

Mississippi University for Women
2018-2019 Annual Assessment Report
Appendices A through I

Table of Contents

Appendix A.....3

Appendix B.....67

Appendix C.....81

Appendix D.....115

Appendix E.....201

Appendix F.....242

Appendix G.....260

Appendix H.....280

Appendix I.....298

Appendix A

Academic SPG Report with Results 2018-2019

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.	Of the 16 students enrolled in Prep III in the Spring semester, 12 students (75%) earned a grade of 80% or higher on the Finals Dinner project. See attached document for complete scores.	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.	No students were enrolled and none were admitted because IHL deleted the program October 2018 (Fall 2018).	Inconclusive
		Program - Gerontology - Minor {2018-2019}	3.1 (PO 1.d.)	After completing HED 301 Aging and Public Health & NU 453 Death, Dying, and Bereavement, students will demonstrate more interest in the gerontology discipline and get more interested in gerontology related jobs.	50% of participating students assessed will score an overall average of 4 or above on the exit survey, with 1 being strongly disagree and 5 being strongly agree.	HED 301 and NU 453 Sp 2019: 90.98% students reported 4 (agree) and 5 (strongly agree) in Exit Survey. HED 301 and NU 453 were not offered Fall 18	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.	No data collected. Program has been discontinued since 2017.	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.	Due to low enrollment in this course (3 students), there were not enough students to participate in NNM outreach and were therefore given an alternate assignment.	Inconclusive
		Program - Public	3.1 (PO 2.a.)	The MSHE	40 vendors representing	This year, the MPH program did not hold its own	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Health - MPH {2016-2017}	3.1 (PO 2.a.)	program will promote regional stewardship by cultivating collaborations that increase health and well-being through partnerships across campus and the region.	university programs and community organizations will take part in the Community Health Fair.	community health fair. In its place, we participated in WCBI's and Baptist Memorial Hospital's Senior Expo health fair.	Inconclusive
		Program - Sexual Health - Minor {2018-2019}	4.1 (PO 2.a.)	Students in the sexual health minor will participate in a state wide sexual health campaign in partnership with Teen Health Mississippi.	90% of the students in the course will participate in the state wide sexual health campaign in partnership with Teen Health Mississippi by completing an informational video.	Fall 2018 (n=4) 100% of students in HED 110 in the sexual health minor participated in the state wide sexual health campaign in partnership with Teen Health Mississippi by completing an informational video.	Target Met
	2.c. Strengthening and expanding K-12 partnerships	Program - Art Education - BFA {2016-2017}	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.	The overall average of all four was a 2.75 which met the assessment target, with individual scores of 2.75 each.	Target Met
		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 were two Chemistry majors who graduated in May 2019. On their Exit Surveys (attached in the "Related documents" section), they indicated, on Question #1 in the "Community Service Information" section, that they had volunteered either during the MS Regional High School Science Bowl or during Sonya Kovalevsky Day, both of which are departmental K-12 outreach activities. Target achieved.	Target Met
		Program - Educational Leadership - ME {2016-2017}	1.3 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually	The department of education and various partners will will host 2 focus groups during the academic year in which	The division held no focus group meetings with K-12 administration or K-12 teachers concerning Educational Leadership in the 2018-2019 academic year.	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Educational Leadership - ME {2016-2017}	1.3 (PO 2.c.)	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).	they will share opinions about developing at least one new mutually beneficial partnership.	The division held no focus group meetings with K-12 administration or K-12 teachers concerning Educational Leadership in the 2018-2019 academic year.	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 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>During the 2018-2019 reporting year members of the Division of Education and Outreach continued to build mutually beneficial P-12 partnerships within the community and state. New partnerships through the year were the result of Implementation Teams (focus groups within the department) meeting and developing goals. Members of the Implementation Teams would then develop the needed relationships within the community to meet the goals.</p> <p>Here are some of the partnerships that were a result of the Implementation Teams during the 2018-2019 year:</p> <p>1) Dr. Martin Hatton, Ms. Melinda Lowe, and Ms. Penny Mansell, all members the Marketing Implementation Team, developed a partnership with the Lowndes County School District Career & Technical Center. Ami Weldon with the Lowndes County School District Career & Technical Center was an active member of developing this partnership as well. The partnership established W Wednesdays at the center for the Teacher Academy students. During W Wednesdays Ms. Lowe or Dr. Hatton</p>	Target Met
--	--	---	---------------	---	---	---	------------

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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>present different items or have events that allow the Teacher Academy students to learn more about the education field and more about The W. This partnership provides aid to Ami Weldon by getting information to her students, and it benefits The W as it is a recruitment opportunity through building relationships with possible future students.</p> <p>2) Ms. Melinda Lowe and Ms. Penny Mansell have developed a partnership with Excel by 5. Excel by 5 is an organization that strives to support families and children through community based collaborations. These collaborations have the goal of preparing children to enter school. The partnership allows us to support the community and promote education. For our students it will allow them to have a wider view of the education process and opportunities to see how early education effects future education.</p> <p>3) This year we have also partnered with Annunciation Catholic School which is a private Pre-K through 8th grade school. We did not have a partnership with a private school that integrates arts in education. This partnership allows our students to be exposed to another type of school through field experience. Annunciation also allows our students to aid in the musical productions which give students the opportunity to see what working in the education field is like outside the classroom. The partnership also allows us to use the Annunciation Catholic School facilities for Summer Discovery which allows us to provide summer education opportunities to elementary aged children.</p> <p>4) The division remains in partnership with Copiah-Lincoln Community College to expand educational opportunities. Dr. Martin Hatton met with K-12 administration and elementary education teachers at the Wesson Attendance Center which partners with Co-Lin and the W to provide supervised student teaching through the</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	W's Residency courses in Wesson, MS. The outcome of this and other meetings has led to efforts to provide online module training not only for Wesson Attendance Center's supervising classroom teachers but for all supervising classroom teachers that will afford Continuing Education Units (CEUs), a process that not only benefits the individual supervising classroom teacher but that provides consistent documentation of the qualifications of the W's partnering supervising teachers.	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/division did not hold any meetings with K-12 administration and K-12 teachers, once again, in 2018 - 2019 related to gifted studies.	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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/division did not hold any meetings with K-12 administration and K-12 teachers, once again, in 2018 - 2019 related to gifted studies.	Target Not Met
		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.	<p>The Mississippi Regional Science Bowl was held on February 15, 2019. Attendees included approximately 100 high school students and 20 teachers, with 20 teams competing from 13 different schools. The day also included a science exam competition. It was a very successful day, including awarding MUW scholarships to top performers.</p> <p>We did not host a Sonya Kovalevsky High School Mathematics Day in 2018-2019. The faculty member in charge of organizing the event did not get information to the high schools in time to allow schools to plan and bring students.</p>	Target Not 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 2018-2019 participated in community outreach and/or community service while at MUW. (2 out of 2 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.	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	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	The department of education and various partners will host 2 focus groups during the academic year in which	No meetings were held in 2018-2019 with K-12 administration and K-12 teachers to co-construct mutually beneficial p-12 partnerships specific to the Reading/Literacy major, certificate or M.Ed. concentration.	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Reading/Literacy (including Certificate) - ME {2016-2017}	1.2 (PO 2.c.)	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).	they will share opinions about developing at least one new mutually beneficial partnership.	No meetings were held in 2018-2019 with K-12 administration and K-12 teachers to co-construct mutually beneficial p-12 partnerships specific to the Reading/Literacy major, certificate or M.Ed. concentration.	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.	While discussions occurred on campus that led to significant improvements of the MAT, the division did not hold focus group meetings to develop mutually beneficial partnerships for improvement of the MAT experience for students and our P-12 partners.	Inconclusive
--	--	---	---------------	---	---	--	--------------

