into DPT graduate programs. This year, 4 students were accepted into DPT programs.	Target Met
Program - Kinesiology (including K-12 Education Certification) - BS {2016-2017}	Students will gain the knowledge, skills, and dispositions needed to become licensed physical educators in K – 12 school settings.	3.1 (SAO)	Students will successfully demonstrate the knowledge, skills, and dispositions needed to become a licensed K – 12 physical educator during their ED 407 Internship.	During their ED 407 Internship, each student's aggregate score from all of the indicators in the Teacher Intern Assessment Instrument evaluations for the semester will average at least a 2 on a 0 – 3 scale.	No students enrolled. No data collected.	Inconclusive
Program - Legal Studies (including Minor) - BA, BS {2016-2017}	Students will pursue opportunities to further their career to become an effective legal team member.	3.1 (SAO)	To continually improve knowledge, skill and competence as a legal team member.	45% of graduating students from the previous academic year participating in the follow-up Legal Studies Exit Survey will report that they have taken steps to become a certified paralegal or taken steps to further their education with graduate programs or law school.	Ten Legal Studies' students graduated in 2016-17. Two (2) graduates are pursuing a graduate degree and three (3) students are employed as paralegals, for a total of 50% of recent graduates that are taking steps to further education and enhance their career.	Target Met
		3.1 (SAO)	To continually improve knowledge, skill and competence as a legal team member.	45% of graduating students participating in the Legal Studies Exit Survey will report that they have taken steps to become a certified paralegal or taken steps to further their education with graduate programs or law school.	Fourteen students in 2017-18 PLG 440 Practical Legal Lab course completed an exit survey. Within the survey, the students were asked the following question: "Do you have plans to pursue a graduate degree such as a master's degree or law degree? If yes, what are your plans and what	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		3.1 (SAO)	To continually improve knowledge, skill and competence as a legal team member.	45% of graduating students participating in the Legal Studies Exit Survey will report that they have taken steps to become a certified paralegal or taken steps to further their education with graduate programs or law school.	<p>steps have you taken to reach this goal? If no, do you intend to pursue a career as a paralegal? If yes, then are you considering taking a certified paralegal exam (such as that given by NALA or NFPA?"</p> <p>Four (4) of those students, or 29%, intend to pursue law school or another graduate program, and two students (14%) indicated they intend to take steps to sit for the certified paralegal exam, for a total of 43% of graduating seniors that indicated they will be taking steps to further education and enhance their career.</p>	Target Not Met
Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	Students will communicate using proper mathematical notation and vocabulary.	1.4 (SAO)	Students will successfully complete MA 301. MA 301 is the gateway course to many of the upper level MA courses.	75% of all MA 301 students will earn a semester grade of C or better.	63% of students earned a semester grade of C or better. Grades: 1 A; 3 B's; 1 C; 2 D's, 1 WP	Target Met
Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017}	Students will exhibit knowledge and understanding of Classical Music works from both instrumental and vocal genres, and of the major historical periods and trends in the Western Classical Music.	1.1 (SAO)	Students will perform works from multiple musical periods on their major instrument at the end of their sophomore year.	80% of the students will receive at least a satisfactory rating (given by the music faculty) during their Sophomore Exit Interview.	The Sophomore Exit Interview was administered to each of the 9 students who took the "Sophomore Barrier Jury". All passed it successfully (they received a satisfactory rating). The students found the questions useful. Some of their answers served as an affirmation of the fact that the students were doing high quality work that would allow them continued success in this profession, while some other answers proved to serve as "food for thought" for students and made them reflect on what they could do better in their future musical and academic activities	Target Met
		1.1 (SAO)	Students will perform works from multiple musical periods on their major instrument at the end of their sophomore year.	90% of the students will score at least an 80 (on the 1-100 scale used in the "Sophomore Barrier Rubric).	At the end of MUS 222, 9 students performed a Sophomore Barrier Jury. 3 students completed this at the end of the Fall 17 semester, while 6 of them completed it at the end of Spring 18 semester. The music faculty	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (SAO)	Students will perform works from multiple musical periods on their major instrument at the end of their sophomore year.	90% of the students will score at least an 80 (on the 1-100 scale used in the "Sophomore Barrier Rubric).	assessed these performances using the "Sophomore Barrier Rubric". All of them scored over 80%, with 3 of them scoring 100%. Two students scored 95%, one scored 92%, while the rest scored 90%, 88%, 85% respectively.	Target Met
Program - Nursing - ASN {2016-2017}	ASN graduates will be able to practice as competent health care professionals.	1.1 (SAO & SLO)	ASN Students will successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX- RN).	The ASN graduate's NCLEX-RN pass rate will be at least 80% of all first-time test-takers during the same 12-month period.	39 of the 41 2017 ASN graduates passed on the first attempt of the NCLEX-RN test for an average of 95.1.	Target Met
Program - Nursing - BSN {2016-2017}	BSN graduates will be able to practice as competent health care professionals.	1.1 (SAO & SLO)	BSN generic Students will successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX- RN).	The BSN graduate's first write NCLEX-RN pass rate shall be no less than 95% of that year's national average as reported by the Institutions of Higher Learning.	All students that graduated successfully completed the NCLEX on the first write. N=63. 100% pass rate.	Target Met
Program - Nursing Practice - DNP {2016-2017}	Produce clinical scholars who are committed to lifelong learning, ongoing leadership, and the improvement of healthcare delivery in the local community, Mississippi, in the United States, and across the globe.	3.1 (SAO & SLO)	Provide leadership in the analysis, development, and implementation of health care policy on local, regional, national, and global levels.	At least 70% of all DNP students will submit a scholarly work (eg. poster, podium, publication, etc.) to a state, regional, national, or international journal or conference during their plan of study.	At the time of reporting, 0% of graduating DNP students have submitted a scholarly work to a state, regional, national, or international journal or conference during their plan of study.	Target Not Met
	Produce Nurse Practitioner leaders who will utilize the theoretical and scientific underpinnings for nurse practitioner practice to provide acute and chronic health care that is ethical, safe, evidence-based, culturally sensitive, interdisciplinary,	1.1 (SAO & SLO)	Practice at the highest level of advanced practice nursing through integration of knowledge from nursing, science, ethics, and the biophysical, analytical, and organizational sciences.	100% of DNP students are successful in passing FNP Certification exam (either ANCC or AANPCP) during the program (Post BSN to DNP) or prior to entry into the program students hold a national certification as an APRN (MSN to DNP).	No students post BSN to DNP were admitted; no data collected	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	technically sagacious, and appropriate for a diverse range of individuals and aggregates.	1.1 (SAO & SLO)	Practice at the highest level of advanced practice nursing through integration of knowledge from nursing, science, ethics, and the biophysical, analytical, and organizational sciences.	100% of DNP students are successful in passing FNP Certification exam (either ANCC or AANPCP) during the program (Post BSN to DNP) or prior to entry into the program students hold a national certification as an APRN (MSN to DNP).	No students post BSN to DNP were admitted; no data collected	Inconclusive
Program - Nutrition and Health - Minor {2016-2017}	Students will engage in nutrition-related activities to gain practical experience.	2.2 (SAO)	Students will apply nutrition principles into their major discipline.	60% of students participating in the Exit Survey will state that their involvement in nutrition activities in the minor coursework was beneficial to enhancing their major.	Exit survey wasn't administered as no students completed coursework for minor.	Inconclusive
Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	Philosophy students will learn and apply critical thinking and philosophical reasoning skills.	1.3 (SAO)	Due to the fact that critical thinking—and more specifically, the ability to analyze the views of oneself and others—is a general education requirement (see also 1.1. GEO outcome above), all MUW students will be expected to successfully complete a course in philosophy.	The average score of the philosophy minors in each course included in the sample will be 85% (grade of B) or higher to indicate the successful completion of the philosophy course.	There were 3 philosophy minors in a lower-level philosophy course that could be evaluated. Three minors in PHL 204 scored 91% for fall and spring.	Target Met
		1.3 (SAO)	Due to the fact that critical thinking—and more specifically, the ability to analyze the views of oneself and others—is a general education requirement (see also 1.1. GEO outcome above), all MUW students will be expected to successfully complete a course in philosophy.	The average score of the students in each course included in the sample will be 75% (grade of C) or higher to indicate the successful completion of the philosophy course.	A representative sampling of lower-level courses in philosophy (eight total) were assessed. The average score of students in the course was 82% (B-) and well over 80% of the students in each section received a grade of 'C' or higher in the class. Fall 2017 87% of students in the 8 classes scored C or higher. 164 total students. 142 students met target. (142/164) Spring 2018 70% of students in the 6 classes scored C or higher. 170 total students. 119 students met target. (119/170) For 18-19 AY, 261/334=0.78 or 78%	Target Not Met
Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	Students will develop a strong knowledge base in physical sciences and education.	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.	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.	No students enrolled for this academic year. Therefor, no students took the Praxis.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	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.	No students enrolled for this academic year. Therefor, no students took the PLT.	Inconclusive
		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.	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.	No students enrolled for this academic year. Therefor, no students took the PLT.	Inconclusive
Program - Physical Theatre (including Certificate) - MFA {2016-2017}	Students will exhibit research skills developed throughout the two years of coursework upon completion of the degree.	3.1 (SAO & RO)	Students will complete MFA Degree with a written thesis.	75% of students who complete the two years of coursework will submit a completed thesis within 5 years of entering the program (2.5 years after final coursework).	As of May 2018, 100% of Cohort III (12 students) , and 100% Cohort II (7 students) have completed their thesis and will graduate.	Target Met
Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	Students will demonstrate the ability to make a difference in the civic life of communities by showing evidence of the necessary knowledge, skills, values, and motivation to make that difference.	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	The overall average score for students in completing the Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	This course was not offered in the academic year as we are revising the Political Science curriculum. While in August we thought this class would be a required part of the course rotation in the major, since then the faculty have reconsidered. Currently, we are on hold as we try to figure out whether this assessment can be moved to a class that will be taught annually.	Inconclusive
Program - Psychology (including Minor) - BA {2016-2017}	Psychology students will be prepared for graduate study and entry-level employment in the discipline.	2.2 (SAO)	The psychology program will offer research opportunities to students.	At least 75% of graduating seniors in psychology who complete the MUW Graduation Survey will indicate MUW's effectiveness at providing research opportunities as either excellent or good.	2017-2018 MUW Graduation Survey Results: Excellent - 33.33% Good - 40% Total - 73.33% Excellent - 5/15; 33.33% Good - 6/15; 40% Fair - 2/15; 13.33% Poor - 2/15; 13.33% N/A - 0/15; 0%	Target Not Met
		2.2 (SAO)	The psychology program will offer research opportunities to students.	At least two students will work as a research assistant each semester (e.g., through PSY 449).	During Spring 2018, Dr. Wood conducted a research practicum (i.e., PSY 449) with two students.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.3 (SAO)	The psychology program will prepare students for graduate study.	Each year a minimum of three alums in psychology will enter graduate programs in psychology or a related discipline.	Two May graduates were accepted into graduate school in Spring 2018. One to a masters program at University of Southern Mississippi; one to another masters program at Jackson State University.	Target Not Met
Program - Public Health - MPH {2016-2017}	Students graduating from this program will be able to assess individual and group health education and promotion needs.	2.2 (SAO)	Students will demonstrate a knowledge of all health education competencies.	70% of HED 597, HED 598, HED 599 (collectively) students completing the comprehensive exam will score 84% on all competency areas of the comprehensive exam on their first attempt.	Eight students were assessed, and all met the 70% target (the passing score is 74%, however, so all did not pass). The scores were as follows: 70%, 74%, 76%, 84%, 87%, 88%, 88%, 90% Therefore, 100% of students made at least 70%.	Target Met
Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	Students graduating from this program will successfully advance their professional career.	4.1 (SAO)	Students graduating from this program will obtain one of the following upon graduation: job promotion as a result of degree, a new job as a result of degree, or acceptance into a graduate program.	75% of HED 498 students participating in the Exit Survey will state that they have obtained one of the following upon graduation: job promotion as a result of degree, a new job as a result of degree, or acceptance into a graduate program.	Students in HED 498 completing the exit exam during the 2017-2018 years (n=1) indicated that 0 were attending graduate school, 1 received a job promotion, and 0 had accepted a new job at the time of the survey.	Target Met
Program - Reading/Literacy (including Certificate) - ME {2016-2017}	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1).	1.1 (SAO & SLO)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and presenting a professional development workshop based on school data.	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and presenting a professional development workshop based on school data by scoring an "Acceptable" on the Professional Development Rubric in ED 599, Internship in Reading Literacy.	The assessment coordinator for this academic program was a departing faculty member who erroneously reported data on the wrong course. ED 599 was not taught in the 2017-2018 AY. (See data below) ---- "Student 1, 5; Student 2, 5; Student 3, 5; Student 4, 5. All students scored 5 of 5 (Excellent) on the assessment." ----	Inconclusive
	Candidates demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards for	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by developing a reading program specific to the needs of the school.	Candidates will be able to demonstrate skills a commitment to creating supportive environments that afford all students access to rigorous college and career- supportive environments by developing a reading program specific to the needs of the school by scoring an average of 86% or above on the	ED 599 was not offered during the assessment period.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	P-12 learners (Council of Accreditation for Educator Preparation, CAEP 1.4).	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by developing a reading program specific to the needs of the school.	Reading Program Rubric in ED 599, Internship in Reading Literacy.	ED 599 was not offered during the assessment period.	Inconclusive
Program - Religious Studies - Minor {2016-2017}	Religious studies minors will receive advising in the minor each semester and will complete the minor.	3.1 (SAO & PO 4.a.)	Religious studies minors will receive advising in the minor each semester to ensure the successful completion of the minor's requirements.	100% of students will attend an advising session each semester with the Lead Faculty in Religious Studies and receive a copy of his/her internal audit sheet.	In 2017-2018, the program had three minors. The Lead Faculty met with these student for advising, provided completed internal audit sheets to the students, and kept the completed audit sheets on file. In reviewing the completed audit sheets and student transcripts (one at the end of the fall semester in preparation for the student to graduate in spring 2018 and the other two at the end of the academic year), the Lead Faculty concluded that the students were/are on track to complete the requirements for the minor by graduation.	Target Met
		3.1 (SAO & PO 4.a.)	Religious studies minors will receive advising in the minor each semester to ensure the successful completion of the minor's requirements.	90% of students will attend a final audit confirming that all requirements of the minor have been met and will graduate with the minor.		The Lead Faculty conducted a final advising session with the student once all requirements were met and confirmed through the internal audit sheets and the university degree audit that the student would graduate with the minor.
Program - Secondary Teacher Education - MAT {2016-2017}	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1).	1.1 (SAO & SLO)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by successful completion of the Internship.	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by scoring on average a 2 (Acceptable) or above on the Teacher Intern Assessment Instrument in ED 566, Internship is MAT.	Student 1 2.0; Student 2 3.0. Candidates both met the target; however, the ATAI was not used, but rather the TIAI.	Target Met
	Candidates demonstrate skills	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating	Candidates will be able to demonstrate skills and	Student 1 2/3; Student 2 3/3 Students were evaluated as	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards (Council of Accreditation for Educator Preparation, CAEP 1.4).	2.1 (SAO & SLO)	supportive environments that afford all students access to rigorous college and career-ready standards by developing a teaching unit.	commitment to creating supportive environments that afford all students access to rigorous college and career- supportive environments by developing a reading program specific to the needs of the school by scoring an average of 2 or above on the Teaching Unit Rubric in ED 566, Internship in MAT.	acceptable or safe to practice rather than as a percentage.	Target Met
Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	Students will be able to understand the meaning of simple cultural readings and advertisements and draw cultural comparisons between Hispanic cultures and their own.	2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	The average score of students on the Cultural Differences Capstone Assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	Students prepared an assignment on a cultural event/area related to Spanish-speaking world. Topics were chosen in consultation with professor and worked on throughout last third of semester. Presentations were made to the class. Part of the students' grades were based on their own presentation and on their response to the presentations by others (in the form of questions or comments). This facilitated an awareness of the differences among Spanish speakers from different countries and regions. With the presentations, students did not progress to level 3 on the Intercultural Competence and Awareness Rubric. As stated earlier, this seems to be too lofty a goal for students coming to the end of 4 semesters of language. 14 students earned a 2 on the rubric 4 students remained at the benchmark level, earning a 1. Total Average - 1.78 = 2	Target Not Met
Program - Speech Language Pathology - BS {2016-2017}	SLP undergraduates will develop an ability to integrate principles of speech-language	1.3 (SAO)	Undergraduate students will complete 25 hours of clinical observation.	At least 90% of graduating students will complete at least 25 hours of clinical observation with the appropriate documentation.	100% of students graduating with a B.S. in SLP earned 25 hours of clinical observation hours. Accrual of hours are verified by faculty. Documentation of individual students' hours are on file in the SLP Program	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Speech Language Pathology - BS {2016-2017}	pathology with principles of clinical practice.	1.3 (SAO)	Undergraduate students will complete 25 hours of clinical observation.	At least 90% of graduating students will complete at least 25 hours of clinical observation with the appropriate documentation.	office.	Target Met
Program - Speech Language Pathology - MS {2016-2017}	The speech-language pathology graduate student will demonstrate knowledge of basic communication and swallowing processes and associated disorders.	1.1 (SAO)	SLP graduate students will successfully complete the Praxis Examination in Speech-Language Pathology.	80% of the cohort of students completing the M.S. degree will earn a passing score on the Praxis Examination in Speech-Language Pathology.	92% of students earning the M.S. successfully completed the national examination in Speech-Language Pathology. One score is not known at the date of this report.	Target Met
Program - Theatre - BA {2016-2017}	To provide high quality theatrical production opportunities, creative activities, and practical experiences for our students.	2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	100% of graduating students will complete an Internship with a professional theatre company.	Based on final scores in TH 360- Internship, the Avg. Final grade was a score of 97.5 out of 100. Scoring Breakdown: 100: 1 95: 1 100 % (2 out of 2) completed an internship and satisfied the requirements for graduation. One was with a professional theatre company, the other was a student teacher with the Starkville School District.	Target Met
		2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	75% of Juniors and Seniors in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency for juniors and seniors is achieved by a score of "3" or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate.	The cumulative score was 3.15, taking the average of the top scores in three categories for each student. Scoring Breakdown: 2.0: 1 2.3: 1 3.0: 2 3.2: 1 3.7: 1 4.0: 2 75% of students met the target, which is keeping with our new threshold. Also keep in mind that due to the show schedule, students were evaluated for only one show this year.	Target Met
		2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	90% graduating seniors who completed an Internship will receive favorable recommendation from their external internship supervisor.	Based on the final grade of TH 360- Internship, The average Final grade was 96 out of 100 (A+) Scoring Breakdown: 90: 1 95: 2 100: 2 100% of the students successfully completed their internships. Two were even asked back the following summer.	Target Met
		2.1 (GEO 5.a.,	Students will increase their skills of	90% of students participating in the	It was an unusually small sample size	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		PO 4.d., SAO)	professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	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.	but the answers to the survey were consistent with past results so for now, we are satisfied that this is an adequate Assessment method (see "Student 1" and "Student 2" attachments for student responses).	Target Met
		2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	It is expected that 60% of freshmen, sophomores and first year transfers participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of "3" in at least 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate.	The cumulative avg. was 3.16, taking the average of the top scores in three categories for each student. Scoring Breakdown: 1.3: 1 2.0: 1 2.3: 1 3.0: 3 3.3: 1 4.0: 5 75% of students met the requirement, which is almost identical to last year.	Target Met
		2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	It is expected that the freshmen, sophomores and first year transfers participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of "3" in at least 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate.	The average cumulative score was 3.4 Scoring Breakdown: 2.0: 1 2.5: 1 2.6: 1 2.8: 1 3.5: 1 3.8: 2 4.0: 6 69% of students met the threshold for success in this category.	Target Met
		2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	Juniors and Seniors in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency for juniors and seniors is defined by averaging a score of "3" or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate.	That is just below the threshold which, in this case, amount to 1 student. The average was around 2.8, so we find this to be encouraging. Scoring Breakdown: 1.0: 1 1.5: 1 3.0: 2 3.4: 1 3.8: 1 4.0: 1 71% of students met the criteria for success in this category	Target Not Met
		2.3 (SLO & SAO)	Students will effectively demonstrate their comprehension and developed abilities by synthesizing the sum of their	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at	The average score is 1000 (A+) Breakdown: 1000 (3 A's): 2	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.3 (SLO & SAO)	knowledge gleaned in the Theatre curriculum to independently devise a creative piece with a unique point of view.	least 90% (A-) on the Senior Exit Project Rubric.	The average score is 1000 (A+) Breakdown: 1000 (3 A's): 2	Target Met
Program - Women's Leadership - MA {2016-2017}	The Women's Studies program will meet students' needs by preparing them for further graduate/professional school and/or leadership in the workforce.	4.2 (SAO)	Students will be actively engaged using their master's degrees in Women's Leadership.	15% of students participating in the Alumni Survey will state that they are enrolled in a higher level graduate/professional degree program connected with their master's degree in women's studies.	I suspect that this achievement target needs to be increased, but we will wait for the first data year in spring, 2019.	Inconclusive
		4.2 (SAO)	Students will be actively engaged using their master's degrees in Women's Leadership.	5% increase from the previous academic year of Women's Studies alumni students participating in the Official Departmental Social Media Survey stating that they are either employed in a field where they regularly use the skills acquired in the master's program or are enrolled in a higher level graduate/professional program connected with women's leadership.	We now have four graduates from the program and all indicate that they are very satisfied with the program and that the degree has either prompted them to begin something different in a current career, such as run for public office, or manage an office differently. One says the program gave her the confidence to open her own business. Another credits her new administrative job in development for a K-12 school to the preparation the MA in WL gave her.	Target Met
		4.2 (SAO)	Students will be actively engaged using their master's degrees in Women's Leadership.	75% of former students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the master's program.	The official alumni survey will be administered in 2019.	Inconclusive
Program - Women's Studies (including Minor) - BA {2016-2017}	The students, through critical examination, will become cognizant of the status of women in diverse cultural contexts and time periods.	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.	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.	This year five students, four graduates with the equivalent of a women's studies minor (21 hours in WS classes), and one WS minor completed reflective papers or gave a formal vocal reflection on their experiences in addition to their completed final project. WS faculty assessed their reflections using the departmental Rubric on Mentoring or Internship Experience. One graduate in Interdisciplinary Studies, with	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Women's Studies (including Minor) - BA {2016-2017}	The students, through critical examination, will become cognizant of the status of women in diverse cultural contexts and time periods.	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.	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.	women's studies as one of her three emphases, was under the supervision of Erin Kempker, a historian. Under her guidance, she completed oral histories of seven women who have suffered from domestic violence and then wrote a play, identities hidden, based on their descriptions of the abuse. She performed the play with one other actor to an audience of faculty and students. She reflected on the experience in a detailed manner as she answered questions from the audience for half an hour after her play concluded. Another graduate completed her senior Honors Thesis on male and female sexuality as represented in Medieval Irish manuscripts. She was mentored by at least one faculty member at her university in Ireland, where she spent a year researching her subject. In the spring of 2018, she presented the final project, reflecting on what she had been taught, and what she had learned from her guided research. (Both final presentations earned these graduates a top grade from 90-98 percent--and A) from a large committee of Honors faculty reviewers. Another graduate (an English major with 21 hours in WS classes), was mentored by a marketing faculty member to complete an Honors Project examining the effect of differently designed covers on male and female consumers. She specifically talked about how her marketing mentor made her paper have a real focus, and taught her how to use surveys, focus groups, and to analyze data. She also earned a 90-100 percent grade from the Honors faculty committee observing her presentation. A junior minor took a class under the guidance	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Women's Studies (including Minor) - BA {2016-2017}	The students, through critical examination, will become cognizant of the status of women in diverse cultural contexts and time periods.	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.	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.	of a psychology faculty member (Research in Human Behavior) and her final reflective paper described in detail how she had learned from her mentor how to observe and then analyze through research many types of human behavior, including behavior which was connected to violence against women. A final graduate, a women's studies minor, completed two WS 400 Special Topics classes, one on Women's Rebellion and one on Gender and Sexuality. Both required final projects which reflected on what she had gained from examining "historical mentors" whose information was presented as part of the class content.	Target Met
	The Women's Studies program will meet students' needs by preparing them for graduate/professional school and/or the workforce.	3.2 (SAO)	Students will be actively engaged using their Women's Studies degrees.	25% of students participating in the Alumni Survey will state that they are enrolled in a graduate/professional degree program connected with their degree in Women's Studies.	Next year (2019) will be the first year we can analyze data from the MUW Alumni Survey.	Inconclusive
		3.2 (SAO)	Students will be actively engaged using their Women's Studies degrees.	5% increase from the previous academic year of Women's Studies alumni students participating in the Official Departmental Social Media Survey stating that they are either employed in their field of study or in a field where they regularly use the skills acquired in the Women's Studies program or are enrolled in a graduate/professional program connected with women's studies or women's leadership.	We did a more formal social media/text and email survey of our graduates this year and had five responses. One of our 2018 graduate minors is beginning a Women's Psychology master's degree at Memphis State in the fall; another graduate minor will enter our own MA in Women's Leadership in the fall of 2018. A 2015 graduate is completing a fully funded Master's degree in Health Informatics at George Mason University. She plans to return to her home country and be an advocate for women's public health. Another graduate minor will continue her students at a MA graduate program in Ireland, continuing her Honors Thesis research	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		3.2 (SAO)	Students will be actively engaged using their Women's Studies degrees.	5% increase from the previous academic year of Women's Studies alumni students participating in the Official Departmental Social Media Survey stating that they are either employed in their field of study or in a field where they regularly use the skills acquired in the Women's Studies program or are enrolled in a graduate/professional program connected with women's studies or women's leadership.	in sexuality as depicted in Medieval Irish documents. A 2016 graduate is going into her third year of law school at UM and has been involved in pro bono work helping vulnerable populations, including women. Another graduate minor is a Registered Nurse at a local hospital and has regularly mentioned to me that her women's studies courses prepared her to deal with many issues which come up in her duties as a nurse.	Target Met
		3.2 (SAO)	Students will be actively engaged using their Women's Studies degrees.	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.	This year was not a year to collect data for an alumni survey, so there is nothing to report from the Office of Institutional Research and Assessment. The next alumni survey will be in 2019.	Inconclusive