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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 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. 63% of graduating seniors reported participating in two or more community service activities. Nonetheless, this was close to double the percentage who met the goal last year.	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.	All students who completed the Thesis Survey (6 out of 8) indicated that they had published creative work and listed several publications. A review of other information posted on social media about publications by our students reveals that the other two student who did not complete the survey also had publications while in the program. Two of the students who graduated this year were recognized in AWP's Intro Journals Project: Allison Chestnut with an honorable mention in Poetry and C. T. Salazar with an award and publication in Tampa Review in Poetry. Since receiving the MFA, these students have all continued to publish as well.	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	70% of attendees surveyed will choose “satisfactory” with the exhibitions by scoring an average of “3” or higher using the MUW Galleries Assessment Survey.	The average rating for all 14 exhibitions surveyed was 4.5. The galleries are enjoying 100% above the satisfactory target, approaching extremely satisfied. We continue to attract new people to the Galleries. In large part, this happens with the BFA exhibitions, as well as the exhibitions of some local artists. Roger Rice, Stephen Phillips, and Jessica Wallace brought in	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	6.1 (PO 2.d.)	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.	the largest number of respondents. All three are alumni and drew from different pools of visitors. Rice’s family is well known in the African American community outside of Starkville; Rice is also minister and brought in several family and church members. Phillips is also African American, but his audience came primarily from the amount of press coverage he received. He created a line of ceramics that he called his Black Panther series, and it captured a lot of attention. Wallace is a recent graduate, and she had a number of her classmates returning to support her. These well-known local artists helped to bring visitors to see not only their exhibitions but the others as well. We are attracting a number of alumni throughout the year. We expected student respondents but not these numbers of alumni. The exhibitions continue to receive high scores and complimentary comments.	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.	Students enrolled in COM 460 (Internship) were asked to evaluate their internship experience at the end of the course. On a scale of 1 - 7, with 1 being least positive and 7 being most positive, 100 percent of students rated their internship experience 5 or greater, with a mean of 6.38 (n = 8). This exceeds the target threshold of 85 percent rating the internship experience 4 or greater.	Target Met
		Program - Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019}	1.2 (PO 2.e.)	The Master’s of Education in Education academic program will provide internship opportunities for its students to form meaningful professional partnerships.	80% of students participating the ED 697 and ED 699 Course Evaluations will state that they either Strongly Agree or Agree that their internship experience provided them with knowledge and/or skills that are useful and practical for establishing meaning professional partnerships.	ED 697 Internship in Masters of Education and ED 699 Ethical Leadership Capstone Internship: Practicing Professional Behaviors and Growth both were taught in the Summer 2018 term and Spring 2019 term; ED 697 was also taught in the Fall 2018 term. ED 699 was low enrolled in the Spring 2019 term and no course evaluations were collected for that course, that term. This course evaluation item developed in the Spring 2019 term and missed being added to the evaluations for these two courses. No data was collected.	Inconclusive
					Of those supervisors participating in the Student	The Student Internship Evaluation instrument was not completed for use in the 2018-2019	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					Internship Evaluations, 80% will indicate that they would hire or recommend to hire the students for employment.	academic year; no data was collected.	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.	Seven students graduated in August, December, or May 2017-8 with a history degree. 1. Student 1: Study Abroad and internship 2. Student 2: Internship 3. Student 3: Two internships 4. Student 4: Study Abroad and internship 5. Student 5: None 6. Student 6: Two internships 7. Student 7: Internship	Target Met
		Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017}	3.2 (PO 2.e.)	The MUW Exercise Science programs will promote regional stewardship through our internship program, providing real-life observation and/or hands-on experience with local and regional allied health practitioners.	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 semesters of each academic year.	33 students completed internships during the 2018/2019 school year at 20 distinct sites representing 10 unique career paths within Exercise Science.	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).	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	Inconclusive
		Program - Political Science (including Minor and Public Administration	3.1 (PO 2.e.)	Students will demonstrate understanding of how the	The overall average for POL 490 students completing the Internship Survey will be that students report	There were four students completing POL 490 Internship in 2017-2018, and all four completed the internship survey for assessment. 75% of students (three of the four students) agreed that	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Certificate) - BA {2016-2017}	3.1 (PO 2.e.)	curriculum in the major and in-class learning relate to problems of the real world.	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.	"yes, absolutely" the work experience gained through POL 490 allowed them to apply knowledge and abilities developed in the political science program to real world problems. The other student selected a four on the Likert scale, indicating mild agreement with the statement. The overall average score given the POL 490 Internship was a 4.75, well above the 3.0 target.	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 delivery to allow students flexibility in viewing films.	At least 50 percent of relevant courses will be delivered via online course delivery.	Of the four relevant film courses offered during the fall and spring semesters, three (75 percent) were offered online (FLM 101, 201 & COM/WS 303) and one was face-to-face (FLM 301). (Number of students is not a relevant metric for this particular outcome.)	Target Met
		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”).	As a final project for MUS 102, students were asked to write an original composition based on the following conditions: a keyboard piece or a piece for solo voice or instrument and keyboard accompaniment. Its minimum length is sixteen measures in 3/4 or 4/4 time. It should take the form of a well-defined period or double-period structure, with all the phrases and cadences required by that structure, and it should use one of the keyboard styles we have studied during the term. The piece also must feature multiple number of nonharmonic tones, four secondary dominants. Nine students completed this assignment out of the 10 students enrolled in MUS 102. The grades were as follow: 2 students received 100%, 5 received 95%, and 2 received 90%.	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	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	Fall 2018 (n=511) "strong agree"=66.34% (n=339) "agree"=27.40% (n=140) "neither agree or disagree"=4.70% (n=24), "disagree"=.39% (n=2), "strongly disagree"= .98% (n=5), “not applicable” = .20% (n=1) 66.34%+27.40% = 93.74% Total	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}	2.1 (PO 3.a.)	environments for online students.	appropriate for the subject matter.	Fall 2018 (n=511) "strong agree"=66.34% (n=339) "agree"=27.40% (n=140) "neither agree or disagree"=4.70% (n=24), "disagree"=.39% (n=2), "strongly disagree"= .98% (n=5), "not applicable" = .20% (n=1) 66.34%+27.40% = 93.74% Total	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 2019 (n=546) "strong agree"=64.29% (n=351) "agree"=31.14% (n=170) "neither agree or disagree"=3.11% (n=17), "disagree"=.37% (n=2), "strongly disagree"= .55% (n=3), "not applicable" = .55% (n=3) 64.29%+31.14% = 95.43%	Target Met
	3.b. Broadening educational opportunities and programs for the diverse student body	Program - General Studies - BA, BS {2016-2017}	2.3 (PO 3.b.)	The program will foster a 21st century learning environment by broadening educational opportunities for the diverse student body.	At least one student will select each of the 10 focus groups each academic year.	This program has been inactivated and most of the students have transitioned to the BPS Degree. This program will no longer be assessed.	Inconclusive
		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	An increase in minors and majors over the next three years (7 and 3, respectively).	3 Spanish majors and 4 minors, that I am aware of. I am aware of several students who expressed interest and the intention of declaring a minor, but as of the end of the semester, had yet to do so.	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}	2.3 (PO 3.b.)	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).	3 Spanish majors and 4 minors, that I am aware of. I am aware of several students who expressed interest and the intention of declaring a minor, but as of the end of the semester, had yet to do so.	Target Not Met
	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.	The Accademia dell'Arte, the institution offering this program in conjunction with MUW, has shut down its Graduate Studies office and therefore, has not sent out exit surveys to graduating students. Attempts by the MUW Theatre Dept. to disseminate this survey directly has yielded no results before the Assessment deadline.	Inconclusive
	3.e. Cultivating communities to create opportunities for academic engagement	Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	4.1 (SAO & PO 3.e.)	Students enrolled in IS 499 will successfully complete their Capstone project, which involves collaborating with faculty from multiple academic disciplines in order to intentionally combine those fields into a significant research project focused on the student's interests and academic needs.	100% of students enrolled in IS 499 Capstone will pass the course.	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	Inconclusive
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% students participating MSN students noted they were satisfied with the MSN program.	Target 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.	In fall semester 2018, junior and senior members of the Honors College trained and acted as Peer Mentors for the freshman cohort (17) of the Residential Honors Program (RHP), providing academic and personal support throughout the semester, 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 once again surpass year-end retention from the 2015-2016 total of 87.5% , reaching at least 90%. Though retention was 100% in 2016-2017, it was only 89% in 2017-2018. However, in 2018-2019, retention rose to 94% (16 of 17 students). The one student not continuing was advised closely by the Director of the Honors College during her decision process. Her academic performance was strong, but family financial difficulties led her to decide to leave the RHP to live at home. Additionally, the overall rate of retention during the three years since the Peer Mentor program was instituted has been 94%, with only three students out of 54 dropping the program after the freshman year. This overall retention rate correlates positively to the Peer Mentoring program's popularity and impact.	Target 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	80% of Honors students will graduate with Honors in the major area of study.	In 2018-2019, 16 students reached senior hours, and 15 applied for graduation. All (100%) held the requisite GPA of 3.3 or above. All completed HO 401 and HO 402, a rate of 100%. All but two graduated in May 2019 (14), for a completion rate of 88%, and all of these graduated in eight semesters or less. (The 15th student is on track to graduate in August after eight non-summer semesters and the 16th will graduate in December after seven semesters.) The results continue to show strong commitment of honors students to completion of the independent	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			3.2 (PO 4.a.)	study.	80% of Honors students will graduate with Honors in the major area of study.	study (HO 401 and HO 402) and strong commitment of their faculty committees to supporting them in achieving this goal. One stated Action was to compare the graduation rate to the retention rate for the Honors College, but enrollment for the class of 2019 showed significant flux due to the entry of international students who subsequently transferred, so a comparison to the overall retention rate is not useful. Comparison to retention in the Residential Honors Program, however, shows a graduation rate of 81% for the 2015 cohort.	Target Met
		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 the time of graduation. Eight students were satisfied and 45 were very satisfied.	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.	RN to BSN Summer of 2018 results - 87 out of 89 students indicated they were extremely satisfied or somewhat satisfied with the program for a total of 98%. BSN Columbus Spring 2019 results - 58 out of 62 students (1 left blank) indicated they were extremely satisfied or somewhat satisfied with the program for a total of 94% Combined total of 96%	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.	One out of three students participated in the survey and they listed they were extremely satisfied with the DNP program.	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	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 2018-2019, the program had two minors. The Lead Faculty coordinated with the students' major advisors for advising, reviewed the audit sheets provided by the Registrar, provided completed internal audit sheets, and kept the completed audit sheets on file.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Religious Studies - Minor {2016-2017}	3.1 (SAO & PO 4.a.)	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 2018-2019, the program had two minors. The Lead Faculty coordinated with the students' major advisors for advising, reviewed the audit sheets provided by the Registrar, provided completed internal audit sheets, and kept the completed audit sheets on file.	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.	In 2018-2019, the program had two minors. The Lead Faculty coordinated with the students' major advisors for advising the students and completed internal audits o check that all minor requirements were being met. In reviewing the completed audit sheets and student transcripts in the fall semester in preparation for the student to graduate in spring 2019, the Lead Faculty concluded that the students were on track to complete the requirements for the minor by graduation, and both graduated with the religious studies minor in May 2019.	Target Met
	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.	46% of business students surveyed indicated that they planned to attend graduate school, 24% responded that they did not plan to attend graduate school, and 25% 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.	46% of business students surveyed indicated that they planned to attend graduate school, 24% responded that they did not plan to attend graduate school, and 25% indicated that they did not know if they planned to attend graduate school on our Graduation Exit Survey.	Target Not Met
					75% of capstone students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	76 of participants in the Graduation Exit Survey indicated that they were currently employed. 8% indicated they were not currently employed but were looking for a job. 3 students didn't answer the question.	Target Met
		Program - Business Administration (including Minors and Certificates) -	1.2 (PO 4.d.)	Students will be able to pursue opportunities in graduate	75% of students participating in the Graduation Exit Survey will state that their education	64% of participants in the Graduation Exit Survey indicated that their education adequately prepared them for employment. It should be noted that 22% neither agreed nor disagreed, 4	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		BAS {2016-2017}	1.2 (PO 4.d.)	education and/or employment opportunities.	adequately prepared them for employment.	students either disagreed or strongly disagreed and 4 chose not to answer.	Target Not Met
					75% of students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	76 of participants in the Graduation Exit Survey indicated that they were currently employed. 8% indicated they were not currently employed but were looking for a job. 3 students didn't answer the question.	Target Met
		Program - Business Administration (including Minors and Certificates) - BS, BBA {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.	46% of business students surveyed indicated that they planned to attend graduate school, 24% responded that they did not plan to attend graduate school, and 25% 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.	64% of participants in the Graduation Exit Survey indicated that their education adequately prepared them for employment. It should be noted that 22% neither agreed nor disagreed, 4 students either disagreed or strongly disagreed and 4 chose not to answer.	Target Not Met
					75% of capstone students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	76 of participants in the Graduation Exit Survey indicated that they were currently employed. 8% indicated they were not currently employed but were looking for a job. 3 students didn't answer the question.	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.	100% of participants in the Graduation Exit Survey indicated that they were currently employed.	Target Met
		Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing,	3.1 (PO 4.d.)	Students will receive a quality English education meeting students' expectations satisfactorily.	90% of students participating in the EN 499 Capstone course evaluations will indicate a "somewhat satisfied" or "very satisfied" satisfaction	AY Total Participation: 14/15 - 93.33% AY Total Satisfaction Rate: 12/14 - .857 = 86% Fall 2018 Course Evaluation Results: 57.14% + 28.57% = 85.71% (participation 7/8 - 87.5%)	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		and TESL Certification) - BA {2016-2017}	3.1 (PO 4.d.)	Students will receive a quality English education meeting students' expectations satisfactorily.	level reflective of the English department's curriculum and instruction quality.	<p>Very Satisfied - 4/7 - 57.14% Somewhat Satisfied - 2/7 - 28.57% Neither Satisfied nor Dissatisfied - 0/7 - 0% Somewhat Dissatisfied - 1/7 - 14.29% Very Dissatisfied - 0/7 - 0%</p> <p>Spring 2019 Course Evaluation Results: 42.86% + 42.86% = 85.72% (participation 7/7 - 100%) Very Satisfied - 3/7 - 42.86% Somewhat Satisfied - 3/7 - 42.86% Neither Satisfied nor Dissatisfied - 1/7 - 14.29% Somewhat Dissatisfied - 0/7 - 0% Very Dissatisfied - 0/7 - 0%</p> <p>Given the small sample size of 14 students participating, it may be unlikely to achieve a 90% satisfaction rate. One student said they were Neither Satisfied nor Dissatisfied, which is a neutral position, and one student said they were somewhat dissatisfied. This seems reasonable, suggesting that our target was too optimistic. This year the method of conducting the survey was changed to include the questions on the course evaluation for EN 499. This may have increased the rate of participation, but may have affected the survey results. Only the questions for our assessment were asked, whereas in the prior survey conducted on social media, other questions may have been asked or students may be more likely to express satisfaction in that arena than in a course evaluation.</p>	Target Not Met
		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.	Only 1 student earned the CFLE designation as of the end of the 18-19 AY, representing no change in the percentage of alums from the 17-18 AY to the current AY earning the designation	Target Not 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	75% of students participating in the FLF 202 course evaluation survey will state that they were satisfied with the instruction received in	<p>AY Total Satisfaction Rate: 3/5 - 60%</p> <p>Fall 2018 Course Evaluation did not include the targeted survey for this assessment. It only began in the Spring 2019 term.</p>	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - French - Minor {2016-2017}	2.2 (PO 4.d.)	the instruction and of the program's intercultural and multicultural knowledge emphasis.	their time in the French courses and gained a greater appreciation overall of global culture, including the varied cultures of French speaking countries.	Spring 2019 Course Evaluation Results: (participation 5/9 - 55.56%) Very Satisfied - 3/5 - 60% Somewhat Satisfied - 0/5 - 0% Neither Satisfied nor Dissatisfied - 0/5 - 0% Somewhat Dissatisfied - 1/5 - 20% Very Dissatisfied - 1/5 - 20%	Target Not Met
		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.	Twenty-three students were enrolled in PLG 440 Practical Legal Lab in 2018-19 (eleven students in Fall 2018, twelve students in Spring 2019). Of those, evaluation surveys were submitted for eight students. All students scored 80 or above.	Target Met
		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 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	A steady increase in philosophy minors declared over the next three years, from 6 to 10.	Based on examination of course rosters for the 2018-2019 academic year, it has been determined that there is 1 new philosophy minor. Currently for the whole program there are 4 minors declared. For 2016-2017: "Based on examination of course rosters for the 2016-2017 academic year, it has been determined that there are currently around 4 philosophy minors." For 2017-2018: "Based on examination of course rosters for the 2017-2018 academic year, it has been determined that there are currently around 3 philosophy minors." Three-Year Trend Data Collection Results for Low-Enrolled: The number of minors have fluctuated over these past 3 years, and currently there are 4 declared minors, which means that the achievement target to go from 6 to 10 declared minors in 3 years was not met.	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.)	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.	<p>Based on examination of course rosters for the 2018-2019 academic year, it has been determined that there is 1 new philosophy minor. Currently for the whole program there are 4 minors declared.</p> <p>For 2016-2017: "Based on examination of course rosters for the 2016-2017 academic year, it has been determined that there are currently around 4 philosophy minors."</p> <p>For 2017-2018: "Based on examination of course rosters for the 2017-2018 academic year, it has been determined that there are currently around 3 philosophy minors."</p> <p>Three-Year Trend Data Collection Results for Low-Enrolled: The number of minors have fluctuated over these past 3 years, and currently there are 4 declared minors, which means that the achievement target to go from 6 to 10 declared minors in 3 years was not met.</p>	Target Not Met
		Program - Professional Studies - BPS {2018-2019}	1.3 (PO 4.d.)	Students will be prepared to enter either the workforce or graduate program.	60% of students will state that they have either secured full-time employment or plan to enroll in a graduate program.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
		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.	<p>2018-2019 MUW Graduation Survey Results: Secured Full-Time Employment in Field of Study - 1/10 - 10% Currently Employed Full-Time in Field of Study - 0/10 - 0% Total - 10%</p> <p>Secured Full-Time Employment in Field of Study - 1/10 - 10% Searching for Full-Time Employment in Field of Study - 2/10 - 20% Currently Employed Full-Time in Field of Study - 0/10 - 0% Currently Employed Full-Time - 0/10 - 0% Currently Employed Part-Time - 5/10 - 50% N/A - 2/10 - 20%</p>	Target Not Met
		Program - Public	5.1 (PO 4.d.)	MSHE students in	90% of participating HED	Fourteen out of the 16 students that completed	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Health - MPH {2016-2017}	5.1 (PO 4.d.)	HED 598 and 599 will develop confidence in their competencies.	598 and 599 students in the Exit Survey will report a “confident” level in evaluating health education programs.	the survey reported feeling confident or very confident that they could evaluate health programs. Two of the students rated that they were somewhat confident that they could carry out the tasks required for the activities. None of the students responded with a "not confident."	Target Met
					90% of participating HED 598 and 599 students in the Exit Survey will report a “confident” level in implementing health education programs.	Fourteen out of the 16 students that completed the survey reported feeling confident or very confident that they could implement health programs. Two of the students rated that they were somewhat confident that they could carry out the tasks required for the activities. None of the students responded with a "not confident."	Target Met
					90% of participating HED 598 and 599 students in the Exit Survey will report a “confident” level in planning health education programs.	Fourteen out of the 16 students that completed the survey reported feeling confident or very confident that they could plan health programs. Two of the students rated that they were somewhat confident that they could carry out the tasks required for the activities. None of the students responded with a "not confident."	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.	Thirty-four undergraduate enrolled in 449 Neurology were surveyed to evaluate their satisfaction with the undergraduate curriculum. The sample included seniors, post-bac students and cross-registered students. The average overall satisfaction rating was a 4.58 on a 5.0 Likert scale, indicating 100% of the students were satisfied with the undergraduate curriculum.	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.	100% (12 of 12) graduating students expressed overall satisfaction with the 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	90% of students participating in the Survey will state that their goal upon graduating the Theatre program is to have	75% of students (3 out of 4) answered questions #3 and #4 satisfactorily, showing they understood the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related	Target Not 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)	performing assigned tasks with diligence, reliability, and punctuality.	the skillset to gain employment or a long-term internship in theatre or a related field.	documents on Student responses.	Target Not Met
					It is expected that 70% of freshmen, sophomores, first year transfers, juniors and seniors participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of “3” in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	65% (11 out of 17) students achieved a rating of "Proficiency". For a breakdown of the scoring, please see the related document "2-1-2 Scoring Breakdown"	Target Met
					It is expected that the freshmen, sophomores, first year transfers, juniors and seniors participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of “3” in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	80% (11 out of 15) students achieved a rating of "Proficiency" For the Scoring Breakdown, please see the Related Document "2-1-1 Scoring Breakdown"	Target Met
					The collective average of all TH 360 students' final grades will be 90%.	There were two students enrolled: Student 1 Final Grade: 96.6 Student 2 Final Grade: 58 Average Final Score: 77.3	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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.	1 student met the criteria for this SLO and was assessed twice, once each in the Fall 2018 and Spring 2019 semesters. Fall Score: 95 Spring Score: 94 Avg. Score: 94.5	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.	Two students met this criteria for the Fall 2018 and Spring 2019 semesters. Student 1: Assessed twice (in Fall and Spring semesters). Fall Score: 95 Spring Score: 96. Cumulative score: 95.5 Student 2: Assessed once, in fall semester. Fall score: 93 Cumulative Avg: 94.6	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	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	All of the students who took courses in other disciplines besides Women's Leadership completed papers or projects focus on a women's issue or issues.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Women's Leadership - MA {2016-2017}	3.2 (PO 4.d.)	women's leadership.	papers or projects which DO MEET the content expectation.	All of the students who took courses in other disciplines besides Women's Leadership completed papers or projects focus on a women's issue or issues.	Target Met
			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 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.	This year there were no completers. In the spring of 2020 we should have four graduates who give thesis presentations.	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.	This year there were no completers. Next spring (2020) there will be four completers.	Inconclusive
		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.	No students completed WS 499 this year.	Inconclusive
			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.	No student completed WS 499 this year.	Inconclusive
					90% of students participating in the	For Fall 2018 and Spring 2019, no students were in rotation to complete the WS 499 course.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					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.	However, there should be enrollment in Fall 2019, so there will be data to collect for the next assessment cycle.	Inconclusive

Non-Academic SPG Report with Results 2018-2019

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 2017-2018: 2749 Number of donors for FY 2019 is 2918 % difference of donors = $5.8 = 6\%$ Number of gifts 2017-2018: 7487 Number of gifts for FY 2019 is 8733 % difference of donations = $14.3 = 14\%$ Total % difference = 20% Increase	Target Met
				Increase the number of donor contacts and therefore donor meetings by 25% from the previous fiscal year.	FY 2019 Phone Calls- -201 Meetings- 81 Mailings -154 Emails -212 Task/other -58 Email blasts-243 Total - 949 FY 2018 Phone Calls - 354 Meetings - 89 Mailings - 147 Emails - 149 Task/Other - 30 Email blasts - 291 Total - 1060 Total % Difference: $-11.7 = \text{Decrease of } 12\%$	Target Not 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.	SOAC and the International affinity group were added in FY 2019. One new alumni chapter was added.	Target Met
				Increase the number of alumni followers on social media by sharing University updates and Alumni updates	Our social media report is as follows: FISCAL YEAR 2019 SOCIAL MEDIA REPORT Development and Alumni Social Media	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				by fifty followers each year.	(6/30/19)	Target Met
					Facebook page likes 7/1/2018 to 6/30/2019: 1,805 to 1,874 (+69) Twitter followers 7/1/2018 to 6/30/2019: 675 to 704 (+29) Instagram followers 7/1/2018 to 6/30/2019: 335 to 401 (+66) TOTAL FOLLOWERS 7/1/2018 to 6/30/2019: 2,815 to 2,979 (+164)	
					Facebook posts 7/1/2018 to 6/30/2019: 426 Twitter posts 7/1/2018 to 6/30/2019: 426 Instagram posts 7/1/2018 to 6/30/2019: 238 TOTAL POSTS 7/1/2018 to 6/30/2019: 1,090	
					Alumni Association Social Media (6/30/19)	
					Facebook page likes 7/1/2018 to 6/30/2019: 2,018 to 2,093 (+75) Twitter followers 7/1/2018 to 6/30/2019: 904 to 955 (+51) Instagram followers 7/1/2018 to 6/30/2019: 409 to 480 (+71) TOTAL FOLLOWERS 7/1/2018 to 6/30/2019: 3,331 to 3,528 (+197)	
					Facebook posts 7/1/2018 to 6/30/2019: 426 Twitter posts 7/1/2018 to 6/30/2019: 426 Instagram posts 7/1/2018 to 6/30/2019: 238 TOTAL POSTS 7/1/2018 to 6/30/2019: 1,090	
(SPG 1.c.) 1. Advancement Excellence: The University will cultivate a culture of Advancement Excellence to strengthen engagement among	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 2018 ceremony, December 2018 ceremony and May 2019 ceremonies. 2018-2019 Graduation Survey Results	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	Yes - (430/730) 58.90% No - (300/730) 41.10%	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 +1.93; Sessions +2.61; users +8.73	Target Not Met
				15% increase in social media traffic from the previous fiscal year.	Social Media: Facebook +10 percent, Twitter +11 percent, Instagram +18 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.	2019 MUW Alumni Survey Results (distributed every three years) Strongly Agree (69/230) 30% Agree (76/230) 33.04% Total (145/230) 63.04% Disagree (17/230) 7.39% Strongly Disagree (9/230) 3.91% Not Applicable (59/230) 25.65%	Target Not Met
(SPG 1.d.) 1. Advancement Excellence: The University will cultivate a culture of Advancement Excellence to strengthen engagement among 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	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 multigenerational women's accomplishments and challenges.	Student mentors will instruct 5 new trainees to produce acceptable Women's Oral Histories interviews.	This year one graduate student in women's leadership, one major, three minors and five "other" students were in the student which conducted the Homecoming oral histories of the class of 1969 which graduated fifty years ago this year. A junior minor who learned the process last year was the Head intern who made sure all paperwork--deed of gift forms and biographical forms were completed. This year 13 alumnae were interviewed using best practices and their stories digitized. In a focus group of the Golden Girl interviewers, the participants talked about how much they found they had in common with these	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
(SPG 1.d.) 1. Advancement Excellence: The University will cultivate a culture of Advancement Excellence to strengthen engagement among 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	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 multigenerational women's accomplishments and challenges.	Student mentors will instruct 5 new trainees to produce acceptable Women's Oral Histories interviews.	women who graduated fifty years ago. A women's studies major said that when she mentioned to her subject that she was always financially strapped (she is an international student), the NEXT DAY she was awarded the Class of 1969 scholarship. The Director is still in the process of reviewing the documents and interviewers with the MUW Archivist.	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.	The book selected for this year's Common Reading Initiative was Harrison Scott Key's memoir, The World's Largest Man. Here is a link to the CRI page on the W site: https://www.muw.edu/read , and here is the link to the Essay Contest topics and prize information: https://www.muw.edu/read/essaycontest Because this year's book was a southern memoir dealing with the author's difficulties in dealing with his father's gender expectations, difficulties which later related to his relationships with his mother, wife, and other women, the book was a good choice, and very well received. We were very fortunate to be able to invite the author to speak at our fall orientation's Blue's Week. His presentation was wonderful--engaging and thoughtful. One of our creative writing faculty introduced him, and the audience was small, but enthusiastic. Few of the new students at orientation were in attendance. We later found that this event was an optional, not a required event during orientation. Follow up discussions have led to some changes in how the CMI and new student orientation can work together to make each program more meaningful. Beginning in 2019, orientation and the common reading initiative are now under the same director in the Center for Student Success. The number of essays entered in the Essay Contest was 52, which is below the total number from last year. The quality, however, was very good, and the top three essays which won prizes are truly excellent. The	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	announced and the award checks distributed was energetic and festive. I feel sure now that there is more coordination between orientation, UN 101 and the CRI, that we will have greater participation next year.	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.	Faculty survey was not distributed during the FY-18-19 year, and no new data was collected.	Inconclusive
		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.	Faculty survey was not distributed on FY18-19, and therefore no new results were collected.	Inconclusive
				The library will achieve a 5% increase in satisfaction with print and electronic collections on the Faculty Library Survey.	Faculty survey was not distributed on FY18-19, and therefore no new results were collected.	Inconclusive
				The library will achieve a 5% increase in satisfaction with the on-demand book acquisition program on the Faculty Library Survey.	Faculty survey was not distributed on FY18-19, and therefore no new results were collected.	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.	HC attendance was 383 which was an increase of 24 people and 6.6% increase which exceeded our goal of 5%.	Target Met
	Administrative Support - University Relations	2.1	Increase strategic placement of advertisements via	5% increase in advertisements among national, regional and local	There was an increase in the amount of advertising dollars spent via national, regional and local outlets, including radio spots, newspapers,	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Administrative Support - University Relations	2.1	national, regional and local media outlets, including radio spots, television spots, newspapers, magazines and billboards (budget permitting).	media outlets from the previous fiscal year (budget permitting).	magazines, billboards (static and digital) and social media platforms (Facebook and Google). \$75,731 was spent in 2018-2019 compared to \$73,177 in 2017-2018.	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 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.	2019 Faculty Satisfaction Survey Results: Strongly Agree - (44/105) 41.90% Agree - (50/105) 47.62% Total - (94/105) 89.52% Disagree - (8/105) 7.62% Strongly Disagree - (1/105) 0.95% Not Applicable - (2/105) 1.90%	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.	2019 Staff Satisfaction Survey Results: Strongly Agree - (30/84) 35.71% Agree - (47/84) 55.95% Total - (77/84) 91.66% Disagree - (6/84) 7.14% Strongly Disagree - (1/84) 1.19% Not Applicable - (0/84) 0%	Target Met
(SPG 1.d.) Advancement Excellence: The University will cultivate a culture of Advancement Excellence to strengthen engagement among its constituencies by: d. increasing awareness of university programs and strengths	Academic and Student Support - Athletics	1.1	The Department of Athletics will maintain a continuous progression for attaining NCAA Membership within five years.	Continued achievement of sport roster numbers. Baseball – 30 Women’s Cross Country – 7 Men’s Soccer – 24 Softball – 20 Women’s Volleyball – 14	All sports meet their minimum number of participants per NCAA bylaws. Baseball – (min) 30 (actual) 39 Women’s Cross Country – (min) 7 (actual) 7 Men’s Soccer – (min) 24 (actual) 26 Softball – (min) 20 (actual) 24 Women’s Volleyball – (min) 14 (actual) 16 Men's Cross County- (min) 7 (actual) 9 Women's Soccer- (min) 22 (actual) 22 Women's Basketball- (min) 15 (actual) 16 Men's Basketball- (min) 15 (actual) 22 Men's Golf- (min) 7 (actual) 6 Men's Tennis- (min) 7 (actual) 6 Women's Tennis- (min) 7 (actual) 7	Target Met
				Continued achievement of sport sponsorship minimums for contests.	All sports played the required minimum number of contests. (min)- minimum number of sports sponsorship	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				Baseball – 25 games Cross Country – 5 events Men’s Soccer – 13 games Softball – 24 games Women’s Volleyball – 17 matches	games required (played)- actual number of games played that counted toward sport sponsorship Baseball – (min) 25 games (played) 36 games Women's Cross Country –(min) 5 events (played) 5 events Men’s Soccer – (min) 13 games 17 (played) Softball – (min) 24 games (played) 35 games Women’s Volleyball – (min) 17 matches (played) 20 matches Men's Cross Country- (min) 5 events (played) 5 events Women's Soccer- (min) 13 games (played) 19 games Women's Basketball- (min) 18 games (played) 24 games Men's Basketball- (min) 18 games (played) 25 games Men's Golf- (min) 6 contests (played) 8 contests Men's Tennis- (min) 10 contests (played) 11 contests Women's Tennis- (min) 10 contests (played) 11 contests	Target 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	All sports played the required minimum number of contests. (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 Women's Cross Country –(min) 5 events (played) 5 events Men’s Soccer – (min) 13 games 17 (played) Softball – (min) 24 games (played) 35 games Women’s Volleyball – (min) 17 matches (played) 20 matches Men's Cross Country- (min) 5 events (played) 5 events Women's Soccer- (min) 13 games (played) 19 games Women's Basketball- (min) 18 games (played) 24 games Men's Basketball- (min) 18 games (played) 25	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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	games Men's Golf- (min) 6 contests (played) 8 contests Men's Tennis- (min) 10 contests (played) 11 contests Women's Tennis- (min) 10 contests (played) 11 contests	Target 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.	Last year was a baseline year with 149 donors. This year there were 80 donors. We will look forward to a 10% increase for 2019-2020 Total Revenue \$51,765.03, this figure includes your gift in kind items, everything. Donor list includes those who received gift letters: 80 donors for 139 gifts @ \$46,239.00	Target Not Met
(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.	80% of our Spring Fitness Challenge Survey participants indicated that they are likely to continue/transition their wellness goals after completing the Spring Fitness Challenge.	Target 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.	94.4% of 71 participants who took the Customer Satisfaction Survey indicated that the Campus Recreation staff was 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.	Target Met. The counseling center hosted a wide variety of programs and workshops to the campus community. The document attached gives an extensive listing of all programs and number of attendees.	Target Met
		1.2	The Counseling Center will build relationships within the community to ensure that resources are readily available to counseling center staff	Counseling Center staff will build a working relationship by obtaining a partnership with at least 1 program from a community agency.	Target was met. Counseling Center staff hosted an intern from Mississippi State for Fall 2018 and Spring 2019. Counseling Center Staff attended the Community Mental Health meeting in the fall and spring semester.	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2	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.	Counseling Center Staff hosted Walk A Mile in Her Shoes in April 30, 2019 which entailed a speaker from Safe Haven, Inc. and walkers from different surrounding agencies.	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.	There was a 23% decrease in attendance (see notes below) from last year. However, there was a 53% increase in attendance when compared to the 2016-2017 year. 2016-2017 = 1504 2017-2018 = 2995 2018-2019 = 2311	Target Not 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 23% decrease in attendance (see notes below) from last year. However, there was a 81% increase in attendance when compared to the 2016-2017 year. 2016-2017 = 749 2017-2018 = 1755 2018-2019 = 1357	Target Not 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.	No Sunday at Bluff Programs done in 2018-19. 12 different groups used the facilities at no Charge. 4 Groups had guided tours	Inconclusive
		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.	Updates to Facebook Pages have been done 7 times last year https://www.facebook.com/plymouth.bluff	Target Not 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.	The Trails are inspected with regularity and corrections made when found or reported at an appropriate time depending on weather conditions. The Trail system was heavily damaged due to storms and floods. The Bluff trail was restored in April 2019 the River trail still needs lots of work since it was completely flooded. Inspections have been suspended since January 2019. (06/24/2019)	Inconclusive
		1.4	Plymouth Bluff will do presentations and make the facility available to	At least 12 times each fiscal year, Plymouth Bluff will do presentations about the	10 Groups have used the Facility MUW Classes met 6 times during the 2018-19 plus the facility was used by MTSU, Starkville Middle	Inconclusive