Appendix D

Academic Student Learning Outcomes Report 2017-2018

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Accounting (including Minor) - BS {2016-2017}	Students will demonstrate knowledge of key principles according to their major area. (Accounting)	3.1 (SLO)	Students will be able to apply and demonstrate knowledge of key principles of their major area.	75% of students will successfully pass major specific questions on the senior capstone exam with a 70 or above.	100% of students passed the major specific questions on the senior capstone exam with a 70 or above.	Target Met
	Students will demonstrate proper oral communication skills.	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	67% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	Target Met
		4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	Students will average a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	The average rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program for student assessed AY 2016-2017 was 3.31.	Target Met
	Students will demonstrate proper written communication skills.	2.1 (SLO)	Students will be able to craft written reports specific to their discipline.	60% of students will earn a "satisfactory" rating or above on a writing assignment completed during a junior-level course on the Business Writing Rubric.	100% of students scored at or above a satisfactory rating on a writing assignment completed during a junior-level course on the Business Writing Rubric.	Target Met
		2.1 (SLO)	Students will be able to craft written reports specific to their discipline.	75% of students will earn a "satisfactory" rating or above on a writing assignment completed during a senior-level course on the Business Writing Rubric.	90% of students scored at or above a satisfactory rating on a writing assignment completed during a junior-level course on the Business Writing Rubric.	Target Met
	Students will develop an appropriate understanding of critical business skills and be able to apply key principles, concepts, tools, and theories to function within today's organizations.	1.1 (SLO)	Students will be able to demonstrate their knowledge in the five areas identified in the CPA Vision Project (e.g. communications and leadership skills, strategic and critical thinking skills, focus on the customer, information convergence, and technological adeptness).	MUW Accounting students will score in the National Average Range or better on the Peregrine assessment instrument. (Note: The average changes every year.)	The Accounting students scored above the overall National Average Range and above the ACBSP Region 3 (our region) on the Peregrine Assessment Instrument. See attached spreadsheet for results analysis. The average overall score was 59.1 and the national mean was 52.6 and the ACBSP Region 3 mean was 53.8.	Target Met
		1.2 (SLO)	Students will be able to	Students in selected business core	ACC 211 - Pre-Test Results - 28% of	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (SLO)	demonstrate a breadth of business knowledge across key assessment indicators (e.g. accounting, economics, management, quantitative business analysis, finance, marketing, legal and environment, information systems, international issues).	course(s) will improve scores from embedded pretest assessment to embedded posttest assessment by 20%.	<p>students successfully answered questions correctly Post Test Results - 88% of students successfully answered questions correctly Increase of 59%</p> <p>ACC 212 - Pre-Test Results - 31% of students successfully answered questions correctly Post-Test Results - 87% of students successfully answered questions correctly Increase of 56%</p> <p>EC 201 - Pre-Test Results - 16% of students successfully answered questions correctly Post - Test Results - 57% of students successfully answered questions correctly Increase of 40%</p>	Target Met
		1.2 (SLO)	Students will be able to demonstrate a breadth of business knowledge across key assessment indicators (e.g. accounting, economics, management, quantitative business analysis, finance, marketing, legal and environment, information systems, international issues).	The mean for all accounting students taking the Peregrine assessment instrument will be score at or above national mean on each of the nine key assessment indicators.	<p>Accounting majors scored at or above on all 9 of the key indicators:</p> <p>1) Accounting - National Mean: 53.8; Mean for All Accounting Students: 61.3 2) Business Finance - National Mean: 47; Mean for All Accounting Students: 57.5 3) Economics - National Mean: 50; Mean for All Accounting Students: 60 4) Global Dimensions of Business - National Mean: 47.4; Mean for All Accounting Students: 57.5 5) Information Management Systems - National Mean: 58.5; Mean for All Accounting Students: 58.8 6) Legal Environment of Business - National Mean: 55.1; Mean for All Accounting Students: 63.8 7) Management - National Mean: 57; Mean for All Accounting Students: 58.8 8) Marketing - National Mean: 49.1; Mean for All Accounting Students: 55 9) Quantitative Research Techniques and Statistics - National Mean: 49.4; Mean</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (SLO)	Students will be able to demonstrate a breadth of business knowledge across key assessment indicators (e.g. accounting, economics, management, quantitative business analysis, finance, marketing, legal and environment, information systems, international issues).	The mean for all accounting students taking the Peregrine assessment instrument will be score at or above national mean on each of the nine key assessment indicators.	for All Accounting Students: 62.5	Target Met
Program - Art Education - BFA {2016-2017}	Students will achieve competence in teaching art using a student-centered approach to a range of populations including toddlers, youth, adolescents, adults, older persons, and those with disabilities.	6.1 (SLO)	Students will achieve competence in teaching art using a student-centered approach to a range of populations including toddlers, youth, adolescents, adults, older persons, and those with disabilities.	75% of participating students will earn a passing score on Praxis Subject Test for Art.	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Inconclusive
		6.1 (SLO)	Students will achieve competence in teaching art using a student-centered approach to a range of populations including toddlers, youth, adolescents, adults, older persons, and those with disabilities.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the Art Teacher Portfolio Rubric.	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Inconclusive
	Students will advocate the understanding that all humans are creative beings and as such have the universal human right to develop their creative capacities and to learn in and through the visual arts as empowered participants of the	5.1 (SLO)	Students will develop future art education leadership qualities such as respect diversity including gender, culture, race, and disability at the school and community service levels.	75% of participating ART 340 students will report that they were "satisfied" on the Exit Survey for Art Education majors.	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	cultures and customs they have inherited.	5.1 (SLO)	Students will develop future art education leadership qualities such as respect diversity including gender, culture, race, and disability at the school and community service levels.	75% of participating ART 340 students will report that they were "satisfied" on the Exit Survey for Art Education majors.	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Inconclusive
		5.1 (SLO)	Students will develop future art education leadership qualities such as respect diversity including gender, culture, race, and disability at the school and community service levels.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the Contextual Factor Paper Rubric.	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Inconclusive
	Students will communicate to others through art practice, speech, and writing their artistic creativity.	3.1 (GEO 1.c.)	Students will develop divergent thinking skills such as problem solving, critical thinking, and risk taking when engaging in the process of art making, dialoguing about works of art, and writing about the visual arts.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the AAC&U Written Communication VALUE Rubric for the "What Do the Visual Arts Mean In My Life?" assignment.	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Inconclusive
	Students will develop a regular art practice as self-expression and a reflective exercise to further enhance their art teaching.	2.1 (SLO)	Students will express their ideas, feelings, and experiences by creating art as a reflective exercise to further enhance their art teaching.	75% of participating ART 240 students will report that they were "satisfied" on the Exit Survey for Art Education majors.	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Inconclusive
		2.1 (SLO)	Students will express their ideas, feelings, and experiences by creating art as a reflective exercise to further enhance their art teaching.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the Written Art Lesson Rubric.	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Inconclusive
	Students will	4.1 (SLO)	Students will gain	Students will have an average score	Due to Art Education's low-enrollment	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	understand that research and scholarship determine the contemporary issues addressed in learning environments, such as the art classroom and beyond.	4.1 (SLO)	knowledge and understanding of the scholarship that support contemporary Art Education issues.	of at least a 2 or higher on a 0-4 scale on the Critique Paper Rubric.	and faculty leaving the university, no data was reported.	Inconclusive
	The Art Education program will cultivate students' competence of various art making practices, technology, and equipment.	1.1 (SLO)	Students will express their ideas, feelings, and experiences by creating authentic art.	Students will score "meets expectations" 5 times out of the 7 sections on the Foundation Portfolio Review Rubric.	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Inconclusive
Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	The student will apply the process of science to solve new problems and to critically evaluate existing knowledge.	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."	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.	Target was NOT met. Only 67% (12/18) of the Fall 2017 BSB 230 students scored satisfactory or better on the rubric. 22% (4/18) of the students scored proficient; 44% (8/18) scored satisfactory; 33% (6/18) scored unsatisfactory.	Target Not Met
		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."	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.	Target was MET. 85% of the Fall 2017 BSB 310 students averaged Proficient or Advanced on the rubric. Three assessed activities given at various times during the semester were averaged. An average of 66.6% of the students (8.5/13) of the students scored Advanced. An average of 17.8% of the students (2.5/13) scored Proficient. An average of 15.3% of the students (2/13) scored Approaching Proficiency. An average of 0.0 students (0/13) scored Beginning.	Target Met
		1.2 (GEO 4.c.)	The student will apply the scientific method to a research question. This reflects the General Education Goal 4.c "To demonstrate understanding of self, society, and the natural world, students will	Students in BS 400 Senior Seminar will average "2.5" or higher on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate a capstone project in which each student selects a published journal article and writes a research proposal based on the research in the article.	Target was MET. The students in BS 400 average 3.4/4 on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate research proposals the students wrote.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (GEO 4.c.)	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.	Students in BS 400 Senior Seminar will average “2.5” or higher on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate a capstone project in which each student selects a published journal article and writes a research proposal based on the research in the article.	Target was MET. The students in BS 400 average 3.4/4 on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate research proposals the students wrote.	Target Met
	The student will tap into the interdisciplinary nature of science, in both understanding material across disciplines and in communicating and collaborating across disciplines.	2.1 (SLO)	The student will apply concepts from previous courses.	More than 75% of the students in BSB 310 General Ecology will score satisfactory or better (as measured by the departmental assessment rubric) on activities requiring the application of knowledge gained in first-year general biology and quantitative chemistry courses.	Target MET. 100% of students (13/13) scored proficient or better on the assessed activity. Two assessed activities were given at different times during the semester were averaged. An average of 27% of students were scored Advanced (3.5/13); an average of 73% of students were scored Proficient (9.5/13); an average of 0% of students were scored Approaching Proficiency; an average of 0% of students were scored Beginning.	Target Met
		2.1 (SLO)	The student will apply concepts from previous courses.	More than 75% of the students in BSB 346 Evolutionary Biology will score satisfactory or better (as measured by the departmental assessment rubric) on an exam question that relates DNA sequence changes to evolutionary relationships between organisms.	Target was met. 93% of the students (13/14) in BSB 346 Evolutionary Biology scored sa1/143/24) scored Unsatisfactory	Target Met
Program - Business Administration (including Minors and Certificates) - BAS {2016-2017}	Students will demonstrate knowledge of key principles according to their concentration/minor area. (General Business, Management Information Systems, Health Care Management, Human Resource Management).	3.1 (SLO)	Students will be able to apply and demonstrate knowledge of key principles of their concentration/minor area.	75% of students will successfully pass concentration/minor specific questions on the senior capstone exam with a 70 or above.	General Business 67 % of the students tested passed the major specific questions of the capstone exam with a 70 or above. Management 78% of the students tested passed the major specific questions of the capstone exam with a 70 or above. MIS 82 % of the students tested passed the major specific questions of the capstone exam with a 70 or above. Marketing 86% of the students tested	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Business Administration (including Minors and Certificates) - BAS {2016-2017}	Students will demonstrate knowledge of key principles according to their concentration/minor area. (General Business, Management Information Systems, Health Care Management, Human Resource Management).	3.1 (SLO)	Students will be able to apply and demonstrate knowledge of key principles of their concentration/minor area.	75% of students will successfully pass concentration/minor specific questions on the senior capstone exam with a 70 or above.	<p>passed the major specific questions of the capstone exam with a 70 or above.</p> <p>70% of all students met target.</p> <p>Please note these data contain both BS and BAS students since both are administered the exam.</p>	Target Not Met
	Students will demonstrate proper oral communication skills.	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	<p>67% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.</p> <p>Please note that this data contains both BS and BAS students.</p>	Target Met
		4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	Students will average a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	The average rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program for student assessed AY 2016-2017 was 3.31.	Target Met
	Students will demonstrate proper written communication skills.	2.1 (SLO)	Students will be able to craft written reports specific to their discipline.	60% of students will earn a "satisfactory" rating or above on a writing assignment completed during a junior-level course on the Business Writing Rubric.	100% of students scored at or above a satisfactory rating on a writing assignment completed during a junior-level course on the Business Writing Rubric.	Target Met
		2.1 (SLO)	Students will be able to craft written reports specific to their discipline.	75% of students will earn a "satisfactory" rating or above on a writing assignment completed during a senior-level course on the Business Writing Rubric.	<p>90% of students scored at or above a satisfactory rating on a writing assignment completed during a junior-level course on the Business Writing Rubric.</p> <p>Please note that the BAS and BS students are assessed together.</p>	Target Met
	Students will develop an appropriate understanding of critical business skills	1.1 (SLO)	Students will be able to demonstrate a breadth of business knowledge across key assessment	60% of students will score 70 or greater on the BAS Business Administration Capstone Exam.	This past year these questions were integrated into the major specific exam. The results are reported in that section. This target will no longer be measured	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	and be able to apply key principles, concepts, tools, and theories to function within today's organizations.	1.1 (SLO)	indicators (e.g. accounting, economics, management, quantitative business analysis, finance, marketing, legal and environment, information systems, international issues).	60% of students will score 70 or greater on the BAS Business Administration Capstone Exam.	separately until we incorporate the national benchmark exam for BAS majors.	Inconclusive
		1.1 (SLO)	Students will be able to demonstrate a breadth of business knowledge across key assessment indicators (e.g. accounting, economics, management, quantitative business analysis, finance, marketing, legal and environment, information systems, international issues).	Students in selected business core course(s) will improve scores from embedded pretest assessment to embedded posttest assessment by 20%.	<p>ACC 211 - Pre-Test Results - 28% of students successfully answered questions correctly Post Test Results - 88% of students successfully answered questions correctly Increase of 59%</p> <p>ACC 212 - Pre-Test Results - 31% of students successfully answered questions correctly Post-Test Results - 87% of students successfully answered questions correctly Increase of 56%</p> <p>EC 201 - Pre-Test Results - 16% of students successfully answered questions correctly Post - Test Results - 57% of students successfully answered questions correctly Increase of 40%</p> <p>Please note these data contain both BS and BAS students since both take these courses.</p>	Target Met
Program - Business Administration (including Minors and Certificates) - BS {2016-2017}	Students will demonstrate knowledge of key principles according to their concentration/minor area. (General Business, Marketing, Management,	3.1 (SLO)	Students will be able to apply and demonstrate knowledge of key principles of their concentration/minor area.	75% of students will successfully pass concentration/minor specific questions on the senior capstone exam with a 70 or above.	<p>General Business 67 % of the students tested passed the major specific questions of the capstone exam with a 70 or above.</p> <p>Management 78% of the students tested passed the major specific questions of the capstone exam with a 70 or above.</p>	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Business Administration (including Minors and Certificates) - BS {2016-2017}	Management Information Systems, Health Care Management).	3.1 (SLO)	Students will be able to apply and demonstrate knowledge of key principles of their concentration/minor area.	75% of students will successfully pass concentration/minor specific questions on the senior capstone exam with a 70 or above.	MIS 82 % of the students tested passed the major specific questions of the capstone exam with a 70 or above. Marketing 86% of the students tested passed the major specific questions of the capstone exam with a 70 or above. 70% of all students met target.	Target Not Met
	Students will demonstrate proper oral communication skills.	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	67% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	Target Met
		4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	Students will average a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	The average rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program for student assessed AY 2016-2017 was 3.31.	Target Met
	Students will demonstrate proper written communication skills.	2.1 (SLO)	Students will be able to craft written reports specific to their discipline.	60% of students will earn a "satisfactory" rating or above on a writing assignment completed during a junior-level course on the Business Writing Rubric.	100% of students scored at or above a satisfactory rating on a writing assignment completed during a junior-level course on the Business Writing Rubric.	Target Met
		2.1 (SLO)	Students will be able to craft written reports specific to their discipline.	75% of students will earn a "satisfactory" rating or above on a writing assignment completed during a senior-level course on the Business Writing Rubric.	90% of tudents scored at or above a satisfactory rating on a writing assignment completed during a junior-level course on the Business Writing Rubric.	Target Met
	Students will develop an appropriate understanding of critical business skills and be able to apply key principles, concepts, tools, and theories to function within today's organizations.	1.1 (SLO)	Students will be able to demonstrate a breadth of business knowledge across key assessment indicators (e.g. accounting, economics, management, quantitative business analysis, finance, marketing, legal and environment, information systems, international issues).	All MUW Business students will score in the National Average Range or better on the Peregrine assessment instrument.	The General Business students scored below the overall National Average Range and below the ACBSP Region 3 (our region) on the Peregrine Assessment Instrument. See attached spreadsheet for results analysis. The average overall score was 52.1 and the national mean was 52.6 and the ACBSP Region 3 mean was 53.8. The Health Care Management students scored below the overall National Average Range and below the ACBSP Region 3 (our region) on the Peregrine Assessment Instrument. See attached	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Students will develop an appropriate understanding of critical business skills and be able to apply key principles, concepts, tools, and theories to function within today's organizations.	1.1 (SLO)	Students will be able to demonstrate a breadth of business knowledge across key assessment indicators (e.g. accounting, economics, management, quantitative business analysis, finance, marketing, legal and environment, information systems, international issues).	All MUW Business students will score in the National Average Range or better on the Peregrine assessment instrument.	<p>spreadsheet for results analysis. The average overall score was 50.6 and the national mean was 52.6 and the ACBSP Region 3 mean was 53.8.</p> <p>The Human Resources Management students scored below the overall National Average Range and below the ACBSP Region 3 (our region) on the Peregrine Assessment Instrument. See attached spreadsheet for results analysis. The average overall score was 44.2 and the national mean was 52.6 and the ACBSP Region 3 mean was 53.8.</p> <p>The MIS students scored below the overall National Average Range and below the ACBSP Region 3 (our region) on the Peregrine Assessment Instrument. See attached spreadsheet for results analysis. The average overall score was 52.5 and the national mean was 52.6 and the ACBSP Region 3 mean was 53.8.</p> <p>The Management students scored below the overall National Average Range and below the ACBSP Region 3 (our region) on the Peregrine Assessment Instrument. See attached spreadsheet for results analysis. The average overall score was 49.4 and the national mean was 52.6 and the ACBSP Region 3 mean was 53.8.</p> <p>The Marketing students scored below the overall National Average Range and below the ACBSP Region 3 (our region) on the Peregrine Assessment Instrument. See attached spreadsheet for results analysis. The average overall score was 45.0 and the national mean was 52.6 and the ACBSP Region 3 mean was 53.8.</p>	Target Not Met
		1.1 (SLO)	Students will be able to demonstrate a breadth of business knowledge across key assessment	Students in selected business core course(s) will improve scores from embedded pretest assessment to embedded posttest assessment by	ACC 211 - Pre-Test Results - 28% of students successfully answered questions correctly Post Test Results - 88% of students	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (SLO)	indicators (e.g. accounting, economics, management, quantitative business analysis, finance, marketing, legal and environment, information systems, international issues).	20%.	<p>successfully answered questions correctly Increase of 59%</p> <p>ACC 212 - Pre-Test Results - 31% of students successfully answered questions correctly Post-Test Results - 87% of students successfully answered questions correctly Increase of 56%</p> <p>EC 201 - Pre-Test Results - 16% of students successfully answered questions correctly Post - Test Results - 57% of students successfully answered questions correctly Increase of 40%</p>	Target Met
		1.1 (SLO)	Students will be able to demonstrate a breadth of business knowledge across key assessment indicators (e.g. accounting, economics, management, quantitative business analysis, finance, marketing, legal and environment, information systems, international issues).	The mean for all business students taking the Peregrine assessment instrument will be a score at or above the national mean on each of the nine key assessment indicators.	<p>National Means for the 9 Key Assessment Indicators:</p> <ol style="list-style-type: none"> 1) Accounting - National Mean: 53.8 2) Business Finance - National Mean: 47 3) Economics - National Mean: 50 4) Global Dimensions of Business - National Mean: 47.4 5) Information Management Systems - National Mean: 58.5 6) Legal Environment of Business - National Mean: 55.1 7) Management - National Mean: 57 8) Marketing - National Mean: 49.1 9) Quantitative Research Techniques and Statistics - National Mean: 49.4 <p>General Business majors did not score at or above the national mean on 5 of the 9 key indicators:</p> <ol style="list-style-type: none"> 1) Accounting - Mean for All Gen. Bus. Students: 42.1 2) Business Finance - Mean for All Gen. Bus. Students: 43.2 3) Economics - Mean for All Gen. Bus. Students: 50 	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (SLO)	Students will be able to demonstrate a breadth of business knowledge across key assessment indicators (e.g. accounting, economics, management, quantitative business analysis, finance, marketing, legal and environment, information systems, international issues).	The mean for all business students taking the Peregrine assessment instrument will be a score at or above the national mean on each of the nine key assessment indicators.	<p>4) Global Dimensions of Business - Mean for All Gen. Bus. Students: 50</p> <p>5) Information Management Systems - Mean for All Gen. Bus. Students: 53.7</p> <p>6) Legal Environment of Business - Mean for All Gen. Bus. Students: 52.1</p> <p>7) Management - Mean for All Gen. Bus. Students: 52.6</p> <p>8) Marketing - Mean for All Gen. Bus. Students: 60</p> <p>9) Quantitative Research Techniques and Statistics - Mean for All Gen. Bus. Students: 56.8</p> <p>Health Care Management majors did not score at or above the national mean on 5 of the 9 key indicators.</p> <p>1) Accounting - Mean for All HCM Students: 44.3</p> <p>2) Business Finance - Mean for All HCM Students: 28.6</p> <p>3) Economics - Mean for All HCM Students: 48.6</p> <p>4) Global Dimensions of Business - Mean for All HCM Students: 51.4</p> <p>5) Information Management Systems - Mean for All HCM Students: 48.6</p> <p>6) Legal Environment of Business - Mean for All HCM Students: 52.9</p> <p>7) Management - Mean for All HCM Students: 64.3</p> <p>8) Marketing - Mean for All HCM Students: 51.4</p> <p>9) Quantitative Research Techniques and Statistics - Mean for All HCM Students: 51.4</p> <p>Human Resources Management majors did not score at or above the national mean on 7 of the 9 key indicators.</p> <p>1) Accounting - Mean for All HRM Students: 32.5</p> <p>2) Business Finance - Mean for All HRM Students: 35</p> <p>3) Economics - Mean for All HRM Students: 45</p>	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (SLO)	Students will be able to demonstrate a breadth of business knowledge across key assessment indicators (e.g. accounting, economics, management, quantitative business analysis, finance, marketing, legal and environment, information systems, international issues).	The mean for all business students taking the Peregrine assessment instrument will be a score at or above the national mean on each of the nine key assessment indicators.	<p>4) Global Dimensions of Business - Mean for All HRM Students: 47.5</p> <p>5) Information Management Systems - Mean for All HRM Students: 42.5</p> <p>6) Legal Environment of Business - Mean for All HRM Students: 47.5</p> <p>7) Management - Mean for All HRM Students: 47.5</p> <p>8) Marketing - Mean for All HRM Students: 47.5</p> <p>9) Quantitative Research Techniques and Statistics - Mean for All HRM Students: 50</p> <p>Management majors did not score at or above the national mean on 7 of the 9 key indicators.</p> <p>1) Accounting - Mean for All MGT Students: 43.3</p> <p>2) Business Finance - Mean for All MGT Students: 36.7</p> <p>3) Economics - Mean for All MGT Students: 36.7</p> <p>4) Global Dimensions of Business - Mean for All MGT Students: 43.3</p> <p>5) Information Management Systems - Mean for All MGT Students: 58.3</p> <p>6) Legal Environment of Business - Mean for All MGT Students: 48.3</p> <p>7) Management - Mean for All MGT Students: 56.7</p> <p>8) Marketing - Mean for All MGT Students: 58.3</p> <p>9) Quantitative Research Techniques and Statistics - Mean for All MGT Students: 55</p> <p>MIS majors did not score at or above the national mean on 4 of the 9 key indicators.</p> <p>1) Accounting - Mean for All MIS Students: 46</p> <p>2) Business Finance - Mean for All MIS Students: 44</p> <p>3) Economics - Mean for All MIS Students: 64</p>	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (SLO)	Students will be able to demonstrate a breadth of business knowledge across key assessment indicators (e.g. accounting, economics, management, quantitative business analysis, finance, marketing, legal and environment, information systems, international issues).	The mean for all business students taking the Peregrine assessment instrument will be a score at or above the national mean on each of the nine key assessment indicators.	<p>4) Global Dimensions of Business - Mean for All MIS Students: 52</p> <p>5) Information Management Systems - Mean for All MIS Students: 60</p> <p>6) Legal Environment of Business - Mean for All MIS Students: 68</p> <p>7) Management - Mean for All MIS Students: 50</p> <p>8) Marketing - Mean for All MIS Students: 66</p> <p>9) Quantitative Research Techniques and Statistics - Mean for All MIS Students: 46</p> <p>MKT majors did not score at or above the national mean on 8 of the 9 key indicators.</p> <p>1) Accounting - Mean for All MKT Students: 45</p> <p>2) Business Finance - Mean for All MKT Students: 40</p> <p>3) Economics - Mean for All MIS Students: 42.5</p> <p>4) Global Dimensions of Business - Mean for All MKT Students: 32.5</p> <p>5) Information Management Systems - Mean for All MKT Students: 45</p> <p>6) Legal Environment of Business - Mean for All MKT Students: 45</p> <p>7) Management - Mean for All MKT Students: 47.5</p> <p>8) Marketing - Mean for All MKT Students: 60</p> <p>9) Quantitative Research Techniques and Statistics - Mean for All MKT Students: 42.5</p>	Target Not Met
Program - Business Administration - MBA {2016-2017}	Students will develop advanced level understanding of critical business skills and be able to apply key principles, concepts, tools, and theories to function within today's	1.1 (SLO)	Graduates of the Master of Business Administration will be able to identify and apply cross-cultural theories and concepts to organizational settings.	75% of students will score 75 or greater on the MGT 510 – Cross Cultural Management specific questions on the MBA Capstone Exit Exam.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Business Administration - MBA {2016-2017}	organizations.	1.1 (SLO)	Graduates of the Master of Business Administration will be able to identify and apply cross-cultural theories and concepts to organizational settings.	75% of students will score 75 or greater on the MGT 510 – Cross Cultural Management specific questions on the MBA Capstone Exit Exam.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		1.2 (SLO)	Graduates of the Master of Business Administration will be able to apply basic and advanced marketing concepts in global markets.	75% of students will score 75 or greater on the MKT 526 – Global Marketing Management specific questions on the MBA Capstone Exit Exam.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		1.3 (SLO)	Graduates of the Master of Business Administration will be able to identify and apply basic concepts behind financial management and the objective of financial decision making.	75% of students will score 75 or greater on the FIN 540 – Financial Management specific questions on the MBA Capstone Exit Exam.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		1.4 (SLO)	Graduates of the Master of Business Administration will be able to understand and identify the basic concepts of information technology project management.	75% of students will score 75 or greater on the MIS 552 – Systems Project Management specific questions on the MBA Capstone Exit Exam.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		1.5 (SLO)	Graduates of the Master of Business Administration will be able to understand and identify how the legal and regulatory environment affects firms operating internationally.	75% of students will score 75 or greater on the PLG 560 – International Business Law specific questions on the MBA Capstone Exit Exam.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		1.6 (SLO)	Graduates of the Master of Business Administration will be	75% of students will score 75 or greater on the MGT 600 – Strategy and Business Models specific	Results were not reported by the assessment coordinator for this academic program.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.6 (SLO)	able to understand and identify the challenges and opportunities presented when integrating the multiple perspectives, functions, and interests that constitute a multinational firm.	questions on the MBA Capstone Exit Exam.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		1.7 (SLO)	Graduates of the Master of Business Administration will be able to understand the role of managerial accountants in corporate governance and decision making.	75% of students will score 75 or greater on the ACC 535 – Advanced Managerial Accounting specific questions on the MBA Capstone Exit Exam.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		1.8 (SLO)	Graduates of the Master of Business Administration will be able to identify theoretical and analytical tools of economics used by business managers.	75% of students will score 75 or greater on the EC 515 – Managerial Economics specific questions on the MBA Capstone Exit Exam.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
Program - Chemistry (including Minor) - BS {2016-2017}	Chemistry majors will effectively connect concepts covered in both general and upper-level chemistry courses.	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).	90% of Chemistry majors taking the Chemistry MFT will score in the satisfactory level (25th percentile) or higher.	There was one Chemistry major who graduated in May 2018. The student took the Chemistry Major Fields Test (MFT) during the semester of his graduation. He scored in the 42nd percentile. Target was met.	Target Met
	Students will exhibit a knowledge of hydrocarbons and their derivatives.	2.1 (SLO)	TSW recognize and interpret structure, reactions, mechanisms, and synthesis of organic compounds.	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.	Students who obtained 90% or more of the points were rated “proficient”. Students who obtained between 70 and 89% of the points were rated “satisfactory”. Students who obtained less than 70% of the points were rated “unsatisfactory”. 18 PSC 211 students were evaluated using the rubric attached in the "Related documents" section. 89% of PSC 211 students scored at least "satisfactory" on	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Students will exhibit a knowledge of hydrocarbons and their derivatives.	2.1 (SLO)	TSW recognize and interpret structure, reactions, mechanisms, and synthesis of organic compounds.	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.	the rubric. 18 students evaluated on several quizzes (2 at unsatisfactory, 10 at satisfactory, 6 at proficient) scored at the satisfactory level (70%) or higher in answering questions related to instrumentation. Target of 60% was achieved.	Target Met
		2.2 (SLO)	TSW effectively present information in oral and written forms in the area of organic chemistry.	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.	100% of PSC 211L students (students evaluated on one formal lab report; 12 at level 3 and 6 at level 4) scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric in writing a formal lab report. Target of 75% was achieved.	Target Met
		2.2 (SLO)	TSW effectively present information in oral and written forms in the area of organic chemistry.	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.	100% of PSC 212 students (18 students evaluated on an oral presentation; 4 at level 3 and 14 at level 4) scored at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric in delivering an oral presentation. Target of 75% was achieved.	Target Met
	Students will exhibit a knowledge of thermodynamics/quantum mechanics, quantitative analytical techniques, and instrumentation by analyzing quantitative information presented in various formats.	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.	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.	117 PSC 111 students across four lecture sections and two semesters (3 sections in fall 2017, 1 section in spring 2018) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 117 students evaluated was "2.5" with the following breakdown (48 students, score = 1; 8 students, score = 2; 11 students, score = 3; 50 students, score = 4). Target was not achieved.	Target Not Met
		1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and	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.	27 PSC 112 students across two lecture sections in spring 2018 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (GEO 3.a.)	quantitative analysis techniques.	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.	average rubric score of the 27 students evaluated was "2.1" with the following breakdown (10 students, score = 1; 9 students, score = 2; 3 students, score = 3; 5 students, score = 4). Target was not achieved.	Target Not Met
		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.	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.	PSC 450/451 was not taught this year. PSC 312 was taught in the fall semester of 2017. 13 students were assessed using quizzes and exams. 50 PSC 112 students across two lecture sections were assessed on their knowledge of the basic concepts of stoichiometry and equilibrium and the relevant calculations. Conceptual questions and calculations (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 13 PSC 312 students evaluated was "3.7" with the following breakdown (0 students, score = 1; 1 student, score = 2; 2 students, score = 3; 10 students, score = 4). Target was achieved.	Target Met
		1.2 (SLO)	TSW exhibit effective written communication in the areas of inorganic and analytical chemistry.	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.	Although 29 students were enrolled in PSC 112L in spring 2018, there are lab report assessments for only 15 students. Two sections were taught by two different instructors for this course, and one of the instructors did not submit the students' lab report results, which is why there are only 15 reported. PSC 112L students from one lab section were assessed on their written communication using two formal lab reports. Lab reports were evaluated using the AAC&U Written Communication VALUE rubric. 100% of PSC 112L students scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric (15 students evaluated on two lab reports; 0 at level 1, 0 at level 2, 7 at level 3, 8 at level 4). Target was achieved.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (SLO)	TSW exhibit effective written communication in the areas of inorganic and analytical chemistry.	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.		Target Met
		1.3 (SLO)	TSW demonstrate competency in both theoretical and practical aspects of instrumentation and analytical techniques.	75% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering questions and performing calculations related to instrumentation.	<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>18 PSC 211 students were evaluated using the rubric attached in the "Related documents" section. 50% of PSC 211 students scored at least "satisfactory" on the rubric. 18 students evaluated on an exam (9 at unsatisfactory, 3 at satisfactory, 6 at proficient) scored at the satisfactory level (70%) or higher in answering questions related to instrumentation. Target of 75% was not achieved.</p>	Target Not Met