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.4	groups such as the Boy Scouts and other educational organizations at no charge.	facility and the surrounding area to school groups and others when appropriate.	School, Victory Christian Academy , Project YES,	Inconclusive
				Plymouth Bluff will average 50 visits per week by people walking the grounds and trails.	This has occurred. Please see related documentation.	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 MUW PD filed 154 incident reports, this is a decrease from 175 filed the previous year - 12% decrease.	Target Met
		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.	Memorandum of Understandings were not created with E911 and Columbus Fire and Rescue. The MUW Chief of Police was informed by officials from each of these agencies that MOUs are not needed when assistance is requested by the MUW Police Department or university.	Target Not Met
(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.	Target not met. Majority of the sports did not host a camp. Volleyball- Hosted Team Camp/Play Date (68 participants) and Individual Clinics (22 participants) on Campus Women's Basketball- did not host camp Softball- Hosting Individual Clinics on Campus (45 participants) Tennis- did not host camp Men's Soccer- did not host camp Cross Country- did not host camp Baseball- Hosted Individual Camp on campus (41 participants) Men's Basketball- did not host camp Women's Soccer-Hosted Team Camp on and off Campus (40 participants) as well as Individual (10 participants) and Youth Camps (23 participants) on Campus Golf- 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:	Academic and Student Support - Outreach and Innovation	2.1	Enhance teacher effectiveness in participating K-12 school districts across the state by providing a	The overall score for individuals participating in the Pre/Post LMT Assessments will have a statistically significant higher	The MSP grant (CHAMPS) ended September 28, 2018. Therefore, teachers will no longer be assessed using the LMT as an indicator of increased mathematics content knowledge and instructional practices.	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
c. Strengthening and expanding K-12 partnerships	Academic and Student Support - Outreach and Innovation	2.1	comprehensive program of professional development (CHAMPS) to increase mathematics content knowledge and instructional practices.	score ranging from a .2-.5 to show a growth in content knowledge from the Pre-LMT Assessment to the Post-LMT Assessment.	The MSP grant (CHAMPS) ended September 28, 2018. Therefore, teachers will no longer be assessed using the LMT as an indicator of increased mathematics content knowledge and instructional practices.	Target Not 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.	The MSP grant (CHAMPS) ended September 28, 2018. Therefore, students will no longer be assessed using CCRS pre- and post- assessments to determine growth.	Target Not 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.	The MSP grant (CHAMPS) ended September 28, 2018. Therefore, at this time there is no programming planned for teachers to earn a 7th-8th grade mathematics certification endorsement.	Target Not 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.	Campus visits as of 6/13/2019 are showing that 25.42% of admitted high school students for the Fall 2019 term have completed a visit to campus. This number is exactly flat compared to Fall 2018 and down compared to the previous year. Going forward, the recommendation should be to have at least 25% of all admitted high school visit campus.	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 6/13/2019, 84 out of the 205 freshman intent to enroll filers have completed an official campus visit to MUW. This equates to 40% which up up from 37% the previous year. It is down considerably from the Fall 2017 data but up compared to Fall 2015 and 2016 numbers. Going forward the goal should be to maintain a goal of 50% of students enrolling should complete a campus visit prior to the first day of class.	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
(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 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.	This year's NEW Leadership Mississippi participants were excellent, diverse, and representative of public and private colleges and universities all over Mississippi. Of about 30 applications, 23 were accepted. Of the 23 offered positions, 19 came to our campus for the week of May 19th through the 24th. Here is a link to this year's informational webpage: https://www.muw.edu/leadership/new Through this website, through our contact with faculty and staff on other campuses, and with the help of our student alumnae recruiters, we generally are near capacity every year. This year, with three former participants as live-in mentors, and 19 New Leaders, Grossnickle Hall was almost full. Instead of enrolling students in LDR 250 this year, we created a crosslisted course for Women's Studies and Political Science. These disciplines more clearly match the content of the course. At the beginning of the week, students chose either women's studies (four students) or political science (15 students) to be registered in. All of these students completed WS/POL Women in Leadership successfully, and all completed their team work and presentations on this year's Political Action Project. The Action Project this year was "Criminal Disenfranchisement Policy in Mississippi: Civil Death or Second Chance?" It focused on two actual bills which were before the legislature in the spring of 2019. When the group of 19 went to Jackson, they not only heard from a broad variety of women who have roles in our state government, they were also able to ask questions of the legislators involved in the writing of one of the laws, some committee members who reviewed the laws, and elected officials who either supported the law or didn't. Attached below is the Action Plan 2019. the Agenda, and the biographies of the speakers. Also attached is this year's advertising flyer.	Target Met
				100% of students in LDR 250 will practice professional networking at a reception for elected-women officials in the state capital.	All the 19 participants went to a day long event at the capital and had several question and answer sessions with women who are elected officials (such as State Treasurer Lynn Fitch, and several state representatives and senators), state appointees, hired employees who run state organizations, lobbyists, and data analysts. Senator	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				100% of students in LDR 250 will practice professional networking at a reception for elected-women officials in the state capital.	Sally Doty gave them a tour of the State Senate Chamber, and explained how a bill is addressed by the Senate. Representative Alyce Clarke gave the group a tour of the House Chamber, and answered questions from the participants for half an hour. All the group, including participants, mentors, Faculty in Residence, and NEWLeadership MS staff were surprised and grateful that the governor dropped by to give a greeting and welcome to all. All of the networking took place outside of the planned reception, which was very nice, but poorly attended by capital women. The participants received a tour of the governor's mansion instead, which was very well-received. Networking happened all day, instead of at the reception.	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.	This year three graduate students worked with Senator Sally Doty on a booklet including the biographies of every woman elected to state government in Mississippi. This project was connected to the mission of NEWLeadership, but not directly involved with it. None received graduate credit for WS 510 as a practicum in NEWLeadershp.	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.	Project Yes used the facility in July 2018.	Target Not Met
		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.	LEP was discontinued by MUW	Inconclusive
				At least 2 LEP meetings will be attended by the Director of Plymouth Bluff each fiscal year.	LEP was discontinued	Inconclusive
		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.	Only 4 meetings documented but believe there was more	Target Not Met
(SPG 3.a.) 3. 21st Century: The University will foster a 21st	Academic and Student Support -	2.1	New instructional technology will be placed	Conduct a needs consultation and installation of new	We assisted with installation of hardware in 6 classroom spaces this year, and thus missed the	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Century learning environment by: a. Enhancing and effectively utilizing advanced instructional technologies	Center for Teaching and Learning	2.1	in classrooms across campus annually.	classroom technology, either hardware or software, in at least 8 classrooms on campus per year.	<p>target. This is due to two factors: 1) staffing turnover and absences in the center which made this aspect of our work a lower priority in the past year, and 2) departmental struggles to meet rising equipment and installation costs. The spaces affected were in Parkinson Hall, Martin Hall, Painter Hall, Summer Hall, and Fant Library (the two most expensive spaces were in the library, the archives classroom and active learning classroom).</p> <p>The hiring of a new instructional technologist in August made great improvements for faculty assistance with software and instructional design, but the design and development of physical classroom technology is not as great a specialty of our new hire as it was of her predecessor. The design of physical classroom hardware is a very unusual duty for an instructional technologist position so our previous employee's skill at this was an unexpected bonus. Our new technologist is willing to do the work but understandably needs some time to build up to the level of her predecessor. The absence of the director for maternity leave during the first three months of the academic year also affected this, since this work was dropped entirely in her absence since the new hire could not be expected to take on everything with so little orientation time.</p> <p>Tightening budgets across campus mean that even departments interested in upgrading their classrooms are often unable to do so, or at least unable to do so to the level they would like to achieve. For example, one unit requested a quote to update an entire classroom with equipment that is at least 10 years old and used frequently. After downgrading their purchase plan to just replacing an the failing projector, even that order was cancelled and they purchased only a \$40 wireless lapel microphone system to help with lecture capture for online courses. The decision not to purchase their upgrades was not a lack of interest or need, but rather budgetary. They will continue to hope that their existing equipment lasts another year. Along with general budgetary tightening, departments were further hampered this year by</p>	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
(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.	the unexpected need to contract with external vendors to have hardware installed in their classrooms. Our facilities department used to perform this service for free (on their timeline) or for a reasonable \$300 flat fee (on an expedited timeline), but this year they discontinued that service. External vendors are of course happy to fill that need, but their costs are significantly higher than our previous in-house service and departments had not anticipated or budgeted for this change. We anticipate that purchasing will continue to be slowed by these increased costs.	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.	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>Here, again, we have only the Online Teaching Academy workshops to report on as we did not offer enough technology- heavy workshops during the year to garner completed surveys on those topics. Most of the technology (primarily software) training has taken place in a one-on-one environment in the past year, which is a result of both the stylistic preferences of our new instructional technologist and the needs of our faculty, who tend to come in for one-on-one help when we are not introducing any major new pieces of software as was the case this past year.</p> <p>In last year's Action statement we changed our target as follows: "In light of the fact that we are now only collecting data on this question from a single workshop (and given our staffing issues, staying with the single post-workshop survey is our best option for workshops besides the intensive Online Teaching Academy), we will need to adjust our expectations for this goal and continue to evaluate it based solely upon the Online Teaching Academy rather than all technology-based workshops. We will continue to evaluate this goal but we will set a target of 60% of participants in the Online Teaching Academy self-reporting at one skill-level higher at the end of the workshop than upon entry. This seems like a reasonable goal, given the newness of the workshop and the issue with perceived skill-levels before entering the academy in the first place." (07/01/2018)</p>	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>The 2-week Online Teaching Academy consisted of 15 participants, two of whom were past-participants who repeated the course for new information. Of N=15 who completed the post-academy course survey:</p> <p>How would you rate your online teaching abilities before participating in this academy: Beginner: 10 Intermediate: 4 Advanced: 1 Expert: 0</p> <p>How would you rate your online teaching abilities after participating in this academy? Beginner: 4 Intermediate: 7 Advanced: 4 Expert: 0</p> <p>9 of 15 participants moved up at least one rating level in their self-perceived abilities in online teaching, for a result of 60%. While that is still short of our 75% target, it did meet our new target of 60% for the Online Teaching Academy as set last year and is a marked improvement on last year's 40% movement. In further good news, all of the participants reported feeling more comfortable teaching in an online environment on that same survey (8 strongly agree, 7 agree).</p> <p>The larger target of 75% will be a stretch if we continue to see faculty using 1-1 technology help rather than workshops, since our survey tool was really designed to be used in workshop settings. If this trend continues we will need to revise our tool options and consider implementing a new survey tool.</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.	Due to the combining of the survey tools as described last year we no longer have a distinct Instructional Technology Survey. Further, due to filing issues surrounding the maternity leave of the director this past fall, the fall development conference surveys were shuffled enough that we cannot be absolutely certain which forms were	Inconclusive

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.	from the technology-related workshops rather than the pedagogical ones. No surveys were returned from the few technology workshops offered in the January workshop series, which has always struggled with low attendance. Therefore we have no trustworthy data to report for this goal.	Inconclusive
	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.	27 new FAQs were created (25 published, 2 unpublished) in FY 18-19. See related documents.	Target Met
				The library will produce five guides per year.	30 new guides (13 published, 11 private, and 6 unpublished/still in progress) were created in FY 19. These range from subject-level to course-level to internal-use-only guides. 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.	Faculty survey was not distributed on FY18-19, and therefore no new results were collected.	Inconclusive
				Usage of this synchronous virtual reference system will grow by 5% per year.	In FY 2018-2019, the library had 280 (22% increase) virtual reference transactions and 181 (6% increase) chat transactions. See relevant documents.	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	Each fiscal year, 10 externally funded solicitations will be forwarded to faculty, staff, and administration.	During the past fiscal year, this one-person office was vacant. The position was not filled until the end of this fiscal year; therefore, there was no assessment of this office's outcomes.	Inconclusive

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Academic and Student Support - Sponsored Programs	1.1	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.	During the past fiscal year, this one-person office was vacant. The position was not filled until the end of this fiscal year; therefore, there was no assessment of this office's outcomes.	Inconclusive
				Each fiscal year, 10 scholarly activity interest meetings will be held with faculty, staff, and administration.	During the past fiscal year, this one-person office was vacant. The position was not filled until the end of this fiscal year; therefore, there was no assessment of this office's outcomes.	Inconclusive
(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.	Increased satisfaction from previous year from 4.98 to 5.35 but still did not reach goal of 5.6.	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.	The Office of Housing and Residence Life did increase satisfaction for Quality of Programs from 5.03 to 5.35 from the previous year but did not reach the 5.6 goal.	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.	To date, 336,436 hours have been reported by campus (students, faculty, and staff), which is a 7.7% decrease from last year. Not all areas have reported hours at this time.	Target Not 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.	836 individuals participated in 14 diversity related events hosted, co-sponsored or related to Student Life initiatives.	Target Not Met
	Academic and Student Support - Study Abroad	1.1	The Study Abroad program will encourage faculty in lesser represented study abroad	Study Abroad will receive a minimum of 1 proposal for study abroad programs from faculty.	We did receive one proposal for study abroad but it was not from a lesser represented area.	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Academic and Student Support - Study Abroad	1.1	areas to submit proposals to offer study abroad programs.	Study Abroad will receive a minimum of 1 proposal for study abroad programs from faculty.	We did receive one proposal for study abroad but it was not from a lesser represented area.	Target Not 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.	16.67% of those who participated said they were a first generation college student. I think this could have had a possible different result since seven of the participants skipped it. This result does not include the June 2019 study abroad participants but they will be included in next year's results.	Target Met
(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.	We did create the partnership in Spain but due to administrative changes we did not create a new program but are hoping to do so in the coming years.	Target Met
		2.2	The Study Abroad program will provide a safe environment for study abroad students.	There will be no reported incidents.	There were no incident reports.	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.	Not measurable with the current system.	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 met our goal this year, offering 33 workshops (39 if you include each session during the first two-day new faculty orientation period), and hosting a total of 397 (including multiple counts for new faculty orientation all-year sessions) people. This is fewer workshop than last year, but that is due to the director's maternity leave for most of the fall semester, just as the new instructional technologist was hired and therefore without onboarding assistance or help in planning a larger January workshop series.	Target Met
				At least 45 individual consultations on any aspect	We recorded 515 consultations this year, a number based on our Google form tracker and an estimate	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				of teaching or instructional technology will be scheduled and completed annually.	from the director who did not make as good of use of the tracking platform as she should have done. Our number for this year far exceeds our goal, but I believe that is because we need to have a conversation about what we consider to be a "consultation." The hire of our new instructional technologist just days before the director went out on maternity leave, followed by the rush to catch up upon her return, meant that we never held a conversation about what constitutes a consultation versus a simple support call. We did utilize a Google form to track these contacts this year, but it was used a bit inconsistently since it did not serve our needs for clarity/record keeping so it will need to be further modified.	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 "I have access to the software I need to be an effective instructor."	2019 Faculty Satisfaction Survey Results: Strongly Agree - (40/106) 37.74% - Last Year 30.91% Agree - (54/106) 50.94% - Last Year 50.91% Total - (94/106) 88.68% - Last Year 81.82% Disagree - (8/106) 7.55% Strongly Disagree - (2/106) 1.89% Not Applicable - (2/106) 1.89%	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."	2019 Faculty Satisfaction Survey Results: Strongly Agree - (36/106) 33.96% - Last Year 26.79% Agree - (55/106) 51.89% - Last Year 50% Total - (91/106) 85.85% - Last Year 76.79% Disagree - (8/106) 7.55% Strongly Disagree - (0/106) 0% Not Applicable - (7/106) 6.60%	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:"	2019 Faculty Satisfaction Survey Results Mastery - (14/105) 13.33% - Last Year 16.36% Acceptable - (69/105) 65.71% - Last Year 51.82% Total - (83/105) 79.04% - Last Year 68.18% Emerging - (20/105) 19.05% - Last Year 29.09% Below What I Would Like It To Be - (2/105) 1.90% - Last Year 2.73%	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				The average faculty score on the implementation question on the randomly selected annual Follow-up Survey will be 3.5 out of 5.	Target met, though sample size is small. Despite sending the invitation for the survey to 23 randomly selected faculty only 3 responded. The results to the pertinent question were as follows: 1 (not at all): 0 2 (little): 0 3 (somewhat): 0 4 (notable amount): 2 5 (extensively): 1 Average response: 4.33	Target Met
(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.	54.5% (18 of 33) 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 66.7% (22 of 33). Specific grades for this student population are as follows: A (4), B (7), C (7), D (3), F (8), W/WP/WF (4)	Target Met
(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 - Campus Recreation	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.	87.5% of 35 student employees who reported on the Employee Evaluation Form that their leadership skills improved as a result of working for Campus Recreation.	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.	88.2% of 35 of student employees reported on the Employee Evaluation Form that their problem-solving skills improved as a result of working for Campus Recreation.	Target Not Met
	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.	Due to updated edits for the Graduation Survey, this question is no longer included in the survey; therefore, there are no results to report for this achievement target. We will, however, edit this outcome, assessment method, and achievement target to better reflect the Counseling Services goal of a safe environment.	Inconclusive
		2.2	The Counseling Center will provide satisfactory	75% of the Graduation Survey participants will select	2018-2019 Graduation Survey Results: Excellent - (317/724) 43.78% - Last Year 45.12%	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2	services to students that utilize the services provided by the center.	"excellent" or "good" indicating effectiveness of the counseling services.	Good - (197/724) 27.21% - Last Year 32.09% Total - (514/724) 70.99% - Last Year 77.21% Fair - (41/724) - 5.66% Poor - (6/724) - 0.83% Not Applicable - (163/724) - 22.51%	Target Not 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.	During the past fiscal year, this one-person office was vacant. The position was not filled until the end of this fiscal year; therefore, there was no assessment of this office's outcomes.	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.	For the 2018-2019 assessment, 24 students participated in the fall workshop and 24 completed the survey. Of the total respondents, 91.6% either agreed or strongly agreed to the statement measuring their perceived understanding of the hazing prevention statement. 75% strongly agreed and 16.5% 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.	Only 1 of the 4 graduating seniors completed the exit survey, but the student strongly agreed to being comfortable articulating their personal values as an aspect of demonstrating an understanding of self.	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.	Only 1 of the 4 graduating seniors completed the exit survey, but the student strongly agreed that he/she was comfortable articulating strengths and weaknesses in leadership.	Target Met
				85% of Leadership Program students participating in the Program Exit Survey will rate	Only 1 of the 4 graduating seniors completed the exit survey, but the student strongly agreed to being comfortable describing their leadership style	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				that they agree or strongly agree to being comfortable describing their leadership style as an aspect of demonstrating an understanding of self.	as an aspect of demonstrating an understanding of self.	Target Met
				85% of students participating in the Leadership Programming Surveys will either agree or strongly agree to have an increased understanding of others.	21/22 students evaluated at the event focused on this objective reported that they agreed or strongly agreed that they increased their understanding of others though the event.	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.	Each staff member attended three or more trainings and/or webinars, for a total of 14: Employee A: 3 Employee B: 8 Employee C: 3 Two employees left the Financial Aid office during the 2018-2019 year.	Target 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.	Employee A: 3 Employee B: 0 Employee C: 0 Due to staff turnover, employees were unable to find time to complete any personal growth webinars and/or trainings.	Inconclusive
	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.	The Code of Conduct contract expired October 2018 and types of new training are being evaluated due to turnover in the Director's position. (06/12/2019)	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 current employees will be provided with access to Title IX training every four years upon hiring.	The Workplace Answers contract expired October 2018 and types of new training are being evaluated due to turnover in the Director's position	Inconclusive
				100% of new employees will be provided with access to	The Title IX contract expired October 2018 and types of new training are being evaluated due to	Inconclusive