Program - Communication (including Minor) - BA, BS {2016-2017}	Students will exhibit the ability to effectively communicate using electronic media production.	2.1 (SLO)	Students will demonstrate appropriate use of video production equipment.	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Video Production Skills rubric.	The mean score on Video Production rubric was 3.23 on a 4-point scale. Nine out of 10 production samples scored at least 3 out of 4, which is 90 percent of the total sampled. The one sample that did not meet the threshold was drawn from the introductory production course (COM 103). The mean score for this course was 3.13 (n = 6). The mean score for productions sampled from the upper-level course (COM 431) was 3.35 (n = 4). The scores represent an overall increase in demonstrated proficiency with use of video production equipment from the lower-level course to the upper-level course.	Target Met
		2.2 (SLO)	Students will demonstrate appropriate use of audio production equipment.	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Audio Production Skills rubric.	The mean score on the Audio Production rubric was 3.36 on a 4-point scale. Of the 10 production samples drawn from COM 103 and COM 431, 9 scored 3 or better (an overall rate of 90 percent). The mean	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2 (SLO)	Students will demonstrate appropriate use of audio production equipment.	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Audio Production Skills rubric.	for production samples from the introductory course (COM 103) was 3.17, and the mean for samples drawn from the upper-level course (COM 431) was 3.65. This does represent an improvement from one course to the next, with the students from the upper-level course benefiting from increased attention to audio production in the courses. Also, the overall results indicate improvement from the previous year's results.	Target Met
	Students will exhibit the ability to effectively communicate with an audience through writing.	1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	The average score of assessed student writing samples from sophomore-level courses will be at least 2 on the 4-point Written Communication rubric.	The overall mean was 2.34 on the 4-point Written Communication rubric. The mean score for writing samples drawn from COM 200 was 2.13 (n = 10), and the mean score for writing samples drawn from COM 250 was 2.72 (n = 5). These results indicate students are demonstrating generally clear writing and that their demonstrated proficiency is improving from one course to the next.	Target Met
		1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	The overall mean score for writing samples from upper-level courses was 3.07 on the 4-point Written Communication rubric. The mean score for samples from COM 307 was 3.10, and the mean score from samples from COM 465 was 3.04. These courses differ in the type of writing required. Whereas COM 307 is an upper-level course focused on journalistic writing, COM 465 is a theory-focused course that requires students to write research and analysis papers using APA (American Psychological Association) writing guidelines and citation style. Thus, it is not possible to make a course-to-course comparison between these two courses as representative of a direct progression in demonstrated skill. However, the comparison between mean scores from lower-level courses (2.34) and upper-level courses (3.07) does demonstrate improvement in skills as students progress through the	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	curriculum.	Target Met
Program - Creative Writing - MFA {2016-2017}	Students will demonstrate an understanding of the contemporary and historical conventions in different genres through research into literary forms and texts.	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.	80% of students assessed will achieve on their Forms and Literature project an average of 80% on the MFA Research Skills Rubric.	Because we adjusted our target for this year to be 80% of students achieve 80% on the rubric, we have met our target. 85.7% of students met the target. The students who did not meet the target were all only 1 point below the target number, so they scored 73% on the rubric instead of 80%. This shows significant improvement over the previous year in our scores. All students met the target in the Spring semester, showing improvement over the year.	Target Met
		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 will achieve on their Thesis Bibliographies an average of at least 88% on the MFA Research Skills Rubric.	100% of students met the target. 3 students scored 15/15 on the rubric and 2 scored 14/15 (93%)	Target Met
	Students will demonstrate familiarity with the literary marketplace and other outlets for creative writers.	3.2 (SLO)	Students will understand the literary marketplace and other career options for writers.	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.	100% of respondents scored an average of 3 or higher. Only 2 questions earned a response of 2 from one student, whose average score for all questions was 3.2.	Target Met
		3.2 (SLO)	Students will understand the literary marketplace and other career options for writers.	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.	2 students took the survey as part of the Full Residency Class, but did not take the survey again.	Inconclusive
	Students will demonstrate the ability to write publishable work in their chosen genres, including a mastery of grammar and syntax as well as the aesthetic	1.1 (SLO)	Students will complete a portfolio of work that demonstrates mastery of language and conventions of a genre.	80% of students assessed will achieve on their final portfolios an average of 80% on the MFA Writing Skills Rubric.	Our revised achievement target is that 80% of students will achieve 80% or higher. We met this goal with 90% of students earning 80% or higher on our rubric. Of those who didn't meet that the 80% target, all earned over 70% on the rubric. Most students were assessed in more than one class over the year.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	conventions of their chosen genres.	1.1 (SLO)	Students will complete a portfolio of work that demonstrates mastery of language and conventions of a genre.	80% of students assessed will achieve on their final portfolios an average of 80% on the MFA Writing Skills Rubric.	Our revised achievement target is that 80% of students will achieve 80% or higher. We met this goal with 90% of students earning 80% or higher on our rubric. Of those who didn't meet that the 80% target, all earned over 70% on the rubric. Most students were assessed in more than one class over the year.	Target Met
		1.1 (SLO)	Students will complete a portfolio of work that demonstrates mastery of language and conventions of a genre.	Thesis students will achieve on their theses an average of at least 88% on the MFA Writing Skills Rubric.	100% of students achieved the target of at least 88% on the MFA Writing Skills Rubric. 3 earned 15 out of 15 and 2 earned 14 out of 15 (93%)	Target Met
Program - Culinary Arts (including Minor) - BS, BAS {2016-2017}	Students will become proficient in cooking principles.	2.2 (SLO)	Students will be satisfied that they were prepared to demonstrate cooking principles.	60% of students participating in the Exit Survey will state that their involvement in Finals Dinner prepared them to use cooking principles in the industry.	90% of Fall 2017 Prep III students agreed that finals dinner allowed them to use skills applicable in the industry. 92.6% of Spring 2018 Prep III students agreed that finals dinner allowed them to use skills applicable in the industry.	Target Met
	Students will gain an appropriate understanding of acceptable food safety and sanitation procedures.	1.1 (GEO 1.a.)	Students will identify potentially hazardous foods.	60% of CA 300 students will score at least a 3 or higher on the 0-4 scale used in the AAC&U Problem Solving VALUE Rubric in identifying potentially hazardous foods.	Of the 18 students enrolled in CA 300, 12 (60%) of them scored at least a 3 on the 0-4 scale used in the Problem Solving rubric in identifying potentially hazardous foods.	Target Met
		1.2 (SAO & SLO)	Students will successfully become ServSafe certified by passing the ServSafe examination.	60% of students will be awarded a Servsafe certificate.	33 out of 40 students (83%) were awarded the ServSafe Certificate.	Target Met
Program - Culinary Science/Culinology - BS {2016-2017}	Students will become proficient in cooking principles.	2.2 (SLO)	Students will be satisfied that they were prepared to demonstrate cooking principles.	60% of students participating in the Exit Survey will state that their involvement in Finals Dinner prepared them to use cooking principles in the industry.	90% of Fall 2017 Prep III students agreed that finals dinner allowed them to use skills applicable in the industry. 92.6% of Spring 2018 Prep III students agreed that finals dinner allowed them to use skills applicable in the industry.	Target Met
	Students will gain an appropriate understanding of acceptable food safety and sanitation procedures.	1.1 (GEO 1.a.)	Students will identify potentially hazardous foods.	60% of CA 300 students will score at least a 3 or higher on the 0-4 scale used in the AAC&U Problem Solving VALUE Rubric in identifying potentially hazardous foods.	Of the 18 students enrolled in CA 300, 12 (60%) of them scored at least a 3 on the 0-4 scale used in the Problem Solving rubric in identifying potentially hazardous foods.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (SAO & SLO)	Students will successfully become ServSafe certified by passing the ServSafe examination.	60% of students will be awarded a Servsafe certificate.	Of the 40 students given the ServSafe certification exam, 33 (83%) passed.	Target Met
Program - Educational Leadership - ME {2016-2017}	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1).	1.1 (SLO)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by completing a Clinical Supervision Assignment.	Candidates completing the Clinical Supervision Assignment will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by scoring an average of 86% or above on the Clinical Supervision Rubric in ED 630, Leadership through Instructional Supervision.	The course was taught by an adjunct instructor and we could not find evidence of the rubric; however, the students were assessed for the Clinical Supervision Assignment per the directive of 1.1 SLO {S1 10/10, S2 10/10, S3 10/10, S4 10/10, S5 10/10, S6 10/10} However, since the assignment was not assessed with the Clinical Supervision Rubric as directed by the Assessment Method and Achievement Target, the results are inconclusive.	Inconclusive
		1.2 (SLO)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by completing a Curriculum Program Evaluation.	Candidates completing the Curriculum Development Assignment will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by scoring an average of 86% or above on the Curriculum Program Evaluation Rubric in ED 652, Leadership through Curriculum Development and Supervision.	S1; 20/20 (100%) S2; 19.5/20 (97%) S3; 20/20 (100%) S4; 19.5/20 (97%) All students exceeded the requirement for the achievement target.	Target Met
	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced (Council of Accreditation for Educator Preparation, CAEP 1.1).	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of educational	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of educational leadership by scoring an average of 86% or higher on the Research Project Rubric in ED 600, Leadership through Action Research.	No candidates were enrolled in ED 600 during the reporting year.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced (Council of Accreditation for Educator Preparation, CAEP 1.1).	3.1 (RO & SLO)	leadership.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of educational leadership by scoring an average of 86% or higher on the Research Project Rubric in ED 600, Leadership through Action Research.	No candidates were enrolled in ED 600 during the reporting year.	Inconclusive
Program - Elementary Education - BS {2016-2017}	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1).	1.1 (SAO & GEO 5.a.)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit.	Candidates will be able to demonstrate an understanding of content knowledge and skills to their discipline by the assignment on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	The InTASC #4 artifact should show that the student understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. For the spring 2018 semester there were seven students who completed the InTasc #4 artifact assignment. Out of the seven students, four students scored a 2.0 or higher average on the assignment. Two students received an average of 0 due to not completing the assignment accurately. One other student scored below the 2.0 desired average. All students passed the course associated with the assignment. The average total score for all students was 1.91. For the fall 2017 semester, scores measuring InTASC #4 were not collected on the AAC&U Lifelong Learning Value Rubric.	Target Not Met
	Candidates demonstrate skills and	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills	Candidates will be able to demonstrate skills and commitment	For the fall 2016 semester the methods block students scored an average of 2.42	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards for P-12 learners (Council of Accreditation for Educator Preparation, CAEP 1.4).	2.1 (SAO & SLO)	and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by successfully teaching K-6 students.	to creating supportive environments that afford all students access to rigorous college and career-supportive environments by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on the Teacher Intern Assessment Instrument.	<p>on the Teaching Intern Assessment Instrument for the 100 hours of field experience within a K-6 classroom. The spring 2017 methods block students scored an average of 2.48 on the Teaching Intern Assessment Instrument for the 100 hours of field experience within a K-6 classroom. While fifteen of the students scored a 2.0 or higher, there were three students who scored below a 2.0 on the Teaching Intern Assessment Instrument.</p> <p>Due to the Teaching Intern Assessment Instrument reporting cycle, reports are distributed in the Summer, which means that data collected for this university assessment cycle will be on students from the prior academic year, in order to remain on schedule for reporting results in May.</p>	Target Not Met
Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	English Composition Students (including English majors) will develop written communication skills.	2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops an argument using documentation of sources.	EN 101 sample group of at least 20 papers (from at least four sections taught by at least four different faculty members) will score an average of at least 1.5 or higher on the AAU&C Written Communication rubric.	<p>Two faculty scorers scored 9 EN 101 papers using the Written Communication Value Rubric.</p> <p>Lowest Overall Average Score of 9 EN 101 Papers 1.9</p> <p>Highest Overall Average Score of 9 EN 101 Papers 4</p> <p>Overall Average Score of 9 EN 101 Papers 3.22</p> <p>While the sample was small, the EN 101 scores have increased from last year's sample. It is rare that first year writers can score a perfect "4" on an essay, and that the overall sample averaged well above the upper milestone level on this rubric. This average takes in the scores of both faculty.</p> <p>This year, we also added an assessment of a sample of fifteen EN 102 papers, noting that we are particularly interested in measuring growth in student outcomes in use of sources and documentation. Two faculty members applied the same Written</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	English Composition Students (including English majors) will develop written communication skills.	2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops an argument using documentation of sources.	EN 101 sample group of at least 20 papers (from at least four sections taught by at least four different faculty members) will score an average of at least 1.5 or higher on the AAU&C Written Communication rubric.	<p>Communication Value Rubric to these Composition II students. Here are the results (also see related documents).</p> <p>Range and Mean of Sample of Sixteen EN 102 Papers (one had to be eliminated) Lowest Average Score: 1.6 Highest Average Score: 3.9 Average Score of all Fifteen Papers: 2.86</p> <p>It is heartening to see that even the lowest averaged paper is above the minimum for EN 101. Again, a 3.9 score is not common even among upper level English majors, and these composition papers have all majors making up their enrollment. The average score of all fifteen papers is well above the lower milestone level on the Rubric.</p>	Target Met
	English majors will develop interpretive skills.	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) classes' sample students will score a class sample average score of 2 on the Information Literacy VALUE Rubric to show their ability to analyze language using close reading in a text.	<p>The department Rubric is more accurately called Department Rubric 1a. A total of two faculty members scored the sample of EN 300 level courses, and two other faculty members scored the sample of EN 499: Capstone Papers. Both sets of faculty members applied two rubrics to their set of papers. The 300 level scorers used the department rubric 1 and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.a. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	English majors will develop interpretive skills.	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) classes' sample students will score a class sample average score of 2 on the Information Literacy VALUE Rubric to show their ability to analyze language using close reading in a text.	<p>scores less than "2" or "lower milestone - 0</p> <p>These papers are markedly better than last year's Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.a: only one of fifteen scored "Not meeting expectation," according to one of the two scorers. Of the remaining 14, 7 scored "Exemplary" and 7 scored "Proficient"</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1 or the equivalent of Rubric 1: 96 percent. Target exceeded</p>	Target Met
		1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (16-24 total: 8-12 students who will not graduate by end of academic year from an assignment in EN 303, 304, or 360 and at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 2 or higher on the AAU&C VALUE Rubric on Written Communication.	<p>The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than "2" or "lower milestone - 0</p> <p>These papers are markedly better than last year's Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (16-24 total: 8-12 students who will not graduate by end of academic year from an assignment in EN 303, 304, or 360 and at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 2 or higher on the AAU&C VALUE Rubric on Written Communication.	and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers. Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded # Students Assessed: 24 # Students Met Target: 24	Target Met
		1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 300 level students will score an average of at least a 2 or higher (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than "2" or "lower milestone - 0 These papers are markedly better than last year's Capstone papers. As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers. Number of student papers in Capstone	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 300 level students will score an average of at least a 2 or higher (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded	Target Met
		1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) classes' sample 300 level major students will score a class sample average score of at least a 2 or higher on the Information Literacy VALUE Rubric to show their ability to construct and defend arguments using textual evidence.	The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year's Capstone papers. As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers. 100%	Target Met
		1.2 (GEO 1.c.)	Majors will construct	In a sample group of essays (16-24	The 300 level scorers used the	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (GEO 1.c.)	and defend arguments using textual evidence.	total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) classes' sample students from the English Capstone course will score a class sample average score of at least of a 2 or higher on the Information Literacy VALUE Rubric to show their ability to construct and defend arguments using textual evidence.	<p>department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers:</p> <p>Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year's Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded # Students Assessed: 24 # Students Met Target: 24</p>	Target Met
		1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) English Capstone students will score an average of at least a 2	The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	or higher (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	<p>be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than "2" or "lower milestone - 0 These papers are markedly better than last year's Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded</p>	Target Met
		1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	The classes' sample students will be able to construct and defend arguments using textual evidence by scoring an average (as a whole) of at least a 2 or higher on the Information Literacy VALUE Rubric.	The department Rubric is more accurately called Department Rubric 2, (question 1b) "Majors will construct and defend arguments using textual evidence." A total of two faculty members scored the sample of EN 300 level courses, and two other faculty members scored the sample of EN 499: Capstone Papers. Both sets of faculty members applied two rubrics to their set of papers. The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	The classes' sample students will be able to construct and defend arguments using textual evidence by scoring an average (as a whole) of at least a 2 or higher on the Information Literacy VALUE Rubric.	<p>purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year's Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded</p>	Target Met
		1.3 (SLO)	Senior majors will exhibit at least proficient level reading, writing and analytic skills.	90% of senior English majors will score at least Proficient in all tested areas on the CLA+ standardized test. This test targets the following areas (which also mirror MUW General Education Requirements): Analysis and Problem Solving; Writing Effectiveness; Scientific and Quantitative Reasoning; Critical Reading and Evaluation, and Critiquing an Argument.	Again, this year, we do not have any data for our majors who took the CLA+ in 2017. I assume we are still waiting for 2018 to be processed. I can only assume that these students are choosing not to take the test. This information is invaluable, if we can get it. We are going to have to develop a more coordinated system campus wide to glean the information we need about our senior majors.	Inconclusive
	Students will demonstrate a cultural awareness for bilingual communities.	6.1 (SLO)	Students will develop the ability to teach English as a second language.	25% of English majors and minors will earn the TESL certification by the time they graduate.	Only twenty percent of the 2017-1018 graduates completed the TESL certificate, and it is disturbing that EN 341, the cornerstone course of the four class	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Students will demonstrate a cultural awareness for bilingual communities.	6.1 (SLO)	Students will develop the ability to teach English as a second language.	25% of English majors and minors will earn the TESL certification by the time they graduate.	program did not make in the fall of 2017. In fall of 2016, only seven students enrolled. However, fourteen students are already enrolled in the fall of 2018, so the certificate program is obviously picking up again. The department, at the suggestion of the Director of the TESL Certificate, voted to make a change in requirements for the certificate, beginning fall 2018. (see related document). Instead of requiring both EN 302 and EN 305, students will now select ONE of these classes, and add an English Internship (EN 401) for the fourth class.	Target Not Met
	Students will demonstrate a mastery of grammar and syntax as well as the aesthetic use of language (CW).	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 will achieve on their Final Portfolios an average of at least 80% on the Writing Skills Rubric.	During 2017-19, 24 students completed EN 312. All of them,, 100 percent, scored at least an 80 percent on the Writing Skills Rubric (see related documents)	Target Met
		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 419 will achieve on their Senior Portfolios an average of at least 88% on the Writing Skills Rubric.	This year 3 seniors completed their writing portfolio and 100 percent of them achieved at least 88 percent on the Writing Skills Rubric.	Target Met
	Students will demonstrate an understanding of conventions in different genres and be able to discuss them (CW).	5.1 (SLO)	Students will be able to discuss the conventions of a genre (CW).	Students will achieve an average of at least 85% on the exam.	This year EN 311 and EN 415 did not make, so 17 students were assessed in EN EN 411 and EN 412. In a section of an exam including questions about genre, all 17 students earned at least an 85 percent. (see related documents)	Target Met
Program - Family Nurse Clinician (including Certificate) - MSN {2016-2017}	Prepare advanced practice nurses who demonstrate mastery of expected national competencies including the abilities to assess, diagnose, and manage a broad scope of acute and chronic health issues in primary care.	1.1 (SAO & SLO)	Participate as a member and leader of interprofessional teams to manage and coordinate safe and quality patient care.	90% of graduates are successful in passing the FNP Certification exam (either ANCC or AANPCP) on graduation of the program.	100% of MSN graduates passed either the AANPCB or ANCC Certification Exam	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (RO & SLO)	Conduct, apply, and disseminate research to resolve practice problems and effect positive change based on evidence.	At least 90% of students who complete the Family Nurse Clinician-MSN program will have completed a faculty approved research/evidence based project with a minimum grade of B according to the project guidelines.	100% (31 of 31) MSN students completed a faculty approved research/evidence based project with a minimum grade of B . All thirty one students made an A	Target Met
		1.3 (SAO & SLO)	Provide leadership in practice to promote high quality, safe, cost-effective, culturally appropriate, and ethical patient care.	All students (100%) will complete the final clinical check off with a minimum grade of B prior to graduation according to the course and program guidelines.	100% of MSN students completed the final clinical check off with a minimum grade of B prior to graduation. Twenty eight students made an A and three students made a B.	Target Met
Program - Family Studies (including Minor) - BS {2016-2017}	Students will communicate effectively.	1.1 (SLO)	Students will demonstrate effective oral communication skills.	Students will earn a score of at least 56/70 (grade of B, as measured by the rubric) on the Microteaching Presentation Rubric on their FLE microteaching assignment.	Three out of four students earned a grade of at least 56/70 on the Microteaching Rubric; thus, the target was not met. FS 465 Program Planning and Evaluation was the course used in the assessment.	Target Not Met
		1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	(Baccalaureate Level) The average score of FS 382 students will be at least 3.2 (grade of B, as measured by the rubric) on the AAC & U Written Communication Value Rubric on the major paper assignment for the course.	The average score of FS 382 students was 3.2; thus, the target was met.	Target Met
		1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	(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.	The average score of FS/PSY 290 students was 3.3; thus the target was met	Target Met
	Students will conduct themselves in a professional and an ethical manner when working with families.	2.1 (GEO 1.a.)	Students will evaluate information for the purposes of making informed decisions (NOTE: Part of being a CFLE requires that students learn to engage in evidence-based practice; in other words, they must use both peer-	The average score of FS 465 students will be at least a 3.2 (B) on the AAC & U Problem Solving Value Rubric for their completed needs assessment papers.	The average score of students in FS 465 on the Problem Solving Value Rubric was 3.4 thus the target was met.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Students will conduct themselves in a professional and an ethical manner when working with families.	2.1 (GEO 1.a.)	reviewed and their own research, along with current theoretical approaches to design, implement, and evaluate educations programs for adult learners on some aspect of family life).	The average score of FS 465 students will be at least a 3.2 (B) on the AAC & U Problem Solving Value Rubric for their completed needs assessment papers.	The average score of students in FS 465 on the Problem Solving Value Rubric was 3.4 thus the target was met.	Target Met
Program - Film Studies - Minor {2016-2017}	Students will demonstrate awareness of the various modes of delivery for content broadly defined as "film."	3.1 (SLO)	Students will show that they can access films in multiple content-delivery modes.	At least 80 percent of students surveyed will report having viewed films via two or more content-delivery modes.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
	Students will demonstrate the ability to convey their understanding of film through writing.	2.1 (GEO 1.c.)	Students will demonstrate clear, concise writing about films.	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
	Students will exhibit the ability to understand and critically assess films.	1.1 (GEO 2.a.)	Students will demonstrate the ability to analyze films as cultural and aesthetic works.	The average score of assessed film analyses from relevant lower-level courses will be at least 2 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		1.1 (GEO 2.a.)	Students will demonstrate the ability to analyze films as cultural and aesthetic works.	The average score of assessed film analyses from relevant upper-level courses will be at least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	Students will demonstrate an ability to place works of art/design in historical, cultural, and stylistic contexts.	4.1 (SLO)	Students enrolled in the ART 313 Modern and Contemporary Art course will be assessed according to the take-home essay portion of their final exam. In this essay, students will be required to compare and contrast the works of four 20th-century artists in terms of their	The average score of ART 313 students' I-Search paper project will be at least 2.5 or better using the Art History rubric. A separate rubric would be completed for each artist and then averaged.	The class improved from last year's assessment but still fell a little short. The 2018 class scored an average of 2.43 compared to the 2.19 average for last year's class. Interpretations of results: Even though the results were better this year due to more specific instructions, students are relying too much on internet resources. One student even copied and pasted	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	Students will demonstrate an ability to place works of art/design in historical, cultural, and stylistic contexts.	4.1 (SLO)	artistic significance and influence on later art or artists.	The average score of ART 313 students' I-Search paper project will be at least 2.5 or better using the Art History rubric. A separate rubric would be completed for each artist and then averaged.	her entire essay straight from an internet site (I did not consider her paper since it was flagrant plagiarism). This leads to two conclusions: Students are not skilled in taking adequate notes and so rely on the shortcut of internet "research."? Students are not using their required textbooks—if they bought a textbook at all. The internet is too tempting for students now—it is simply too easy for busy, stressed undergrads not to try shortcuts.	Target Not Met
	Students will develop an awareness and familiarity of various artmaking practices, technology, and equipment.	1.1 (SLO)	Students will successfully complete the Foundation Portfolio Review as a BFA program entry requirement.	The average score of students assessed will be at least 7 "meets expectations" out of the eleven total areas using the departmental Foundation Portfolio Review rubric.	This data reflects both the Fall 2017 and Spring 2018 foundation portfolio review results. In the Fall 7 out of 7 met the target (100%). (using 7 areas of assessment out of 11 total) For the Spring, we made a change to the assessment - from 11 areas to 7 areas of assessment, due to a streamlining of the processes, our results were 8 out of the 11 meeting target which reflects a 72% rate. The total average for all students in both semesters reflects an 83.3% meeting target. For the Spring course we added a meeting of the students in ART 200 to prepare them for their review. We hope that this along with the current Canvas site will provide a better result in the future.	Target Met
	Students will understand and analyze the common elements and vocabulary used in art and design.	2.1 (SLO)	Students will complete the written formal analysis of one of their works of art as required in the Foundation Portfolio Review as a BFA program entry requirement.	The average score of ART 200 students will be at least a "3" on the 1-4 scale using the departmental Formal Analysis Review rubric.	We use this assessment as part of the annual foundation portfolio review - a formal analysis of one of their artworks. We are now seeing that many of our students are woefully not prepared for this level of writing. We are seeing the lowest performing area as identifying strengths, weaknesses and areas of improvement. On the bright side, we did see a 10% increase over last year.	Target Not Met
	To develop art	3.1 (SLO)	Students will	The average score of ART 300	This year saw a 13% increase in score	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	students who can think, synthesize, and solve problems creatively.	3.1 (SLO)	effectively display the combination and synthesis of ideas and the experience of working in an imaginative way as students create a body of art through the completion of a written assignment in ART 300 Seminar: Process to Synthesis course.	students' written papers will be at least a "2" on the 0-4 scale evaluated with the AAC&U Creative Thinking VALUE Rubric.	over last year-this is good, the professor of record worked very hard to have the majority of students meet the target. The total average score is 2.88 and the highest averages were 3.58 and 3.5 and the lowest scores were 2.33 and 2.	Target Met
	To prepare students for professional careers and graduate studies via the creation of a portfolio or body of work.	5.2 (GEO 5.a.)	Students will demonstrate appropriate interpersonal skills and display an ability to work effectively within diverse groups while designing publicity and in the planning/hanging of the group senior exhibition as required in ART 499 Concept to Exhibition: Senior Seminar.	The average scores will be at least a "2.5" on the 0-4 scale evaluated with the AAC&U Teamwork VALUE Rubric.	We saw an average of 3.02 on the scores. The highest scores in Fall 2017 were on contributing to meetings 3.8 and Facilitates the contribution of team members 3.75. In spring 2018 our lowest score was 2 for facilitates contributions. This is a problematic measure because seniors participating in the senior exhibition don't always work well together.	Target Met
Program - French - Minor {2016-2017}	French students will be exposed to the cultures of the French-speaking countries.	2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	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	We had NO MINORS this year, but it is important to note that 26 of 26 non-minors, or 100% met the targets set for French minors. Unfortunately our one French minor dropped it last summer because of the expense of having to travel to MSU to finish her remaining 15 hours.	Inconclusive
		2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	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)	We had NO MINORS this year, but it is important to note that 14 of 15 non-minors met the targets set for French minors.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 101 & 102 Students – no French minors**** 2017-18* Department Rubric (Oral) AAC&U Intercol. Knowledge & Competence Rubric A FLF 101 1.04 (Exemplary) 4 FLF 102 1.00 (Exemplary) 4 B FLF 101 1.12 (Exemplary) 4 FLF 102 1.36 (Exemplary) 4 C FLF 101 – Assessment data missing for FLF 101. Additional information: Student completed FLF 101 with an A grade FLF 102 D FLF 101 1.08 (Exemplary) 3.7 FLF 102 1.2 (Exemplary) 4 E FLF 101 2.84 (Proficient) 1.5 FLF 102*** 3.08 (Minimal) 1 F FLF 101 2.48 (Proficient) 2.1 FLF 102 1.84 (Exemplary) 3 G FLF 101 2.44 (Proficient) 2 FLF 102	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	FLF 101 MUW Student did not take FLF 101 at MUW FLF 102 (Exemplary) 1.28 3.5 FLF 101 Notes: two students withdrew and received WP's. The data covers 14 successful completers, although one of them, student C, is missing rubric data FLF 101 range: Department Rubric – from 1.04 to 2.92 (all above target of 3, which is “minimal”) FLF 101 average: Department Rubric -- 2.01 (well above target average) Department Rubric – six students scored “Exemplary” category—between 1 and 1.99) seven students scored “Proficient” category—between 2 and 2.99 – presumably student C, who earned an A in the course, would also have scored at least “Proficient” on the Departmental Rubric zero students scored minimal (3), or below (N/U, N/R, or I) FLF 101 range: AAC&U Intercultural Rubric—1.3 – 4 (all above target of 1) FLF 101 average: AAC&U Intercultural Rubric—2.77 (well above the target of 1) AAC&U Rubric – 3 students scored a perfect 4; 4 students scored between 3 and 3.99; 3 students scored between 2 and 2.99, and 3 scored above a 1. All exceeded the target of 1. FLF 102 Notes: one student withdrew and received a WP, leaving 12 students who finished the semester. One student actually failed the semester, but did not score very poorly on the two rubrics. This student will have the option of beginning 201 without having passed 102, so next year's assessment follow through may	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	<p>reveal interesting information in this student’s progress.</p> <p>FLF 102 range: Department Rubric – from a perfect 1 to a “Minimal” 3.08. This range meets the target requirement of “no less than minimal” for all 12 students.</p> <p>FLF 102 average: Department Rubric – 1.68 (more than meets target)</p> <p>Department Rubric: Eight students scored “Exemplary”—between 1 and 1.99; three students scored Proficient—between 2 and 2.99 and one student scored “Minimal”—between 3 and 3.99. If a student had an N/U, N/R or I in any category, that she or he was scored as “4” in that category, or below minimal.</p> <p>FLF 102 range: AAC&U Intercultural Rubric— 1-4.</p> <p>FLF 102 average: AAC&U Intercultural Rubric—3.10 (well above target)</p> <p>AAC&U Rubric –Six students scored a 4, “Capstone” level; three scored upper milestone level (3-3.99); one scored lower milestone level (2.2) and three students scored “Benchmark” level (between 1 and 1.99). Two of these benchmark students did not hit the 1.5 Target.</p> <p>Analysis of FLF 101 and 102: Ten students (highlighted in yellow above) took the first year two course sequence in the fall 17-spring 18 academic year. Of these ten, seven (70%) improved on the department rubric score, all exceeding the target goal for FLF 102. Two of these seven moved a category up—from Proficient to Exemplary. The three students who dropped in their scores on the department rubric were all “Exemplary” students who did not fall low enough to put them in a lower</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	category. Six of the ten improved their scores on the AAC&U Intercultural Rubric. Three of the ten scored the same on the AAU&C rubric—all 4's—and therefore could not move up any higher. The one student whose score dropped on this rubric also dropped in the department rubric score. She or he should be looked at closely and offered intervention if he or she begins to flag in FLF 201 next fall. This student earned an F in the class, but still can register for FLF 201 with teacher permission. Since this student's rubric scores are not below "Minimal" or "Benchmark," he or she still has the ability to move into the second year of French. *Although the majority of academic assessment covers a calendar year, foreign language (for trending data purposes) assesses the students from fall to spring, since that is the order that the typical student takes FLF 101 and FLF 102. From this assessment year forward, as much as possible, data will track individual students (not by name, but by an alphabetic code) all the way through the four course sequence. **Spanish majors are expected to take electives from one other language in our department. This student chose to take only one French class as an elective. ***passed rubrics, but failed course	Target Met
		2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 201 & 202 Students – no French minors 2017-18* Department Rubric (Oral) AAC&U Intercul. Knowledge & Competence Rubric AA	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type		
		2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	FLF 201 (Exemplary)	1.56	Target Met	
					FLF 202 (Exemplary)	1.92		4
						FLF 201 (Benchmark)		1
						BB		
						FLF 201 (Exemplary)	1.92	2.5
						FLF 202 (Proficient)	2.72	3.8
						(Upper Milestone)		
						CC		
						FLF 201 (Exemplary)	1.8	
						3		
						FLF 202 (Exemplary)	1.92	
						2.2 (Lower Milestone)		
						DD		
						FLF 201 (Exemplary)	1.0	
						4		
						FLF 202 (Exemplary)	1.0	
						4 (Capstone)		
						EE		
						FLF 201 (Exemplary)	1.28	3
						FLF 202 (Exemplary)	1.0	
				4 (Capstone)				
				FF				
				FLF 201 (Exemplary)	1.56			
				2.5				
				FLF 202 (Exemplary)	1.32			
				3.5 (Upper milestone)				
				GG				
				FLF 201*				
				FLF 202 (Proficient)	2.32	3.5		
				HH				
				FLF 201**	Community			
				College (Hinds)				
				FLF 202	1.0			