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				Title IX training upon hire.	turnover in the Director's position	Inconclusive
	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.	This was our baseline year for documenting the MUW PD's interactions/meetings with student organizations. The PD documented all meetings and presentations with campus organizations. PD did meet with approximately 22 different campus organizations. the PD was able to provide departmental updates and information in reference to personal and campus safety.	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.	The MUW PD received no formal complaints on any of the department's staff members. The PD will continue to maintain a logbook, documenting all formal complaints brought against department staff members.	Target Met
(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 each semester.	New student completing the course will increase by 5% from the previous year.	The contract with Work Place Answers that provided the online training expired in October 2018 and the company was bought by another company. When asked for data the company stated it was not available because the contract had been with the previous company.	Inconclusive
		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.	2018-2019 Graduation Survey Results: Yes - (589/722) 81.58% No - (133/722) 18.42%	Target Met
				75% of Graduation Survey participants will state that they were aware of what Title IX means.	2018-2019 Graduation Survey Results: Yes - (609/724) 84.12% No - (115/724) 15.88%	Target Met
				75% of Graduation Survey participants will state that they were aware that MUW has a sexual misconduct policy.	2018-2019 Graduation Survey Results: Yes - (699/724) 96.55% No - (25/724) 3.45%	Target Met
		1.3	The Office of Dean of Students will make an	85% of Staff Satisfaction survey participants will	2019 Staff Satisfaction Survey Results: Strongly Agree - (40/85) 47.06%	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.3	effort to increase awareness among staff regarding the University's sexual misconduct (Title IX) policy.	"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.	Agree - (44/85) 51.76% Total - (84/85) 98.82% Disagree - (1/85) 1.18% Strongly Disagree - (0/80) 0% 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.	2019 Staff Satisfaction Survey Results: Strongly Agree - (43/85) 50.59% Agree - (42/85) 49.41% Total - (85/85) 100% Disagree - (0/81) 0% Strongly Disagree - (0/81) 0% Not Applicable - (0/81) 0%	Target Met
				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 harassment, sexual assault, domestic violence, dating violence, and stalking.	2019 Staff Satisfaction Survey Results: Strongly Agree - (41/84) 48.81% Agree - (43/84) 51.19% Total - (84/84) 100% Disagree - (0/84) 0% Strongly Disagree - (0/84) 0% Not Applicable - (0/84) 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.	2019 Staff Satisfaction Survey Results: Strongly Agree - (41/85) 48.24% Agree - (44/85) 51.76% Total - (85/85) 100% Disagree - (0/85) 0% Strongly Disagree - (0/85) 0% Not Applicable - (0/85) 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.	2019 Staff Satisfaction Survey Results: Strongly Agree - (54/105) 51.43% Agree - (45/105) 42.86% Total - (99/105) 94.29% Disagree - (3/105) 2.86% Strongly Disagree - (0/105) 0% Not Applicable - (3/105) 2.86%	Target Met
				85% of Faculty Satisfaction	2019 Staff 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 that the University has a policy that prohibits sexual misconduct.	Strongly Agree - (57/105) 54.29% Agree - (46/105) 43.81% Total - (103/105) 98.75% Disagree - (0/105) 0% Strongly Disagree - (0/105) 0% Not Applicable - (2/105) 1.90%	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.	2019 Staff Satisfaction Survey Results: Strongly Agree - (61/106) 57.55% Agree - (42/106) 39.62% Total - (103/106) 97.17% Disagree - (1/106) 0.94% Strongly Disagree - (0/106) 0% Not Applicable - (2/106) 1.89%	Target Met
				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.	2019 Staff Satisfaction Survey Results: Strongly Agree - (60/104) 57.69% Agree - (42/104) 40.38% Total - (102/104) 98.07% Disagree - (0/104) 0% Strongly Disagree - (0/104) 0% Not Applicable - (2/104) 1.92%	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.	78.8% of Customer Satisfaction Survey participants indicated that Campus Recreation facilities are well maintained and clean.	Target Not 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 3, 2018, Housing and Residence Life had 167 New Freshmen students signed up to live on campus for FY19.	Target Met
		1.2	The Office of Housing and Residence Life will increase the number of Returning Students living	Returning Students living on campus for the Fall semester will increase by 5% from the previous year.	As of August 31, 2018, Housing and Residence Life had 272 Returning Students living on campus.	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2	on campus each academic year.	Returning Students living on campus for the Fall semester will increase by 5% from the previous year.	As of August 31, 2018, Housing and Residence Life had 272 Returning Students living on campus.	Target Not 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."	2018-2019 Graduation Survey Results: Excellent - (371/721) - 51.46% Good - (271/721) - 37.59% Total - (642/721) - 89.05% Fair - (68/721) - 9.43% Poor - (11/721) - 1.53%	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.	The Office of the Registrar continues to save money by utilizing online forms. The Office of the Registrar did not purchase forms for the 2018-2019 year.	Target Met
	Academic and Student Support - Sponsored Programs	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.	During the past fiscal year, this one-person office was vacant. The position was not filled until the end of this fiscal year; therefore, there was no assessment of this office's outcomes.	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.	During the past fiscal year, this one-person office was vacant. The position was not filled until the end of this fiscal year; therefore, there was no assessment of this office's outcomes.	Inconclusive
	Administrative Support - Human Resources	3.1	Human Resources will continue to seek ways to provide the most efficient use of resources and time	Biweekly payroll processing time will be cut from two and a half days to one and a half days on average throughout	It is taking 2.5 days to process biweekly payroll. HR created a time entry time sheet for biweekly non-exempt benefits eligible employees that created more efficiency; however, the number of this type	Target Not Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Administrative Support - Human Resources	3.1	for biweekly payroll processes.	the fiscal year.	of employee has increased on the biweekly payroll by 44%. We continue to provide training to individuals and departments. The process is more efficient but has not reduced the number of days to complete payroll due to the increase in employees.	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.	<p>The Faculty/Staff Technology Survey ran from February 25 through March 8, 2019. Of the 294 enrollments, 165 responded to the survey - 56.12% participation rate (Last Year: 40.11%) Faculty - (91/162) 56.17% - Last Year: 69.08% Staff - (71/162) 43.83% - Last Year: 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)." Very Satisfied - (81/163) 49.69% Satisfied - (68/163) 41.72% Total - (149/163) 91.41% - Last Year: 88.43% *** Up three percent!</p> <p>Neutral - (14/163) 8.59% - Last Year: 10.20% ***Decrease! Dissatisfied - (0/163) 0% - Last Year: 1.36% ***Decrease! Very Dissatisfied - (0/163) 0% - Last Year: Same</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.	Information Systems collaborated with multiple departments to offer face to face Banner 9 training to cross-functional staff during the month of October 2018 in preparation of the impending Banner 9 rollout.	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 conference was held on September 8 - 11, 2018. A staff member was present 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	30% overall response rate for the annual Staff Satisfaction Survey.	January-February 2019: There were 86 respondents from the 188 staff who received the on-line survey. This resulted in a 45.74% response rate. This exceeded our target rate of 30%.	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Administrative Support - Institutional Research and Assessment	2.1	business processes among staff.	30% overall response rate for the annual Staff Satisfaction Survey.	This 46% participation rate is up 2% from last year's results.	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.	January-February 2019: There were 109 respondents from the 168 faculty who received the on-line survey. This resulted in a 64.88% response rate. This exceeded our target rate of 25%. This 65% participation rate is down from last year's 73%.	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 has met this target by achieving a 99 percent completion ratio	Target Met
		1.2	Food Service will increase catering and door sales.	Catering and Door Sales will increase by 8% from the fiscal year.	Catering Sales for months to compare were up 10.5%. Door Sales were down 8.5%	Inconclusive
		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.	General Merchandise sales were down for year	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 kept an ongoing list of employees who came to our office to receive training. We believe there was an increase in the amount of employees who received training on purchasing.	Target Met
		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%.	We believe that the training provided from our office has been effective in increasing smaller transactions on P-cards and larger transactions on Purchase Orders but we do not have data stored to support this.	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 48 out of 48 (100%) accounts deactivated.	Target Met
		1.2	Systems & Network will evaluate and optimize	Consistent bandwidth values less than 50% of total	Based on In/Out Traffic Utilization analysis of bandwidth transmitted between 01/01/2019-	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2	Internet bandwidth to support advancing business processes and the campus infrastructure.	available Internet circuit bandwidth throughout the fiscal year.	06/30/2019, 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 one budget training session per year for budget managers and administrative assistants, one in the Fall semester. Also, the department will provide individualized training as needed.	Two group budget training sessions we held. The sessions were on November 30, 2018 and December 3, 2018.	Target 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.	At least 90% of the survey participants have a clear understanding of the University's Travel Policy and Procedures. See supporting documentation.	Target 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.	Comparing FY18 to FY17, the target has not been met. Information for FY19 is already available, however, the results will not be reported until next year. Significant improvement is expected for FY19. FY 17 \$358,825.39 FY18 \$376,478.21	Target Not Met
(SPG 4.a.) 4. Completion: The University will cultivate a comprehensive approach that enhances retention, Completion and student success by: a. Enhancing student advising, mentoring, and support services	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	90% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a Behavioral Intervention Team (BIT).	2019 Staff Satisfaction Survey Results: Strongly Agree - (39/85) 45.88% - Last Year 35% Agree - (39/85) 45.88% - Last Year 55% Total - (78/85) 91.76% Disagree - (5/85) 5.88% Strongly Disagree - (0/85) 0% Not Applicable - (2/85) 2.35%	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
(SPG 4.a.) 4. Completion: The University will cultivate a comprehensive approach that enhances retention, Completion and student success by: a. Enhancing student advising, mentoring, and support services	Academic and Student Support - Dean of Students (Sexual Misconduct & Title IX)	2.1	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).	2019 Staff Satisfaction Survey Results: Strongly Agree - (39/85) 45.88% - Last Year 35% Agree - (39/85) 45.88% - Last Year 55% Total - (78/85) 91.76% Disagree - (5/85) 5.88% Strongly Disagree - (0/85) 0% Not Applicable - (2/85) 2.35%	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).	2019 Faculty Satisfaction Survey Results: Strongly Agree - (54/106) 50.94% Agree - (44/106) 41.51% Total - (98/106) 92.45% Disagree - (4/106) 3.77% Strongly Disagree - (0/106) 0% Not Applicable - (4/106) 3.77%	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 105 records. 89.75% of records pulled 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.	Only one student completed the online survey.	Inconclusive
		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.	2019 Faculty Satisfaction Survey Results: Strongly Agree - (49/104) 47.12% Agree - (47/104) 45.19% Total - (96/104) 92.31% Disagree - (5/104) 4.81% Strongly Disagree - (1/104) 0.96% Not Applicable - (2/104) 1.9%	Target Met
	Academic and	3.1	The Student Success	40% of students enrolled in	39.4% (28 of 71) of students enrolled in the	Target Not

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Student Support - Student Success Center	3.1	Center will provide access to course-based academic support services.	the Academic Recovery course (UN098) will return to good academic standing after completion of the program.	Academic Recovery course (UN 098) returned to good academic standing following completion of the program.	Met
				70% of students participating in 5 or more tutoring services will receive a grade of "C" or higher in the designated course.	75.8% (22 of 29) 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 (5), B (13), C (4), D (5), F (1), W/WP/WF (1).	Target Met
				80% of students participating in 5 or more Supplemental Instruction sessions will receive a grade of "C" or higher in the designated course.	80% of the students attending 5 or more Supplemental Instruction sessions (56 of 70) received a grade of "C" or higher in the designated course at the end of the Fall and Spring semester. Specific grades for this student population are as follows: A (25), B (16), C (15), D (8), F (4), W/WP/WF (2).	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 Academic Advising Survey will rate the quality of their academic advising received as "good" or "very good."	2429 surveys were distributed to students during the Spring 2019 semester, with 1437 responses (59.16% return rate). *Last Year 51.9% return rate Very Good - (916/1437) 63.74% - Last Year 63.88% Good - (305/1437) 21.22% - Last Year 20.88% Total - (1221/1437) 84.96% - Last Year 84.76% Acceptable - (157/1437) 10.93% - Last Year 12.42% Poor - (39/1437) 2.71 - Last Year 1.76% Very Poor - (20/1437) 1.39% - Last Year 1.06%	Target Met
	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 March 2019. Of the 2602 enrollments, 1789 responded to the survey - 68.75% participation rate (last year's participation rate: 50.65%). 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 - (548/1240) = 44.19%	Target Not 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>Satisfied - (329/1240) = 26.53% Total - (877/1240) = 70.72% - Last Year: 72.54</p> <p>Canvas Very Satisfied - (848/1731) = 48.99% Satisfied - (631/1731) = 36.45% Total - (1479/1731) = 85.44% - Last Year: 88.86</p> <p>Portal Very Satisfied - (742/1681) = 44.14% Satisfied - (582/1681) = 34.62% Total - (1324/1681) = 78.76% - Last Year: 80.86</p> <p>Banner Web Very Satisfied - (723/1702) = 42.48% Satisfied - (611/1702) = 35.89% Total - (1334/1702) = 78.37% - Last Year: 82.92</p> <p>Support Provided Very Satisfied - (605/1654) 36.58% Satisfied - (660/1654) 39.90% Total - (1265/1654) 76.48% - Last Year: 78.32</p> <p>Total Overall Satisfaction Average - (70.72+85.44+78.76+78.37+76.48)/5 = 77.95% Last Year: 80.7%</p>	Target Not 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.	65% overall response rate for the annual Graduation Survey.	<p>6/2019 - The survey was administered to students who graduated in the Summer 2018, Fall 2018, and Spring 2019 semesters. There were 752 respondents from the 962 students who received the on-line survey. This resulted in a 78.17% response rate. This exceeded our target rate of 65%.</p> <p>The 78% participation rate this year is up from last year's 70%.</p>	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 2017-2018 Results - Employee B to PIE Council in September 2018</p> <p>Enrollment Report - Employee A to PIE Council in September 2018</p> <p>Faculty & Staff Satisfaction Survey Report - Employee B to PIE Council in February 2019</p> <p>Staff Satisfaction Survey Report - Employee B to Staff Council in March 2019</p> <p>Census Date Movement Discussion - Employee A to</p>	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	Enrollment Management Council in February 2019 Assessment Information Session at Fall Convocation - August 2018	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 not done this year.	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.	No Results were given	Target Not 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.	12 Safety Trainings Dones	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.	Both Audits were passed	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.	Both Audits were passed	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.	2018-2019 Graduation Survey Results: Excellent - (262/725) - 36.14% Good - (165/725) - 22.76% Total - (427/725) - 59.39% Fair - (75/725) - 10.34% Poor - (44/725) - 6.07% Not Applicable - (179/725) - 24.69%	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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 has worked diligently to ensure that all assets are properly maintained. By use of Asset Works, we have been able to consistently make necessary changes to property information which has helped us stay ahead.	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 are still engaging in their own procedures to process student event reservations.	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.	<p>The Student Technology Survey was released in March 2019. Of the 2602 enrollments, 1789 responded to the survey - 68.75% participation rate (last year's participation rate: 50.65%).</p> <p>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, 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 (765/1529) 50.03% Satisfied (468/1529) 30.61% Satisfaction Rating (1233/1529) 80.64% - Last Year: 81.69</p> <p>GoogleDocs: Very Satisfied (710/1500) 47.33% Satisfied (476/1500) 31.73% Satisfaction Rating (1186/1500) 79.06% - Last Year: 81.16</p> <p>Portal: Very Satisfied (742/1681) 44.14% Satisfied (582/1681) 34.62% Satisfaction Rating (1324/1681) 78.76% - Last Year: 80.85</p>	Target Not 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>WiFi: Very Satisfied (483/1369) 35.28% Satisfied (371/1369) 27.10% Satisfaction Rating (854/1369) 62.38% - Last Year: 63.26</p> <p>Tech Support: Very Satisfied (398/988) 40.28% Satisfied (253/988) 25.61% Satisfaction Rating (651/988) 65.89% - Last Year: 68.83</p> <p>Overall Satisfaction Rating (80.64+79.06+78.76+62.38+65.89)/5 = 73.35% Last Year: 75.16%</p>	Target Not 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.	Target was not met because data collection did occur.	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.	<p>Reduced OASIS participants by 53.5%</p> <p>Baseball- had 19 in the Fall 2018 and 5 in Spring 2019 Softball- had 6 in the Fall 2018 and 0 in Spring 2019 Men's Soccer- had 8 in the Fall 2018 and 3 in the Spring 2019 Volleyball- had 7 in the Fall 2018 and 0 in the Spring 2019 Women's Cross Country- had 3 in the Fall 2018 and 0 in the Spring 2019 Men's Cross Country- had 3 in the Fall 2018 and 5 in the Spring 2019 Women's Tennis- had 2 in the Fall 2018 and 1 in the Spring 2019 Men's Tennis- had 1 in the Fall 2018 and 0 in the Spring 2019 Men's Golf- had 2 in the Fall 2018 and 3 in the Spring 2019 Women's Soccer- had 4 in the Fall 2018 and 5 in the Spring 2019 Men's Basketball- had 13 in the Fall 2018 and 4 in the Spring 2019 Women's Basketball- had 3 in the Fall 2018 and 7</p>	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
(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.	in the Spring 2019 Total in Fall 2018- 71 Total in Spring 2019- 33 Reduced participants by 53.5%	Target Met
				Maintain a Student-Athlete Retention at 70% or higher	Did not meet target goal of 70% retention (not including graduates) FA18 (# of student-athletes to start the semester) SP19 (# of student-athletes to end the semester) Baseball – FA18 - 39, SP19 - 26 Women’s Cross Country – FA18 - 7, SP19 - 3 (2 graduated) Men's Cross Country- FA18 - 9, SP - 5 (1 graduated) Men’s Soccer – FA18 - 26, SP19 - 19 Softball – FA18 - 25, SP19 - 11 (10 graduated) Volleyball – FA18 - 16, SP19 - 3 (1 graduated) Men's Basketball - FA 18 - 22, SP19 - 14 (1 graduated) Women's Basketball - FA18 - 16, SP19 - 9 (2 graduated) Men's Golf - FA18 - 7, SP19 - 6 Women's Tennis- FA18 - 6, SP19 - 5 Men's Tennis- FA18 - 6, SP - 5 (1 graduated) Women's Soccer- FA18 - 22, SP - 19 (1 graduated) 69% of athletes were retained (does not include graduates)	Target Not Met
(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 2018 freshman numbers are: 117/557--21% of admitted freshman students; 45/192--23% 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.	Inconclusive
				1% growth rate in male transfer students over a two-year period.	Fall 2018 final numbers were: 186/1087--17% of admitted transfer students; 133/688--19% of enrolled transfer students	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.	This shows a slight increase over recent years of male enrollment. This is the result of some growth from athletics.	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.	Fall 2018 Final Numbers: Mississippi Students: 624 (91%) Contiguous States: 41(6%) Other States: 14 (2%) International: 2 (0.02%) Total: 682	Target Met
				1% growth rate in out-of-state contiguous freshmen students over a two-year period.	Fall 2018 Final Numbers: Mississippi Students: 142 (75%) Contiguous States: 44 (22%) Other States: 4 (2%) International: 2 (1%) Total: 192 Fall 2017 showed tremendous out of state contiguous growth and Fall 2018 had some growth but not as much. This year the out of state market took a sharp turn downward. The goal should not be revised going forward until at least another year of data is gathered to see if the trend continues.	Target Not 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.	11.4% of students on the SAP warning list will return in good SAP standing within one 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.	2018-2019 Graduation Survey Yes - (639/719) 88.87% No - (80/719) 11.13%	Target Met

Appendix B

Administrative Support Services 2018-2019

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.	<p>We exceeded our goal of adding 50 followers. .</p> <p>Office of D& A new followers: FB 48, Twitter 44, and Instagram 67-- 159total</p> <p>Office of D&A posts- FB-438 Twitter, 438 and Instagram-274-- 1150 total</p> <p>MUWAA new followers - FB- 149, Twitter, 71 and Instagram, 68.- 288 total</p> <p>MUWAA posts- FB-438, Twitter,438 and Instagram-274- 1150 total</p>	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.	<p>The Graduation Survey was sent out for August 2017 ceremony, December 2017 ceremony and May 2018 ceremonies.</p> <p>2017-2018 Graduation Survey Results Yes - (417/647) 64.45% No - (230/647) 35.55%</p>	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.	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% 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
	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 Managment 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 2018-2019

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.	74% 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.	The overall average of all four was a 2.75 which met the assessment target, with individual scores of 2.75 each.	Target Met
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 48% (7/16) of the students taking the Major Fields Test in biology scored above the 50th percentile.	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.	74% of Accounting students passed the ethics exam in the capstone course with a 70 or above. 55% of General Business students passed the ethics exam in the capstone course with a 70 or above. 53% of Management students passed the ethics exam in the capstone course with a 70 or above. 71% of Marketing students passed the ethics exam in the capstone course 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.	70% of Marketing students passed the ethics exam in the capstone course with a 70 or above.	Target Not Met
Program - Business Administration (including Minors and Certificates) - BS, BBA {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.	74% of Accounting students passed the ethics exam in the capstone course with a 70 or above. 55% of General Business students passed the ethics exam in the capstone course with a 70 or above. 53% of Management students passed the ethics exam in the capstone course with a 70 or above. 71% of Marketing students passed the ethics exam in the capstone course with a 70 or above. 70% of Marketing students passed the ethics exam in the capstone course 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.	2 of the 5 students admitted in the Fall 2016 semester successfully completed the MBA program. 4 of the 4 students admitted in the Spring 2017 semester successfully completed the MBA program. 3 of the 3 students admitted in the Summer 2017 semester successfully completed the MBA program. It should be noted that the 3 students that were admitted in the Fall 2016 semester and have not yet completed the program are still successfully progressing through the program. Those students are employed full time and are taking longer to complete the program.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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 were two Chemistry majors who graduated in May 2019. The students took the Chemistry Major Fields Test (MFT) during the semester of their graduation. They both scored in the 34th percentile. Target was met.	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 96 on a 100-point scale using the departmental Communication Student Portfolio rubric. Of the 10 portfolios sampled, 10 scored 80 or better, for a total of 100 percent. Overall, these results are very positive and indicate students near completion of the program have amassed a body of professional work and demonstrated the ability to organize this work into a coherent portfolio. Once again, a potential area of improvement is in the breadth of work presented (some 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.	All students who completed the Thesis Survey (6 out of 8) indicated that they had published creative work and listed several publications. A review of other information posted on social media about publications by our students reveals that the other two student who did not complete the survey also had publications while in the program. Two of the students who graduated this year were recognized in AWP's Intro Journals Project: Allison Chestnut with an honorable mention in Poetry and C. T. Salazar with an award and publication in Tampa Review in Poetry. Since receiving the MFA, these students have all continued to publish as well.	Target Met
Program - Culinary Arts (including Minor) - BS, BAS {2016-2017}	Students will gain an appropriate understanding of	1.2 (SAO & SLO)	Students will successfully become ServSafe certified by passing the ServSafe examination.	60% of students will be awarded a Servsafe certificate.	Out of 26 students tested, 24 (92.3%) passed the ServSafe national certification exam.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Culinary Arts (including Minor) - BS, BAS {2016-2017}	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.	Out of 26 students tested, 24 (92.3%) passed the ServSafe national certification exam.	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.	No students were enrolled and none were admitted because IHL deleted the program October 2018 (Fall 2018).	Inconclusive
Program - Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019}	Students will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to the Master's of Education in Education so that professional development of those individuals will provide opportunities for P-12 students (Council of Accreditation for Educator Preparation, CAEP 1.1).	1.3 (SAO)	Students will successfully complete the Master's of Education in Education degree program in a timely manner, within six years.	At least 80% of students who graduate from the Master's of Education in Education will have completed the degree program within six years.	No students graduated with the M.Ed. in Education during the 2018-2019 academic year, in the August 2018, December 2018, or May 2019 graduation cycles; No students completed the Gifted Studies Certification or Reading Literacy Certification during this same period of time.	Inconclusive
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.	For the 2018-2019 year, the program had six students to graduate. Of those six students, four passed the School Leadership Exam coded 6011 with scores of 173, 160, 170, and 159. One student passed the School Leadership Exam coded 6990 with a score of 153. There was one student who already had the administrator endorsement on her license so she was not required to retake the test. Five of six students, or 83%, who attempted the exam passed the SLLA	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	exam in the 2018-2019 academic year. (Please note that the School Leadership Exam was updated within in the 2018-2019 time frame; hence, the two different codes.)	Target Met
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.	Residency 3 students were assessed on a Video Assignment Rubric to score their level of understanding of content knowledge and skills to their discipline. Out of 21 students, 20 scored a 2 or higher on the InTASC #4 items on the rubric. A more detailed listing of the scores are in the related document, TRACDAT 1.1 DATA. The assignment guidelines and rubric can also be located in the related documents.	Target 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.	For the 2018-2019 academic year 17 out of the 22 students who took the Residency 3 course scored a 2.00 or higher on the Teaching Intern Assessment Instrument (TIAI). The semester breakdown was 4 out of 9 students scored a 2.00 or higher on the TIAI in the fall 2018 and 13 out of 13 students scored a 2.00 or higher on the TIAI in the spring 2019. While it did not appear that our target would be met in the fall 2018, we showed a turn around in the spring 2019 in which all students scored a 2.00 or higher on the TIAI. Please see the related document, TRACDAT 2.1, to see a further breakdown of the data.	Target Met
	Candidates will be competent in reading, writing, and math to demonstrate their	4.1 (SAO & SLO)	Candidates admitted to the Teacher Education Program will have the basic skill set to successfully complete the program and obtain a teaching license.	80% of candidates attempting to be admitted into the Teacher Education Program will have passing Praxis Core test scores or a composite score of 21 or higher on	For the 2018-2019 academic year, there were 42 applicants to the Teacher Education Program. Of the 42 applicants 39 obtained a composite score of 21 or higher and 2	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	skill set for teaching (Title II - National Standard).	4.1 (SAO & SLO)	Candidates admitted to the Teacher Education Program will have the basic skill set to successfully complete the program and obtain a teaching license.	the ACT.	obtained passing Praxis Core scores. One applicant did have an SAT score that overly met the Mississippi Department of Education's requirement do be exempt from the Praxis Core and the ACT. Please see that related document TRACDAT 4.1 DATA for a breakdown of the scores.	Target 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.	2019 Alumni Survey Results participation (3 English Alumni) "In which type of degree program have you enrolled since receiving your degree indicated at the beginning of this survey?" 2/3 - 66.67%: I have enrolled/graduated in a master's degree program. 1/3 - 33.33%: Not Applicable Target Met at 66.67%	Target Met
		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.	2019 Alumni Survey Results participation (3 English Alumni) "What are you currently doing?" 1/3 - 33.33%: I am working full-time for pay in my field of study. 1/3 - 33.33%: I am working part-time for pay. 1/3 - 33.33%: I am pursuing further education. "Please indicate your level of agreement for each statement. - The curriculum for my degree was relevant to the position I now hold." 1/3 - 33.33%: Strongly Agree 2/3 - 66.67%: Agree Collectively, both statements meet the 85%, since all three alumni indicate that the curriculum was relevant to their current position. It's important to note the only one out the three indicate that they are	Target Met