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	(Exemplary) 4 Notes on the second year sequence FLF 201-202. Traditionally, the second year of French enrolls fewer students than the first year. There could be several reasons for this trend. First, Honors College BS students are required to take only one year of foreign language, unlike the students who are completing four semesters for a BA degree. Twelve students completed FLF 102, who could have enrolled in FLF 201 the following fall. But two of the twelve were Nursing majors who completed the first year of French as an Honors College requirement. One of the twelve graduated with a BA in May, 2018, but completed the equivalent of the second year of French at another university. Two of the twelve were on academic probation in the fall of 2017, and the limited number of hours they were allowed to take could not include the three hour French class. This left seven BA students who should have enrolled in and completed FLF 201 and 202. Seven students enrolled in FLF 201, but one immediately withdrew because of academic issues. The six remaining students who had taken French I and II at MUW all completed FLF 201 and 202 successfully. Of the two “extra” students who enrolled in and completed FLF 202 in the spring of 2018, one transferred in French I, II, and III from a community college, and one completed FLF 201 in the fall of 2016 and was not included in this year’s FLF 201 analysis. Analysis of data for FLF 201 and 202: In looking at the data collected from the department oral communication rubric over both semesters, the differences are slight, although one already in the “Exemplary” category increased to a	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	perfect 1.0 in FLF and another kept the same 1.0 the student earned in FLF 201. Two students dropped slightly in scores for FLF 202, but not enough to push them below the “Exemplary” category. Only one student dropped significantly in the FLF 202 score—from Exemplary to “Proficient,” but still completed the semester successfully. The AAC&U Intercultural rubric data seems overall to reflect success, but there was one outlier who scored only a 1 (Benchmark) in FLF 202 after scoring a 4 in the fall semester. Two of the six finished the 4 course sequence with scores of “Capstone,” and two increased from “Lower Milestone” to “Upper Milestone.” The last of the six who completed 201 & 202 dropped from Upper Milestone to Lower Milestone. I do not think that there is enough data here to suggest a trend in the AAC&U Intercultural rubric scores, so I label them “inconclusive.”	Target Met
	French students will understand French language audio and video resources.	1.1 (SLO)	Students will enhance aural skills in French through the use of technological resources.	70% of non-French minors enrolled in FLF 100 or 200 level French classes will exhibit at least a “minimum understanding” after listening to an audio-clip or being shown a video-clip in French. The Aural Comprehension Rubric will measure aural skills from a range of "no understanding" to "minimum understanding" to “proficient understanding” to "exemplary understanding.”	26 students took French as non-minors (Note: at the beginning of the academic year, there were no minors, but at the end of the academic year one FLF 102 student declared a French minor. This student will be assessed in the French minor category next academic year). One Spanish major took French as an allowed elective in her curriculum) who completed (six students withdrew without penalty or withdrew passing). 26 of the 26 students scored with the Department Oral Comprehension Rubric met the target.	Target Met
		1.1 (SLO)	Students will enhance aural skills in French through the use of technological resources.	80% of all French minors enrolled in FLF 100 or 200 level courses will exhibit at least a “proficient understanding” after listening to an audio-clip or being shown a video-clip in	This past academic year we did not have any declared French minors Department Oral Communication Rubric Data All French 101 & 102 Students – no	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (SLO)	Students will enhance aural skills in French through the use of technological resources.	French. The Aural Comprehension Rubric will measure aural skills from a range of "no understanding" to "minimum understanding" to "proficient understanding" to "exemplary understanding."	French minors**** 2017-18* Department Rubric (Oral) A FLF 101 1.04 (Exemplary) FLF 102 1.00 (Exemplary) B FLF 101 1.12 (Exemplary) FLF 102 1.36 (Exemplary) C FLF 101 – Assessment data missing for FLF 101. Additional information: Student completed FLF 101 with an A grade FLF 102 D FLF 101 1.08 (Exemplary) FLF 102 1.2 (Exemplary) E FLF 101 2.84 (Proficient) FLF 102*** 3.08 (Minimal) F FLF 101 2.48 (Proficient) FLF 102 1.84 (Exemplary) G FLF 101 2.44 (Proficient) FLF 102 H FLF 101 1.76 (Exemplary) FLF 102 1.68 (Exemplary) I FLF 101 2.84 (Proficient)	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (SLO)	Students will enhance aural skills in French through the use of technological resources.	80% of all French minors enrolled in FLF 100 or 200 level courses will exhibit at least a "proficient understanding" after listening to an audio-clip or being shown a video-clip in French. The Aural Comprehension Rubric will measure aural skills from a range of "no understanding" to "minimum understanding" to "proficient understanding" to "exemplary understanding."	FLF 102 (Proficient) 2.64 J FLF 101 (Proficient) 2.92 (barely) FLF 102 (Proficient) 2.72 K FLF 101 (Proficient) 2.84 FLF 102 (Exemplary) 1.00 L FLF 101 (Exemplary) 1.12 FLF 102 (Exemplary) 1.00 M FLF 101 (Exemplary) 1.04 FLF 102 N FLF 101 (Proficient—Spanish major**) 2.64 FLF 102 O FLF 101 Student did not take FLF 101 at MUW FLF 102 (Minimum) 3.08 p**** FLF 101 Student did not take FLF 101 at MUW FLF 102 (Exemplary) 1.00 Q FLF 101 Student did not take FLF 101 at MUW FLF 102 (Exemplary) 1.28 FLF 101 Notes: two students withdrew and received WP's. The data covers 14 successful completers, although one of them, student C, is missing rubric data FLF 101 range: Department Rubric –	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (SLO)	Students will enhance aural skills in French through the use of technological resources.	80% of all French minors enrolled in FLF 100 or 200 level courses will exhibit at least a "proficient understanding" after listening to an audio-clip or being shown a video-clip in French. The Aural Comprehension Rubric will measure aural skills from a range of "no understanding" to "minimum understanding" to "proficient understanding" to "exemplary understanding."	<p>from 1.04 to 2.92 (all above target of 3, which is "minimal")</p> <p>FLF 101 average: Department Rubric -- 2.01 (well above target average)</p> <p>Department Rubric – six students scored "Exemplary" category—between 1 and 1.99)</p> <p>seven students scored "Proficient" category—between 2 and 2.99 – presumably student C, who earned an A in the course, would also have scored at least "Proficient" on the Departmental Rubric</p> <p>zero students scored minimal (3), or below (N/U, N/R, or I)</p> <p>FLF 102 Notes: one student withdrew and received a WP, leaving 12 students who finished the semester. One student actually failed the semester, but did not score very poorly on the two rubrics. This student will have the option of beginning 201 without having passed 102, so next year's assessment follow through may reveal interesting information in this student's progress.</p> <p>FLF 102 range: Department Rubric – from a perfect 1 to a "Minimal" 3.08. This range meets the target requirement of "no less than minimal" for all 12 students.</p> <p>FLF 102 average: Department Rubric – 1.68 (more than meets target)</p> <p>Department Rubric: Eight students scored "Exemplary"—between 1 and 1.99; three students scored Proficient—between 2 and 2.99 and one student scored "Minimal"—between 3 and 3.99. If a student had an N/U, N/R or I in any category, that</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type																					
		1.1 (SLO)	Students will enhance aural skills in French through the use of technological resources.	80% of all French minors enrolled in FLF 100 or 200 level courses will exhibit at least a "proficient understanding" after listening to an audio-clip or being shown a video-clip in French. The Aural Comprehension Rubric will measure aural skills from a range of "no understanding" to "minimum understanding" to "proficient understanding" to "exemplary understanding."	<p>she or he was scored as "4" in that category, or below minimal.</p> <p>*Although the majority of academic assessment covers a calendar year, foreign language (for trending data purposes) assesses the students from fall to spring, since that is the order that the typical student takes FLF 101 and FLF 102. From this assessment year forward, as much as possible, data will track individual students (not by name, but by an alphabetic code) all the way through the four course sequence.</p> <p>**Spanish majors are expected to take electives from one other language in our department. This student chose to take only one French class as an elective.</p> <p>***passed rubrics, but failed course</p>	Target Met																					
	Students will use verbal skills to communicate in French.	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of "minimal" In FLF 102 – no lower than an average of "minimal"	<p>in FLF 101 - 0 students scored below a minimum (16 completed)</p> <p>in FLF 102 - 1 students scored below a minimal (16 completed)</p> <p>Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 101 & 102 Students – no French minors**** 2017-18* Department Rubric (Oral)</p> <p>AAC&U Intercul. Knowledge & Competence Rubric</p> <table border="1"> <tr> <td>A</td> <td></td> <td></td> </tr> <tr> <td>FLF 101 (Exemplary)</td> <td>1.04</td> <td>4</td> </tr> <tr> <td>FLF 102 (Exemplary)</td> <td>1.00</td> <td>4</td> </tr> <tr> <td>B</td> <td></td> <td></td> </tr> <tr> <td>FLF 101 (Exemplary)</td> <td>1.12</td> <td>4</td> </tr> <tr> <td>FLF 102 (Exemplary)</td> <td>1.36</td> <td>4</td> </tr> <tr> <td>C</td> <td></td> <td></td> </tr> </table>	A			FLF 101 (Exemplary)	1.04	4	FLF 102 (Exemplary)	1.00	4	B			FLF 101 (Exemplary)	1.12	4	FLF 102 (Exemplary)	1.36	4	C			Target Met
A																											
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Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Students will use verbal skills to communicate in French.	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	<p>FLF 102 (Exemplary) 1.00 4</p> <p>L</p> <p>FLF 101 (Exemplary) 1.12 4</p> <p>FLF 102 (Exemplary) 1.00 4</p> <p>M</p> <p>FLF 101 (Exemplary) 1.04 3.8</p> <p>FLF 102</p> <p>N</p> <p>FLF 101 2.64 (Proficient—Spanish major**) 3.4</p> <p>FLF 102</p> <p>O</p> <p>FLF 101 Student did not take FLF 101 at MUW</p> <p>FLF 102 3.08 (Minimum) 1</p> <p>p****</p> <p>FLF 101 Student did not take FLF 101 at MUW</p> <p>FLF 102 1.00 (Exemplary) 4</p> <p>Q</p> <p>FLF 101 Student did not take FLF 101 at MUW</p> <p>FLF 102 1.28 (Exemplary) 3.5</p> <p>FLF 101 Notes: two students withdrew and received WP’s. The data covers 14 successful completers, although one of them, student C, is missing rubric data FLF 101 range: Department Rubric – from 1.04 to 2.92 (all above target of 3, which is “minimal”) FLF 101 average: Department Rubric -- 2.01 (well above target average) Department Rubric – six students scored “Exemplary” category—between 1 and 1.99) seven students scored “Proficient” category—between 2 and 2.99 – presumably</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Students will use verbal skills to communicate in French.	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	student C, who earned an A in the course, would also have scored at least “Proficient” on the Departmental Rubric zero students scored minimal (3), or below (N/U, N/R, or I) FLF 101 range: AAC&U Intercultural Rubric—1.3 – 4 (all above target of 1) FLF 101 average: AAC&U Intercultural Rubric—2.77 (well above the target of 1) AAC&U Rubric – 3 students scored a perfect 4; 4 students scored between 3 and 3.99; 3 students scored between 2 and 2.99, and 3 scored above a 1. All exceeded the target of 1. FLF 102 Notes: one student withdrew and received a WP, leaving 12 students who finished the semester. One student actually failed the semester, but did not score very poorly on the two rubrics. This student will have the option of beginning 201 without having passed 102, so next year’s assessment follow through may reveal interesting information in this student’s progress. FLF 102 range: Department Rubric – from a perfect 1 to a “Minimal” 3.08. This range meets the target requirement of “no less than minimal” for all 12 students. FLF 102 average: Department Rubric – 1.68 (more than meets target) Department Rubric: Eight students scored “Exemplary”—between 1 and 1.99; three students scored Proficient—between 2 and 2.99 and one student scored “Minimal”— between 3 and 3.99. If a student had an N/U, N/R or I in any category, that she or he was scored as “4” in that category, or below minimal.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Students will use verbal skills to communicate in French.	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	FLF 102 range: AAC&U Intercultural Rubric— 1-4. FLF 102 average: AAC&U Intercultural Rubric—3.10 (well above target) AAC&U Rubric –Six students scored a 4, “Capstone” level; three scored upper milestone level (3-3.99); one scored lower milestone level (2.2) and three students scored “Benchmark” level (between 1 and 1.99). Two of these benchmark students did not hit the 1.5 Target. Analysis of FLF 101 and 102: Ten students (highlighted in yellow above) took the first year two course sequence in the fall 17-spring 18 academic year. Of these ten, seven (70%) improved on the department rubric score, all exceeding the target goal for FLF 102. Two of these seven moved a category up—from Proficient to Exemplary. The three students who dropped in their scores on the department rubric were all “Exemplary” students who did not fall low enough to put them in a lower category. Six of the ten improved their scores on the AAC&U Intercultural Rubric. Three of the ten scored the same on the AAU&C rubric—all 4’s—and therefore could not move up any higher. The one student whose score dropped on this rubric also dropped in the department rubric score. She or he should be looked at closely and offered intervention if he or she begins to flag in FLF 201 next fall. This student earned an F in the class, but still can register for FLF 201 with teacher permission. Since this student’s rubric scores are not below “Minimal” or “Benchmark,” he or she still has the ability to move into the second year of French. *Although the majority of academic assessment covers a calendar year, foreign language (for trending data purposes) assesses the students from fall	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Students will use verbal skills to communicate in French.	3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF elementary French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	to spring, since that is the order that the typical student takes FLF 101 and FLF 102. From this assessment year forward, as much as possible, data will track individual students (not by name, but by an alphabetic code) all the way through the four course sequence. **Spanish majors are expected to take electives from one other language in our department. This student chose to take only one French class as an elective. ***passed rubrics, but failed course	Target Met
		3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 201 & 202 Students – NO FRENCH MINORS 2017-18* Department Rubric (Oral) AAC&U Intercul. Knowledge & Competence Rubric AA FLF 201 1.56 (Exemplary) 4 FLF 202 1.92 (Exemplary) 1 (Benchmark) BB FLF 201 1.92 (Exemplary) 2.5 FLF 202 2.72 (Proficient) 3.8 (Upper Milestone) CC FLF 201 1.8 (Exemplary) 3 FLF 202 1.92 (Exemplary) 2.2 (Lower Milestone) DD FLF 201 1.0 (Exemplary) 4 FLF 202 1.0	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	limited number of hours they were allowed to take could not include the three hour French class. This left seven BA students who should have enrolled in and completed FLF 201 and 202. Seven students enrolled in FLF 201, but one immediately withdrew because of academic issues. The six remaining students who had taken French I and II at MUW all completed FLF 201 and 202 successfully. Of the two “extra” students who enrolled in and completed FLF 202 in the spring of 2018, one transferred in French I, II, and III from a community college, and one completed FLF 201 in the fall of 2016 and was not included in this year’s FLF 201 analysis. Analysis of data for FLF 201 and 202: In looking at the data collected from the department oral communication rubric over both semesters, the differences are slight, although one already in the “Exemplary” category increased to a perfect 1.0 in FLF and another kept the same 1.0 the student earned in FLF 201. Two students dropped slightly in scores for FLF 202, but not enough to push them below the “Exemplary” category. Only one student dropped significantly in the FLF 202 score—from Exemplary to “Proficient,” but still completed the semester successfully. The AAC&U Intercultural rubric data seems overall to reflect success, but there was one outlier who scored only a 1 (Benchmark) in FLF 202 after scoring a 4 in the fall semester. Two of the six finished the 4 course sequence with scores of “Capstone,” and two increased from “Lower Milestone” to “Upper Milestone.” The last of the six who completed 201 & 202 dropped from Upper Milestone to Lower Milestone. I do not think that there is enough data here to suggest a trend in the AAC&U Intercultural rubric scores, so I label	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	75% of non-French minors taking the following FLF intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	them “inconclusive.”	Target Met
		3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	90% of French minors taking the following FLF elementary and intermediate French courses will score the following averages on the Department Conversation Rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal”	We have no French minors this year, therefore could not test anyone	Inconclusive
		3.1 (SAO & SLO)	Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	90% of French minors taking the following FLF elementary and intermediate French courses will score the following averages on the Department Conversation Rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	We had NO MINORS this year, but it is important to note that 14 of 15 non-minors met the targets set for French minors.	Inconclusive
Program - General Studies - BA, BS {2016-2017}	To adequately prepare students to enter the 21st Century workforce by transferring knowledge and skills	2.1 (GEO 5.a.)	Students will prepare an employment portfolio based on their General Studies curriculum.	All students will earn an average score 3 or better on the AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric on the Employment Portfolio.	Six of nine (67%) of the General Studies portfolios earned a score of 3 or above on the AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric.	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - General Studies - BA, BS {2016-2017}	acquired through the General Studies focus groups selected.	2.1 (GEO 5.a.)	Students will prepare an employment portfolio based on their General Studies curriculum.	All students will earn an average score 3 or better on the AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric on the Employment Portfolio.	Six of nine (67%) of the General Studies portfolios earned a score of 3 or above on the AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric.	Target Not Met
	To graduate students who solve problems and communicate effectively in the workforce.	1.1 (SLO)	Students will analyze written information to solve real-world problems.	75% of the students in GS 400 will score 3 or better on the Analysis and Problem Solving component of the CLA+ Performance Task.	Three GS students completed the CLA+ assessment. One (33%) earned a score of 3 or higher on the CLA+ Performance Task Analysis and Problem Solving subscore. Student #1 - 2; Student #2 - 3; Student #3 - 2	Target Not Met
		1.2 (SLO)	Students will write effectively to convey solutions to real-world problems.	75% of the students in GS 400 will score 3 or better on the Writing Effectiveness component of the CLA+ Performance Task.	Three GS students completed the CLA+ assessment. Zero (0%) earned a score of 3 or higher on the CLA+ Performance Task Writing subscore. Student #1 - 2; Student #2 - 2; Student #3 - 2	Target Not Met
Program - Gifted Studies (including Certificate) - ME {2016-2017}	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1).	2.1 (SAO & SLO)	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeted at an audience of appropriate stakeholders.	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeted at an audience of appropriate stakeholders by scoring "Acceptable or above" on the Advocacy Plan Rubric.	Student scores; 44/50, 42/50, 0/50, 46/50, 48/50, 48/50 One student did not submit the assignment. All of the other students scored acceptable (42) or above.	Target Met
	Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards (Council of	1.1 (SAO & SLO)	Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards by planning and	Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards by planning and implementing an interdisciplinary unit by scoring an average of 86% or above on the Interdisciplinary Unit Rubric in ED 598, Internship in Gifted Studies.	Candidate 1 5.0; Candidate 2 4.8/5.0 Candidates scored 96% or better on the assessment	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Accreditation for Educator Preparation, CAEP 1.4).	1.1 (SAO & SLO)	implementing an interdisciplinary unit that includes a use of differentiated assessment to measure and report the impact on student learning.	Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards by planning and implementing an interdisciplinary unit by scoring an average of 86% or above on the Interdisciplinary Unit Rubric in ED 598, Internship in Gifted Studies.	Candidate 1 5.0; Candidate 2 4.8/5.0 Candidates scored 96% or better on the assessment	Target Met
	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced (Council of Accreditation for Educator Preparation, CAEP 1.1).	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of gifted studies.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of gifted studies by scoring an average of 86% or higher on the Research Project Rubric in ED 500, Educational Research.	140/150 (93%) Having only one candidate makes it difficult to accurately interpret this data.	Target Met
Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	Introduce students to the content knowledge of the breadth and depth of the human experience by providing opportunity to study a diverse array of past societies and cultures.	1.1 (SLO)	Identify and evaluate continuity and change, causality and coincidence, voice and agency (SLO 5).	100% of graduating seniors will complete at least 4 lower-level (100 level) history survey courses (12 credit hours) with a passing grade.	Five students graduated in August, December, or May 2017-8 with a history degree. All have 12 hours of 100 level history with a passing grade. Student 1: A ,A, A, A Student 2: A, A, A-, A Student 3: B, B, A, A Student 4: A-, B-, C, B Student 5: A, B, A-, A-	Target Met
		1.1 (SLO)	Identify and evaluate continuity and change, causality and coincidence, voice and agency (SLO 5).	100% of graduating seniors will complete at least 4 upper- level (either 300 or 400 level) history survey courses (12 credit hours) with a passing grade.	Five students graduated in August, December, or May 2017-8 with a history degree. All passed and completed at least 4 upper-level courses in history. Student 1: A, A, B, A- Student 2: A-, A, B+, A- Student 3: B-, B-, B, B Student 4: B-, B, B, B- Student 5: A-, A+, A-, A	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (SLO)	Relate the complexity of the human experience across time and space (SLO 6).	100% of graduating seniors will complete at least one non-western course (3 credit hours) with a passing grade.	Five students graduated in August, December, or May 2017-8 with a history degree. All passed and completed at least one non-western history course. Student 1: B Student 2: A- Student 3: B Student 4: B Student 5: A-	Target Met
		1.2 (SLO)	Relate the complexity of the human experience across time and space (SLO 6).	100% of graduating seniors will complete at least one pre modern (pre 1500) course (3 credit hours) with a passing grade.	Five students graduated in August, December, or May 2017-8 with a history degree. All passed at least one premodern course. Student 1: B- Student 2: B Student 3: B- Student 4: B- Student 5: A	Target Met
		1.2 (SLO)	Relate the complexity of the human experience across time and space (SLO 6).	100% of graduating seniors will complete at least two American history courses (6 credit hours) with a passing grade.	Five students graduated in August, December, or May 2017-8 with a history degree. All passed and completed at least two American history courses. Student 1: B+, B Student 2: B, B+ Student 3: C+, B- Student 4: A, A Student 5: A-, B+	Target Met
		1.2 (SLO)	Relate the complexity of the human experience across time and space (SLO 6).	100% of graduating seniors will complete at least two European history courses (6 credit hours) with a passing grade.	Five students graduated in August, December, or May 2017-8 with a history degree. All passed and completed at least two European history classes. Student 1: B-, B Student 2: A-, A- Student 3: B, B Student 4: C+, B- Student 5: A, A-	Target Met
	Students will demonstrate competency in effective teaching methods for secondary education (TC).	7.1 (SLO)	Students will demonstrate best practices regarding lesson preparation, lesson delivery, and classroom management.	100% of students in HIS 410 will complete the class with an average grade of C (70 %) or above.	In Fall 2017, two students enrolled in HIS 410, our teaching history methods course. The instructor reported that one student received an A+ (96%) and the other a B (84%), which means that the overall average for the course was 90%, well above our target of 70%.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		7.2 (SLO)	Students will demonstrate success regarding supervised teaching in local schools.	100% of student teachers will receive a 2 or above evaluation from the mentor teacher on the TIAI metric (on a 0-3 scale).	In spring 2018, one student enrolled in ED 409, the teacher internship for secondary social studies. The instructor for the course reports that the student received a 2.0 from her Phase 1 mentor teacher and a 2.72 from their Phase 2 mentor teacher, which means their average from both was a 2.36, well above our target of 2.0.	Target Met
	Students will demonstrate effective historical inquiry skills utilizing the historical method in answering a significant research question about the past.	4.1 (SLO)	Locate and select a variety of historical sources (primary, secondary, archival, library, electronic, etc.) for use in an historical argument (SLO 2).	The overall average of HIS 211 students for the Library and Archive Source assignment(s) will be no lower than a C (75 percent).	In Fall 2017, faculty teaching HIS 211 required the Library and Archive Source Assignment. Of the students in the class, the overall average for the assignment was an 82.8%, far above the 75% target. While the class average was above the target, 3 students failed to meet the target, 3 students failed to meet the target and two dropped the class before the assignment. This indicates that we still have some work to do on helping students figure out how to access or locate and use archival sources. The combined scores are to be taken out of 80 points are the hard data is attached.	Target Met
		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 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.	In Fall 2017 students in HIS 499 were required to complete an original research project that included an essay or paper of significant length. Faculty used the Historical Inquiry Rubric (HIAWR) to assess student performance. While the overall average for the class using the rubric was 3.64, certain categories are more relevant to this SLO. In all categories of the rubric, students were above the 3.0 target, but the categories of "interpretive differences", "evaluates and analyzes primary sources", and "relevant historical facts and context" are most important to this objective. As mentioned before and as was true last year, students do better with primary sources and explaining them than they do with fully understanding secondary sources and how their small project	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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 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.	connects to the larger field of scholarship. This is not surprising, as it a very difficult thing for any undergraduate to do with only several years of study. Still, overall the students' averaged above 3.0 in all categories of the HIAWR rubric.	Target Met
		4.3 (SLO)	Students will successfully develop a historical argument that uses ample evidence (primary and secondary) to support its claims.	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.	In Fall 2017 students in HIS 499 were required to complete an original research project that included an essay or paper of significant length. Faculty used the Historical Inquiry Rubric (HIAWR) to assess student performance. The overall average for the class using the rubric was 3.64. In all categories of the rubric, students were above the 3.0 target, but did the worst in "relevant historical facts and context" with an average of 3.33. However in both the categories "Evaluates and analyzes primary sources" and "Interpretation based on evidence" the class average was 3.66 and 3.91 respectively. By the time that they get to Capstone, it is clear that they know they need to use primary sources as evidence in their historical arguments and are competent at doing so. Secondary sources, however, continue to be more difficult. Again, context and a thorough literature review are difficult in history as they involve extensive historiography, which can include hundreds of years of historical writing, or even simply several decades of historical writing, to review. While the class averaged above 3.0 in all categories of the rubric, two students did	Target Met
	Students will develop effective communication skills.	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and	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	In Fall 2017 students in HIS 211 were required to complete an oral presentation on a research topic of their choice. Faculty used the Oral	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Students will develop effective communication skills.	3.1 (GEO 1.c.)	professionally in oral and written formats.	Communication VALUE Rubric.	Communication Value Rubric to assess student performance. The overall average for the class using the rubric was 3.31 (up from last year's 2.9). This put the class just above the 3.0 target. It is also good to see that in every category of the rubric, students met the 3.0 average as a class. Two students, however, failed to get above the overall 3.0 individually.	Target Met
		3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	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.	In Fall 2017 students in HIS 499 were required to complete an original research project that included an essay or paper of significant length. Faculty used the Historical Inquiry Rubric (HIAWR) to assess student performance. The overall average for the class using the rubric was 3.64. In all categories of the rubric, students were above the 3.0 target, but did the worst in "relevant historical facts and context" with an average of 3.33. This is not surprising since context is the hardest thing for undergrads in history to grasp--their study of history being limited to only 4-5 years. Additionally, two students did not get above the 3.0 mark individually. The class average, however, met the target of 3.0.	Target Met
	Students will develop effective critical thinking skills to analyze evidence and assess competing claims and interpretations.	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument (SLO 1).	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.	The Performance Task Assessment was required of each student and the Critical Thinking Value Rubric was applied to each individual student's assessment in Fall 2017. Overall, the average for the class was a 3.15. Of the five items assessed by the Value Rubric, students performed similarly (and right at the 3.0 average) on all items except "conclusions and related outcomes", where the class averaged a 2.6. So, in the five categories of the Value Rubric, only in the "conclusions and related outcomes" did we not meet our 3.0 average. Additionally two individual students did not meet the 3.0 average overall and	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Students will develop effective critical thinking skills to analyze evidence and assess competing claims and interpretations.	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument (SLO 1).	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.	scored consistently low with 2s across the rubric. However, overall, the good outweighed the bad so that our target of an overall class average of 3.0 was met.	Target Met
Program - Honors College {2016-2017}	The honors student will demonstrate rigorous, sound research methods and results in the independent study project.	1.1 (SLO)	The honors student will demonstrate a rigorous, sound research method following the conventions of the student's chosen discipline and produce a substantial bibliography of secondary sources relevant to the student's own independent research goals.	90% of HO 401 students should score at least a 3 on the 0-4 scale used in the AAC&U Information Literacy Rubric in producing a substantial bibliography of secondary sources relevant to his/her own research project.	Evaluation using the AAC&U Information Literacy VALUE Rubric indicated that 18 of 21 students who completed HO 401 in 2017-2018, or 86%, produced a substantial bibliography of secondary sources relevant to their research projects that reflected effective research strategies, breadth and depth in the topic area, and meaningful and correct use of sources in the written proposal. The target was not met but the increase from 75% to 86% reflects an upward trend as we provide additional instruction to build or refresh students' skills in information literacy and use of secondary research. Partnering with the new Information Literacy Librarian/Coordinator of Undergraduate Research in providing this instruction and support appears to have had a positive effect.	Target Not Met
		1.2 (SLO)	In the independent research project, the honors student will conduct rigorous, sound, original research following the conventions of the student's chosen discipline and will clearly communicate and analyze the results.	90% of HO 402 students should score at least a 3 on the 0-4 scale used in the Written Thesis Rubric in producing a written account of the research process and discussion/analysis of the research results.	Evaluation using the Written Thesis Rubric indicated that 16 of 20 students who completed HO 402 in 2017-2018, or 80%, scored a 3 or higher in producing a written account of the research process and discussion/analysis of the research results that a) demonstrates a thorough understanding of context, audience, and purpose, b) shows mastery of content using appropriate, relevant, and compelling details to establish the relevance of the project, explain the methodology, discuss the results, and reach conclusions, c) skillfully uses appropriate, credible, and relevant sources as background and support for the original research, and d) follows	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (SLO)	In the independent research project, the honors student will conduct rigorous, sound, original research following the conventions of the student's chosen discipline and will clearly communicate and analyze the results.	90% of HO 402 students should score at least a 3 on the 0-4 scale used in the Written Thesis Rubric in producing a written account of the research process and discussion/analysis of the research results.	disciplinary conventions for organization, formatting, and documentation. Three of the four students not achieving a 3 or higher were in disciplines in which research is typically not a part of the student's major course work (culinary arts and mathematics). This indicates that students in these disciplines need additional support from the Director of the Honors College and the Information Literacy Librarian/Coordinator of Undergraduate Research to achieve the kind of secondary and original research demanded in the honors independent study. (The Director did provide input on secondary research to two of the three students but needs to increase support overall.) Among the remaining students, 15 of 16 (94%) showed strong achievement in all areas after working closely with their faculty committee and the Director for two semesters. Moreover, of the 14 students averaging a three or lower on the Rubric, four (29%) made a perfect score on skillfully using appropriate, credible, and relevant sources as background and support for their original research. This finding correlates with the improvements in developing a substantial bibliography and fully using secondary research in HO 401 (see the results for SLO 1.1).	Target Not Met
	The honors student will orally present his/her original independent research in a clearly organized and compelling way.	2.1 (GEO 1.c.)	At the culmination of the independent research project, the honors student will present his/her original independent research in a clearly organized and compelling way.	The HO 402 students as a whole should average a score of at least a 3 on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric in presenting his/her original independent research in a clearly organized and compelling way.	Evaluation using the AAC&U Oral Communication VALUE Rubric indicated that 19 of 20 students in HO 402 presented their original independent research in a clearly organized and compelling way in the oral defense. As of spring semester 2018, the Director of the Honors College made it a requirement of the course that all students practice ahead of time in the presentation hall and receive feedback for improvement from fellow honors students and the Director of the Honors	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	The honors student will orally present his/her original independent research in a clearly organized and compelling way.	2.1 (GEO 1.c.)	At the culmination of the independent research project, the honors student will present his/her original independent research in a clearly organized and compelling way.	The HO 402 students as a whole should average a score of at least a 3 on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric in presenting his/her original independent research in a clearly organized and compelling way.	College. All students met this requirement. Overall Average Score = 3.34	Target Met
Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	Students will demonstrate effective inquiry and analysis abilities through advanced independent research.	1.1 (SLO)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	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.	Between fall and spring 2017-, one student completed IS 499 Capstone. The faculty committee members scored the single student together and created a single rubric score for the Inquiry and Analysis Value Rubric in evaluating the student's research essay and presentation. The students averaged 3.66 across all categories of the rubric, scoring best in "design process", "analysis", "conclusions", and "limitations and implications" and scoring less well in "topic selection" and "existing knowledge, research, and/or views". In all categories the student was above the 3.0 target.	Target Met
		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 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.	In Spring 2017, there were three seniors with an IS minor. None returned the completed Inquiry and Analysis Survey.	Inconclusive
	Students will demonstrate effective oral communication skills through completion of a formal academic-style presentation of their	3.1 (GEO 1.c.)	Students will orally communicate the academic value of one's advanced research in an effective manner.	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	Between fall and spring 2017-8, one student completed IS 499 Capstone. The faculty committee members scored the student together using the Oral Communication Rubric to evaluate the student's oral presentations. The students averaged 4 across all categories	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	scholarly research on a chosen topic.	3.1 (GEO 1.c.)	Students will orally communicate the academic value of one's advanced research in an effective manner.	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	of the rubric. The student scored highly across the board regarding oral presentation skills and in all categories of the rubric.	Target Met
	Students will demonstrate effective written communication skills through completion of scholarly research on a chosen topic.	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 average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	Between fall and spring 2017-2018, one student completed IS 499 Capstone. Their faculty committee scored them together on the Written Communication Value Rubric to evaluate their research essay. The student averaged 3.4 across all categories of the rubric, scoring well in "context and purpose for writing" and "sources and evidence" and scoring less well in "content development" and "genre and disciplinary conventions". However, in all categories the student scored above 3.0.	Target Met
Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017}	Students in the Exercise Science program will evaluate common exercise, sport, and rehabilitation movements including all neuromuscular and biomechanical components.	2.1 (SLO)	Students will successfully complete a written analysis on a common exercise, sport, or rehabilitation movement to include all neuromuscular components.	Students completing the Written Neuromuscular Analysis will average a score of 2 (Acceptable) on all components of the Written Neuromuscular Analysis of Movement Rubric.	31 of 35 students in KIN 390 Anatomical Kinesiology scored an average of 2 on the rubric. The complete breakdown of scores is as follows: <ul style="list-style-type: none"> o 2 students averaged 1.0 o 1 student averaged 1.25 o 1 student averaged 1.5 o 8 students averaged 2.0 o 5 students averaged 2.25 o 4 Students averaged 2.5 o 12 students averaged 2.75 o 2 students averaged 3.0 Total average was 2.3.	Target Met
		2.2 (SLO)	Students will successfully complete an oral analysis on a common exercise, sport, or rehabilitation movement to include all biomechanical components.	Students completing the Oral Biomechanical Analysis Presentation will average a score of 2 (Acceptable) on all components of the Oral Biomechanical Analysis Presentation Rubric.	All students in KIN 408 scored 2 on all components of the Oral Biomechanical Analysis Presentation. The complete breakdown of scores is as follows: <ul style="list-style-type: none"> o 4 students averaged 2.25 o 8 students averaged 2.5 o 16 students averaged 2.75 	Target Met
	Students in the Exercise Science program will successfully master	1.1 (SLO)	Students will demonstrate knowledge consistent with the ACSM	At least 85% of students will pass, minimum score of 70%, a Certification Practice Test as part of KIN 316 Practicum in Kinesiology.	100% of students achieved a passing score (70% or higher). Average score for all students was 98%. 24/25 students passed this practice exam	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	basic exercise testing and prescription knowledge and skills equivalent to that required by the American College of Sports Medicine (ACSM) Certified Exercise Physiologist.	1.1 (SLO)	Certified Exercise Physiologist.	At least 85% of students will pass, minimum score of 70%, a Certification Practice Test as part of KIN 316 Practicum in Kinesiology.	with an A (90% or higher). The only student not to score an A scored an 82 (B).	Target Met
		1.2 (SLO)	Students will demonstrate health-fitness assessment skills consistent with ACSM Certified Exercise Physiologist.	Student scores on all components of a Health-Related Skills Evaluation will average a score of 2 (Acceptable) or greater on a Health-Related Skills Evaluation Rubric as part of KIN 316 Practicum in Kinesiology.	24/25 students scored an average of 2 or higher on this rubric. Specifically, 12 scored greater than a 2.5 average, 12 scored from a 2.0-2.5 average, and 1 scored less than a 2.0 average. The overall average was 2.4.	Target Met
		1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students completing Case Studies will average a score of 2 (Acceptable) or greater on all components of the Case Study Evaluation Rubric as part of KIN 416 Internship in Kinesiology.	15 of 20 students completing KIN 416 Internship during the 2017-2018 academic year scored an average of 2 on all components of the case study rubric. The complete breakdown of scores is as follows: <ul style="list-style-type: none"> o 5 students averaged 1.75 o 4 students averaged 2.25 o 4 students averaged 2.5 o 4 students average 2.75 o 3 students averaged 3.0 o One student in the spring 2018 term received an I. This results in an average of 2.3875 for all students.	Target Met
		1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students completing Case Studies will average a score of 2 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	16 of 20 students completing KIN 416 Internship during the 2017-2018 academic year averaged 2 or better on all components of the AA&U Written Communications Value Rubric. The complete breakdown of scores is as follows: <ul style="list-style-type: none"> o 1 student averaged 1.4 o 3 students averaged 1.8 o 1 student averaged 2.0 o 1 student averaged 2.4 o 6 students averaged 2.6 o 2 students averaged 2.8 o 1 student averaged 3.0 	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students completing Case Studies will average a score of 2 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	<ul style="list-style-type: none"> o 3 students averaged 3.2 o 1 student averaged 3.4 o 1 student averaged 3.6 This results in an average of 2.6 for all students.	Target Met
Program - Kinesiology (including K-12 Education Certification) - BS {2016-2017}	Students will demonstrate effective critical thinking skills.	1.1 (GEO 1.a.)	Students successfully use Pre-Post Tests to gather and evaluate information in order to make informed decisions about an instructional unit.	As a formative assessment, the average score of KIN 451 students will be at least a 2 on a 0-4 scale using the AACU Problem Solving VALUE Rubric on a Pre-Post Test and associated project assignments used to gather, evaluate and apply their assessment data in relation to an instructional unit.	Due to change in teacher for on-site location, student was not able to do the pre-post test. No data collected.	Inconclusive
	Students will demonstrate effective quantitative and technology skills.	2.2 (SLO)	Students will successfully gather data, use technology to calculate, analyze, and draw conclusions on that data, and present their analysis in an educational setting.	The average score of KIN 405 students will be at least a 3 on a 0-4 scale used in the KIN 405 Oral Presentation Rubric in the collection, analysis, and presentation of data gathered in a psychomotor assessment project.	There was not student enrolled in this course. No data collected.	Inconclusive
		2.2 (SLO)	Students will successfully gather data, use technology to calculate, analyze, and draw conclusions on that data, and present their analysis in an educational setting.	The average score of KIN 405 students will be at least a 3 on a 0-4 scale used in the KIN 405 Written Document Rubric in the collection, analysis, and presentation of data gathered in a psychomotor assessment project.	There was not student enrolled in this course. No data collected.	Inconclusive
	Students will gain the knowledge, skills, and dispositions needed to become licensed physical educators in K – 12 school settings.	3.2 (SLO)	Students will reflect on the knowledge, skills, and dispositions needed to become a licensed K – 12 physical educator acquired during their program of study at MUW.	The average rating of students interviewed will express that their program of study at MUW will be at least Satisfactory (or Met Expectations) in preparing them to become a licensed K – 12 physical educator.	No students enrolled. No data collected.	Inconclusive
Program - Legal Studies (including Minor) - BA, BS {2016-2017}	Students will demonstrate competency in	1.1 (GEO 1.b.)	To demonstrate the ability to apply legal concepts, theories and	The average student score on the capstone application project will be at least a “3” on the 0-4 scale used in	Twenty-two (22) students were enrolled in PLG 440 Practical Legal Lab in 2017-18 (eleven students in Fall 2017, eleven	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Legal Studies (including Minor) - BA, BS {2016-2017}	applying legal concepts, legal terminology, and critical thinking which are vital to practicing paralegals.	1.1 (GEO 1.b.)	analytical methods (critical thinking).	the AAC&U Critical Thinking VALUE rubric.	students in Spring 2018). Of those, twenty-one (21) students completed the assigned capstone application project. Using the AAC&U Critical Thinking VALUE rubric, fourteen (14) students, or 67% of students, scored at least a 3, with nine (9) of those fourteen (14) scoring a 4. Three (3) students did not meet benchmark, and one student scored a 1. The average rubric score of the students as a whole was 2.76.	Target Not Met
		1.2 (SLO)	To demonstrate competency in legal citation.	80% of students will score 75 or above on a legal citation competency exam given in PLG 330 Legal Writing.	There were fourteen (14) students enrolled in FA 2017 PLG 330 Legal Writing. Thirteen (13) students took the legal citation competency exam. Twelve (12) students, or 92%, scored 75 or higher. There were two perfect scores on the exam. Competency is met if the student scores 70 or higher. All thirteen students that took the exam met competency standards.	Target Met
		1.3 (GEO 1.c.)	To demonstrate the ability to effectively present information, arguments, and ideas in legal writings.	75% of students will score 85 or above on various legal writings in PLG 330 Legal Writing.	Fourteen (14) students were enrolled in Fall 2017 PLG 330 Legal Writing. The students were given four distinct writing assignments in the course. Of those assignments, ten (10) students' scores, or 71%, averaged 85 or higher. Four students' scores averaged below the target.	Target Not Met
		1.3 (GEO 1.c.)	To demonstrate the ability to effectively present information, arguments, and ideas in legal writings.	The average score of students' legal writings will be a least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE rubric.	Fourteen (14) students were enrolled in Fall 2017 PLG 330 Legal Writing. Five (5) students' averaged writing scores earned a 4 on the VALUE rubric, six (6) earned a 3, one earned a 1, and two scored below the benchmark on the VALUE rubric. The average VALUE rubric score for the class is a 2.8.	Target Not Met
		1.4 (SLO)	To demonstrate the ability to effectively understand and use technology in a legal setting.	75% of students will score 80 or above on technology competency exam(s).	The PLG 340 Law Office Technology & Management course was not offered in 2017-18 due to course rotation and limited faculty numbers.	Inconclusive
	Students will demonstrate proper	2.1 (GEO 1.c.)	To be able to present oral presentations on	The average student score on an oral communication project will be at	Twenty (20) students were enrolled in FA 2017 PLG 401ST: Criminal Trial	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	oral argument and communication skills.	2.1 (GEO 1.c.)	legal concepts and perform a thorough legal oral argument.	least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE rubric.	Practicum, but of those twenty, eighteen (18) were Legal Studies students. Only majors were evaluated using the VALUE rubric. Seventeen (17) of the eighteen students scored 3 or above on the VALUE rubric, with fifteen scoring a 4 and two scoring a 3. One student scored a 1 on the VALUE rubric. The average student score is a 3.7.	Target Met
Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	Students will communicate using proper mathematical notation and vocabulary.	1.1 (SLO)	Students will write concise and clear proofs.	75% of all MA 301 student work sampled at the satisfactory or higher level.	83% of work sampled in MA 301 was at the satisfactory or higher level. 40 items at the proficient level; 12 items at the satisfactory level; 11 items at the unsatisfactory level. Multiple items assessed for each student in MA 301.	Target Met
		1.1 (SLO)	Students will write concise and clear proofs.	75% of all MA 304 / MA 455 / MA 461 student work sampled at the proficient level.	57% of work sampled in MA 304 and MA 461 was at the proficient level. 55 items at the proficient level; 18 items at the satisfactory level; 23 items at the unsatisfactory level. 9 students in MA 304 and 6 students in MA 461. Multiple items were assessed for each student.	Target Not Met
		1.2 (SLO)	Students will interpret concepts and solutions.	75% of all MA 181 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	76% of work sampled in MA 181 was at level 2 or higher. 27 items at level 3; 2 items at level 2; 9 items at level 1. 14 students in Fall 2017 and 5 students in Spring 2018. Multiple items were assessed for each student.	Target Met
		1.2 (SLO)	Students will interpret concepts and solutions.	75% of all MA 306 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	MA 306 was not taught in 2017-2018.	Inconclusive
		1.3 (GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	MA 318 / MA 319 student work sampled will have an average score of 2.5 or higher on the AAC&U Oral Communication VALUE Rubric.	Neither MA 318 nor MA 319 was taught in 2017-2018.	Inconclusive
	Students will use mathematics to solve problems.	2.1 (GEO 3.a.)	Students will solve application problems.	MA 284 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative	mean = 2.36 46 items at level 3; 17 items at level 2; 17 items at level 1.	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Students will use mathematics to solve problems.	2.1 (GEO 3.a.)	Students will solve application problems.	Literacy VALUE Rubric.	Multiple items assessed for each student in MA 284.	Target Not Met
		2.1 (GEO 3.a.)	Students will solve application problems.	MA 306 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	MA 306 was not taught in 2017-2018.	Inconclusive
		2.2 (SLO)	Students will combine different mathematical ideas in problem solving.	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.	71% of work sampled in MA 312 was at level 3 or higher. 36 items at level 3; 11 items at level 2; 4 items at level 1. Multiple items assessed for each student in MA 312. None of the other listed courses was taught in 2017-2018.	Target Met
		2.2 (SLO)	Students will combine different mathematical ideas in problem solving.	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.	92% of student work sampled in MA 312 was at level 2 or higher. 36 items at level 3; 11 items at level 2; 4 items at level 1. Multiple items assessed for each student in MA 312. None of the other listed courses was taught in 2017-2018.	Target Met
Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017}	Students will exhibit knowledge and understanding of Classical Music works from both instrumental and vocal genres, and of the major historical periods and trends in the Western Classical Music.	1.2 (GEO 1.c.)	Students will complete written assignments on music history topics.	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.	During MUS 302 (Music History 2) students were required to write a four page paper on a topic of their choice (with instructor approval). These topics ranged from the origins of opera, Mozart's life, Henry Purcell's life and career to Richard Rodgers and his musical theater works. The students were assessed using AAC&U Written Communication Value Rubric. Out of 11 students, 2 did not complete the assignment. 7 of the other 9 scored a 4 on their paper according to the above-mentioned scale, while the other 2 scored a 3 on their papers. Even though 2 students received a grade of 0, the average score for the entire calls is 3.09 which exceeds the expectation of the average score being a 2.	Target Met
	Students will exhibit the ability to arrange,	2.2 (SLO)	Students will arrange a musical work of at	80% of the students will score at least an 80% on this assignment.	Students enrolled in MUS 102 were required to complete a "Take Home	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	transcribe, and compose musical works for a variety of instruments.	2.2 (SLO)	least 4 measures using the common practice compositional techniques.	80% of the students will score at least an 80% on this assignment.	Exam" in which they were asked to compose a four-part chorale in the style of J.S Bach on a figured bass provided by the instructor. Within this chorale, students were required non-harmonic tones, a number of diatonic V7th chords, two instances of second inversions chords, and a harmonic sequence. There were 9 students registered for MUS 102 in the Spring of 2018, and all of them completed the assignment. Out of the 9, one student received 97%, 3 students scored 92%, 3 students received 82%, 88%, and 85% respectively. Two students scored below 80% (77% and 66% respectively). While mathematically the goal was not met, it was not missed by much. Mathematically, 7.2 students should have scored 80% or better (of course, that is physically impossible so as far as numbers are concerned the goal was for 8 students to meet the threshold of 80%). 7 did so, while the 8th one only missed by 3% of a grade.	Target Not Met
		2.3 (SLO)	Students will create a transcription of a musical example containing a single line melody and complex rhythms.	80% of the students will score at least an 80% on this assignment.	There were 8 students enrolled in MUS 104 for the Spring 2018 semester. For their final exam, one of the activities required of them was the transcription of a 4 bar melody played on the piano. The total point value of this exercise was 30 points. Students would lose points for wrong pitches and/or wrong rhythms (they were assessed according to a rubric provided here by the instructor). Out of the 8 students, one scored 100% points, 5 scored between 85-95%, 1 scored 81% and 1 scored 70%.	Target Met
Program - Nursing - ASN {2016-2017}	ASN graduates will be able to practice as competent health care professionals.	1.1 (SAO & SLO)	ASN Students will successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX- RN).	The ASN graduate's NCLEX-RN pass rate will be at least 80% of all first-time test-takers during the same 12-month period.	39 of the 41 2017 ASN graduates passed on the first attempt of the NCLEX-RN test for an average of 95.1.	Target Met
		1.2 (GEO 5.a.)	ASN Students will be able to utilize	The average score that the sophomore ASN students will report	100% of the 54 students enrolled in NU 216 for fall of 2017 reported a score of	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (GEO 5.a.)	appropriate team building and collaborative strategies when working with teams.	will be at least "3" or higher on the 0-4 scale used in the AACU Teamwork Value Rubric during the NU 216 team project.	"3" or higher on the AACU Teamwork Value Rubric. The average of the students as a whole was 3.4 on the rubric.	Target Met
		1.3 (GEO 1.c.)	ASN students will be able to incorporate effective communication techniques to produce a positive professional working relationship.	The average score that the ASN sophomore students will receive will be at least "3" or higher on the 0-4 scale used in the AACU Oral Communication Value Rubric during the NU 216 formal Evidence-Based Practice Presentation.	100% of the ASN sophomore students obtained a "3" or higher on the 0-4 scale used in the AACU Oral Communication Value Rubric during the NU 216 formal Evidence-Based Practice Presentations. The average of the students as a whole was 3.7 on the rubric.	Target Met
Program - Nursing - BSN {2016-2017}	BSN graduates will be able to practice as competent health care professionals.	1.1 (SAO & SLO)	BSN generic Students will successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX- RN).	The BSN graduate's first write NCLEX-RN pass rate shall be no less than 95% of that year's national average as reported by the Institutions of Higher Learning.	All students that graduated successfully completed the NCLEX on the first write. N=63. 100% pass rate.	Target Met
		1.2 (GEO 5.a.)	BSN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	The collective average score that the senior BSN Students will report will be at least "3" or higher on the 0-4 scale used in the AACU Teamwork VALUE Rubric during the NU 449 and NU 465 team project.	NU 465, the Teamwork Value Rubric was completed by 198 participants with an average score of 3.0. Spring students- Benchmark Met NU 449, the Teamwork Value Rubric was completed by 56 participants with an average score of 3.83- Benchmark Met NU 465, the Teamwork Value Rubric was completed by 9 participants with an average score of 3.48. Fall students- Benchmark Met	Target Met
		1.3 (GEO 1.c.)	BSN students will be able to incorporate effective communication techniques to produce a positive professional working relationship.	The average score that the senior BSN Students will receive will be at least "3" or higher on the 0-4 scale used in the AACU Oral Communication VALUE Rubric during the NU 449 formal research presentation.	100% of the students scored a 3 or higher on the oral communication rubric. N=56.	Target Met
Program - Nursing Practice - DNP {2016-2017}	Produce clinical scholars who are committed to lifelong learning, ongoing leadership, and the improvement of healthcare delivery in the local community,	3.1 (SAO & SLO)	Provide leadership in the analysis, development, and implementation of health care policy on local, regional, national, and global levels.	At least 70% of all DNP students will submit a scholarly work (eg. poster, podium, publication, etc.) to a state, regional, national, or international journal or conference during their plan of study.	At the time of reporting, 0% of graduating DNP students have submitted a scholarly work to a state, regional, national, or international journal or conference during their plan of study.	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Nursing Practice - DNP {2016-2017}	Mississippi, in the United States, and across the globe.	3.1 (SAO & SLO)	Provide leadership in the analysis, development, and implementation of health care policy on local, regional, national, and global levels.	At least 70% of all DNP students will submit a scholarly work (eg. poster, podium, publication, etc.) to a state, regional, national, or international journal or conference during their plan of study.	At the time of reporting, 0% of graduating DNP students have submitted a scholarly work to a state, regional, national, or international journal or conference during their plan of study.	Target Not Met
	Produce Nurse Practitioner leaders who will utilize the theoretical and scientific underpinnings for nurse practitioner practice to provide acute and chronic health care that is ethical, safe, evidence-based, culturally sensitive, interdisciplinary, technically sagacious, and appropriate for a diverse range of individuals and aggregates.	1.1 (SAO & SLO)	Practice at the highest level of advanced practice nursing through integration of knowledge from nursing, science, ethics, and the biophysical, analytical, and organizational sciences.	100% of DNP students are successful in passing FNP Certification exam (either ANCC or AANPCP) during the program (Post BSN to DNP) or prior to entry into the program students hold a national certification as an APRN (MSN to DNP).	No students post BSN to DNP were admitted; no data collected	Inconclusive
		1.2 (RO & SLO)	Synthesize theoretical, philosophical, ethical, and empirical knowledge to develop therapeutic interventions in complex health systems.	At least 90% who complete the DNP program will have completed a faculty approved research/evidence based DNP project with minimum grade of B according to the project guidelines.	100% of DNP students slated to graduate May 2018 have completed their faculty approved research/evidence based DNP project with a minimum grade of B. All five students made an A.	Target Met
Program - Nutrition and Health - Minor {2016-2017}	Students will gain an appropriate understanding of basic nutrition principles and be able to apply them across all stages of the life cycle and disease states.	1.1 (GEO 3.a.)	Students will successfully calculate a person's nutritional needs.	FN 345 students will average a score of at least a 3 on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations to estimate a person's nutritional needs.	No students in this course were declared Nutrition and Health minors; however, this course is a requirement for other majors. Of the 7 students in the course, 6 (86%) scored at least a 3 on the VALUE rubric from calculations from Test 1 and 2. The average score was a 3.2. See attached document for complete breakdown of scores.	Target Met
		1.2 (SLO)	Students will be able to	70% of FN 225 students will	No students in this course are declared	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (SLO)	critically analyze a research article to stay up-to-date with emerging health trends.	successfully complete the assignment with at least an 80% proficiency.	Nutrition and Health minors, but this is a required course for other majors. Of the 140 students assessed in all 4 sections (online and face-to-face) in the 2017-18 academic year, 92% were able to complete the article analysis assignment with at least an 80% proficiency. See attached document for complete list of scores.	Target Met
		1.3 (SLO)	Students will evaluate individuals' nutrient intake in comparison to recommended requirements.	75% of students will successfully complete the assignment with at least an 85% proficiency.	Of the 33 students enrolled in FN/KIN 247 in Fall 2018, 27 (81.8%) were successful in completing an assignment comparing their nutrient intake to recommendations with at least an 85% proficiency.	Target Met
Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	A philosophy student will display knowledge of the subject matter and basic themes specific to philosophy.	2.1 (SLO)	The student will exhibit knowledge of the basic themes and ideas specific to the domain of philosophy covered in a given course.	The average score of the philosophy minors in each course included in the sample will be 85% (grade of B) or higher on the basic subject matter assignment.	As there were only three philosophy minors who took courses during the 2017-2018 academic year, a pool of three final or last exams, one per student was evaluated. These exams assessed student understanding of the subject matter of the course. The average score was 91% on the sample of exams from the philosophy minors for both fall and spring.	Target Met
		2.1 (SLO)	The student will exhibit knowledge of the basic themes and ideas specific to the domain of philosophy covered in a given course.	The average score of the students in each course included in the sample will be 75% (grade of C) or higher on the basic subject matter assignment.	<p>A sample of student scores on exams or assignments was compiled from philosophy classes. These exams or assignments assessed student understanding of the subject matter of the course. The average score was 90% on the sample of exams.</p> <p>Rubric/Grade Conersion: 4=100%; 3=90%; 2=75%</p> <p>Fall 2017 PHL 205: Journal (5 Students) - 3.5; 2.9; 2.8; 3.8; 3.8 PHL 202: Exam (5 Students) - 3.5; 3.7; 3.6; 3.1; 3.4 PHL 465: Final (5 Students) - 3.5; 3.9; 4; 3.4; 3 Fall 2017 Average Score: 51.9/15= 3.46</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.1 (SLO)	The student will exhibit knowledge of the basic themes and ideas specific to the domain of philosophy covered in a given course.	The average score of the students in each course included in the sample will be 75% (grade of C) or higher on the basic subject matter assignment.	<p>Spring 2018 PHL 205: Exam (10 Students) - 3; 4; 3.1; 3.8; 3.8; 2; 3.9; 3.8; 2.2; 4 PHL 201: Exam (5 Students) - 2.3; 3.1; 2.6; 3.4; 3 PHL 307: Exam (5 Students) - 3.2; 3.7; 3; 2.5; 3.6 Spring 2018 Average Score: 64/20= 3.2</p> <p>Total Average Score: 3.46+3.2=6.66/2= 3.33 = 90%</p>	Target Met
	Philosophy students will learn and apply critical thinking and philosophical reasoning skills.	1.1 (GEO 1.b.)	The student will be able to critically analyze the arguments and viewpoints of him or herself and others.	The average score of philosophy minors will be a '3' on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment in any philosophy course.	For all students who minor in philosophy, an exam or writing assignment with an argument identification or evaluation component was selected for assessment using the AAC&U Critical Thinking Rubric. During the 2017-2018 academic year, there were three philosophy minors who took philosophy courses. Fall 2017: PHL 204 (2 students: 3.8 & 3.3); Spring 2018: PHL 204 (1 student: 2.9). The average score on the argument identification/evaluation assignment by philosophy minors was a 3.225.	Target Met
		1.1 (GEO 1.b.)	The student will be able to critically analyze the arguments and viewpoints of him or herself and others.	The average score of students in a philosophy course will be a '3' on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment.	<p>For all philosophy courses, an exam or writing assignment with an argument identification or evaluation component was selected for assessment using the AAC&U Critical Thinking Rubric. Five exams or written assignments were randomly selected from the student pool in every course section. A total of 55 assignments from 11 sections in Fall 2017 of philosophy and across all course levels (200- to 400- level) were assessed using the AAC&U Critical Thinking Rubric. Out of the 11 sections of philosophy, only two course sections in Fall 2017 scored below a 3.0. The average score across all 11 sections in Fall 2017 was a 3.3964.</p> <p>For Spring 2018, 7 courses were evaluated using the critical thinking rubric for assignments from a sampling of 35 students. The total average score is</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (GEO 1.b.)	The student will be able to critically analyze the arguments and viewpoints of him or herself and others.	The average score of students in a philosophy course will be a '3' on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment.	3.1057. The total average score for 2017-2018 academic year is 3.251.	Target Met
		1.2 (SLO)	The student of ethics will be able to solve an ethical dilemma using logical reasoning.	The average score of philosophy minors who take an ethics course will be a '3' on the 0-4 scale used in the AAC&U Ethical Reasoning VALUE Rubric on the ethical dilemma assignment.	There were 3 philosophy minors who took ethics courses during the 2017-2018 academic year. Fall 2017 (PHL 204): 2 Minors scored 3.8 and 3.3 - Average Score of 3.6 Spring 2018 (PHL 204): 1 Minor scored 3.6 - Average Score 3.6 Total Average for 17-18 AY = 3.56, rounded to 3.6	Target Met
		1.2 (SLO)	The student of ethics will be able to solve an ethical dilemma using logical reasoning.	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.	For all ethics courses offered during the 2017-2018 academic year, an exam or writing assignment with a component that involves the evaluation of an ethical dilemma using the tools of logic and ethical reasoning was selected for assessment using the AAC&U Ethical Reasoning VALUE Rubric. There were a total of six ethics courses assessed. Five exams or written assignments were randomly selected from the student pool in every course section. Fall 2017 (PHL 204, PHL 206, PHL 307, PHL 465): 25 Total Students; 22 Students Met Target Average Score = 3.2 Spring 2018 (PHL 204, PHL 307): 10 Total Students; 8 Students Met Target Average Score = 3.1 Total Average Score for 17-18 AY = 3.15, rounded to 3.2	Target Met
Program - Physical Sciences (including Secondary Education Certification) - BS {2016-	Students will develop a strong knowledge base in physical sciences and	1.2 (SLO)	In PS 313, students will successfully apply different pedagogical methods in the	90% of PS 313 students evaluated in the program will score at least an "80" on the 0-114 scale used in the Science Unit Plan Scoring Rubric	No students enrolled for this academic year. Therefore, no students took the Science Unit Plan.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
2017}	education.	1.2 (SLO)	teaching of science.	(placed in documents folder) in developing a Science Unit Plan.	No students enrolled for this academic year. Therefor, no students took the Science Unit Plan.	Inconclusive
	Students will develop classroom management skills.	4.1 (GEO 1.b.)	Students will demonstrate various management techniques for the classroom.	PS 313 students evaluated in the program will evaluate a webinar in relevance to classroom management and average a score of at least a "3" on the 0 – 4 used in the AAC&U Critical Thinking Value Rubric in an evaluation of the webinar.	No students enrolled for this academic year. Therefor, no students took the classroom management webinar.	Inconclusive
	Students will develop practical skills.	2.1 (GEO 1.b.)	Students will successfully analyze and test standard experimental methods and suggest improvements.	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.	No students enrolled for this academic year. Therefor, no students took the took the experimental procedure critique.	Inconclusive
		2.2 (GEO 1.b.)	Students will successfully select techniques, apparatus and materials in the designing of experiments.	PS 313 students will average a score of at least a "3" on the 0 - 4 scale used in the AAC&U Critical Thinking Value Rubric in designing an experimental procedure in BSB 304 Research Methods.	No students enrolled for this academic year. Therefor, no students took the designed the experimental procedure.	Inconclusive
	Students will develop skills in lab safety.	3.1 (SLO)	Students will successfully research safety aspects and first aid protocol in a chemistry lab.	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.	No students enrolled for this academic year. Therefor, no students took the safety and welfare module.	Inconclusive
Program - Physical Theatre (including Certificate) - MFA {2016-2017}	To provide high quality and educationally valid classroom instruction in the art and practice	1.1 (SLO)	First year students will increase level of technical performance skills (acting, voice,	75% of students are expected to perform at Journeyman level on the departmental rubric by the end of year one.	We did not accept a new Cohort for Fall 2017, and therefore do not have any "First Year Students" to evaluate. No data collected.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Physical Theatre (including Certificate) - MFA {2016-2017}	of physical theatre for the "First Year" students of each Cohort.	1.1 (SLO)	movement, and music).	75% of students are expected to perform at Journeyman level on the departmental rubric by the end of year one.	We did not accept a new Cohort for Fall 2017, and therefore do not have any "First Year Students" to evaluate. No data collected.	Inconclusive
		1.2 (SLO)	First year students will create and perform original dramatic works in the form of solo and ensemble projects with a balance in both form and content.	75% of students should show proficiency at the Journeyman level on the departmental rubric by end of the first year.	We did not accept a new Cohort for Fall 2017, and therefore do not have any "First Year Students" to evaluate. No data collected.	Inconclusive
		1.3 (SLO)	First year students will increase/develop a strong work ethic. Students are expected to perform assigned tasks with diligence, reliability, and punctuality.	80% of students will meet professional standard on the departmental rubric by end of first year.	We did not accept a new Cohort for Fall 2017, and therefore do not have any "First Year Students" to evaluate. No data collected.	Inconclusive
	To provide high quality and educationally valid classroom instruction in the art and practice of physical theatre for the "Second Year" students of each Cohort.	2.1 (SLO)	Second year students will increase level of technical performance skills (acting, voice, movement, music).	70% of students are expected to perform at Mastery level on the departmental rubric by the end of the second year of course work.	75% of the students met this goal (6 students were judged to be at Mastery Level in the courses attached to this goal. 2 students remain at the Journeyman level.	Target Met
		2.2 (SLO)	Second year students will create and perform original dramatic works in the form of solo and ensemble projects with a balance in both form and content.	70% of students should show proficiency at the Mastery level on the departmental rubric by end of the second year of course work.	75% of the students met the goal.(6 students were judged to be at Mastery Level in the courses attached to this goal. 2 students remain at the Journeyman level.)	Target Met
		2.3 (SLO)	Second year students will increase/develop a Strong Work Ethic. Students are expected to perform assigned tasks with diligence, reliability, and punctuality.	85% of students will meet professional standard on the departmental rubric by end of the second year of course work.	100% of the students met this goal. All students were judged to be at the Mastery level for this goal.	Target Met
		2.4 (SLO)	Second year students will demonstrate	60% of students enrolled in degree program will be conversant and	62% of the students met the goal. (5 students were judged to be at Mastery	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.4 (SLO)	Contextualize Practice, the ability to situate current practice in a historical and cultural framework.	articulate at the Mastery Level on the departmental rubric at end of Year Two.	Level in the courses attached to this goal. 3 students remain at the Journeyman level.)	Target Met
Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	Develop students' critical thinking skills to explain issues, use evidence, understand influence and context of assumptions, position, and conclusion in analyzing sources and making arguments.	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	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.	<p>Evidence for both the Critical Thinking and Written Communication Rubrics is drawn from eleven student "Global Comparison" essay submissions in POL 390 Southern Politics in Spring 2018 (see below for assignment details). The average Critical Thinking score across categories for this rubric was 3.4, so our target was met and our outcomes improved from last year's score of 3.1.</p> <p>Student averages on all dimensions of the Critical Thinking Value Rubrics were above the target score of three. However, four of the eleven students were at or below an overall score of 15, indicating that they are barely meeting or are failing to meet our goal of three in each dimension of the rubrics. Overall scores were lowest in the "Context and Assumptions" dimension, and this was true for these four students as well. Last year, the student's critical engagement with sources was below the level three target. This year, the average score was 3.6. This was accomplished by scaffolding assignments so that students first submitted a literature review, then received feedback and instructions for improvement before moving on to complete the Global Comparison essay. See below for assignment details.</p> <p>Assignment Used for Written Communication and Critical Thinking Assessment: Global Comparison (POL 390 Southern Politics) This is a mid-length, 5-6 page essay drawing connections between the aspect of Southern politics you researched for</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	Develop students' critical thinking skills to explain issues, use evidence, understand influence and context of assumptions, position, and conclusion in analyzing sources and making arguments.	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	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.	<p>the literature review* and politics outside the United States. You are not required to use new sources on Southern politics; they can be pulled directly from the lit. review; however, feedback on the literature review should be used to improve your discussion of the state of knowledge about the aspect Southern politics you are comparing. You should have at least five sources (at least three being academic sources) on the region/state/province with which you are comparing the South. In the essay, make an argument comparing some political phenomenon in the US South to politics in the area chosen, summarize the state of scholarly literature on this phenomenon in each place, and present a tentative argument about what we might learn from similarities—how some political phenomenon works or the policies needed to address problems, for example—and acknowledge differences between the cases and scholarly methods that may complicate comparison.</p> <p>* Literature Review This is a mid-length, 5-6 page essay and an annotated bibliography providing a review of the literature on a particular aspect of Southern politics. You may use one of your discussion profiles as a jumping-off point or choose a wholly new area, as long as I approve the topic (don't fret; I just want to make sure it's do-able). You will need to complete an annotated bibliography of at least 10 academic sources (at least seven of which must be peer-reviewed journal articles). From there, following feedback, you will write an essay that explains the subject the authors are seeking to understand, identify major approaches and their points of agreement and disagreement in the</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	Develop students' critical thinking skills to explain issues, use evidence, understand influence and context of assumptions, position, and conclusion in analyzing sources and making arguments.	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	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.	literature, and make an argument that either a) policy or institutions should change to reflect the knowledge produced in the literature or b) scholars studying this subject need to address an un(der)studied aspect of the phenomena, consider new evidence, adopt new methods, etc. to improve the state of knowledge in this field of study.	Target Met
	Students will demonstrate the ability to make a difference in the civic life of communities by showing evidence of the necessary knowledge, skills, values, and motivation to make that difference.	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	The overall average score for students in completing the Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	This course was not offered in the academic year as we are revising the Political Science curriculum. While in August we thought this class would be a required part of the course rotation in the major, since then the faculty have reconsidered. Currently, we are on hold as we try to figure out whether this assessment can be moved to a class that will be taught annually.	Inconclusive
	Students will develop effective written communication skills.	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 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.	Evidence for both the Critical Thinking and Written Communication Rubrics is drawn from eleven student "Global Comparison" essay submissions in POL 390 Southern Politics in Spring 2018 (see below for assignment details). The average Written Communication Rubric score across categories for this rubric was 3.5, so our target was met and our outcomes improved from last year's score of 3.3. Student averages on all dimensions of the Written Communication Value Rubrics were above the target score of three, and only two students scored below an overall score of 15. However, the average score was barely above 3 (at 3.09) for content development. Assignment Used for Written Communication and Critical Thinking	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Students will develop effective written communication skills.	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 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.	<p>Assessment: Global Comparison (POL 390 Southern Politics)</p> <p>This is a mid-length, 5-6 page essay drawing connections between the aspect of Southern politics you researched for the literature review* and politics outside the United States. You are not required to use new sources on Southern politics; they can be pulled directly from the lit. review; however, feedback on the literature review should be used to improve your discussion of the state of knowledge about the aspect Southern politics you are comparing. You should have at least five sources (at least three being academic sources) on the region/state/province with which you are comparing the South. In the essay, make an argument comparing some political phenomenon in the US South to politics in the area chosen, summarize the state of scholarly literature on this phenomenon in each place, and present a tentative argument about what we might learn from similarities—how some political phenomenon works or the policies needed to address problems, for example—and acknowledge differences between the cases and scholarly methods that may complicate comparison.</p>	Target Met
		2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	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.	<p>Evidence for the Oral Communication Rubrics is drawn from eleven student “Roundtable Discussion” evaluations in POL 390 Southern Politics in Spring 2018 (see below for assignment details). The average Oral Communication score across categories for this rubric was 3.6, so our target of three was met. Last year, we did not assess the oral communication skills developed by our students.</p> <p>Student averages on all dimensions of the Critical Thinking Value Rubrics were</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	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.	<p>above the target score of three. In addition, only one of the eleven students was at or below an overall score of 15, indicating that they are barely meeting or are failing to meet our goal of three in each dimension of the rubrics. This lone student's scores were an outlier, and do not suggest areas for systematic improvement. Overall scores were lowest in the "Supporting Material" dimension, and this is where we will focus our efforts.</p> <p>Assignment Used for Oral Communication Assessment: Roundtable Discussion</p> <p>In lieu of a final exam, you will work in assigned groups to conduct academic conference-style, roundtable discussions on a particular aspect of politics in the US South. The number and size of roundtables will depend upon the number of students enrolled and the "fit" of literature reviews and global comparisons produced by the class. Each member of a group will read two of their team members' literature reviews and global comparisons, submitting a one page summary and list of three questions for each team member's work. Working from these summaries and initial questions, groups will collaborate to compile a list of themed questions for the "presenters," with at least three questions specific to each of the presenters and three general questions for the panel. On the day of the roundtable, which will be open to campus members, one person from each group will act as their group's discussant, asking the prepared questions and following-up on responses from their teammates.</p>	Target Met
Program - Psychology (including Minor) - BA	Psychology students will be prepared for	2.1 (SLO)	Upon completion of the program,	The average, overall Psychology ACAT score for a sample of	The Psychology ACAT was not administered this spring due to a	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
{2016-2017}	graduate study and entry-level employment in the discipline.	2.1 (SLO)	psychology majors will demonstrate a fundamental understanding of psychological science.	graduating seniors in psychology will fall no more than 1 standard deviation below the national average.	personal emergency that prevented its scheduling.	Inconclusive
	Psychology students will communicate effectively.	1.1 (GEO 1.c.)	Psychology students will demonstrate effective written communication skills.	The average score of PSY 455 students on an APA style paper will be at least a 3.5 on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric.	Average score on the AAC&U Written Communication VALUE Rubric was 3.2.	Target Not Met
		1.2 (GEO 1.c.)	Psychology students will demonstrate effective oral communication skills.	The average score of PSY 455 students on an oral presentation of original, empirical research will be at least a 3.5 on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric.	The average score on the AAC&U Oral Communication VALUE Rubric was 3.6 in PSY 455.	Target Met
Program - Public Health - MPH {2016-2017}	Students graduating from this program will be able to assess individual and group health education and promotion needs.	2.1 (SLO)	Students will be able to identify needs, resources, and capacity to determine needs for health education/promotion based on assessment findings.	75% of students in the comprehensive exam will score at least at least a 84% on comprehensive exam questions related to Area 1 competencies in the comprehensive exam.	Eight students took the comprehensive exam. Total of Area 1 Scores from lowest to highest: were 59%, 74%, 77%, 77%, 81%, 82%, 88%, 91% Therefore, (8/6=.75) 75% students scored at least 75%.	Target Met
	Students graduating from this program will be able to develop a research plan for health education/promotion.	1.1 (SLO)	Students will be able to create a valuable statement of purpose.	The average score of HED 511 students assessed will be a 2 or higher for the statement of purpose component of the HED 511 Rubric.	Ten students were enrolled in HED 511 during the 2017-2018 reporting period. All of the students except for one met or exceed the target without extensive rewrites. Scores: 5,5,5,4,4,4,4,3,3,0 (Total Average = 3.7)	Target Met
		1.2 (SLO)	Students will be able to develop clear research questions and hypotheses.	The average score of HED 511 students assessed will be a 2 or higher for the research questions or hypotheses component of the HED 511 Rubric.	Overall the target was met. Ten students enrolled in this course during the recording period (2017-2018). One students did not meet the target without extensive rewrites. The initial scores were: 20, 20, 20, 12, 12, 12, 12, 6, 6, 0. Avg score: 24; the mode is 12.	Target Met
Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	Students graduating from this program demonstrate the ability to plan and develop effective health programs.	1.1 (SLO)	Students will be able to create a program using the health behavior model.	The average score of HED 450 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the health behavior model component on the Health Program assignment.	Summer 2017 (n=9) 100% of students developed a health program for which they will use a health behavior model. 44% (n=4) met target, 56% (n=5)below target. Fall 17 (n=19) 100% of students developed a health program for which	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	Students graduating from this program demonstrate the ability to plan and develop effective health programs.	1.1 (SLO)	Students will be able to create a program using the health behavior model.	The average score of HED 450 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the health behavior model component on the Health Program assignment.	they will use a health behavior model. 58% (n=11) met target, 42% (n=8) exceed target. Spring 2018 (n=33) 100% of students developed a health program for which they will use a health behavior model. 21% (n=7) below target, 61% (n=20) met target, 18% (n=6) exceed target.	Target Met
		1.2 (SLO)	Students will apply the basic public health sciences in planning, implementing, and evaluation health programs.	The average score of HED 450 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for applying the basic public health sciences in planning, implementing, and evaluation health programs component on the Health Program assignment.	Summer 2017 (n=9) 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 55% (n=5) below target, 44% (n=4) met target. Fall 17 (n=19) 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 58% (n=11) Met Target, 42% (n=8) exceed target. Spring 2018 (n=33). 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 21% Below target (n=7), 61% met target (n=20), 18% exceed target (n=6).	Target Met
	Students graduating from this program will demonstrate the ability to identify and describe possible careers currently available within Public Health Education.	3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	The average score of HED 250 students assessed will be 2 on the AAC&U Oral Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in oral form for the careers available in Public Health Education.	Summer 17 (n=10) 90% of of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 90% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 7 students scored a 3, 2 students scored a 2 and 1 student scored a 1. Fall 17 (n=35) 91.4% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 91.4% scored a 2 or higher using the AAC&U Oral Communications Value	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Students graduating from this program will demonstrate the ability to identify and describe possible careers currently available within Public Health Education.	3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	The average score of HED 250 students assessed will be 2 on the AAC&U Oral Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in oral form for the careers available in Public Health Education.	<p>Rubric. 18 students scored a 3, 14 students scored a 2, and 3 students scored a 1.</p> <p>Spring'18 (n=34) 88.2% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 88.2% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 17 students scored a 3, 13 students scored a 2, and 4 students scored a 1.</p> <p>Total Average - 2.43 The Overall average score was higher than 2 on the rubric.</p>	Target Met
		3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	The average score of HED 250 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in written and visual forms for the careers available in Public Health Education.	<p>Summer 17 (n=10) 70% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 70% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 4 students scored a 3, 3 students scored a 2, and 3 students scored a 1.</p> <p>Fall 17 (n=35) 71.4% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 71.4% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 12 students scored a 3, 13 students scored a 2, and 10 students scored a 1.</p> <p>Spring'18 (n=34) 67.6% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 67.6% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 10</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	The average score of HED 250 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in written and visual forms for the careers available in Public Health Education.	students scored a 3, 13 students scored a 2, and 11 students scored a 1. Total Average - 2.03	Target Met
		3.2 (SLO)	Students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education.	The average score of HED 250 students assessed will be 70% or better on the HED 250 Course Rubric for the component of the ability to locate, via online resources, jobs available within the field of public health education.	<p>Summer 17 (n=10) 100% of students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed by a HED 250 Course Rubric, in which students will either be below target (Below 69%), meet target (70-79%), exceed target (80-100%). 60% exceeded target (n=6), 40% met target (n=4).</p> <p>Fall 17 (n=35) 91.4% of students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed by a HED 250 Course Rubric, in which students will either be below target (Below 69%), meet target (70-79%), exceed target (80-100%). 48.6% (n=17) exceeded target, 46.9% (n=16) met target, 8.6% (n=2) below target.</p> <p>Spring 18 (n=34) 82.4% of students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed by a HED 250 Course Rubric, in which students will either be below target (Below 69%), meet target (70-79%), exceed target (80-100%). 55.9% (n=19) exceeded target, 26.5% (n=9) met target, 17.6% (n=6) below target.</p> <p>Total Average - 192/79 = 2.43</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Reading/Literacy (including Certificate) - ME {2016-2017}	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1).	1.1 (SAO & SLO)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and presenting a professional development workshop based on school data.	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and presenting a professional development workshop based on school data by scoring an "Acceptable" on the Professional Development Rubric in ED 599, Internship in Reading Literacy.	The assessment coordinator for this academic program was a departing faculty member who erroneously reported data on the wrong course. ED 599 was not taught in the 2017-2018 AY. (See data below) ---- "Student 1, 5; Student 2, 5; Student 3, 5; Student 4, 5. All students scored 5 of 5 (Excellent) on the assessment." ----	Inconclusive
	Candidates demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards for P-12 learners (Council of Accreditation for Educator Preparation, CAEP 1.4).	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by developing a reading program specific to the needs of the school.	Candidates will be able to demonstrate skills a commitment to creating supportive environments that afford all students access to rigorous college and career-supportive environments by developing a reading program specific to the needs of the school by scoring an average of 86% or above on the Reading Program Rubric in ED 599, Internship in Reading Literacy.	ED 599 was not offered during the assessment period.	Inconclusive
	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced (Council of Accreditation for Educator Preparation, CAEP 1.1).	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of reading literacy.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of reading literacy by scoring an average of 86% or higher on the Research Project Rubric in ED 500, Educational Research.	Student 1 138/150; Student 2 138/150 Both students scored an average of 92% on the assessment.	Target Met
Program - Religious Studies - Minor {2016-2017}	Religious studies minors will demonstrate the	2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge	No classes were taught in 2017-2018 that involved direct analysis of one or more texts from a particular world religion on	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Religious Studies - Minor {2016-2017}	ability to use religious studies methods and concepts in analyzing specific religious texts.	2.1 (GEO 2.a.)	to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	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.	an Exam.	Inconclusive
		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.	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.	Two (2) Religious Studies minors in HIS/REL 331 Medieval Christianity (Spring 2018) scored 3 (3.4) on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition (Christianity) on the Mid-Term Essay.	Target Met
	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of world religions.	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.	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.	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2018) scored an average of 3.5 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze the history, basic beliefs, and characteristic practices of a particular world religion (Hinduism or Buddhism) on the Mid-Term Exam. (One student scored 4 and one student scored 3.)	Target Met
		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.	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.	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2018) scored an average of 3.5 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze the history, basic beliefs, and characteristic practices of a particular world religion (Judaism) on the Mid-Term Essay. (One student scored 4 and one student scored 3.)	Target Met
		1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts	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	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2017) scored an average of 3 (3.7) on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (GEO 2.b.)	in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Exam.	religious studies methods and concepts to analyze and compare the history, basic beliefs, and characteristic practices of at least two world religions (Christianity and Islam) on their final exam. (One student scored 3.3 and one student scored 4.)	Target Met
		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.	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.	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2018) scored an average of 3.5 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze and compare the history, basic beliefs, and characteristic practices of at least two world religions (one they explored through a field experience compared with any others we have studied) in their Mid-Term Essay. (One student scored 4 and one student scored 3.)	Target Met
	Religious studies minors will report that they have achieved the content goals of the minor by the time of completion.	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.	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.	A written Exit Survey using a five-point scale on each of five questions was given to the one religious studies minor who graduated in 2017-2018 (spring 2018). On a scale from 1 (Very Dissatisfied) to 5 (Very Satisfied), the student assigned a 4 or 5 for how satisfied she was with what she learned in each area: basic concepts and methods in the field of religious studies, religion as a broad human phenomenon (what religion is and what it means to be religious), the history of world religions, contemporary expressions of world religions, and similarities and differences between religious traditions.	Target Met
Program - Secondary Teacher Education - MAT {2016-2017}	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation,	1.1 (SAO & SLO)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by successful completion of the Internship.	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by scoring on average a 2 (Acceptable) or above on the Teacher Intern Assessment Instrument in ED 566, Internship is MAT.	Student 1 2.0; Student 2 3.0. Candidates both met the target; however, the ATAI was not used, but rather the TIAI.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Secondary Teacher Education - MAT {2016-2017}	CAEP 1.1).	1.1 (SAO & SLO)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by successful completion of the Internship.	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by scoring on average a 2 (Acceptable) or above on the Teacher Intern Assessment Instrument in ED 566, Internship is MAT.	Student 1 2.0; Student 2 3.0. Candidates both met the target; however, the ATAI was not used, but rather the TIAI.	Target Met
	Candidates demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards (Council of Accreditation for Educator Preparation, CAEP 1.4).	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by developing a teaching unit.	Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by developing a reading program specific to the needs of the school by scoring an average of 2 or above on the Teaching Unit Rubric in ED 566, Internship in MAT.	Student 1 2/3; Student 2 3/3 Students were evaluated as acceptable or safe to practice rather than as a percentage.	Target Met
	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced (Council of Accreditation for Educator Preparation, CAEP 1.1).	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in their area of expertise.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in their area of expertise.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in their area of expertise by scoring an average of 86% or higher on the Research Project Rubric in ED 500, Educational Research.	No candidates were enrolled in ED 500 during the assessment cycle.
Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	Students will be able to understand the meaning of simple cultural readings and advertisements and draw cultural comparisons between Hispanic cultures and	2.1 (GEO 2.c.)	Cultural Knowledge: Students will explore issues related to Hispanic cultures at a basic level. Students will have an awareness of cultural differences and be able to make	The average score of students on the cultural relevance assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	See attached descriptions below. In general terms: At the 101 level students investigated a country and presented information to the class, including its location in relation to other countries, cultural icons/stars, basic information about the government.	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	their own.	2.1 (GEO 2.c.)	comparisons between Hispanic cultures and their own.	The average score of students on the cultural relevance assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	<p>45/46 projects by students assessed were satisfactory, although they remained at the Benchmark level in that they demonstrated a surface level understanding of differences, earning a score of 1 on the rubric. At the 101 level, this is normal and to be expected. 1 of the projects earned a 0 on the intercultural knowledge and competence rubric.</p> <p>At the 102 level students prepared recipes in Spanish. They learned about the different measurements used in Spain and LA in addition to the types of regional cuisine. Much like the 101 students, the 102 students were at the benchmark level for intercultural awareness. Again, this is to be expected. Only 1 of the 38 students assessed earned a 0 on the intercultural knowledge and competence rubric.</p> <p>In 201 students researched a cultural event in a Spanish-speaking country and presented it to the class. Of the 20 projects assessed, 18 were satisfactory and earned a 2 on the rubric, although they did not reach the benchmark of 3 on the Intercultural knowledge and competence rubric. 18 students progressed to a partial understanding of cultural differences, but always from the point of view of their own worldview, reaching milestone 2 on the rubric. The 2 that were not satisfactory earned a benchmark level score of 1 on the rubric.</p> <p>In 202 students prepared presentations based on a component of Hispanic culture of interest to them. They were able to draw from the areas of Music, Indigenous Cultures, Sports & leisure and the Environment. Of the 18 projects assessed, 14 earned a 2 on the rubric for intercultural competence and</p>	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	Students will be able to understand the meaning of simple cultural readings and advertisements and draw cultural comparisons between Hispanic cultures and their own.	2.1 (GEO 2.c.)	Cultural Knowledge: Students will explore issues related to Hispanic cultures at a basic level. Students will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	The average score of students on the cultural relevance assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	knowledge. The 4 that did not earn a 2 on the rubric struggled to understand the differences in verbal communication as well as different cultural practices. They earned a 1 on the rubric.	Target Not Met
		2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	The average score of students on the Cultural Differences Capstone Assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	Students prepared an assignment on a cultural event/area related to Spanish-speaking world. Topics were chosen in consultation with professor and worked on throughout last third of semester. Presentations were made to the class. Part of the students' grades were based on their own presentation and on their response to the presentations by others (in the form of questions or comments). This facilitated an awareness of the differences among Spanish speakers from different countries and regions. With the presentations, students did not progress to level 3 on the Intercultural Competence and Awareness Rubric. As stated earlier, this seems to be too lofty a goal for students coming to the end of 4 semesters of language. 14 students earned a 2 on the rubric 4 students remained at the benchmark level, earning a 1. Total Average - 1.78 = 2	Target Not Met
	Upon completion of FLS 202, students will be able to express themselves in written and oral forms in Spanish based on topics related to their personal and academic lives.	1.1 (GEO 1.c.)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce forms.	The average score of students on the written assignment will be a 2 or higher on the scale 0-4 from the AAC&U Writing Communication Value Rubric on the control of syntax and mechanics evaluation of this assignment.	The majority of the students were able to prepare a composition that was comprehensible, although some struggled with sentence formation, grammar and vocabulary to such an extent that parts of the written assignment were difficult, if not impossible to understand. Of the students assessed, 74 scored a 2 on the AAC&U Writing Communication Value Rubric; there were not any that scored	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Upon completion of FLS 202, students will be able to express themselves in written and oral forms in Spanish based on topics related to their personal and academic lives.	1.1 (GEO 1.c.)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce forms.	The average score of students on the written assignment will be a 2 or higher on the scale 0-4 from the AAC&U Writing Communication Value Rubric on the control of syntax and mechanics evaluation of this assignment.	higher than a 2 due to the fact that they are writing in Spanish. 7 students scored a 1 on the Writing Communication Rubric. Total Average - 1.91 = 2	Target Met
		1.2 (GEO 1.c.)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with a reasonably accurate pronunciation on topics related to their personal and academic lives (family, classes, daily activities, leisure activities, etc.)	The average score of students on the oral assignment will be a 2 or higher on the scale of 0-4 from the use of Language as described by AAC&U Oral Communication Rubric.	Of the 122 students assessed, 116 met the target and were able to produce sentences in response to questions with some accuracy. Of the 116 who met the target, all 116 scored a 2 on the Oral Communication Rubric. The remaining 6 students scored a 1 on the Oral Communication Rubric. Total Average - 1.95 = 2	Target Met
Program - Speech Language Pathology - BS {2016-2017}	SLP undergraduates will develop an ability to integrate principles of speech-language pathology with principles of clinical practice.	1.1 (GEO 1.c.)	SLP seniors will apply knowledge of communication development and disorders to the treatment of children with communication disorders.	The average score of students enrolled in SPA 311 will earn at least a "3" on the AAC & U Written Communication VALUE Rubric.	All students successfully completed the articulation treatment plan assignment earning a grade of B or above which converts to a score of at least a "3" using the AAC & U Written Communication VALUE Rubric.	Target Met
		1.2 (SLO)	SLP undergraduate students will observe clinical activities and record aspects of diagnostic evaluations and clinical treatment.	100% of speech-language undergraduate students will successfully observe clinical activities and apply knowledge with the appropriate documentation approved by academic and clinical instructors.	100% of slp undergraduate students completed clinical observations and Clinical Observation Forms which require analyzing of clinical activity. Reviewed, credited, and verified by program faculty. Documentation for each is on file in the Speech and Hearing Center office. This documentation is required for admittance into graduate study.	Target Met
		1.4 (SLO)	SLP undergraduate students will conduct	No less than 90% of students enrolled in SPA 303 will demonstrate	100% of students enrolled in SPA 303 Audiology were directly observed by the	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.4 (SLO)	and evaluate the outcome of basic hearing screenings.	competency in conducting a basic hearing screening as determined by the course instructor's observation and evaluation.	course instructor while conducting a hearing screening. All students received a "pass" for this competency.	Target Met
Program - Speech Language Pathology - MS {2016-2017}	The speech-language pathology graduate student will demonstrate knowledge of basic communication and swallowing processes and associated disorders.	1.2 (SLO)	SLP graduate students enrolled in SPA 522 Dysphagia will interpret modified barium swallow studies.	100% of students enrolled in SPA 522 will successfully interpret/diagnose swallowing disorders viewed on videofluoroscopy on no less than 3 out of 5 (60%) trials.	100% of students enrolled in SPA 522 Dysphagia correctly interpreted modified barium swallow students to meet this competence.	Target Met
		1.3 (SLO)	Graduate students will correctly administer and interpret an age-appropriate articulation test.	100% of fifth semester graduate students will complete and earn credit for this competency as documented on the Knowledge and Skills Checklist (required for each student) by a clinical educator.	100% of fifth semester graduate students completed the competency of administering an articulation instrument to a client.	Target Met
		1.4 (SLO)	Graduate students will utilize appropriate intervention techniques for articulation impaired children.	100% of fifth semester graduate students will complete and earn credit for pediatric articulation intervention as documented on the Knowledge and Skills Checklist by a certified speech-language pathologist/clinical educator.	100% (13/13 students) successfully completed a pediatric articulation intervention.	Target Met
Program - Theatre - BA {2016-2017}	To provide high quality and educational valid classroom instruction in the art of theatre and in theatre production.	1.1 (SLO)	Students will increase their level of communication skills.	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.	Inconclusive; no transfer students were involved in this year's assessment	Inconclusive
		1.1 (SLO)	Students will increase their level of communication skills.	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.	100% (2 out of 2)of students satisfy the requirements of this assessment. The average score was "Strong Pass". Scoring: The rubric used, based on a system of grading used in assessing performance and fine art, uses three categories of assessment instead of letter or number grades. The three categories (from best to worst) are "Strong Pass", "Weak Pass" and "No	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (SLO)	Students will increase their level of communication skills.	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.	Pass". The average score was "Strong Pass". Scoring Breakdown: Strong Pass: Two Sophomores	Target Met
		1.1 (SLO)	Students will increase their level of communication skills.	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.	100% Proficiency in 2 Sophomores and 2 Graduating Seniors. The cumulative average is 3.5. Score Breakdown: 4: 1 Sophomore 3.5: 1 Sophomore, 1 Senior 3: 1 Senior	Target Met
		1.1 (SLO)	Students will increase their level of communication skills.	Each student is expected to improve upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&U Teamwork VALUE Rubric upon graduation. Proficiency is achieved by a score of "3" or better in all 5 categories.	100 % Proficiency achieved. The cumulative average was 3.5. Score Breakdown: 4: 1 Sophomore 3.6: 1 Senior 3.4; 1 Senior 3: 1 Sophomore	Target Met
	To provide high quality theatrical production opportunities, creative activities, and practical experiences for our students.	2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	100% of graduating students will complete an Internship with a professional theatre company.	Based on final scores in TH 360- Internship, the Avg. Final grade was a score of 97.5 out of 100. Scoring Breakdown: 100: 1 95: 1 100 % (2 out of 2) completed an internship and satisfied the requirements for graduation. One was with a professional theatre company, the other was a student teacher with the Starkville School District.	Target Met
		2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by	75% of Juniors and Seniors in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric.	The cumulative score was 3.15, taking the average of the top scores in three categories for each student. Scoring Breakdown: 2.0: 1 2.3: 1 3.0:	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.1 (GEO 5.a., PO 4.d., SAO)	performing assigned tasks with diligence, reliability, and punctuality.	Proficiency for juniors and seniors is achieved by a score of "3" or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate.	2 3.2: 1 3.7: 1 4.0: 2 75% of students met the target, which is keeping with our new threshold. Also keep in mind that due to the show schedule, students were evaluated for only one show this year.	Target Met
		2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	90% graduating seniors who completed an Internship will receive favorable recommendation from their external internship supervisor.	Based on the final grade of TH 360- Internship, The average Final grade was 96 out of 100 (A+) Scoring Breakdown: 90: 1 95: 2 100: 2 100% of the students successfully completed their internships. Two were even asked back the following summer.	Target Met
		2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	90% of students participating in the Survey will state that their goal upon graduating the Theatre program is to have the skillset to gain employment or a long-term internship in theatre or a related field.	It was an unusually small sample size but the answers to the survey were consistent with past results so for now, we are satisfied that this is an adequate Assessment method (see "Student 1" and "Student 2" attachments for student responses).	Target Met
		2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	It is expected that 60% of freshmen, sophomores and first year transfers participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of "3" in at least 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate.	The cumulative avg. was 3.16, taking the average of the top scores in three categories for each student. Scoring Breakdown: 1.3: 1 2.0: 1 2.3: 1 3.0: 3 3.3: 1 4.0: 5 75% of students met the requirement, which is almost identical to last year.	Target Met
		2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	It is expected that the freshmen, sophomores and first year transfers participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of "3" in at least 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete	The average cumulative score was 3.4 Scoring Breakdown: 2.0: 1 2.5: 1 2.6: 1 2.8: 1 3.5: 1 3.8: 2 4.0: 6 69% of students met the threshold for success in this category.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	Internship and/or graduate.	The average cumulative score was 3.4 Scoring Breakdown: 2.0: 1 2.5: 1 2.6: 1 2.8: 1 3.5: 1 3.8: 2 4.0: 6 69% of students met the threshold for success in this category.	Target Met
		2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	Juniors and Seniors in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency for juniors and seniors is defined by averaging a score of "3" or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate.	That is just below the threshold which, in this case, amount to 1 student. The average was around 2.8, so we find this to be encouraging. Scoring Breakdown: 1.0: 1 1.5: 1 3.0: 2 3.4: 1 3.8: 1 4.0: 1 71% of students met the criteria for success in this category	Target Not Met
		2.2 (SLO & PO 4.d.)	Students will develop an accountable character by demonstrating the ability to manage their own time effectively, as well as work well with others in collaborative projects, and to serve as leaders of peer groups.	60% of Sophomores should demonstrate proficiency in this area. Proficiency for Sophomores is defined as scoring at least a 90 in two categories and no lower than a 80 (B-) in the other two categories on the Creative Project Grading Rubric.	The average score was 88.7, which is above the threshold average of 85. Scoring Breakdown: 68.8: 1 89.5: 1 92.5: 1 94: 1 98.5: 1 80% (4 out of 5) students met the target for this assessment.	Target Met
		2.2 (SLO & PO 4.d.)	Students will develop an accountable character by demonstrating the ability to manage their own time effectively, as well as work well with others in collaborative projects, and to serve as leaders of peer groups.	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.	The average score was 93.2. Scoring breakdown: 97.0%: 1 91.8%: 1 91.0%: 1 100% of students met the target for this assessment. If we add ALL seniors then the result is 85% (6 out of 7).	Target Met
		2.3 (SLO & SAO)	Students will effectively demonstrate their comprehension and developed abilities by	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at least 90% (A-) on the Senior Exit Project Rubric.	The average score is 1000 (A+) Breakdown: 1000 (3 A's): 2	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.3 (SLO & SAO)	synthesizing the sum of their knowledge gleaned in the Theatre curriculum to independently devise a creative piece with a unique point of view.	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at least 90% (A-) on the Senior Exit Project Rubric.	The average score is 1000 (A+) Breakdown: 1000 (3 A's): 2	Target Met
Program - Women's Leadership - MA {2016-2017}	The students will demonstrate their understanding of past and current issues dealing with the status of women as leaders.	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.	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.	In WS 500 and WS 501 this academic year, students completed a total of 12 separate article reviews. I took a sample of one per student from WS 500 and one per student from WS 501. All of the students this year in the gateway classes were unusually skilled writers. One, for whom English is a second language scored a 3.7 on her sample review, but the other five article reviews earned 4s on the Value Rubric for Inquiry and Analysis.	Target Met
		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.	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.	Three students (one accelerated her program to graduate early) finished the MA in Women's Leadership during 2017-18, with all three defending their theses in December of 2017. Two graduated in December, 2017, The first MAWL graduate's thesis was a biography/leadership character analysis of a local state-wide known public servant and educator: "Alma Turner: An Influential W Woman and The Characteristics of Compassionate Leadership." Her committee all recommended A's for the thesis and for her skillful defense. The other December defender also ranked very high on her oral presentations and fielding of questions. Her committee recommended an A for her thesis. Her thesis was based on a large number of interviews of successful women in political life in Mississippi. The title is "Mississippi Women Leaders: Shared Characteristics and Shared Successes." Her committee gave her high marks on her defense, and generally very good comments on her	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	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.	thesis. The May, 2018 graduate completed a professional analysis of the Department of Education at MUW. The title of her thesis is: "Teacher Preparation Programs: A Framework for University Programs To Remain Relevant for the Modern K-12 Classroom," providing not only the clear-eyed experienced vision of a former teacher and administrator, but also the experiences of finishing not only an MS in Education and having the hindsight from the viewpoint of her new MA in WL The faculty committees applied the AAC&U VALUE Rubric on Integrative Learning to all three completed theses. Two graduates scored a perfect 4 on the Integrative Learning VALUE rubric. One scored 3.87 on the rubric.	Target Met
	The students will gain direct leadership experience through observation and interaction with women leaders.	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.	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.	In 2017-18 no student completed WS 510--three students were in their final year, and had already taking WS 510, two were in just in their first semester, and three were progressing slowly, because they needed to be part-time because of their employment situations. A new MA in WL graduate was the intern for NEW Leadership this Year, so we wasted an opportunity for one of our current graduate students to help with this program.	Inconclusive
		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	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.	Since no students took WS 510 this year, there is no data to report	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.1 (SLO)	documents women's lives and experiences.	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.	Since no students took WS 510 this year, there is no data to report	Inconclusive
Program - Women's Studies (including Minor) - BA {2016-2017}	The students, through critical examination, will become cognizant of the status of women in diverse cultural contexts and time periods.	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.6, considerably above the target score. However, individually, two of the essays scored below target: 1.6 and 1.8. I am still encouraged by the relatively high scores of the other 8 students. All of the students are non-minors or non-majors	Target Not Met
		1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors' writing will score an average of at least a 2 (lower milestone level) or higher using the AAC&U VALUE rubric on Critical Thinking.	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.6, considerably above the target score. However, individually, two of the essays scored below target: 1.6 and 1.8. I am still encouraged by the relatively high scores of the other 8 students. All of the students are non-minors or non-majors	Target Not Met
		1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher (mid milestone level) using the AAC&U VALUE rubric on Critical Thinking.	No women's studies minors or majors took WS 200 last summer and we did not offer the course in the spring of 2018	Inconclusive
		1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global,	Women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays,	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (GEO 1.b. & 2.c.)	historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	and Competence.	the overall Rubric average was 2.5, meeting the target score, with one student scoring a perfect 4. However, individually, three of the essays scored below target: 1.8, 1.8, and 1.5. I am still encouraged by the relatively high scores of the other 7 students. All of the students are non-minors or non-majors. This rubric data, therefore, cannot be applied to WS majors or minors.	Inconclusive
		1.3 (SLO)	Senior majors will exhibit at least a proficient level in reading, writing and analytic skills.	90% of senior Women's Studies majors and minors will score at least Proficient in all tested areas on the CLA+ standardized test. This test targets the following areas (which also mirror MUW General Education Requirements): Analysis and Problem Solving; Writing Effectiveness; Scientific and Quantitative Reasoning; Critical Reading and Evaluation, and Critiquing an Argument.	Unfortunately, none of the four graduates analyzed this year either chose not to take or wasn't selected to take the CLA+ test, so there is nothing to analyze.	Inconclusive
	The students, through examining and analyzing primary and secondary sources, will develop an understanding of past and current issues dealing with the status of women.	2.1 (SLO)	Students will exhibit the ability to conduct and record a structured interview of a woman.	By the end of each academic year, at least three new digital oral histories of women interviewed by women's studies majors or minors will be added to University archives for future research. The interview subjects will choose after the completed interview whether or not they wish the recording and written materials to be preserved for future research.	This year an English major who intends to declare a WS minor recruited and trained ten people who collected 14 interviews from the Class of 1968. Two of the interviewers who volunteered were WS minors. All four of the graduating seniors assessed in the internship reflection above have been active Golden Girl interviewers during their time at MUW. All have been accurate in collecting interviewees biographical data. Last year questions on race relations and memories of the racial desegregation of MSCW have been added so that the Golden Girl projects can help provide data also for the ongoing research on Race and desegregation of the W. (see updated interview question sheet). The trainer/recruiter this year completed the 2018 project by making sure all of the digital recordings from this year were uploaded to the Center's data collection	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	The students, through examining and analyzing primary and secondary sources, will develop an understanding of past and current issues dealing with the status of women.	2.1 (SLO)	Students will exhibit the ability to conduct and record a structured interview of a woman.	By the end of each academic year, at least three new digital oral histories of women interviewed by women's studies majors or minors will be added to University archives for future research. The interview subjects will choose after the completed interview whether or not they wish the recording and written materials to be preserved for future research.	files. All of the women interviewed from the class of 1968 signed "Deed of Gift" forms donating the interviews to the W archives.	Target Met
		2.1 (SLO)	Students will exhibit the ability to conduct and record a structured interview of a woman.	By the time they graduate, 100% of Women's Studies minors and majors will successfully conduct and report in writing on at least two structured interviews of at least two women. These interviews will contain specific familial and biographical details, work history, educational history and gender relationship opinions (from the subject).	This year an English major who intends to declare a WS minor recruited and trained ten people who collected 14 interviews from the Class of 1968. Two of the interviewers who volunteered were WS minors. All four of the graduating seniors assessed in the internship reflection above have been active Golden Girl interviewers during their time at MUW. All have been accurate in collecting interviewees biographical data. Last year questions on race relations and memories of the racial desegregation of MSCW have been added so that the Golden Girl projects can help provide data also for the ongoing research on Race and desegregation of the W. (see updated interview question sheet). The trainer/recruiter this year completed the 2018 project by making sure all of the digital recordings from this year were uploaded to the Center's data collection files.	Target Met
		2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments,	A sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS 400 or WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	This year we had 13 papers from even a broader range (six different disciplines cross-listed), four of which were written by declared majors or minors. Using the Critical Thinking Value rubric, the average for all 13 was 3.23, which is just over the overall target of 3, but three of the students scored under a 3, one paper a 0 (for plagiarism) one a 2 and the third paper a 2.4 . (see attached rubric table).	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2 (GEO 4.c. & 1.b.)	and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	A sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS 400 or WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	The target, therefore, was only partially met. The lowest score was a 0, and the highest a 4. Four of the papers were written by women's studies minors or majors. Their average score overall is impressive--3.85 with the lowest score a 3.6 and the highest, a 4. The non-majors or minors total average is 2.95, and the highest score in this group is a 4 and the lowest a 0. Overall, the non-major and minor scores are impressive, although they do not all meet the upper-milestone level of 3. The majors and minors's scores are very impressive. This year I applied a new departmental WS upper level paper rubric to all the papers. All four majors/minors scored Exemplary on both 1a and 1b of the Rubric. Excluding the "Minimum Standards Not Met" plagiarized paper, the 8 non-majors or minors all scored either a Proficient or Exemplary on the Departmental Rubric	Target Not Met
		2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	Women's Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	One graduate in Interdisciplinary Studies, with women's studies as one of her three emphases, completed oral histories of seven women who have suffered from domestic violence and then wrote a play, identities hidden, based on their descriptions of the abuse. She performed the play with one other actor to an audience of faculty and students. She reflected on the experience in a detailed manner as she answered questions from the audience for half an hour after her play concluded. Another graduate completed her senior Honors Thesis on male and female sexuality as represented in Medieval Irish manuscripts. She was mentored by at least one faculty member at her university in Ireland, where she spent a year researching her subject, including private as well as public medieval writing. In the spring of 2018, she presented the final project, reflecting on	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	Women's Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	what she had been taught, and what she had learned from her guided research. (Both final presentations earned these graduates a top grade from 90-98 percent--and A) from a large committee of Honors faculty reviewers. Both students scored a 4 on the Inquiry and Analysis Rubric.	Target Met

Appendix E

Gen Ed Results Report 2017-2018

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
1. Critical Thinking and Effective Communication	1.a. Evaluate information for the purposes of making informed decisions {Problem Solving VALUE Rubric}	Program - Culinary Arts (including Minor) - BS, BAS {2016-2017}	1.1 (GEO 1.a.)	Students will identify potentially hazardous foods.	60% of CA 300 students will score at least a 3 or higher on the 0-4 scale used in the AAC&U Problem Solving VALUE Rubric in identifying potentially hazardous foods.	Of the 18 students enrolled in CA 300, 12 (60%) of them scored at least a 3 on the 0-4 scale used in the Problem Solving rubric in identifying potentially hazardous foods.	Target Met
		Program - Culinary Science/Culinology - BS {2016-2017}	1.1 (GEO 1.a.)	Students will identify potentially hazardous foods.	60% of CA 300 students will score at least a 3 or higher on the 0-4 scale used in the AAC&U Problem Solving VALUE Rubric in identifying potentially hazardous foods.	Of the 18 students enrolled in CA 300, 12 (60%) of them scored at least a 3 on the 0-4 scale used in the Problem Solving rubric in identifying potentially hazardous foods.	Target Met
		Program - Family Studies (including Minor) - BS {2016-2017}	2.1 (GEO 1.a.)	Students will evaluate information for the purposes of making informed decisions (NOTE: Part of being a CFLE requires that students learn to engage in evidence-based practice; in other words, they must use both peer-reviewed and their own research, along with current theoretical approaches to design, implement, and evaluate educations programs for adult learners on some aspect of family life).	The average score of FS 465 students will be at least a 3.2 (B) on the AAC & U Problem Solving Value Rubric for their completed needs assessment papers.	The average score of students in FS 465 on the Problem Solving Value Rubric was 3.4 thus the target was met.	Target Met
		Program - Kinesiology (including K-12 Education Certification) - BS {2016-2017}	1.1 (GEO 1.a.)	Students successfully use Pre-Post Tests to gather and evaluate information in order to make informed decisions about an instructional unit.	As a formative assessment, the average score of KIN 451 students will be at least a 2 on a 0-4 scale using the AACU Problem Solving VALUE Rubric on a Pre-Post Test and associated project assignments used to gather, evaluate and apply their assessment data in relation to an instructional unit.	Due to change in teacher for on-site location, student was not able to do the pre-post test. No data collected.	Inconclusive
	1.b. Analyze the arguments and points of	Program - History (including Minor and Secondary	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument (SLO 1).	The overall average score for HIS 211 students completing the Performance Task	The Performance Task Assessment was required of each student and the Critical	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	view of others {Critical Thinking VALUE Rubric}	Education Certification in History and Social Studies) - BA {2016-2017}	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument (SLO 1).	Assessment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	Thinking Value Rubric was applied to each individual student's assessment in Fall 2017. Overall, the average for the class was a 3.15. Of the five items assessed by the Value Rubric, students performed similarly (and right at the 3.0 average) on all items except "conclusions and related outcomes", where the class averaged a 2.6. So, in the five categories of the Value Rubric, only in the "conclusions and related outcomes" did we not meet our 3.0 average. Additionally two individual students did not meet the 3.0 average overall and scored consistently low with 2s across the rubric. However, overall, the good outweighed the bad so that our target of an overall class average of 3.0 was met.	Target Met
		Program - Legal Studies (including Minor) - BA, BS {2016-2017}	1.1 (GEO 1.b.)	To demonstrate the ability to apply legal concepts, theories and analytical methods (critical thinking).	The average student score on the capstone application project will be at least a "3" on the 0-4 scale used in the AAC&U Critical Thinking VALUE rubric.	Twenty-two (22) students were enrolled in PLG 440 Practical Legal Lab in 2017-18 (eleven students in Fall 2017, eleven students in Spring 2018). Of those, twenty-one (21) students completed the assigned capstone application project. Using the AAC&U Critical Thinking VALUE rubric, fourteen (14) students, or 67% of students, scored at least a 3, with nine (9) of those fourteen (14) scoring a 4. Three (3) students did not meet benchmark, and one student scored a 1. The average rubric score of the	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Legal Studies (including Minor) - BA, BS {2016-2017}	1.1 (GEO 1.b.)	To demonstrate the ability to apply legal concepts, theories and analytical methods (critical thinking).	The average student score on the capstone application project will be at least a "3" on the 0-4 scale used in the AAC&U Critical Thinking VALUE rubric.	students as a whole was 2.76.	Target Not Met
		Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	1.1 (GEO 1.b.)	The student will be able to critically analyze the arguments and viewpoints of him or herself and others.	The average score of philosophy minors will be a '3' on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment in any philosophy course.	For all students who minor in philosophy, an exam or writing assignment with an argument identification or evaluation component was selected for assessment using the AAC&U Critical Thinking Rubric. During the 2017-2018 academic year, there were three philosophy minors who took philosophy courses. Fall 2017: PHL 204 (2 students: 3.8 & 3.3); Spring 2018: PHL 204 (1 student: 2.9). The average score on the argument identification/evaluation assignment by philosophy minors was a 3.225.	Target Met
			1.1 (GEO 1.b.)	The student will be able to critically analyze the arguments and viewpoints of him or herself and others.	The average score of students in a philosophy course will be a '3' on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment.	For all philosophy courses, an exam or writing assignment with an argument identification or evaluation component was selected for assessment using the AAC&U Critical Thinking Rubric. Five exams or written assignments were randomly selected from the student pool in every course section. A total of 55 assignments from 11 sections in Fall 2017 of philosophy and across all course levels (200- to 400- level) were assessed using the AAC&U Critical Thinking Rubric. Out of the 11 sections of philosophy, only two course sections in Fall 2017 scored below a 3.0. The average score across all 11	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 1.b.)	The student will be able to critically analyze the arguments and viewpoints of him or herself and others.	The average score of students in a philosophy course will be a '3' on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment.	sections in Fall 2017 was a 3.3964. For Spring 2018, 7 courses were evaluated using the critical thinking rubric for assignments from a sampling of 35 students. The total average score is 3.1057. The total average score for 2017-2018 academic year is 3.251.	Target Met
		Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	2.1 (GEO 1.b.)	Students will successfully analyze and test standard experimental methods and suggest improvements.	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.	No students enrolled for this academic year. Therefore, no students took the experimental procedure critique.	Inconclusive
			2.2 (GEO 1.b.)	Students will successfully select techniques, apparatus and materials in the designing of experiments.	PS 313 students will average a score of at least a "3" on the 0 - 4 scale used in the AAC&U Critical Thinking Value Rubric in designing an experimental procedure in BSB 304 Research Methods.	No students enrolled for this academic year. Therefore, no students took the designed the experimental procedure.	Inconclusive
			4.1 (GEO 1.b.)	Students will demonstrate various management techniques for the classroom.	PS 313 students evaluated in the program will evaluate a webinar in relevance to classroom management and average a score of at least a "3" on the 0 – 4 used in the AAC&U Critical Thinking Value Rubric in an evaluation of the webinar.	No students enrolled for this academic year. Therefore, no students took the classroom management webinar.	Inconclusive
		Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The 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.	Evidence for both the Critical Thinking and Written Communication Rubrics is drawn from eleven student "Global Comparison" essay submissions in POL 390 Southern Politics in Spring 2018 (see below for assignment details).	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The 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.	<p>The average Critical Thinking score across categories for this rubric was 3.4, so our target was met and our outcomes improved from last year's score of 3.1.</p> <p>Student averages on all dimensions of the Critical Thinking Value Rubrics were above the target score of three. However, four of the eleven students were at or below an overall score of 15, indicating that they are barely meeting or are failing to meet our goal of three in each dimension of the rubrics. Overall scores were lowest in the "Context and Assumptions" dimension, and this was true for these four students as well. Last year, the student's critical engagement with sources was below the level three target. This year, the average score was 3.6. This was accomplished by scaffolding assignments so that students first submitted a literature review, then received feedback and instructions for improvement before moving on to complete the Global Comparison essay. See below for assignment details.</p> <p>Assignment Used for Written Communication and Critical Thinking Assessment: Global Comparison (POL 390 Southern Politics) This is a mid-length, 5-6 page essay drawing connections between the aspect of</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The 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.	<p>Southern politics you researched for the literature review* and politics outside the United States. You are not required to use new sources on Southern politics; they can be pulled directly from the lit. review; however, feedback on the literature review should be used to improve your discussion of the state of knowledge about the aspect Southern politics you are comparing. You should have at least five sources (at least three being academic sources) on the region/state/province with which you are comparing the South. In the essay, make an argument comparing some political phenomenon in the US South to politics in the area chosen, summarize the state of scholarly literature on this phenomenon in each place, and present a tentative argument about what we might learn from similarities—how some political phenomenon works or the policies needed to address problems, for example—and acknowledge differences between the cases and scholarly methods that may complicate comparison.</p> <p>* Literature Review This is a mid-length, 5-6 page essay and an annotated bibliography providing a review of the literature on a particular aspect of Southern politics. You may use one of your discussion profiles as a jumping-off point or choose a</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The 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.	wholly new area, as long as I approve the topic (don't fret; I just want to make sure it's do-able). You will need to complete an annotated bibliography of at least 10 academic sources (at least seven of which must be peer-reviewed journal articles). From there, following feedback, you will write an essay that explains the subject the authors are seeking to understand, identify major approaches and their points of agreement and disagreement in the literature, and make an argument that either a) policy or institutions should change to reflect the knowledge produced in the literature or b) scholars studying this subject need to address an un(der)studied aspect of the phenomena, consider new evidence, adopt new methods, etc. to improve the state of knowledge in this field of study.	Target Met
		Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.6, considerably above the target score. However, individually, two of the essays scored below target: 1.6 and 1.8. I am still encouraged by the relatively high scores of the other 8 students. All of the students are non-minors or non-majors	Target Not Met
			1.1 (GEO 1.b. & 2.	The students will be able to analyze,	Non-women's studies majors	This year, since we were not	Target Not

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			c.)	in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	or minors' writing will score an average of at least a 2 (lower milestone level) or higher using the AAC&U VALUE rubric on Critical Thinking.	able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.6, considerably above the target score. However, individually, two of the essays scored below target: 1.6 and 1.8. I am still encouraged by the relatively high scores of the other 8 students. All of the students are non-minors or non-majors	Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher (mid milestone level) using the AAC&U VALUE rubric on Critical Thinking.	No women's studies minors or majors took WS 200 last summer and we did not offer the course in the spring of 2018	Inconclusive
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.5, meeting the target score, with one student scoring a perfect 4. However, individually, three of the essays scored below target: 1.8, 1.8, and 1.5. I am still encouraged by the relatively high scores of the other 7 students. All of the students are non-minors or non-majors. This rubric data, therefore, cannot be applied to WS majors or minors.	Inconclusive
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or	A sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS	This year we had 13 papers from even a broader range (six different disciplines cross-listed), four of which were written by declared majors or minors. Using the Critical	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (GEO 4.c. & 1.b.)	culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	400 or WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	Thinking Value rubric, the average for all 13 was 3.23, which is just over the overall target of 3, but three of the students scored under a 3, one paper a 0 (for plagiarism) one a 2 and the third paper a 2.4 . (see attached rubric table). The target, therefore, was only partially met. The lowest score was a 0, and the highest a 4. Four of the papers were written by women's studies minors or majors. Their average score overall is impressive--3.85 with the lowest score a 3.6 and the highest, a 4. The non-majors or minors total average is 2.95, and the highest score in this group is a 4 and the lowest a 0. Overall, the non-major and minor scores are impressive, although they do not all meet the upper-milestone level of 3. The majors and minors's scores are very impressive. This year I applied a new departmental WS upper level paper rubric to all the papers. All four majors/minors scored Exemplary on both 1a and 1b of the Rubric. Excluding the "Minimum Standards Not Met" plagiarized paper, the 8 non-majors or minors all scored either a Proficient or Exemplary on the Departmental Rubric	Target Not Met
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional	Women's Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary	One graduate in Interdisciplinary Studies, with women's studies as one of her three emphases, completed oral histories of seven women	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (GEO 4.c. & 1.b.)	medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	who have suffered from domestic violence and then wrote a play, identities hidden, based on their descriptions of the abuse. She performed the play with one other actor to an audience of faculty and students. She reflected on the experience in a detailed manner as she answered questions from the audience for half an hour after her play concluded. Another graduate completed her senior Honors Thesis on male and female sexuality as represented in Medieval Irish manuscripts. She was mentored by at least one faculty member at her university in Ireland, where she spent a year researching her subject, including private as well as public medieval writing. In the spring of 2018, she presented the final project, reflecting on what she had been taught, and what she had learned from her guided research. (Both final presentations earned these graduates a top grade from 90-98 percent--and A) from a large committee of Honors faculty reviewers. Both students scored a 4 on the Inquiry and Analysis Rubric.	Target Met
	1.c. Present information, arguments, and ideas in oral, written and visual forms for their contexts	Program - Accounting (including Minor) - BS {2016-2017}	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	67% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	{Written/Oral Communication VALUE Rubric}	Program - Accounting (including Minor) - BS {2016-2017}	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	67% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	Target Met
			4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	Students will average a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	The average rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program for student assessed AY 2016-2017 was 3.31.	Target Met
		Program - Art Education - BFA {2016-2017}	3.1 (GEO 1.c.)	Students will develop divergent thinking skills such as problem solving, critical thinking, and risk taking when engaging in the process of art making, dialoguing about works of art, and writing about the visual arts.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the AAC&U Written Communication VALUE Rubric for the "What Do the Visual Arts Mean In My Life?" assignment.	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	Inconclusive
		Program - Business Administration (including Minors and Certificates) - BAS {2016-2017}	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	67% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program. Please note that this data contains both BS and BAS students.	Target Met
			4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	Students will average a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	The average rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program for student assessed AY 2016-2017 was 3.31.	Target Met
		Program - Business Administration (including Minors and Certificates) - BS {2016-2017}	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	67% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	Target Met
			4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	Students will average a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	The average rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program for student assessed AY 2016-2017 was 3.31.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			4.1 (GEO 1.c.)	presentation of relevant discipline-specific targets.	above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	the AAC&U Oral Communication Value Rubric on a presentation completed during their program for student assessed AY 2016-2017 was 3.31.	Target Met
		Program - Communication (including Minor) - BA, BS {2016-2017}	1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	The average score of assessed student writing samples from sophomore-level courses will be at least 2 on the 4-point Written Communication rubric.	The overall mean was 2.34 on the 4-point Written Communication rubric. The mean score for writing samples drawn from COM 200 was 2.13 (n = 10), and the mean score for writing samples drawn from COM 250 was 2.72 (n = 5). These results indicate students are demonstrating generally clear writing and that their demonstrated proficiency is improving from one course to the next.	Target Met
			1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	The overall mean score for writing samples from upper-level courses was 3.07 on the 4-point Written Communication rubric. The mean score for samples from COM 307 was 3.10, and the mean score from samples from COM 465 was 3.04. These courses differ in the type of writing required. Whereas COM 307 is an upper-level course focused on journalistic writing, COM 465 is a theory-focused course that requires students to write research and analysis papers using APA (American Psychological Association) writing guidelines and citation style. Thus, it is not possible to make a course-to-course comparison between these two courses as representative	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	of a direct progression in demonstrated skill. However, the comparison between mean scores from lower-level courses (2.34) and upper-level courses (3.07) does demonstrate improvement in skills as students progress through the curriculum.	Target Met
		Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 90% of students will be able to analyze language using close reading in a text by scoring at least "proficient" on the department rubric 1.	The department Rubric is more accurately called Department Rubric 1a. A total of two faculty members scored the sample of EN 300 level courses, and two other faculty members scored the sample of EN 499: Capstone Papers. Both sets of faculty members applied two rubrics to their set of papers. The 300 level scorers used the department rubric 1 and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.a. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 90% of students will be able to analyze language using close reading in a text by scoring at least "proficient" on the department rubric 1.	<p>Average scores less than "2" or "lower milestone - 0 These papers are markedly better than last year's Capstone papers. As for the 15 300 level papers scored with Rubric 1.a: only one of fifteen scored "Not meeting expectation," according to one of the two scorers. Of the remaining 14, 7 scored "Exemplary" and 7 scored "Proficient"</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1 or the equivalent of Rubric 1: 96 percent. Target exceeded</p>	Target Met
			1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (16-24 total: 8-12 students who will not graduate by end of academic year from an assignment in EN 303, 304, or 360 and at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 3 or higher on the AAU&C VALUE Rubric on Written Communication.	<p>The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (16-24 total: 8-12 students who will not graduate by end of academic year from an assignment in EN 303, 304, or 360 and at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 3 or higher on the AAU&C VALUE Rubric on Written Communication.	<p>and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year’s Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded # Students Assessed: 24 # Students Met Target: 24</p>	Target Met
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	90% of students will be able to construct and defend arguments using textual evidence by scoring at least "proficient" on the department rubric 2.	The department Rubric is more accurately called Department Rubric 2, (question 1b) "Majors will construct and defend arguments using textual evidence." A total of two faculty members scored the sample of EN 300 level courses, and two other faculty members scored the sample of EN 499: Capstone Papers. Both sets of faculty members applied two rubrics to their set of papers. The 300 level scorers used the department rubric 1b and the Written	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	90% of students will be able to construct and defend arguments using textual evidence by scoring at least "proficient" on the department rubric 2.	<p>Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year's Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 100% of English Capstone students will demonstrate proficient or exemplary ability to construct and defend arguments using textual evidence as measured by departmental rubric 2.	<p>The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year’s Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 100% of English Capstone students will demonstrate proficient or exemplary ability to construct and defend arguments using textual evidence as measured by departmental rubric 2.	or the equivalent of Rubric 1b: 100 percent. Target exceeded # Students Assessed: 24 # Students Met Target: 24	Target Met
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 300 level students will score an average of at least a 3 (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year’s	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 300 level students will score an average of at least a 3 (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	<p>Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded</p>	Target Met
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 90% of 300 level major students will demonstrate proficient or exemplary ability to construct and defend arguments using textual evidence as measured by departmental rubric 2.	<p>The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers:</p> <p>Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 90% of 300 level major students will demonstrate proficient or exemplary ability to construct and defend arguments using textual evidence as measured by departmental rubric 2.	<p>Average scores less than "2" or "lower milestone - 0 These papers are markedly better than last year's Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers. 100%</p>	Target Met
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) English Capstone students will score an average of at least a 3 (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	<p>The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than "2" or "lower milestone - 0 These papers are markedly better than last year's</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) English Capstone students will score an average of at least a 3 (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	<p>Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded</p>	Target Met
			2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops an argument using documentation of sources.	EN 101 sample group of at least 20 papers (from at least four sections taught by at least four different faculty members) will score an average of at least 1.5 or higher on the AAU&C Written Communication rubric.	<p>Two faculty scorers scored 9 EN 101 papers using the Written Communication Value Rubric.</p> <p>Lowest Overall Average Score of 9 EN 101 Papers 1.9</p> <p>Highest Overall Average Score of 9 EN 101 Papers 4</p> <p>Overall Average Score of 9 EN 101 Papers 3.22</p> <p>While the sample was small, the EN 101 scores have increased from last year's sample. It is rare that first year writers can score a perfect "4" on an essay, and that the overall sample averaged well above the upper milestone level on this rubric. This average takes in the scores of both faculty. This year, we also added an assessment of a sample of fifteen EN 102 papers, noting</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops an argument using documentation of sources.	EN 101 sample group of at least 20 papers (from at least four sections taught by at least four different faculty members) will score an average of at least 1.5 or higher on the AAU&C Written Communication rubric.	<p>that we are particularly interested in measuring growth in student outcomes in use of sources and documentation. Two faculty members applied the same Written Communication Value Rubric to these Composition II students. Here are the results (also see related documents).</p> <p>Range and Mean of Sample of Sixteen EN 102 Papers (one had to be eliminated) Lowest Average Score: 1.6 Highest Average Score: 3.9 Average Score of all Fifteen Papers: 2.86</p> <p>It is heartening to see that even the lowest averaged paper is above the minimum for EN 101. Again, a 3.9 score is not common even among upper level English majors, and these composition papers have all majors making up their enrollment. The average score of all fifteen papers is well above the lower milestone level on the Rubric.</p>	Target Met
		Program - Family Studies (including Minor) - BS {2016-2017}	1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	(Baccalaureate Level) The average score of FS 382 students will be at least 3.2 (grade of B, as measured by the rubric) on the AAC & U Written Communication Value Rubric on the major paper assignment for the course.	The average score of FS 382 students was 3.2; thus, the target was met.	Target Met
			1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	(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	The average score of FS/PSY 290 students was 3.3; thus the target was met	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	Written Communication Value Rubric on a literature review assignment.	The average score of FS/PSY 290 students was 3.3; thus the target was met	Target Met
		Program - Film Studies - Minor {2016-2017}	2.1 (GEO 1.c.)	Students will demonstrate clear, concise writing about films.	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	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.	In Fall 2017 students in HIS 211 were required to complete an oral presentation on a research topic of their choice. Faculty used the Oral Communication Value Rubric to assess student performance. The overall average for the class using the rubric was 3.31 (up from last year's 2.9). This put the class just above the 3.0 target. It is also good to see that in every category of the rubric, students met the 3.0 average as a class. Two students, however, failed to get above the overall 3.0 individually.	Target Met
			3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	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.	In Fall 2017 students in HIS 499 were required to complete an original research project that included an essay or paper of significant length. Faculty used the Historical Inquiry Rubric (HIAWR) to assess student performance. The overall average for the class using the rubric was 3.64. In all categories of the rubric, students were above the 3.0 target, but did the worst in "relevant historical facts and context" with an average of 3.33. This is not surprising since context is the hardest thing for undergrads	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	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.	in history to grasp--their study of history being limited to only 4-5 years. Additionally, two students did not get above the 3.0 mark individually. The class average, however, met the target of 3.0.	Target Met
		Program - Honors College {2016-2017}	2.1 (GEO 1.c.)	At the culmination of the independent research project, the honors student will present his/her original independent research in a clearly organized and compelling way.	The HO 402 students as a whole should average a score of at least a 3 on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric in presenting his/her original independent research in a clearly organized and compelling way.	Evaluation using the AAC&U Oral Communication VALUE Rubric indicated that 19 of 20 students in HO 402 presented their original independent research in a clearly organized and compelling way in the oral defense. As of spring semester 2018, the Director of the Honors College made it a requirement of the course that all students practice ahead of time in the presentation hall and receive feedback for improvement from fellow honors students and the Director of the Honors College. All students met this requirement. Overall Average Score = 3.34	Target Met
		Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	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 average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	Between fall and spring 2017-2018, one student completed IS 499 Capstone. Their faculty committee scored them together on the Written Communication Value Rubric to evaluate their research essay. The student averaged 3.4 across all categories of the rubric, scoring well in "context and purpose for writing" and "sources and evidence" and scoring less well in "content development" and "genre and disciplinary conventions". However, in all categories the student scored above 3.0.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			3.1 (GEO 1.c.)	Students will orally communicate the academic value of one's advanced research in an effective manner.	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	Between fall and spring 2017-8, one student completed IS 499 Capstone. The faculty committee members scored the student together using the Oral Communication Rubric to evaluate the student's oral presentations. The students averaged 4 across all categories of the rubric. The student scored highly across the board regarding oral presentation skills and in all categories of the rubric.	Target Met
		Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017}	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students completing Case Studies will average a score of 2 (Acceptable) or greater on all components of the Case Study Evaluation Rubric as part of KIN 416 Internship in Kinesiology.	15 of 20 students completing KIN 416 Internship during the 2017-2018 academic year scored an average of 2 on all components of the case study rubric. The complete breakdown of scores is as follows: <ul style="list-style-type: none"> o 5 students averaged 1.75 o 4 students averaged 2.25 o 4 students averaged 2.5 o 4 students average 2.75 o 3 students averaged 3.0 o One student in the spring 2018 term received an I. This results in an average of 2.3875 for all students.	Target Met
			1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students completing Case Studies will average a score of 2 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	16 of 20 students completing KIN 416 Internship during the 2017-2018 academic year averaged 2 or better on all components of the AA&U Written Communications Value Rubric. The complete breakdown of scores is as	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students completing Case Studies will average a score of 2 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	<p>follows:</p> <ul style="list-style-type: none"> o 1 student averaged 1.4 o 3 students averaged 1.8 o 1 student averaged 2.0 o 1 student averaged 2.4 o 6 students averaged 2.6 o 2 students averaged 2.8 o 1 student averaged 3.0 o 3 students averaged 3.2 o 1 student averaged 3.4 o 1 student averaged 3.6 <p>This results in an average of 2.6 for all students.</p>	Target Met
		Program - Legal Studies (including Minor) - BA, BS {2016-2017}	1.3 (GEO 1.c.)	To demonstrate the ability to effectively present information, arguments, and ideas in legal writings.	75% of students will score 85 or above on various legal writings in PLG 330 Legal Writing.	Fourteen (14) students were enrolled in Fall 2017 PLG 330 Legal Writing. The students were given four distinct writing assignments in the course. Of those assignments, ten (10) students' scores, or 71%, averaged 85 or higher. Four students' scores averaged below the target.	Target Not Met
			1.3 (GEO 1.c.)	To demonstrate the ability to effectively present information, arguments, and ideas in legal writings.	The average score of students' legal writings will be a least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE rubric.	Fourteen (14) students were enrolled in Fall 2017 PLG 330 Legal Writing. Five (5) students' averaged writing scores earned a 4 on the VALUE rubric, six (6) earned a 3, one earned a 1, and two scored below the benchmark on the VALUE rubric. The average VALUE rubric score for the class is a 2.8.	Target Not Met
			2.1 (GEO 1.c.)	To be able to present oral	The average student score on	Twenty (20) students were	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 1.c.)	presentations on legal concepts and perform a thorough legal oral argument.	an oral communication project will be at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE rubric.	enrolled in FA 2017 PLG 401ST: Criminal Trial Practicum, but of those twenty, eighteen (18) were Legal Studies students. Only majors were evaluated using the VALUE rubric. Seventeen (17) of the eighteen students scored 3 or above on the VALUE rubric, with fifteen scoring a 4 and two scoring a 3. One student scored a 1 on the VALUE rubric. The average student score is a 3.7.	Target Met
		Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	1.3 (GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	MA 318 / MA 319 student work sampled will have an average score of 2.5 or higher on the AAC&U Oral Communication VALUE Rubric.	Neither MA 318 nor MA 319 was taught in 2017-2018.	Inconclusive
		Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017}	1.2 (GEO 1.c.)	Students will complete written assignments on music history topics.	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.	During MUS 302 (Music History 2) students were required to write a four page paper on a topic of their choice (with instructor approval). These topics ranged from the origins of opera, Mozart's life, Henry Purcell's life and career to Richard Rodgers and his musical theater works. The students were assessed using AAC&U Written Communication Value Rubric. Out of 11 students, 2 did not complete the assignment. 7 of the other 9 scored a 4 on their paper according to the above-mentioned scale, while the other 2 scored a 3 on their papers. Even though 2 students received a grade of 0, the average score for the entire calls is 3.09 which	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017}	1.2 (GEO 1.c.)	Students will complete written assignments on music history topics.	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.	exceeds the expectation of the average score being a 2.	Target Met
		Program - Nursing - ASN {2016-2017}	1.3 (GEO 1.c.)	ASN students will be able to incorporate effective communication techniques to produce a positive professional working relationship.	The average score that the ASN sophomore students will receive will be at least "3" or higher on the 0-4 scale used in the AACU Oral Communication Value Rubric during the NU 216 formal Evidence-Based Practice Presentation.	100% of the ASN sophomore students obtained a "3" or higher on the 0-4 scale used in the AACU Oral Communication Value Rubric during the NU 216 formal Evidence-Based Practice Presentations. The average of the students as a whole was 3.7 on the rubric.	Target Met
		Program - Nursing - BSN {2016-2017}	1.3 (GEO 1.c.)	BSN students will be able to incorporate effective communication techniques to produce a positive professional working relationship.	The average score that the senior BSN Students will receive will be at least "3" or higher on the 0-4 scale used in the AACU Oral Communication VALUE Rubric during the NU 449 formal research presentation.	100% of the students scored a 3 or higher on the oral communication rubric. N=56.	Target Met
		Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	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 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.	Evidence for both the Critical Thinking and Written Communication Rubrics is drawn from eleven student "Global Comparison" essay submissions in POL 390 Southern Politics in Spring 2018 (see below for assignment details). The average Written Communication Rubric score across categories for this rubric was 3.5, so our target was met and our outcomes improved from last year's score of 3.3. Student averages on all dimensions of the Written Communication Value Rubrics were above the target score	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	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 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.	<p>of three, and only two students scored below an overall score of 15. However, the average score was barely above 3 (at 3.09) for content development.</p> <p>Assignment Used for Written Communication and Critical Thinking Assessment: Global Comparison (POL 390 Southern Politics)</p> <p>This is a mid-length, 5-6 page essay drawing connections between the aspect of Southern politics you researched for the literature review* and politics outside the United States. You are not required to use new sources on Southern politics; they can be pulled directly from the lit. review; however, feedback on the literature review should be used to improve your discussion of the state of knowledge about the aspect Southern politics you are comparing. You should have at least five sources (at least three being academic sources) on the region/state/province with which you are comparing the South. In the essay, make an argument comparing some political phenomenon in the US South to politics in the area chosen, summarize the state of scholarly literature on this phenomenon in each place, and present a tentative argument about what we might learn from similarities—how some political phenomenon works or the policies needed to</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	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 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.	problems, for example—and acknowledge differences between the cases and scholarly methods that may complicate comparison.	Target Met
		Program - Psychology (including Minor) - BA {2016-2017}	1.1 (GEO 1.c.)	Psychology students will demonstrate effective written communication skills.	The average score of PSY 455 students on an APA style paper will be at least a 3.5 on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric.	Average score on the AAC&U Written Communication VALUE Rubric was 3.2.	Target Not Met
			1.2 (GEO 1.c.)	Psychology students will demonstrate effective oral communication skills.	The average score of PSY 455 students on an oral presentation of original, empirical research will be at least a 3.5 on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric.	The average score on the AAC&U Oral Communication VALUE Rubric was 3.6 in PSY 455.	Target Met
		Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	The average score of HED 250 students assessed will be 2 on the AAC&U Oral Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in oral form for the careers available in Public Health Education.	Summer 17 (n=10) 90% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 90% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 7 students scored a 3, 2 students scored a 2 and 1 student scored a 1. Fall 17 (n=35) 91.4% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 91.4% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 18 students scored a 3, 14 students scored	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	The average score of HED 250 students assessed will be 2 on the AAC&U Oral Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in oral form for the careers available in Public Health Education.	<p>a 2, and 3 students scored a 1. Target Met</p> <p>Spring'18 (n=34) 88.2% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 88.2% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 17 students scored a 3, 13 students scored a 2, and 4 students scored a 1.</p> <p>Total Average - 2.43 The Overall average score was higher than 2 on the rubric.</p>	
			3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	The average score of HED 250 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in written and visual forms for the careers available in Public Health Education.	<p>Summer 17 (n=10) 70% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 70% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 4 students scored a 3, 3 students scored a 2, and 3 students scored a 1.</p> <p>Fall 17 (n=35) 71.4% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 71.4% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 12 students scored a 3, 13 students scored a 2, and 10 students scored a 1.</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	The average score of HED 250 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in written and visual forms for the careers available in Public Health Education.	Spring'18 (n=34) 67.6% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 67.6% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 10 students scored a 3, 13 students scored a 2, and 11 students scored a 1. Total Average - 2.03	Target Met
		Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce forms.	The average score of students on the written assignment will be a 2 or higher on the scale 0-4 from the AAC&U Writing Communication Value Rubric on the control of syntax and mechanics evaluation of this assignment.	The majority of the students were able to prepare a composition that was comprehensible, although some struggled with sentence formation, grammar and vocabulary to such an extent that parts of the written assignment were difficult, if not impossible to understand. Of the students assessed, 74 scored a 2 on the AAC&U Writing Communication Value Rubric; there were not any that scored higher than a 2 due to the fact that they are writing in Spanish. 7 students scored a 1 on the Writing Communication Rubric. Total Average - 1.91 = 2	Target Met
			1.2 (GEO 1.c.)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with a reasonably accurate pronunciation on topics related to their personal and academic lives (family, classes, daily activities, leisure activities, etc.)	The average score of students on the oral assignment will be a 2 or higher on the scale of 0-4 from the use of Language as described by AAC&U Oral Communication Rubric.	Of the 122 students assessed, 116 met the target and were able to produce sentences in response to questions with some accuracy. Of the 116 who met the target, all 116 scored a 2 on the Oral Communication Rubric. The remaining 6 students scored a	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with a reasonably accurate pronunciation on topics related to their personal and academic lives (family, classes, daily activities, leisure activities, etc.)	The average score of students on the oral assignment will be a 2 or higher on the scale of 0-4 from the use of Language as described by AAC&U Oral Communication Rubric.	1 on the Oral Communication Rubric. Total Average - 1.95 = 2	Target Met
		Program - Speech Language Pathology - BS {2016-2017}	1.1 (GEO 1.c.)	SLP seniors will apply knowledge of communication development and disorders to the treatment of children with communication disorders.	The average score of students enrolled in SPA 311 will earn at least a "3" on the AAC & U Written Communication VALUE Rubric.	All students successfully completed the articulation treatment plan assignment earning a grade of B or above which converts to a score of at least a "3" using the AAC & U Written Communication VALUE Rubric.	Target Met
2. Cultural Literacy	2.a. Analyze individual aesthetic and cultural works {Intercultural Knowledge & Competence VALUE Rubric}	Program - Film Studies - Minor {2016-2017}	1.1 (GEO 2.a.)	Students will demonstrate the ability to analyze films as cultural and aesthetic works.	The average score of assessed film analyses from relevant lower-level courses will be at least 2 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
			1.1 (GEO 2.a.)	Students will demonstrate the ability to analyze films as cultural and aesthetic works.	The average score of assessed film analyses from relevant upper-level courses will be at least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		Program - Religious Studies - Minor {2016-2017}	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.	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.	No classes were taught in 2017-2018 that involved direct analysis of one or more texts from a particular world religion on an Exam.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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.	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.	Two (2) Religious Studies minors in HIS/REL 331 Medieval Christianity (Spring 2018) scored 3 (3.4) on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition (Christianity) on the Mid-Term Essay.	Target Met
	2.b. Compare human endeavors across cultures and through history {Intercultural Knowledge & Competence VALUE Rubric}	Program - Religious Studies - Minor {2016-2017}	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.	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.	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2017) scored an average of 3 (3.7) on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze and compare the history, basic beliefs, and characteristic practices of at least two world religions (Christianity and Islam) on their final exam. (One student scored 3.3 and one student scored 4.)	Target Met
			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.	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.	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2018) scored an average of 3.5 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze and compare the history, basic beliefs, and characteristic practices of at least two world religions (one they explored through a field experience compared with any others we have studied) in their Mid-	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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.	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.	Term Essay. (One student scored 4 and one student scored 3.)	Target Met
	2.c. Discuss global perspectives and cultures objectively {Intercultural Knowledge & Competence VALUE Rubric}	Program - French - Minor {2016-2017}	2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	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	We had NO MINORS this year, but it is important to note that 26 of 26 non-minors, or 100% met the targets set for French minors. Unfortunately our one French minor dropped it last summer because of the expense of having to travel to MSU to finish her remaining 15 hours.	Inconclusive
			2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	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)	We had NO MINORS this year, but it is important to note that 14 of 15 non-minors met the targets set for French minors.	Inconclusive
			2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 101 & 102 Students – no French minors**** 2017-18* Department Rubric (Oral) AAC&U Intercul. Knowledge & Competence Rubric A FLF 101	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	1.04 (Exemplary) 4 FLF 102 1.00 (Exemplary) 4 B FLF 101 1.12 (Exemplary) 4 FLF 102 1.36 (Exemplary) 4 C FLF 101 – Assessment data missing for FLF 101. Additional information: Student completed FLF 101 with an A grade FLF 102 D FLF 101 1.08 (Exemplary) 3.7 FLF 102 1.2 (Exemplary) 4 E FLF 101 2.84 (Proficient) 1.5 FLF 102*** 3.08 (Minimal) 1 F FLF 101 2.48 (Proficient) 2.1 FLF 102 1.84 (Exemplary) 3 G FLF 101 2.44 (Proficient) 2 FLF 102 H	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	FLF 101 1.76 (Exemplary) 3 FLF 102 1.68 (Exemplary) 3.7 I FLF 101 2.84 (Proficient) 1.2 FLF 102 2.64 (Proficient) 1.5 J FLF 101 2.92 (barely Proficient) 1.3 FLF 102 2.72 (Proficient) 2.2 K FLF 101 2.84 (Proficient) 2 FLF 102 1.00 (Exemplary) 4 L FLF 101 1.12 (Exemplary) 4 FLF 102 1.00 (Exemplary) 4 M FLF 101 1.04 (Exemplary) 3.8 FLF 102 N FLF 101 2.64 (Proficient—Spanish major**) 3.4 FLF 102 O FLF 101 Student did not	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	<p>take FLF 101 at MUW FLF 102 3.08 (Minimum) 1 P****</p> <p>FLF 101 Student did not take FLF 101 at MUW FLF 102 1.00 (Exemplary) 4 Q FLF 101 Student did not take FLF 101 at MUW FLF 102 1.28 (Exemplary) 3.5</p> <p>FLF 101 Notes: two students withdrew and received WP's. The data covers 14 successful completers, although one of them, student C, is missing rubric data FLF 101 range: Department Rubric – from 1.04 to 2.92 (all above target of 3, which is “minimal”) FLF 101 average: Department Rubric -- 2.01 (well above target average) Department Rubric – six students scored “Exemplary” category—between 1 and 1.99) seven students scored “Proficient” category—between 2 and 2.99 – presumably student C, who earned an A in the course, would also have scored at least “Proficient” on the Departmental Rubric zero</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	<p>students scored minimal (3), or below (N/U, N/R, or I) FLF 101 range: AAC&U Intercultural Rubric—1.3 – 4 (all above target of 1) FLF 101 average: AAC&U Intercultural Rubric—2.77 (well above the target of 1) AAC&U Rubric – 3 students scored a perfect 4; 4 students scored between 3 and 3.99; 3 students scored between 2 and 2.99, and 3 scored above a 1. All exceeded the target of 1. FLF 102 Notes: one student withdrew and received a WP, leaving 12 students who finished the semester. One student actually failed the semester, but did not score very poorly on the two rubrics. This student will have the option of beginning 201 without having passed 102, so next year’s assessment follow through may reveal interesting information in this student’s progress. FLF 102 range: Department Rubric – from a perfect 1 to a “Minimal” 3.08. This range meets the target requirement of “no less than minimal” for all 12 students. FLF 102 average: Department Rubric – 1.68 (more than meets target) Department Rubric: Eight students scored “Exemplary”—between 1 and 1.99; three students scored Proficient—between 2 and 2.99 and one student scored</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	<p>“Minimal” — between 3 and 3.99. If a student had an N/U, N/R or I in any category, that she or he was scored as “4” in that category, or below minimal.</p> <p>FLF 102 range: AAC&U Intercultural Rubric— 1-4. FLF 102 average: AAC&U Intercultural Rubric—3.10 (well above target)</p> <p>AAC&U Rubric –Six students scored a 4, “Capstone” level; three scored upper milestone level (3-3.99); one scored lower milestone level (2.2) and three students scored “Benchmark” level (between 1 and 1.99). Two of these benchmark students did not hit the 1.5 Target.</p> <p>Analysis of FLF 101 and 102: Ten students (highlighted in yellow above) took the first year two course sequence in the fall 17-spring 18 academic year. Of these ten, seven (70%) improved on the department rubric score, all exceeding the target goal for FLF 102. Two of these seven moved a category up—from Proficient to Exemplary. The three students who dropped in their scores on the department rubric were all “Exemplary” students who did not fall low enough to put them in a lower category. Six of the ten improved their scores on the AAC&U Intercultural Rubric. Three of the ten scored the same on the AAU&C rubric—all 4’s—</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 100 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	and therefore could not move up any higher. The one student whose score dropped on this rubric also dropped in the department rubric score. She or he should be looked at closely and offered intervention if he or she begins to flag in FLF 201 next fall. This student earned an F in the class, but still can register for FLF 201 with teacher permission. Since this student’s rubric scores are not below “Minimal” or “Benchmark,” he or she still has the ability to move into the second year of French. *Although the majority of academic assessment covers a calendar year, foreign language (for trending data purposes) assesses the students from fall to spring, since that is the order that the typical student takes FLF 101 and FLF 102. From this assessment year forward, as much as possible, data will track individual students (not by name, but by an alphabetic code) all the way through the four course sequence. **Spanish majors are expected to take electives from one other language in our department. This student chose to take only one French class as an elective. ***passed rubrics	Target Met
			2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the	Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 201 & 202 Students	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	1.32 (Exemplary) 3.5 (Upper milestone) GG FLF 201* FLF 202 2.32 (Proficient) 3.5 HH FLF 201** Community College (Hinds) FLF 202 1.0 (Exemplary) 4 Notes on the second year sequence FLF 201-202. Traditionally, the second year of French enrolls fewer students than the first year. There could be several reasons for this trend. First, Honors College BS students are required to take only one year of foreign language, unlike the students who are completing four semesters for a BA degree. Twelve students completed FLF 102, who could have enrolled in FLF 201 the following fall. But two of the twelve were Nursing majors who completed the first year of French as an Honors College requirement. One of the twelve graduated with a BA in May, 2018, but completed the equivalent of the second year of French at another university. Two of the twelve were on academic probation in the fall of 2017, and the limited number of hours they were allowed to take could not include the three hour French class. This left seven BA students who	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	should have enrolled in and completed FLF 201 and 202. Seven students enrolled in FLF 201, but one immediately withdrew because of academic issues. The six remaining students who had taken French I and II at MUW all completed FLF 201 and 202 successfully. Of the two “extra” students who enrolled in and completed FLF 202 in the spring of 2018, one transferred in French I, II, and III from a community college, and one completed FLF 201 in the fall of 2016 and was not included in this year’s FLF 201 analysis. Analysis of data for FLF 201 and 202: In looking at the data collected from the department oral communication rubric over both semesters, the differences are slight, although one already in the “Exemplary” category increased to a perfect 1.0 in FLF and another kept the same 1.0 the student earned in FLF 201. Two students dropped slightly in scores for FLF 202, but not enough to push them below the “Exemplary” category. Only one student dropped significantly in the FLF 202 score—from Exemplary to “Proficient,” but still completed the semester successfully. The AAC&U Intercultural rubric data seems overall to reflect success, but there was one outlier who scored only a	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	1 (Benchmark) in FLF 202 after scoring a 4 in the fall semester. Two of the six finished the 4 course sequence with scores of “Capstone,” and two increased from “Lower Milestone” to “Upper Milestone.” The last of the six who completed 201 & 202 dropped from Upper Milestone to Lower Milestone. I do not think that there is enough data here to suggest a trend in the AAC&U Intercultural rubric scores, so I label them “inconclusive.”	Target Met
		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.	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.	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2018) scored an average of 3.5 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze the history, basic beliefs, and characteristic practices of a particular world religion (Hinduism or Buddhism) on the Mid-Term Exam. (One student scored 4 and one student scored 3.)	Target Met
			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.	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	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2018) scored an average of 3.5 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze the history, basic beliefs, and characteristic practices of a	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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.	Essay.	particular world religion (Judaism) on the Mid-Term Essay. (One student scored 4 and one student scored 3.)	Target Met
		Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	2.1 (GEO 2.c.)	Cultural Knowledge: Students will explore issues related to Hispanic cultures at a basic level. Students will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	The average score of students on the cultural relevance assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	<p>See attached descriptions below. In general terms:</p> <p>At the 101 level students investigated a country and presented information to the class, including its location in relation to other countries, cultural icons/stars, basic information about the government. 45/46 projects by students assessed were satisfactory, although they remained at the Benchmark level in that they demonstrated a surface level understanding of differences, earning a score of 1 on the rubric. At the 101 level, this is normal and to be expected. 1 of the projects earned a 0 on the intercultural knowledge and competence rubric.</p> <p>At the 102 level students prepared recipes in Spanish. They learned about the different measurements used in Spain and LA in addition to the types of regional cuisine. Much like the 101 students, the 102 students were at the benchmark level for intercultural awareness. Again, this is to be expected. Only 1 of the 38 students assessed earned a 0 on the intercultural knowledge and</p>	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	2.1 (GEO 2.c.)	Cultural Knowledge: Students will explore issues related to Hispanic cultures at a basic level. Students will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	The average score of students on the cultural relevance assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	<p>competence rubric.</p> <p>In 201 students researched a cultural event in a Spanish-speaking country and presented it to the class. Of the 20 projects assessed, 18 were satisfactory and earned a 2 on the rubric, although they did not reach the benchmark of 3 on the Intercultural knowledge and competence rubric. 18 students progressed to a partial understanding of cultural differences, but always from the point of view of their own worldview, reaching milestone 2 on the rubric. The 2 that were not satisfactory earned a benchmark level score of 1 on the rubric.</p> <p>In 202 students prepared presentations based on a component of Hispanic culture of interest to them. They were able to draw from the areas of Music, Indigenous Cultures, Sports & leisure and the Environment. Of the 18 projects assessed, 14 earned a 2 on the rubric for intercultural competence and knowledge. The 4 that did not earn a 2 on the rubric struggled to understand the differences in verbal communication as well as different cultural practices. They earned a 1 on the rubric.</p>	Target Not Met
			2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining	The average score of students on the Cultural Differences Capstone Assignment will be	Students prepared an assignment on a cultural event/area related to Spanish-	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (SAO & GEO 2.c.)	cultural differences and making comparisons.	a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	speaking world. Topics were chosen in consultation with professor and worked on throughout last third of semester. Presentations were made to the class. Part of the students' grades were based on their own presentation and on their response to the presentations by others (in the form of questions or comments). This facilitated an awareness of the differences among Spanish speakers from different countries and regions. With the presentations, students did not progress to level 3 on the Intercultural Competence and Awareness Rubric. As stated earlier, this seems to be too lofty a goal for students coming to the end of 4 semesters of language. 14 students earned a 2 on the rubric 4 students remained at the benchmark level, earning a 1. Total Average - 1.78 = 2	Target Not Met
		Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.6, considerably above the target score. However, individually, two of the essays scored below target: 1.6 and 1.8. I am still encouraged by the relatively high scores of the other 8 students. All of the students are non-minors or non-majors	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors' writing will score an average of at least a 2 (lower milestone level) or higher using the AAC&U VALUE rubric on Critical Thinking.	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.6, considerably above the target score. However, individually, two of the essays scored below target: 1.6 and 1.8. I am still encouraged by the relatively high scores of the other 8 students. All of the students are non-minors or non-majors	Target Not Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher (mid milestone level) using the AAC&U VALUE rubric on Critical Thinking.	No women's studies minors or majors took WS 200 last summer and we did not offer the course in the spring of 2018	Inconclusive
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.5, meeting the target score, with one student scoring a perfect 4. However, individually, three of the essays scored below target: 1.8, 1.8, and 1.5. I am still encouraged by the relatively high scores of the other 7 students. All of the students are non-minors or non-majors. This rubric data, therefore, cannot be applied to WS majors or minors.	Inconclusive
3. Quantitative and Technology Skills	3.a. Solve problems, draw conclusions, and make	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	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	117 PSC 111 students across four lecture sections and two semesters (3 sections in fall 2017, 1 section in spring 2018) were assessed on their	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
3. Quantitative and Technology Skills	predictions using quantitative information {Quantitative Literacy & Analysis VALUE Rubric}	Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	techniques.	performing calculations and answering questions related to basic stoichiometry.	knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 117 students evaluated was "2.5" with the following breakdown (48 students, score = 1; 8 students, score = 2; 11 students, score = 3; 50 students, score = 4). Target was not achieved.	Target Not Met
			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.	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.	27 PSC 112 students across two lecture sections in spring 2018 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 27 students evaluated was "2.1" with the following breakdown (10 students, score = 1; 9 students, score = 2; 3 students, score = 3; 5 students, score = 4). Target was not achieved.	Target Not Met
			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.	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	PSC 450/451 was not taught this year. PSC 312 was taught in the fall semester of 2017. 13 students were assessed using quizzes and exams. 50 PSC 112 students across two lecture sections were assessed on their knowledge of the	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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.	thermodynamics/quantum mechanics.	basic concepts of stoichiometry and equilibrium and the relevant calculations. Conceptual questions and calculations (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 13 PSC 312 students evaluated was "3.7" with the following breakdown (0 students, score = 1; 1 students, score = 2; 2 students, score = 3; 10 students, score = 4). Target was achieved.	Target Met
		Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	2.1 (GEO 3.a.)	Students will solve application problems.	MA 284 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	mean = 2.36 46 items at level 3; 17 items at level 2; 17 items at level 1. Multiple items assessed for each student in MA 284.	Target Not Met
			2.1 (GEO 3.a.)	Students will solve application problems.	MA 306 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	MA 306 was not taught in 2017-2018.	Inconclusive
		Program - Nutrition and Health - Minor {2016-2017}	1.1 (GEO 3.a.)	Students will successfully calculate a person's nutritional needs.	FN 345 students will average a score of at least a 3 on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations to estimate a person's nutritional needs.	No students in this course were declared Nutrition and Health minors; however, this course is a requirement for other majors. Of the 7 students in the course, 6 (86%) scored at least a 3 on the VALUE rubric from calculations from Test 1 and 2. The average score was a 3.2. See attached document for complete breakdown of scores.	Target Met
4. Understanding of Self, Society, and	4.a. Analyze the	Program - Political Science (including	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence	The overall average score for students in completing the	This course was not offered in the academic year as we are	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
The Natural World	interactions between the individual and society {Civic Engagement VALUE Rubric}	Minor and Public Administration Certificate) - BA {2016-2017}	4.1 (SAO & GEO 4.a. & 4.b.)	of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	revising the Political Science curriculum. While in August we thought this class would be a required part of the course rotation in the major, since then the faculty have reconsidered. Currently, we are on hold as we try to figure out whether this assessment can be moved to a class that will be taught annually.	Inconclusive
	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement VALUE Rubric}	Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	The overall average score for students in completing the Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	This course was not offered in the academic year as we are revising the Political Science curriculum. While in August we thought this class would be a required part of the course rotation in the major, since then the faculty have reconsidered. Currently, we are on hold as we try to figure out whether this assessment can be moved to a class that will be taught annually.	Inconclusive
	4.c. Apply the scientific method to solve problems {Inquiry & Analysis VALUE Rubric}	Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	1.2 (GEO 4.c.)	The student will apply the scientific method to a research question. This reflects the General Education Goal 4.c "To demonstrate understanding of self, society, and the natural world, students will demonstrate the ability to apply the scientific method to solve problems." It also reflects the Biology program's mission to develop students with "the ability to apply the process of science", as stated in the Biology Mission Statement above.	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.	Target was MET. The students in BS 400 average 3.4/4 on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate research proposals the students wrote.	Target Met
		Program - Women's Studies (including Minor) - BA {2016-2017}	2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of	A sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS 400 or WS 499) will average a score of at least a 3 (upper	This year we had 13 papers from even a broader range (six different disciplines cross-listed), four of which were written by declared majors or minors. Using the Critical Thinking Value rubric, the average for all 13 was 3.23,	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Women's Studies (including Minor) - BA {2016-2017}	2.2 (GEO 4.c. & 1.b.)	women in a culture or cultures.	milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	which is just over the overall target of 3, but three of the students scored under a 3, one paper a 0 (for plagiarism) one a 2 and the third paper a 2.4 . (see attached rubric table). The target, therefore, was only partially met. The lowest score was a 0, and the highest a 4. Four of the papers were written by women's studies minors or majors. Their average score overall is impressive--3.85 with the lowest score a 3.6 and the highest, a 4. The non-majors or minors total average is 2.95, and the highest score in this group is a 4 and the lowest a 0. Overall, the non-major and minor scores are impressive, although they do not all meet the upper-milestone level of 3. The majors and minors's scores are very impressive. This year I applied a new departmental WS upper level paper rubric to all the papers. All four majors/minors scored Exemplary on both 1a and 1b of the Rubric. Excluding the "Minimum Standards Not Met" plagiarized paper, the 8 non-majors or minors all scored either a Proficient or Exemplary on the Departmental Rubric	Target Not Met
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions	Women's Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3	One graduate in Interdisciplinary Studies, with women's studies as one of her three emphases, completed oral histories of seven women who have suffered from domestic violence and then	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (GEO 4.c. & 1.b.)	about the roles or statuses of women in a culture or cultures.	(upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	wrote a play, identities hidden, based on their descriptions of the abuse. She performed the play with one other actor to an audience of faculty and students. She reflected on the experience in a detailed manner as she answered questions from the audience for half an hour after her play concluded. Another graduate completed her senior Honors Thesis on male and female sexuality as represented in Medieval Irish manuscripts. She was mentored by at least one faculty member at her university in Ireland, where she spent a year researching her subject, including private as well as public medieval writing. In the spring of 2018, she presented the final project, reflecting on what she had been taught, and what she had learned from her guided research. (Both final presentations earned these graduates a top grade from 90-98 percent--and A) from a large committee of Honors faculty reviewers. Both students scored a 4 on the Inquiry and Analysis Rubric.	Target Met
5. Life-Long Learning	5.a. Transfer general education strands to major fields of study and to make connections between disciplines	Program - Elementary Education - BS {2016-2017}	1.1 (SAO & GEO 5.a.)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit.	Candidates will be able to demonstrate an understanding of content knowledge and skills to their discipline by the assignment on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or	The InTASC #4 artifact should show that the student understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
5. Life-Long Learning	{Foundations & Skills for Life-long Learning and Teamwork VALUE Rubrics}	Program - Elementary Education - BS {2016-2017}	1.1 (SAO & GEO 5.a.)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit.	better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	<p>assure mastery of the content. For the spring 2018 semester there were seven students who completed the InTasc #4 artifact assignment. Out of the seven students, four students scored a 2.0 or higher average on the assignment. Two students received an average of 0 due to not completing the assignment accurately. One other student scored below the 2.0 desired average. All students passed the course associated with the assignment. The average total score for all students was 1.91.</p> <p>For the fall 2017 semester, scores measuring InTASC #4 were not collected on the AAC&U Lifelong Learning Value Rubric.</p>	Target Not Met
		Program - General Studies - BA, BS {2016-2017}	2.1 (GEO 5.a.)	Students will prepare an employment portfolio based on their General Studies curriculum.	All students will earn an average score 3 or better on the AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric on the Employment Portfolio.	Six of nine (67%) of the General Studie students portfolios earned a score of 3 or above on the AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric.	Target Not Met
		Program - Nursing - ASN {2016-2017}	1.2 (GEO 5.a.)	ASN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	The average score that the sophomore ASN students will report will be at least "3" or higher on the 0-4 scale used in the AACU Teamwork Value Rubric during the NU 216 team project.	100% of the 54 students enrolled in NU 216 for fall of 2017 reported a score of "3" or higher on the AACU Teamwork Value Rubric. The average of the students as a whole was 3.4 on the rubric.	Target Met
		Program - Nursing - BSN {2016-2017}	1.2 (GEO 5.a.)	BSN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	The collective average score that the senior BSN Students will report will be at least "3" or higher on the 0-4 scale	NU 465, the Teamwork Value Rubric was completed by 198 participants with an average score of 3.0. Spring students-	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Nursing - BSN {2016-2017}	1.2 (GEO 5.a.)	BSN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	used in the AACU Teamwork VALUE Rubric during the NU 449 and NU 465 team project.	Benchmark Met NU 449, the Teamwork Value Rubric was completed by 56 participants with an average score of 3.83- Benchmark Met NU 465, the Teamwork Value Rubric was completed by 9 participants with an average score of 3.48. Fall students- Benchmark Met	Target Met
		Program - Theatre - BA {2016-2017}	2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	100% of graduating students will complete an Internship with a professional theatre company.	Based on final scores in TH 360- Internship, the Avg. Final grade was a score of 97.5 out of 100. Scoring Breakdown: 100: 1 95: 1 100 % (2 out of 2) completed an internship and satisfied the requirements for graduation. One was with a professional theatre company, the other was a student teacher with the Starkville School District.	Target Met
			2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	75% of Juniors and Seniors in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency for juniors and seniors is achieved by a score of "3" or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate.	The cumulative score was 3.15, taking the average of the top scores in three categories for each student. Scoring Breakdown: 2.0: 1 2.3: 1 3.0: 2 3.2: 1 3.7: 1 4.0: 2 75% of students met the target, which is keeping with our new threshold. Also keep in mind that due to the show schedule, students were evaluated for only one show this year.	Target Met
			2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	90% graduating seniors who completed an Internship will receive favorable recommendation from their external internship supervisor.	Based on the final grade of TH 360-Internship, The average Final grade was 96 out of 100 (A+) Scoring Breakdown: 90: 1 95: 2 100: 2 100% of the students successfully completed their	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	90% graduating seniors who completed an Internship will receive favorable recommendation from their external internship supervisor.	internships. Two were even asked back the following summer.	Target Met
			2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	90% of students participating in the Survey will state that their goal upon graduating the Theatre program is to have the skillset to gain employment or a long-term internship in theatre or a related field.	It was an unusually small sample size but the answers to the survey were consistent with past results so for now, we are satisfied that this is an adequate Assessment method (see "Student 1" and "Student 2" attachments for student responses).	Target Met
			2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	It is expected that 60% of freshmen, sophomores and first year transfers participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of "3" in at least 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate.	The cumulative avg. was 3.16, taking the average of the top scores in three categories for each student. Scoring Breakdown: 1.3: 1 2.0: 1 2.3: 1 3.0: 3 3.3: 1 4.0: 5 75% of students met the requirement, which is almost identical to last year.	Target Met
			2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	It is expected that the freshmen, sophomores and first year transfers participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of "3" in at least 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate.	The average cumulative score was 3.4 Scoring Breakdown: 2.0: 1 2.5: 1 2.6: 1 2.8: 1 3.5: 1 3.8: 2 4.0: 6 69% of students met the threshold for success in this category.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	Juniors and Seniors in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency for juniors and seniors is defined by averaging a score of "3" or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate.	That is just below the threshold which, in this case, amount to 1 student. The average was around 2.8, so we find this to be encouraging. Scoring Breakdown: 1.0: 1 1.5: 1 3.0: 2 3.4: 1 3.8: 1 4.0: 1 71% of students met the criteria for success in this category	Target Not Met

Appendix F

Academic and Student Support Services 2017-2018

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Academic and Student Support - Campus Recreation	1.1	The Spring Fitness Challenge, co-sponsored by Passport to Wellness, will motivate MUW students, faculty, and staff to live healthier lifestyles.	75% of Spring Fitness Challenge Survey participants will indicate that they are likely to transition to a healthier way of living as a result of participating in the Spring Fitness Challenge.	Due to a late survey submittal, only 22 responses were recorded allowing for a 59.1% (13 out of 22) result of likely and very likely to transition to a healthier way of living.	Target Not Met
	1.2	Campus Recreation will provide a welcoming facility for guests through service in a thoughtful and proactive manner.	90% of Customer Satisfaction Survey participants will indicate that Campus Recreation staff was helpful and courteous.	96.7% of 61 responses indicated that the Campus Recreation Staff is helpful and courteous.	Target Met
	2.1	Students who are employed at Stark Recreation Center will gain or improve their leadership skills.	90% of student employees will report on the Employee Evaluation Form that their leadership skills improved as a result of working for Campus Recreation.	89% of employees who completed the Employee Evaluation Form say that they have developed or improved my leadership skills. One reason for us missing this by 1% is due to having several new employees who had only worked about a month before taking the survey.	Target Not Met
	2.2	Students employed at Stark Recreation Center will strengthen their problem-solving skills.	90% of student employees will report on the Employee Evaluation Form that their problem-solving skills improved as a result of working for Campus Recreation.	This question was not on the employee evaluation form, however we would like to implement this question next year.	Inconclusive
Academic and Student Support - Center for Teaching and Learning	3.1	Campus Recreation will maintain functional, well-equipped, clean and safe facilities.	90% of Customer Satisfaction Survey participants will indicate that Campus Recreation facilities are well maintained and clean.	96.7% out of 61 responses stated that the Campus Recreation facilities are well maintained and clean.	Target Met
	1.1	The Kossen Center will offer pedagogical training on a variety of topics throughout the academic year to encourage faculty development.	At least 25 group workshops or multi-day seminars will be offered annually with an average attendance rate of at least 3 people per session.	We more than met our goal this year, offering 43 (or 49, if you count each session at New Faculty Orientation separately) workshops over the course of FY18. Our total attendees was 304 (or 382, counting NFO separately), giving us of just over 7 participants per workshop, which is less than last year's 9 and reflects an overall trend in dropping attendance at some of our previously more successful events.	Target Met
	1.1	The Kossen Center will offer pedagogical training on a variety of topics throughout the academic year to encourage faculty development.	At least 45 individual consultations on any aspect of teaching or instructional technology will be scheduled and completed annually.	We have no records to upload for this year due to some staffing changes a resultant record loss. Our Instructional Technologist left unexpectedly in January and despite carefully transferring all of the files we thought relevant to his position to my possession, we lost access to the software he used to track consultations due to loss of his accounts. That data cannot be retrieved. On a related note, when I took	Inconclusive

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	1.1	The Kossen Center will offer pedagogical training on a variety of topics throughout the academic year to encourage faculty development.	At least 45 individual consultations on any aspect of teaching or instructional technology will be scheduled and completed annually.	over his job on top of my own it became impossible to keep up fully with both workloads while also teaching. Something had to give, and rather than provide poor support to our faculty I decided to do my best to offer full support but had to give up on some of our record keeping. Therefore my own records of consultations for the year are spotty to non-existent. I estimate that we assisted somewhere in the neighborhood of 350 faculty in individual or small group (2-3) consultations this year based on past performance and examination of workload. This number far exceeds our stated target of 45 consultations. However, the report must be inconclusive due to my lack of evidence. This is entirely my fault, and I apologize for the lack of data.	Inconclusive
	1.2	Faculty will feel that their professional development needs for technology use are being met by the Kossen Center's offerings.	65% of Faculty Satisfaction Survey participants will "strongly agree" or "agree" that "I have access to the software I need to be an effective instructor."	<p>2018 Faculty Satisfaction Survey Results: Strongly Agree - (34/110) 30.91% Agree - (56/110) 50.91% Total - (90/110) 81.82%</p> <p>Disagree - (15/110) 13.64% Strongly Disagree - (3/110) 2.73% Not Applicable - (2/110) 1.82%</p> <p>This is a new question for us, as the Faculty Satisfaction Survey language was changed as noted in the Change Documentation in the notes above. We used to measure whether faculty felt they received adequate training on software, while this new question asks if they have access to the software they need to be an effective instructor. Both are worthy questions but obviously measure different things. Therefore it is difficult to compare this year's data with last year's. We did exceed the 65% satisfaction goal, however, which is positive.</p>	Target Met
	1.2	Faculty will feel that their professional development needs for technology use are being met by the Kossen Center's offerings.	65% of Faculty Satisfaction Survey participants will "strongly agree" or "agree" that "The University supports online course delivery through faculty training and allocation of resources."	<p>2018 Faculty Satisfaction Survey Results: Strongly Agree - (30/112) 26.79% Agree - (56/112) 50% Total - (86/112) 76.79%</p> <p>Disagree - (10/112) 8.93% Strongly Disagree - (7/112) 6.25% Not Applicable - (9/112) 8.04%</p> <p>While we easily exceeded our 65% goal, our overall agree/strongly agree numbers dropped a bit from FY17.</p>	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	1.2	Faculty will feel that their professional development needs for technology use are being met by the Kossen Center's offerings.	65% of Faculty Satisfaction Survey participants will "strongly agree" or "agree" that "The University supports online course delivery through faculty training and allocation of resources."	This may be in part due to the timing of the survey which did not include the first annual Online Teaching Academy offered in May 2018, which I hope will boost our ratings in this category again next year. The loss of our Instructional Technologist to another job in January also affected our ability to respond quickly to faculty needs. I did my best to cover that role along with my own as director and am immensely grateful to ITS for stepping in to provide additional technical support to faculty in the past six months, but clearly the loss of the instructional technologist affected our ability to both meet faculty needs for current software/hardware support and to seek out new technological solutions to roll out on campus.	Target Met
	1.3	Faculty will actually implement the skills and theories that they learn about at the Kossen Center in their classes.	60% of Faculty Satisfaction Survey participants will answer "Acceptable" or "Mastery" to the question "APIL Strategies involve Active learning, Problem-based learning, and Inquiry-based learning to cultivate Intellectual Curiosity. My self-assessed level of competency in these strategies is:"	2018 Faculty Satisfaction Survey Results Mastery - (12/110) 16.36% Acceptable - (57/110) 51.82% Total - (69/110) 68.18% Emerging - (32/110) 29.09% Below What I Would Like It To Be - (3/110) 2.73% The goal of 60% was exceeded, and while it is a percentage point lower than last year we have a higher percentage in the mastery and emerging levels compared to acceptable and below what I would like than last year which shows progress within the categories themselves.	Target Met
	1.3	Faculty will actually implement the skills and theories that they learn about at the Kossen Center in their classes.	The average faculty score on the implementation question on the randomly selected annual Follow-up Survey will be 3.5 out of 5.	Unfortunately, we have no results to declare for this year. We had intended to shift our distribution of this survey from May to January this year in light of last year's poor survey return in May. However, the unexpected departure of our Instructional Technologist in January meant that we forgot about that change and once again had no surveys returned in late May when they were sent out. This was my failure on follow through and I take full responsibility for it.	Inconclusive
	2.1	New instructional technology will be placed in classrooms across campus annually.	Conduct a needs consultation and installation of new classroom technology, either hardware or software, in at least 8 classrooms on campus per year.	We assisted with the planning, purchase, and installation of hardware in 15 classrooms this year, ranging from small upgrades to audio and rearranging existing materials to work more effectively to the complete development of a room from a blank slate. This well exceeds the target of 8 rooms, but owes much to the better financial situation of many departments on campus compared to last year. Details of the cost of	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.1	New instructional technology will be placed in classrooms across campus annually.	Conduct a needs consultation and installation of new classroom technology, either hardware or software, in at least 8 classrooms on campus per year.	each and rooms affected are in the attached spreadsheet. Further itemized details for each purchase can be provided upon request.	Target Met
	2.2	Faculty will be satisfied with their ability to effectively use new instructional technology, both software and hardware, for face-to-face, online, and hybrid instruction.	75% of faculty member's self-reported outgoing perceived skill level will be at least one level higher than their self-reported incoming perceived skill level on the Instructional Technology Survey.	<p>In an effort to be more effective with our survey tools, we moved to using the same feedback survey for our face-to-face faculty development sessions in August and January, the two largest university-wide training series of the year. The question of perceived skill level did not make it into the new shared survey mechanism. At the time we forgot that it was part of our annual assessment protocol, so we removed it as it did not make sense for the more common sessions offered at these workshop series dealing with pedagogical issues and other faculty professional development needs.</p> <p>That means that the data set that we do have is quite small, as it is pulled only from the post-academy survey from our Online Teaching Academy offered in May, 2018 to a contingent of 20 faculty (space was purposely limited for the best learning experience). Only half of them completed the survey, so the result pool is small at N=10. The self-identified ranking terms differed slightly from the old Instructional Technology survey question above (we now use "beginner, intermediate, advanced, and expert" rather than "novice, intermediate, competent, and advanced"), but the change in ability and number of categories remains the same. The results of that post-academy survey are included here below:</p> <p>Number of responses to post-workshop survey: 10</p> <p>How would you rate your online teaching abilities before participating in this academy? Beginner: 4 (40%) Intermediate: 4 (40%) Advanced: 2 (20%) Expert: 0</p> <p>How would you rate your online teaching abilities after participating in this academy? Beginner: 2 (20%) Intermediate: 4 (40%)</p>	Target Not Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.2	Faculty will be satisfied with their ability to effectively use new instructional technology, both software and hardware, for face-to-face, online, and hybrid instruction.	75% of faculty member's self-reported outgoing perceived skill level will be at least one level higher than their self-reported incoming perceived skill level on the Instructional Technology Survey.	<p>Advanced: 4 (40%) Expert: 0</p> <p>Our pre-survey, collected on the first day of the workshop, indicated that out of N=16 surveys collected 6 considered themselves beginners, 7 considered themselves intermediate, and 3 considered themselves advanced.</p> <p>In this group of 10 faculty, only 4 reported advancing by at least one skill level for an average of 40%. That means that our outcome did not meet our goal. The Online Teaching Academy is intensive and it is likely that some of the participants reevaluated their scale of beginner, intermediate, advanced, and expert over the course of the week-long workshop. The sample size was small and may not accurately portray the experience of all who took part. Finally, it was the first time this week-long workshop was offered and we learned a lot from the process. We will hope for a better result with this question after making changes before next year's offering.</p>	Target Not Met
	2.2	Faculty will be satisfied with their ability to effectively use new instructional technology, both software and hardware, for face-to-face, online, and hybrid instruction.	The average score of those participating in the Instructional Technology Survey, which reflects faculty satisfaction with training, will be a 3.8 on a 5.0 scale.	<p>Here again, the change in our survey tool affected the outcome of this goal. By combining our Instructional Technology Survey and Pedagogical/Development Survey into a single general workshop survey for ease of use, we lost the language used in this goal. The closest existing answer to the spirit of this question is the following: "This session experience will be useful in applying these skills to my work at the university." The scale is still a five-point scale, but the range is now "strongly agree" to "strongly disagree." Using that question for all surveys from the August Fall Development Conference and January Back-to-Class series that were technology-focused sessions gave the following results:</p> <p>N= 22 completed surveys from sessions designated as being focused on Instructional Technology</p> <p>Strongly agree: 16 Agree: 6 Neutral: 0 Disagree: 0 Strongly Disagree: 0</p>	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.2	Faculty will be satisfied with their ability to effectively use new instructional technology, both software and hardware, for face-to-face, online, and hybrid instruction.	The average score of those participating in the Instructional Technology Survey, which reflects faculty satisfaction with training, will be a 3.8 on a 5.0 scale.	Average score on 5.0 scale: 4.7 Target was met.	Target Met
	3.1	Faculty will demonstrate knowledge of developmental advising techniques and the value of the approach to student success, retention, and completion.	The average score of faculty who attend training academic advising on the Academic Advising Exit Survey will be at least a 3.8 on a 5.0 scale.	<p>The Academic Advising Exit Survey was not administered during this reporting period because no academic advising workshops were offered in FY18. Therefore we have no results to tally.</p> <p>Due to hopes that the university would be awarded a Title III grant which would provide funds for Degree Works software which would completely overhaul our advising program on campus, no concerted effort for advising training was undertaken in the past year. Intermittent assistance was offered on an individual or small group basis (especially to new faculty), but no formal workshops resulted in no formal surveys. The Title III grant application earned a perfect review score but was not awarded funds in FY18. However, we remain hopeful that it will be funded in the "off-year" second round of grant evaluations in FY19. Because of that hope, the CTL will continue to hold off on formal advising training sessions until we are certain about the outcome of the grant. If we do not win the grant, advising training will likely recommence at some point in 2019 depending on how the university chooses to proceed. If we do win the grant, we will need to wait for the Degree Works installation and back data entry process to be completed before we can begin training faculty on the use of the software and a general advising approach, which we understand could take several years.</p> <p>As a result it may be in our best interests to discontinue this question and focus on another assessment question for the next several years until the time is right to focus again on academic advising. That will be our recommended action statement for this year.</p>	Inconclusive
Academic and Student Support - Center for Women's Research and Public Policy	1.1	Newly trained student interviewers involved in the Women's Oral Histories project will complete interviews of an MUW alumnae to be added to the University Archives. In the process, students will learn about	Student mentors will instruct 5 new trainees to produce acceptable Women's Oral Histories interviews.	The 2017-18 Target was met and exceeded. A sophomore women's studies minor gathered, trained, and set up interview rooms with digital recorders for eleven students. Fourteen members of the class of 1967 were interviewed and donated by "deed of gift" their interviews to our MUW Archives.	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Academic and Student Support - Center for Women's Research and Public Policy	1.1	multigenerational women's accomplishments and challenges.	Student mentors will instruct 5 new trainees to produce acceptable Women's Oral Histories interviews.	The 2017-18 Target was met and exceeded. A sophomore women's studies minor gathered, trained, and set up interview rooms with digital recorders for eleven students. Fourteen members of the class of 1967 were interviewed and donated by "deed of gift" their interviews to our MUW Archives.	Target Met
	1.2	The CWRPP will sponsor an Essay Contest for the Common Reading Initiative that will provide an opportunity for students to discuss topics related to MUW's mission.	3% increase in student essays for the Dorothy Clark Hobson Essay Contest from the previous academic year.	In 2017 and 2018, due to the CRI committee's planning, the essay contest is back on track. In 2017, topics generated over 30 essays, and three were chosen as winners. There was a special ceremony in Hogarth, sponsored by the Center for Teaching and Learning, where the top three (selected by an outside judge) received cash prizes from the Dorothy Clark Hobson Foundation fund. We more than met the target for the 3 percent increase. Link to Persepolis CRI contest from 2017 http://www.muw.edu/news/4393-persepolis-the-w-s-next-common-read TARGET MET AND EXCEEDED	Target Met
	2.1	The CWRPP will train undergraduate college women to enter elected or appointed public service.	100% of students in LDR 250 will complete a public policy group project, including a mock presentation before a senate subcommittee.	http://www.muw.edu/leadership/new above is the link to the very successful NEW Leadership Mississippi 2017 program description. Of the 37 applications, 18 young women were accepted. Their public policy project on DACA was completed by Dr. Rainey and Dr. Kempker. This year's project required much more research and detailed work in the final presentations. All four action groups presented high quality (according to the feedback from the Faculty in Resident and the NEW Leadership Team) presentations from different points of view, including role playing of citizens, legislators, and affected immigrants.	Target Met
	2.1	The CWRPP will train undergraduate college women to enter elected or appointed public service.	100% of students in LDR 250 will practice professional networking at a reception for elected-women officials in the state capital.	All of the 18 students (although 24 were accepted, some of the young women had to drop out due to financial problems or family illnesses). who participated had a full day at the capital and met a variety of women who work in public service. They had time for one on one conversation with each of the women, and exchanged business cards.	Target Met
	2.2	Enhance the New Leadership Program to give graduate students the opportunity to practice hands-on development of other women leaders.	At least one graduate student in Women's Leadership will complete a practicum connected to the Mississippi New Leadership Program earning 1-3 hours of graduate credit.	Ms. Sheila Westbrook, who completed her master's degree in December, 2017, began the skeleton of the action project on DACA, but in the middle of the spring semester, she accepted a full time Director of Development position at the Mississippi School for Mathematics and Sciences. Two other graduate	Target Not Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.2	Enhance the New Leadership Program to give graduate students the opportunity to practice hands-on development of other women leaders.	At least one graduate student in Women’s Leadership will complete a practicum connected to the Mississippi New Leadership Program earning 1-3 hours of graduate credit.	students were well into thesis writing in the spring (they graduated in May, 2018). Drs. Kempker and Rainey completed the project so that it was ready for the 2018 students. There are already two graduate students enrolled this fall (of 2018) who want to work on planning and supervision of NEWL Mississippi 2019.	Target Not Met
Academic and Student Support - Counseling Services	1.1	The Counseling Center will make an effort to increase awareness of mental health coping skills and mental health services available to students.	At least 50 students will participate in one campus-wide mental health program offered by the Counseling Center.	The counseling center participated in the fall semester Relaxation event and had 60 students participate in the "How stressed are you?" quiz. Each participant received an anti-stress kit. The counseling center failed to log this event in Titanium. The counseling center did log the following events in Titanium: September 5, 2017 - Suicide Awareness - 75 Participants October 17, 2017 - Alcohol Awareness - 35 Participants	Target Met
	1.2	The Counseling Center will build relationships within the community to ensure that resources are readily available to counseling center staff and students as needed.	Counseling Center staff will build a working relationship by obtaining a partnership with at least 1 program from a community agency.	The counseling center accomplished each target set for this year. 1. The counseling center staff partnered with Community Counseling Services to host an event in the fall semester that focused on opioid prevention. The staff met with this agency two times to organize this event. 2. The counseling center staff met with Baptist Behavioral Health once a semester in order to review the contract they have in place and to discuss programming opportunities. 3. The counseling center had an intern from Mississippi State University in Spring 2017 and Fall 2017.	Target Met
	2.1	The Counseling Center will increase awareness among students regarding the Counseling Center and the services provided.	80% of Graduation Survey participants will state that they were aware of the Counseling Center and the services provided.	2017-2018 Graduation Survey Results: Counseling Center - (379/545) - 69.54%	Target Not Met
	2.2	The Counseling Center will provide satisfactory services to students that utilize the services provided by the center.	75% of the Graduation Survey participants will select “excellent” or “good” indicating effectiveness of the counseling services.	2017-2018 Graduation Survey Results: Excellent - (291/645) - 45.12% Good - (207/645) - 32.09% Total - (498/645) - 77.21% Fair - (36/645) - 5.58% Poor - (12/645) - 1.86% Not Applicable - (99/645) - 15.35%	Target Met
Academic and Student Support - Dean of	1.1	The Office of Dean of Students will make an effort to increase the number	New student completing the course will increase by 5% from the previous	The online training through Work Place Answers was sent out to 982 new freshman and new transfer	Target Not Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Students (Sexual Misconduct & Title IX)	1.1	of new students (freshman and transfer) that complete the WorkPlace Answers online student sexual misconduct training course that is offered each semester.	year.	students during Spring 2017 and Fall 2017 semesters. The course was one hundred percent completed by 278 students. There 119 students who began the training but did not complete the course. Last calendar year, there were 319 participants who completed the course. $319 \text{ to } 278 \text{ } ((278-319)/278) = -0.147 = \text{Decrease of } 15\%$ ****Work Place Answers only reports by calendar year and data is reported in groups.	Target Not Met
	1.2	The Office of Dean of Students will make an effort to increase awareness among students regarding the University's sexual misconduct (Title IX) policy.	75% of Graduation Survey participants will state that they were aware of how to file a sexual misconduct report.	2017-2018 Graduation Survey Results: Yes - (543/659) 82.40% No - (116/659) 17.60%	Target Met
	1.2	The Office of Dean of Students will make an effort to increase awareness among students regarding the University's sexual misconduct (Title IX) policy.	75% of Graduation Survey participants will state that they were aware of what Title IX means.	2017-2018 Graduation Survey Results: Yes - (513/660) 77.73% No - (147/660) 22.27%	Target Met
	1.2	The Office of Dean of Students will make an effort to increase awareness among students regarding the University's sexual misconduct (Title IX) policy.	75% of Graduation Survey participants will state that they were aware that MUW has a sexual misconduct policy.	2017-2018 Graduation Survey Results: Yes - (642/658) 97.57% No - (16/658) 2.43%	Target Met
	1.3	The Office of Dean of Students will make an effort to increase awareness among staff regarding the University's sexual misconduct (Title IX) policy.	85% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a designated person to coordinate the University's efforts to eliminate sexual misconduct on campus.	2018 Staff Satisfaction Survey Results: Strongly Agree - (40/80) 50% Agree - (39/80) 48.75% Total - (79/80) 98.75% Disagree - (0/80) 0% Strongly Disagree - (1/80) 1.25% Not Applicable - (0/80) 0%	Target Met
	1.3	The Office of Dean of Students will make an effort to increase awareness among staff regarding the University's sexual misconduct (Title IX) policy.	85% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a policy that prohibits sexual misconduct.	2018 Staff Satisfaction Survey Results: Strongly Agree - (40/81) 49.38% Agree - (40/81) 49.38% Total - (80/81) 98.76% Disagree - (0/81) 0% Strongly Disagree - (1/81) 1.23% Not Applicable - (0/81) 0%	Target Met
	1.3	The Office of Dean of Students will make an effort to increase awareness among staff regarding the University's sexual misconduct (Title IX) policy.	85% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University's policy on sexual misconduct covers sexual	2018 Staff Satisfaction Survey Results: Strongly Agree - (40/81) 49.38% Agree - (40/81) 49.38% Total - (80/81) 98.76%	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	1.3	The Office of Dean of Students will make an effort to increase awareness among staff regarding the University's sexual misconduct (Title IX) policy.	harassment, sexual assault, domestic violence, dating violence, and stalking.	Disagree - (0/81) 0% Strongly Disagree - (1/81) 1.23% Not Applicable - (0/81) 0%	Target Met
	1.3	The Office of Dean of Students will make an effort to increase awareness among staff regarding the University's sexual misconduct (Title IX) policy.	85% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware they are responsible for reporting sexual misconduct of which they have been informed or have witnessed to the University's Title IX Coordinator.	2018 Staff Satisfaction Survey Results: Strongly Agree - (39/81) 48.15% Agree - (41/81) 50.62% Total - (80/81) 98.77% Disagree - (0/81) 0% Strongly Disagree - (1/81) 1.23% Not Applicable - (0/81) 0%	Target Met
	1.4	The Office of Dean of Students will make an effort to increase awareness among faculty regarding the University's sexual misconduct (Title IX) policy.	85% of Faculty Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a designated person to coordinate the University's efforts to eliminate sexual misconduct on campus.	2018 Faculty Satisfaction Survey Results: Strongly Agree - (67/110) 60.91% Agree - (39/110) 35.45% Total - (106/110) 96.36% Disagree - (2/110) 1.82% Strongly Disagree - (0/110) 0% Not Applicable - (2/110) 1.82%	Target Met
	1.4	The Office of Dean of Students will make an effort to increase awareness among faculty regarding the University's sexual misconduct (Title IX) policy.	85% of Faculty Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a policy that prohibits sexual misconduct.	2018 Faculty Satisfaction Survey Results: Strongly Agree - (70/111) 63.06% Agree - (38/111) 34.23% Total - (108/111) 97.29% Disagree - (1/111) 0.9% Strongly Disagree - (0/111) 0% Not Applicable - (2/111) 1.8%	Target Met
	1.4	The Office of Dean of Students will make an effort to increase awareness among faculty regarding the University's sexual misconduct (Title IX) policy.	85% of Faculty Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University's policy on sexual misconduct covers sexual harassment, sexual assault, domestic violence, dating violence, and stalking.	2018 Faculty Satisfaction Survey Results: Strongly Agree - (68/112) 60.71% Agree - (41/112) 36.61% Total - (109/112) 97.32% Disagree - (0/112) 0% Strongly Disagree - (1/112) 0.89% Not Applicable - (2/112) 1.79%	Target Met
	1.4	The Office of Dean of Students will make an effort to increase awareness among faculty regarding the University's sexual misconduct (Title IX) policy.	85% of Faculty Satisfaction survey participants will "strongly agree" or "agree" that they are aware they are responsible for reporting sexual misconduct of which they have been informed or have witnessed to the University's Title IX Coordinator.	2018 Faculty Satisfaction Survey Results: Strongly Agree - (70/110) 63.64% Agree - (38/110) 34.55% Total - (108/110) 98.19% Disagree - (0/110) 0% Strongly Disagree - (0/110) 0% Not Applicable - (2/110) 1.82%	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.1	The Behavioral Intervention Team (BIT) will increase awareness among the staff regarding the team and reporting measures in order to strengthen reporting of student behaviors in which the team can intervene and work to retain the student.	90% of Staff Satisfaction survey participants will “strongly agree” or “agree” that they are aware that the University has a Behavioral Intervention Team (BIT).	2018 Staff Satisfaction Survey Results: Strongly Agree - (28/80) 35% Agree - (44/80) 55% Total - (72/80) 90% Disagree - (5/80) 6.25% Strongly Disagree - (2/80) 2.5% Not Applicable - (1/80) 1.25%	Target Met
	2.2	The Behavioral Intervention Team (BIT) will increase awareness among the faculty regarding the team and reporting measures in order to strengthen reporting of student behaviors in which the team can intervene and work to retain the student.	85% of Faculty Satisfaction survey participants will “strongly agree” or “agree” that they are aware that the University has a Behavioral Intervention Team (BIT).	2018 Faculty Satisfaction Survey Results: Strongly Agree - (55/111) 49.55% Agree - (50/111) 45.05% Total - (105/111) 94.60% Disagree - (3/111) 2.7% Strongly Disagree - (1/111) 0.9% Not Applicable - (2/111) 1.8%	Target Met
Academic and Student Support - Housing and Residence Life	1.1	The Office of Housing and Residence Life will increase the number of New Freshmen living on campus each academic year.	New Freshmen living on campus for the Fall semester will increase by 5% from the previous year.	As of August 1, 2017 we had 138 new Freshman students living on campus.	Target Not Met
	1.2	The Office of Housing and Residence Life will increase the number of Returning Students living on campus each academic year.	Returning Students living on campus for the Fall semester will increase by 5% from the previous year.	As of September 1, 2017 we had 349 (84 Returning Freshmen and 265 Upperclass) returning students living on campus.	Target Met
	2.1	The Office of Housing and Residence Life will increase the average satisfaction rating of programs/activities sponsored by our staff regarding social/educational/cultural programs conducted in the residence halls.	Increase the satisfaction mean to 5.6 on a scale of 1-7 (with 7 being “very satisfied”) will be achieved on the ACUHO-I/Benchmarks Resident Assessment survey regarding the social/educational/cultural programs conducted in the residence halls.	Using the ACUHO-I/Benchworks Resident Assessment survey, the Office of Housing and Residence Life achieved a mean of 4.94 when it comes to satisfaction of programs/activities with regards to social/educational/cultural programs.	Target Not Met
	2.2	The Office of Housing and Residence Life will increase the average satisfaction rating of programs/activities sponsored by our staff regarding quality of programs.	Increase the satisfaction mean to 5.6 on a scale of 1-7 (with 7 being “very satisfied”) will be achieved on the ACUHO-I/Benchmarks Resident Assessment survey regarding quality of programs offered by the department of Housing and Residence Life.	Using the ACUHO-I/Benchworks Resident Assessment survey, the Office of Housing and Residence Life achieved a mean of 5.03 when it comes to satisfaction of programs/activities with regards to quality of programs.	Target Not Met
Academic and Student Support - Library	1.1	The library will work to improve faculty awareness and satisfaction with the library’s services, including Interlibrary Loan, Virtual and In-Person Reference, and Information Literacy Instruction.	The library will expect a 5% increase in overall satisfaction with the library’s services on the Faculty Library Survey.	The survey results showed greater than a 5% increase in every category assessed. See related documents.	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	1.2	The library will work to improve faculty awareness and satisfaction with the library's resources, including electronic and print collections.	The library will achieve a 5% increase in awareness of the purchase on demand program, until 100% is achieved, on the Faculty Library Survey.	The number of "yes" responses did not go up, so we cannot assume that awareness increased. See related documents.	Target Not Met
	1.2	The library will work to improve faculty awareness and satisfaction with the library's resources, including electronic and print collections.	The library will achieve a 5% increase in satisfaction with print and electronic collections on the Faculty Library Survey.	In comparing the results from the FY17 and FY18 survey, there was a 38% increase in satisfaction with the print resources and a 25% increase in satisfaction with the online resources. See related documents.	Target Met
	1.2	The library will work to improve faculty awareness and satisfaction with the library's resources, including electronic and print collections.	The library will achieve a 5% increase in satisfaction with the on-demand book acquisition program on the Faculty Library Survey.	We did not gather responses to assess the satisfaction of the purchase-on-demand program.	Inconclusive
	2.1	The library will acquire and launch asynchronous virtual reference solutions to provide parity for online and distance programs, as well as supporting commuting students and those preferring online assistance.	The library will add 15 new FAQ entries annually, based on failed searches and new resources or services.	35 FAQs were created in FY 17 and 50 FAQs were created in FY 18, thus meeting our target of creating 15 new FAQs each year. See related documents.	Target Met
	2.1	The library will acquire and launch asynchronous virtual reference solutions to provide parity for online and distance programs, as well as supporting commuting students and those preferring online assistance.	The library will produce five guides per year.	17 new guides were created in FY 18, thus achieving the target of creating 5 new guides per year. See related documents.	Target Met
	2.2	The library will acquire and launch synchronous virtual reference solutions to provide parity for online and distance programs, as well as supporting commuting students and those preferring online assistance.	75% of participants in the faculty survey will rate their experience using the library website as good or very good.	We did not gather survey results about the website in FY 17, so we do not have a second data point to which we can compare FY 18 survey results.	Inconclusive
	2.2	The library will acquire and launch synchronous virtual reference solutions to provide parity for online and distance programs, as well as supporting commuting students and those preferring online assistance.	Usage of this synchronous virtual reference system will grow by 5% per year.	This was the first year that Virtual Reference Services were used by the library, so we cannot benchmark for this goal. For FY 18, the library had 229 email reference questions and 171 chat transactions.	Inconclusive
Academic and Student Support - Outreach and Innovation	1.1	Develop and implement a campus culture of health and wellness with an increase in participation in health and wellness related activities.	Overall campus health and wellness event participation will grow by at least 15% from the previous fiscal year.	There was a 99% growth in campus health and wellness event participation. 2016-2017 = 1504 2017-2018 = 2995 The addition of wellness pop-up events (increased collaboration with Campus Recreation and Project CHEW) during this grant period helped to increase	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Academic and Student Support - Outreach and Innovation	1.1	Develop and implement a campus culture of health and wellness with an increase in participation in health and wellness related activities.	Overall campus health and wellness event participation will grow by at least 15% from the previous fiscal year.	participation numbers.	Target Met
	1.2	Develop and implement community based health and wellness initiatives with an increase in participation in health and wellness related activities both in the community and on campus.	Overall community/campus health and wellness event participation will grow by at least 15% from the previous fiscal year.	There was a 134% growth in community health and wellness event participation. 2016-2017 = 749 2017-2018 = 1755 During this grant period there was an intentional increase hosting events at local elementary schools (i.e., health fair and kids culinary programming) that helped to increase participation numbers.	Target Met
	2.1	Enhance teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (CHAMPS) to increase mathematics content knowledge and instructional practices.	The overall score for individuals participating in the Pre/Post LMT Assessments will have a statistically significant higher score ranging from a .2-.5 to show a growth in content knowledge from the Pre-LMT Assessment to the Post-LMT Assessment.	LMT (Learning Mathematics for Teaching) assessment was used to measure changes in mathematics teachers' content knowledge gained over the two-week summer institute and then retained over the course of the year-long project. The participants were given a pretest on July 10, 2017, a posttest on July 21, 2017, and finally a post-posttest on April 7, 2018. Geometry. The mean for the pretest, the posttest, and the post-posttest were -.509, .076, and .088, respectively. A repeated-measures ANOVA, with Huynh-Feldt correction, was conducted to examine whether there were differences among the pretest, the posttest, and the post-posttest. Results showed a statistically significant difference among the pretest, the posttest, and the post-posttest, $F(1.62, 84.18) = 30.81, p < .01, \eta^2 = .37$. An adjusted Bonferroni post-hoc comparison was applied to examine specific differences among these means. Results revealed that the participants obtained statistically significant higher scores in the posttest ($M = .076$) and in the post-post ($M = .088$) than they did in the pretest ($M = -.509$). As these scale scores have been adjusted for the relative difficulty of tests, the changes in mean scale scores indicated that, compared with the pretest, the participants had scored .585 standard deviation higher in the posttest and .596 standard deviation higher in the post-posttest. Patterns functions and algebra. The mean for the pretest, the posttest, and the post-posttest were -1.006, -.365, and -.242, respectively. A repeated-	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.1	Enhance teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (CHAMPS) to increase mathematics content knowledge and instructional practices.	The overall score for individuals participating in the Pre/Post LMT Assessments will have a statistically significant higher score ranging from a .2-.5 to show a growth in content knowledge from the Pre-LMT Assessment to the Post-LMT Assessment.	<p>measures ANOVA, with Huynh-Feldt correction, was conducted to assess whether there were differences among the pretest, the posttest, and the post-posttest. The results indicated that there was a statistically significant difference among the pretest, the posttest, and the post-posttest, $F(1.81, 93.84) = 38.45, p < .01, \eta^2 = .43$.</p> <p>An adjusted Bonferroni post-hoc comparison was used to detect specific differences among these means. Results revealed that the participants obtained statistically significant higher scores in the posttest ($M = -.365$) and in the post-post ($M = -.242$) than they did in the pretest ($M = -1.006$). Given that these scale scores have been adjusted for the relative difficulty of tests, the changes in mean scale scores indicates that the participants have shown a mean change of .641 standard deviation unit from the pretest to the posttest, and a mean change of .764 standard deviation unit from the pretest to the post posttest.</p> <p>Number concepts and operations. The mean for the pretest, the posttest, and the post-posttest were -.806, .238, and -.057, respectively. A repeated-measures ANOVA, with Huynh-Feldt correction, was conducted to assess whether there were differences among the pretest, the posttest, and the post-posttest. The results showed a statistically significant difference among the pretest, the posttest, and the post-posttest, $F(1.89, 98.03) = 31.39, p < .01, \eta^2 = .38$.</p> <p>An adjusted Bonferroni post-hoc comparison was used to detect specific differences among these means. Results revealed that the participants obtained statistically significant higher scores in the posttest ($M = .238$) and in the post-post ($M = -.057$) than they did in the pretest ($M = -.806$). As these scale scores have been adjusted for the relative difficulty of tests, the changes in mean scale scores indicated that, compared with the pretest, the participants had scored 1.044 standard deviation higher in the posttest and .749 standard deviation higher in the post-posttest.</p>	Target Met
	2.2	Improve student achievement in participating K-12 school districts across	The overall score for CHAMPS classrooms' students participating in	CCSS Assessment	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.2	the state by providing a comprehensive program of professional development (CHAMPS) for K-8 teachers.	the Pre/Post CCRS Assessments will have a statistically significant higher score ranging from a .2-.5 compared to the control classrooms' students' scores.	<p>CCSS student assessment was used to assess the impact of the CHAMPS on student achievement (i.e., between students whose teachers participated the CHAMPS and students whose teacher did not). CCSS pretest was given to students at the beginning of the school year (August 14, 2017), whereas CCSS posttest was given to students about seven months later (March 26, 2018). We have organized our CCSS findings by grade level (i.e., students in grades 1-5, and students in grades 6-8).</p> <p>Students in grades 1-5. A mixed ANOVA was used to assess whether there were differences in CCSS scores by the testing status (i.e., the pretest vs. the posttest) and the treatment (i.e., students whose teachers participated the CHAMPS versus students whose teachers did not). Results revealed a significant main effect of testing status, $F(1, 694) = 696.447, p < .001, \eta^2 = .501$. On the other hand, results did not revealed a significant interaction between the test status and the treatment, $F(1, 694) = 1.980, p > .05, \eta^2 = .003$. As shown in Table 3, students whose teachers participated the CHAMPS project increased 19.44 from the pretest to the posttest, whereas those students whose teacher did not participate the program increased 17.53 from the pretest to the posttest.</p> <p>Students in grades 6-8. Similarly, a mixed ANOVA was conducted to assess whether there were differences in CCSS scores by testing status (i.e., the pretest vs. the posttest) and the treatment (i.e., students whose teachers participated the CHAMPS vs. students whose teachers did not). Results revealed a significant main effect of testing status, $F(1, 355) = 199.439, p < .001, \eta^2 = .360$. On the other hand, results did not revealed a significant interaction between the test status and the treatment, $F(1, 355) = .013, p > .05, \eta^2 = .000$ (see Table 4).</p>	Target Met
	2.3	Increase the number of teachers who are highly qualified to teach middle school mathematics in Mississippi.	At least 25% of individuals participating in a comprehensive program of professional development (CHAMPS) will earn highly qualified status by successfully adding a 7th-8th mathematics certified endorsement to their	72% of the individuals who participated in a comprehensive program of professional development (CHAMPS) earned highly qualified status by successfully adding a 7th-8th mathematics certified endorsement to their license.	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.3	Increase the number of teachers who are highly qualified to teach middle school mathematics in Mississippi.	license.	72% of the individuals who participated in a comprehensive program of professional development (CHAMPS) earned highly qualified status by successfully adding a 7th-8th mathematics certified endorsement to their license.	Target Met
Academic and Student Support - Registrar	1.1	The Office of the Registrar will move more manual processes to online processes to promote timeliness and convenience for students.	85% of students participating in the Graduation Survey will find Registrar processes "good" or "excellent."	2017-2018 Graduation Survey Results: Excellent - (331/651) - 50.84% Good - (270/651) - 41.47% Total - (601/651) - 92.31% Fair - (40/651) - 6.14% Poor - (10/651) - 1.54%	Target Met
	1.2	The Office of the Registrar will save money by moving processes online.	There will be a 10% reduction in the cost of forms purchased by the Office of the Registrar.	Due to adding the Change of Grade form this year and Change of Major form last year to an online process in Banner, \$0 dollars were spent on forms in 2017-2018, because we are still using the forms from last year's purchase of \$280.	Target Met
	2.1	The Office of the Registrar will have a sample of student straight line audits checked by the Student Records Specialist each semester to ensure accuracy.	100% of the samples will be audited correctly.	The Student Records Specialist pulled a sample of 39 records, 74% were error free.	Target Not Met
	2.2	The Office of the Registrar staff will attend conferences and/or webinars throughout the year to improve customer interaction.	80% of students participating in the Registrar Student Satisfaction Survey will agree or strongly agree that their interaction with the Office of the Registrar staff was prompt and courteous.	66.66% of students participating in the Registrar Student Satisfaction Survey were Satisfied or Very Satisfied with the professionalism and courtesy of the staff. This was an increase of 41.66% but still fell short of the goal.	Target Not Met
	2.3	The Office of the Registrar will provide support services to faculty.	80% of faculty participating in the Faculty Satisfaction Survey will agree or strongly agree that the Office of the Registrar supports their needs.	2018 Faculty Satisfaction Survey Results: Strongly Agree - (44/112) 39.29% Agree - (58/112) 51.79% Total - (102/112) 91.08% Disagree - (6/112) 5.36% Strongly Disagree - (1/112) 0.89% Not Applicable - (3/112) 2.68%	Target Met
Academic and Student Support - Sponsored Programs	1.1	The Office of Sponsored Programs will assist in enhancing and effectively utilizing advanced instructional technologies by locating and sharing external funding opportunities, which meet the scholarly activity interests of faculty, staff, and administration of MUW.	Each fiscal year, 10 externally funded solicitations will be forwarded to faculty, staff, and administration.	The Office of Sponsored Programs forwarded over 100 externally funded solicitation to the faculty, staff, and administration of the university. These solicitations were distributed from the AACSCU Grants Resource Center's list serve. I am providing the latest email that was received from AACSCU GRC which was divided and sent to deans and	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Academic and Student Support - Sponsored Programs	1.1	The Office of Sponsored Programs will assist in enhancing and effectively utilizing advanced instructional technologies by locating and sharing external funding opportunities, which meet the scholarly activity interests of faculty, staff, and administration of MUW.	Each fiscal year, 10 externally funded solicitations will be forwarded to faculty, staff, and administration.	department chairs based on academic interest.	Target Met
	1.1	The Office of Sponsored Programs will assist in enhancing and effectively utilizing advanced instructional technologies by locating and sharing external funding opportunities, which meet the scholarly activity interests of faculty, staff, and administration of MUW.	Each fiscal year, 10 scholarly activity interest meetings will be held with faculty, staff, and administration.	There were 10 scholarly activity interest meetings held during the fiscal year. These were impromptu meetings, and there is no official log of these meetings; however, the one coordinated meeting with Dr. Handy is in the related documents. Three meetings were held with upper level administration and five were held with faculty and one was held with the staff of the CPDC. Also, I spoke with Dr. Amber Handy at the spring faculty convocation to gauge interest and in grant writing and proposal development. Dr. Handy has the sign in roster.	Target Met
	2.1	The Office of Sponsored Programs will foster leadership development and a commitment to a safe ethical environment by offering training opportunities to faculty, staff, and administration of MUW.	90% of Training Survey participants will "agree" or "strongly agree" that the quality of the grant proposal training session was useful.	This goal has not been met as the MUW Grant Handbook has not been approved by administration. (06/27/2018)	Inconclusive
	3.1	The Office of Sponsored Programs will enhance business processes and the campus infrastructure, ensuring continuing financial sustainability by streamlining the external funding processes through an annual review of the MUW Grant Handbook.	90% of Grant Handbook Survey participants who submitted proposals and received grants will state that they found the MUW Grant Handbook useful.	The MUW Grant Handbook has been updated but is still awaiting approval from administration. The Office of Sponsored Programs will continue the process of approving the Grant Handbook and developing surveys.	Inconclusive
Academic and Student Support - Student Life	3.2	The Office of Sponsored Programs will enhance business processes and the campus infrastructure, ensuring continuing financial sustainability by locating and sharing external funding opportunities which support campus infrastructure with faculty, staff, and administration of MUW.	The Office of Sponsored Programs will find funding opportunities that support 75% of areas in need across campus.	This goal continues to be meet by the distribution of externally funded solicitations. The number of solicitations sent out this fiscal year was over 100. See attached distribution list.	Target Met
	1.1	Student Life will increase awareness of the university hazing prevention statement among students that are new members of social organizations.	90% of students participating in the Social Organization New Member Workshop Survey will either agree or strongly agree that they have an	40 students participated in the fall workshop, and 39 completed the survey. Of the total respondents, 95% either agreed or strongly agreed to the statement measuring their perceived understanding of the hazing	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Academic and Student Support - Student Life	1.1	Student Life will increase awareness of the university hazing prevention statement among students that are new members of social organizations.	understanding of the hazing prevention statement.	prevention statement. 84% strongly agreed, and 11% stated they agreed.	Target Met
	1.2	Student Life will increase the Leadership Program students' understanding of self and others through leadership programming opportunities.	85% of Leadership Program students participating in the Program Exit Survey will rate that they agree or strongly agree to being comfortable articulating their personal values as an aspect of demonstrating an understanding of self.	100% of respondents rated that they strongly agreed (25%) or agreed (75%) to being comfortable articulating their personal values as an aspect of demonstrating an understanding of self. We had an 80% response rate, (4/5) seniors for the electronic survey.	Target Met
	1.2	Student Life will increase the Leadership Program students' understanding of self and others through leadership programming opportunities.	85% of Leadership Program students participating in the Program Exit Survey will rate that they agree or strongly agree to being comfortable articulating their strengths and weaknesses in their leadership styles as an aspect of demonstrating an understanding of self.	100% of respondents rated that they strongly agreed (50%) or agreed (50%) to being comfortable articulating strengths/weaknesses in their leadership style. We had an 80% response rate, (4/5) seniors for the electronic survey.	Target Met
	1.2	Student Life will increase the Leadership Program students' understanding of self and others through leadership programming opportunities.	85% of Leadership Program students participating in the Program Exit Survey will rate that they agree or strongly agree to being comfortable describing their leadership style as an aspect of demonstrating an understanding of self.	100% of respondents rated that they strongly agreed (25%) or agreed (75%) to being comfortable describing their leadership style as an aspect of demonstrating an understanding of self. We had an 80% response rate, (4/5) seniors for the electronic survey.	Target Met
	1.2	Student Life will increase the Leadership Program students' understanding of self and others through leadership programming opportunities.	85% of students participating in the Leadership Programming Surveys will either agree or strongly agree to have an increased understanding of others.	94% of respondents rated that they strongly agreed (27%) or agreed (67%) to having an increased understanding of others. We had an 80% response rate, (4/5) seniors for the electronic survey.	Target Met
	2.1	Student Life will increase educational opportunities through community service projects.	Student Life will show a 3% increase in the community service hours logged by the campus community throughout the fiscal year.	Up to this date of collection, 364,666.6 community service hours have been logged. This is a 3.5% increase from the hours logged in the previous year.	Target Met
	2.2	Student Life will increase awareness of diverse and underrepresented populations through educational events.	Student Life will show an 8% increase in attendance at diversity programming (MLK Observance Event & The Festival of Colors - International Students Event) throughout the academic year.	1,232 individuals participated in 19 diversity related events hosted, co-sponsored or related to Student Life. This figure does not capture diversity related events hosted by other areas of the university. Due to a professional staff vacancy, only limited diversity related programming was offered in the fall semester by Student Life.	Target Not Met
Academic and Student Support - Student Success	2.1	The Student Success Center will promote academic engagement and	60% of students enrolled in the Academic Support Lab (LS 101) and	51% (18 of 35) of students enrolled in the Academic Support Lab (LS 101) and Intermediate Algebra (MA	Target Not Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Center	2.1	success among students placed in two or more intermediate courses.	Intermediate Algebra (MA 100) courses will receive a grade of "C" or higher in Intermediate Algebra.	100) courses received a grade of "C" or better in Intermediate Algebra. Students in this population who retook Intermediate Algebra (MA100) the following semester increased the overall pass rate to 63% (22 of 35). Specific grades for this student population are as follows: A (2), B (6), C (10), D (5), F (9), W/WP/WF (3)	Target Not Met
	3.1	The Student Success Center will provide access to course-based academic support services.	40% of students enrolled in the Academic Recovery course (UN098) will return to good academic standing after completion of the program.	36.3% (36 of 99) of students enrolled in the Academic Recovery course (UN098) returned to good academic standing following completion of the program.	Target Not Met
	3.1	The Student Success Center will provide access to course-based academic support services.	70% of students participating in 5 or more tutoring services will receive a grade of "C" or higher in the designated course.	81% (75 of 92) of students that participated in 5 or more tutoring sessions received a grade of "C" or higher in the designated course. Specific grades for this student population are as follows: A (36), B (17), C (22), D (7), F (5), W/WP/WF (5)	Target Met
	3.1	The Student Success Center will provide access to course-based academic support services.	80% of students participating in 5 or more Supplemental Instruction sessions will receive a grade of "C" or higher in the designated course.	77.5% of the students attending 5 or more Supplemental Instruction sessions (31 of 40) received a grade of "C" or higher in the designated course at the end of the Fall semester. Specific grades for this student population are as follows: A (9), B (12), C (10), D (6), F (1), W/WP/WF (2)	Target Not Met
	3.2	The Student Success Center will enhance the advising process by providing students with access to professional academic and career advisors.	80% of those participating in the Academic Advising Survey will rate the quality of their academic advising received as "good" or "very good."	2187 surveys were distributed to students during the Spring 2018 semester, with 1135 responses (51.9% return rate). Very Good - (725/1135) 63.88% Good - (237/1135) 20.88% Total - (962/1135) 84.76% Acceptable - (141/1135) 12.42% Poor - (20/1135) 1.76% Very Poor - (12/1135) 1.06%	Target Met
	3.2	The Student Success Center will enhance the advising process by providing students with access to professional academic and career advisors.	80% of those participating in the Career Services Survey will rate their experience with career services as "satisfied" or "highly satisfied".	Students attending the Nursing Fair were not surveyed this year.	Inconclusive
Academic and Student Support - Study Abroad	1.1	The Study Abroad program will encourage faculty in lesser represented study abroad areas to submit proposals to offer study abroad programs.	Study Abroad will receive a minimum of 1 proposal for study abroad programs from faculty.	The Study Abroad Office received 3 study abroad proposals from faculty in the 2017/18 academic year to the following locations: Italy through the Culinary Arts Department, Peru through the Honors College and India through Biological Sciences . The proposal to India was a two year plan submitted in 2016 to give faculty time to recruit students and students time to	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Academic and Student Support - Study Abroad	1.1	The Study Abroad program will encourage faculty in lesser represented study abroad areas to submit proposals to offer study abroad programs.	Study Abroad will receive a minimum of 1 proposal for study abroad programs from faculty.	plan financially. The Study Abroad Office hosted, in conjunction with the Honors Program, a forum to highlight study abroad opportunities for faculty and students in August 2017. The office sent out emails to faculty encouraging them to host programs. The Study Abroad Office met with faculty members, in the Music and Nursing Departments, to discuss study abroad opportunities that will be proposed for the 2019 summer term.	Target Met
	1.2	The Study Abroad program will increase the number of first generation students who participate in summer/semester/year-long study abroad programs.	15% of the students studying abroad who participated in the Post Study Abroad Survey will be first generation study abroad students.	The study abroad survey was created during the 2017-18 academic year and will administered in the fall semester of 2018 to the students who participated in study abroad programs during the summer of 2018. This survey will be administered online through the Survey Monkey.	Inconclusive
	2.1	The Study Abroad program will create new and enhance the current international partnerships to include service learning projects and volunteer opportunities for MUW's students abroad.	The coordinator will secure at least one new international partner school in the next three academic years.	The 3 year cycle has not ended for this target. However, students who studied in Peru with the Honors College during the summer of 2018 participated in a service learning project to enhance the Ronald McDonald house garden in Surco, Lima, Peru.	Inconclusive
	2.2	The Study Abroad program will provide a safe environment for study abroad students.	There will be no reported incidents.	In maintaining this goal, study abroad has not received any safety reports as of this date.	Target Met

Appendix G

University Assessment: A Year In Review

August 22, 2017

Carla Lowery, SACS Accreditation Liaison

Elizabeth Carter, Assessment Specialist

Why Assessment?

- Continuous improvement!
- SACSCOC says we must participate in Institutional Effectiveness as a systematic, explicit, and documented process of measuring institutional performance against the mission in all aspects of the institution.

Why Assessment?

- SACS Core Requirement 2.5

- SACS Com
Institution

The institution **engages** in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a **systematic review** of institutional mission, goals, and outcomes;

3.3.1 series

- SACS Fede

(2) result in The institution **identifies** institutional **expected outcomes, assesses**

- The W's Vi
Principles

the instituti **Student Achievement:** Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

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Related University links

- Mission - <http://www.muw.edu/about-muw>
- SPG - <http://www.muw.edu/priorities>
- PIE - <http://www.muw.edu/wpie>
- IRA - <http://www.muw.edu/ir>

Who Assesses?

- Non-Academic Units
 - Academic and Student Support Services
 - Administrative Support Services
- Academic Units
 - Academic Programs
 - Minors
 - Certifications

What Is Involved?

- Mission Statement – Both
- Student Learning Outcomes – Academic
- General Education Outcomes (tied to Gen Ed Goals) – Academic
- Research Outcomes – Graduate Programs
- Program Outcomes (tied to SPG) – Both
- Student Achievement Outcomes – Academic
- Results – Both
- Action Statements – Both
- Follow-Ups – Both

Finished... Now what?

- Deans, Department Chairs, and Supervisors are sent reports for review.
 - Comments and acknowledgement of review are stored in TracDat
- Coordinators are sent a final report with comments to address any concerns pertaining to the assessment plan.
- PIE Council reviews final reports every three years to complete the assessment cycle.

Improvements

- 57 SMART Plans to 49 Academic Assessment Plans
- 29 ACTION Plans to 28 Non-Academic Assessment Plans
- Assessment Software – TracDat
 - Capable of mapping and running specialized reports
 - General Education
 - Strategic Priorities and Goals
 - Student Achievement Outcomes
 - Research Outcomes
 - Curriculum Mapping**

Results Tally

	# of Outcomes	Target Met	Target Not Met	Inconclusive
Gen Ed	96	74	19	3
SAO	84	51	19	14
RO	15	11	3	1
SPG	56 Academics 121 Non-Academics	52 Academics 96 Non-Academics	14 Academics 28 Non-Academics	8 Academics 38 Non-Academics

A Little Deeper...

- All of the SPGs are being assessed across campus, both academics and non-academics
- Gen Ed Goals not being assessed
 - 3.b. & 3.c. **Quantitative and Technology Skills:** Students will demonstrate the ability to
 - b) Analyze quantitative information presented in different formats {*Quantitative Literacy & Analysis VALUE Rubric*}
 - c) Adapt to emerging technologies {*Quantitative Literacy & Analysis VALUE Rubric*}
 - 4.a. & 4.b. **Understanding of Self, Society, and The Natural World:** Students will demonstrate the ability to
 - a) Analyze the interactions between the individual and society {*Civic Engagement VALUE Rubric*}
 - b) Engage in activities that promote personal and civic well-being {*Civic Engagement VALUE Rubric*}

What Went Well?

- Support across campus for the assessment process changes
- Majority of coordinators turned in results and action statements on time
- Using TracDat went smoothly
- Reporting processes allowed for information to be shared easier and more useful

Challenges

- Inputting all of the necessary information for the results, i.e. Action Statements
- Inputting information in a timely manner
- Supporting documentation – unforeseen hitch
- Review comments – need improvement
- Acknowledging the importance of assessment {SACS}

What We Learned?

- Some items not done consistently
 - Listing number of students
 - Action Statements
 - Averaging VALUE Rubric Scores for Gen Ed instead of percentages
- Send out reminders throughout the year to input any data and documentation used in the assessment plan
 - To help with data collection times at the end of the assessment cycle

Not Individual Plans

- Share assessment plans with Everyone
 - Faculty in the Department
 - Coworkers in the Office
- Everyone needs to be aware of the assessment goals and achievement targets
- Share results with Everyone
 - Show the progress made
 - Discuss where improvement can be made for the next year
 - All of this is a part of Continuous Improvement

What's Next?

- Curriculum Mapping – Academics
- Documentation – Both
- Follow-Up – Both
- Modify Targets – 2020/2021

Questions?

- If you think of any thing later...
 - ❖ Contact Elizabeth Carter at 241-6143 or at eecarter@muw.edu

Appendix H

University Assessment: A Year In Review

August 21, 2018

Carla Lowery, SACS Accreditation Liaison

Elizabeth Carter, Assessment Specialist

Why Assessment?

- Continuous improvement!
- SACSCOC says we must participate in Institutional Effectiveness as a systematic, explicit, and documented process of measuring institutional performance against the mission in all aspects of the institution.

Why Assessment?

- SACS Accreditation Principles 7.1, 7.3, 8.1, 8.2.a., and 8.2.c.
- The W's Vision, Mission, and Guiding Principles

The institution **engages** in ongoing, integrated, and institution-wide research based planning and evaluation process that (1) incorporate a **systematic review** of institutional mission, goals, and outcomes; (2) result in **continuing improvement** in institutional quality; and (3) demonstrate the institution is effectively accomplishing its **mission**.

The institution **identifies** **Student Achievement**: Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

assesses
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the results

Not Individual Plans

- Share assessment plans with Everyone
 - Faculty in the Department
 - Coworkers in the Office
- Everyone needs to be aware of the assessment goals and achievement targets
- Share results with Everyone
 - Show the progress made
 - Discuss where improvement can be made for the next year
 - All of this is a part of Continuous Improvement

SACS deadlines

- 5th year report
- Due spring 2020
- This is our year!

Related University links

- Mission - <http://www.muw.edu/about-muw>
- SPG - <http://www.muw.edu/priorities>
- PIE - <http://www.muw.edu/wpie>
- Inst. RA - <http://www.muw.edu/instra>

Information to Consider

Who Assesses?

- Non-Academic Units
 - Academic and Student Support Services
 - Administrative Support Services
- Academic Units
 - Academic Programs
 - Minors
 - Certifications

Met Deadline

- 8 out of 49 Academic Units completed their assessments by deadline
- 23 out of 27 Non-Academic Units completed their assessments by deadline

What Is Involved?

- Mission Statement – Both
- Student Learning Outcomes – Academic
- General Education Outcomes (tied to Gen Ed Goals) – Academic
- Research Outcomes – Graduate programs
- Program Outcomes (tied to SPG) – Both
- Student Achievement Outcomes – Academic
- Results – Both
- Action Statements – Both
- Follow-Ups – Both*** **NEW THIS YEAR**

Finished... Now what?

- Deans, Department Chairs, and Supervisors are sent reports for review.
 - Comments and acknowledgement of review are stored in TracDat/Nuventive
- Coordinators are sent a final report with comments to address any concerns pertaining to the assessment plan.
- PIE Council reviews final reports every three years to complete the assessment cycle.

Results Tally

	# of Outcomes	Target Met	Target Not Met	Inconclusive	Total # of Targets
Gen Ed	58	62	19	19 (including 3 Not Reported)	100
SAO	58	47	14	25 (including 4 Not Reported)	86
RO	14 (12 Grad Programs)	12	0	3 (including 1 Not Reported)	15
SPG	53 Academics 121 Non-Academics	49 Academics 93 Non-Academics	8 Academics 34 Non-Academics	14 Academics 32 Non-Academics (including 5 Not Reported)	71 Academics 159 Non-Academics

A Little Deeper...

- All of the SPGs are being assessed across campus, except for SPG 2.b.
 - The University will promote ***Regional Stewardship*** through partnerships across campus and the region by: providing outreach to underserved populations.
- Gen Ed Goals not being assessed
 - 3.b. & 3.c. **Quantitative and Technology Skills:** Students will demonstrate the ability to
 - b) Analyze quantitative information presented in different formats *{Quantitative Literacy & Analysis VALUE Rubric}*
 - c) Adapt to emerging technologies *{Quantitative Literacy & Analysis VALUE Rubric}*

Challenges

- Inputting information in a *timely manner*
- Inputting the assessment data in the proper location
- Inputting all of the assessment data, i.e. missing Follow-Ups, Action Statements, etc.
- Acknowledging the importance of assessment {SACS}

Suggestions

- Don't wait until May to start entering results
 - Tracdat/Nuventive is open for inputting data before May
- Providing Supporting Documentation improved greatly this year; however, there is still room for improvement
 - Be mindful of your data collection throughout the year
- Ask for help

Questions?

- If you think of any thing later...
 - ❖ Contact Elizabeth Carter at 241-6143 or at eecarter@muw.edu