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.	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.	working in their field of study, though.	Target Met
		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>Due to changes in the administration of the social media survey, we are transitioning to using the Senior Exit Survey for graduating seniors. At the time of graduation out of 11 respondents:</p> <p>1 had secured full-time employment in the field of study 3 were searching for full-time employment in the field of study 2 were currently employed full-time in the field of study 4 were currently employed part-time 2 responded n/a (likely attending graduate school) 3 indicated plans to continue their education: 1 at MUW, 1 at MUW or MSU, and 1 didn't know where yet.</p> <p>In addition, we conducted a social media survey of alumni (only) with very limited results: 6 respondents. Of those, two listed 'teacher,' one listed librarian, one runs a family business, one waits tables and manages a restaurant, and one (who was a psychology double-major) is a counselor.</p> <p>To gain better insight, we also searched social media for the careers of our alumni. Of 51 who listed employment on their profiles: 5 listed writer, 1 editor, 8 college instructor, 11 teacher, 3 librarian</p>	Inconclusive
Program - Family Nurse Clinician (including Certificate) - MSN {2016-2017}	Prepare advanced practice nurses who demonstrate mastery of	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% passed ANCC and 82% percent passed on first write of AANP. 100% passed on second write of AANP.	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Family Nurse Clinician (including Certificate) - MSN {2016-2017}	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% passed ANCC and 82% percent passed on first write of AANP. 100% passed on second write of AANP.	Target Not Met
		1.1 (SAO & SLO)	Participate as a member and leader of interprofessional teams to manage and coordinate safe and quality patient care.	90% of Post-Graduate Advanced-Practice Registered Nurse Certificate students are successful in passing the FNP Certification exam (either ANCC or AANPCP) on the completion of the program.	One Post Grad FNP did not pass first write (AANP). The student retook and passed on the second write (AANP). Two Post Grad FNP passed on first write (ANCC).	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.	Thirty four students made an A and one student 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 families.	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 Occupations Course.	For AY 18-19, 86% of students earned at least a grade of B on the Worksite Supervisor's Evaluation Rubric; thus, the target was not met.	Target Not 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 28 on the Worksite Supervisor's Evaluation Rubric for from their internship site supervisor for the FS 499, Internship, course.	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.	The average rating of satisfaction on the Senior Exit survey regarding ethical practice (question 3) was a 9 on a scale of 1 to 10; thus, the target was met.	Target Met
		2.3 (SAO)	Students will feel that the Family Studies program has prepared them to work	Participating students' will report that they feel the Family Studies	The average satisfaction rating for students completing the exit survey	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.3 (SAO)	professionally and ethically upon graduating.	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.	was 9 on a scale of 1 to 10 for professional practice (question 2); 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.	Departmental faculty surveyed films viewed by students in FLM 101, FLM 201, FLM 301, and COM/WS 303 to assess the country origin for films viewed by students in these courses. All students (100 percent) had viewed films from a country other than the United States. Great Britain, France, India, South Korea, and China were among the countries of origin for films viewed by students. (Student film viewing was surveyed per course, so total might reflect students enrolled in more than one course.)	Target Met
		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.	Departmental faculty surveyed films viewed by students in FLM 101, FLM 201, FLM 301, and COM/WS 303 to assess the time periods in which the films were made. All students (100 percent) had viewed films from more than two distinct time periods (early silent era, Hays production code era, post-Hays era, 1980s, 2000s). (Student film viewing was surveyed per course, so total might reflect students enrolled in more than one course.)	Target Met
		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.	Departmental faculty surveyed films viewed by students in FLM 101, FLM 201, FLM 301, and COM/WS 303 to assess the variety of film genres viewed by students in these courses. All students (100 percent) had viewed films from more than two genres. Comedy and drama were the two most common genres viewed (100 percent). Action, horror, and science fiction genre films were each viewed by at least 90 percent, and a variety of	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	other genres (Western, musical, crime, and war) were also viewed. (Student film viewing was surveyed per course, so total might reflect students enrolled in more than one course.)	Target Met
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 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.	We are pleased that we are meeting our target and that the majority of our graduates are pleased with their educational experience. Areas that were below target: Spring 2019 Part 1 Q4 – The Art Fundamentals Seminar provided useful information and aided you as a new student – we have been trying to evolve the ART 100 seminar to provide useful information for new students concerning departmental rules and art basic program requirements ; Spring 2019 Part 2 Q 3 – You were encouraged to participate with professionals and peers through conferences, organizations, and exhibitions, etc. –this result is not too concerning, student travel will always be affect by their access to funds ; Fall 2018 Part 2 Q5 – As you are now graduating you feel that you have developed a personal style of artmaking –we should modify this question to include graphic design emphasis students whose goal is not a personal style but a professional portfolio, this question may be excluding them for a favorable response; Fall 2018 Part 2 Q6- You understand how to edit, prepare, and exhibit artwork from your senior show experience –this result is not too low, the instructor of record and gallery staff are available to assist students when hanging their exhibition and the faculty sponsors encourage each senior to meet and discuss the works they plan to display in their exhibition also the data shows	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}	To prepare students for professional careers and graduate studies via the creation of 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.	a wide range between fall 66% and spring at 90% which could be reflected by a particular student who was not engaged in the process; and Fall 2018 Part 2 Q7- You feel professionally prepared to enter the field of your choice –the data shows a wide range between fall 50% and spring at 90%, this is not alarming it could be an individual’s stress at facing a post undergraduate world , the faculty will watch the data in the next year to see if this is reflecting a new trend.	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.	<p>NOTE: the rubric was revised from :</p> <p>The average score of students assessed will be at least 4 “meets expectations” out of the six total areas to</p> <p>The average score of students assessed will be at least 3 “meets expectations” out of the five total areas using the department Senior Exhibition Review rubric.</p> <p>Fall and spring 2018-2019 saw 16 students pass through the program, with 6 students in fall 2018 and 10 students in spring 2019. Fall students met with an 83% success rate while spring had a 90% success rate at meeting overall departmental goals for the senior exhibition. The faculty were pleased with the overall success rate of 88%.</p> <p>Both fall and spring students were strongest in technical mastery and independent works with the weakest category being artist statements. In fall 2018 the success rate for artist statements was 50%- after the fall results, the faculty of record reorganized the structure and requirements of the artist statements.</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	<p>For spring 2019, the results jumped to 90%, resulting in the increased success rate. The spring students had an overall improvement in scores across the board, with a significant increase in the scoring for artist statements.</p> <p>We also are pleased that the advanced studio critiques held each semester has proved very beneficial to the graduating student in solidifying their advanced work and professional portfolio. Students are critiques by the faculty and peers.</p>	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”	All students assessed in FLF 101 and 102 earned scores lower than 3 (minimal), where 1 is Exemplary, 2 is Proficient, and 3 is minimal. Scores ranged from 2.5-1.04 in 101 and 2.68-1.04 in 102.	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”	10 students assessed met the target of 2 or lower on this assessment with 1 being Exemplary and 2 being Proficient. Eight students did not meet the target, though of those many were close. non-proficient scores were: 2.32, 2.24, and 2.16 in FLF 201 and 2.16, 2.16, 2.52, 2.24, 2.28 in FLF 202. Of these, all but one would round down to 2, meaning they are closer to proficient than to minimal. We may need to consider how we view average scores between Proficient and Minimal. Only 56% of non-majors met the target score.	Target Not 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	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	There were no minors this year in FLF 101 and 102.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		3.1 (SAO & SLO)	be applied to the conversation.	average of “minimal” In FLF 102 – no lower than an average of “minimal”	There were no minors this year in FLF 101 and 102.	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”	The department had 1 minor this year, who scored a perfect score of 1 on the department Conversation Rubric.	Target Met
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.	12 Graduates who marked General Studies as their major/degree participated in the Graduation Survey. Of those 12, 2 (16.67%) are employed in their field of study. Secured Full-Time Employment in Field of Study - 0/12 Searching for Full-Time Employment in Field of Study - 3/12 Currently Employed Full-Time in Field of Study - 2/12 Currently Employed Full-Time - 3/12 Currently Employed Part-Time - 4/12 N/A - 2 This program has been inactivated and most of the students have transitioned to the BPS Degree. This program will no longer be assessed.	Target Not Met
Program - Gerontology - Minor {2018-2019}	Students will transfer learning to their majors and complex situation.	1.2 (SAO & SLO)	Students will be able to utilize the knowledge on end-of-life issues and explain the ways of the concepts of death can change over time, place, and culture.	The average score of NU 453 students will be at least 70% on the final exam.	NU 453 Spring 2019 Average Score of Final Exam: 94.67 NU 453 was not offered Fall 18	Target Met
Program - Gifted Studies (including	Candidates demonstrate an	2.1 (SAO & SLO)	Candidates demonstrate an understanding of and are able to apply	Candidates demonstrate an understanding of and are able to	ED 595 was not offered this past year.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Certificate) - ME {2016-2017}	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)	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.	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.	ED 595 was not offered this past year.	Inconclusive
	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.	Six students were enrolled in the course in which this assignment took place and was assessed. One student was not graded on this assignment (as a drop grade). Three of the five students earned 100% and two earned 0% credit: Student A: 100%, Student B: 0%, Student C: 0%, Student D: 100%, Student E: 100%. The average for the five students assessed is 60%.	Target Not Met
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.	In Fall 2019 six students completed the Capstone class and four completed the Capstone survey. Of the four who completed the survey, all self-reported that they increased their knowledge and skills in history (Question 1, average 4.75), critical thinking (Question 2, average 5.0), communication skills (Question 3, average 5.0), and historical inquiry (Question 4, 5.0). In addition to scoring their learning highly on the numeric scale, some students wrote qualitative comments, which supported their scoring. One student explained that it was the Capstone class (HIS 499) that really cemented much of this learning for them: "The capstone project was exponentially helpful in exposing me to primary	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.	source work, and was a deeply important process in helping me crystallize everything that I had learned to this point as a history major. History coursework has taught me to analyze a problem, find appropriate sources, analyze sources both textually and contextually, and how to ask and answer questions that were relevant to and shaped the world around me."	Target Met
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 14 students graduating in 2018-2019, 29% (4) reported acceptance into graduate school and 50% (7) reported taking an internship or professional position upon graduation, for a total rate of 79%. This is just below the target rate of 80%. Administering the survey earlier in the semester and on paper led to a full response rate. However, the findings simply indicate that some students are graduating uncertain of what they are doing next.	Target Not Met
Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	Students will demonstrate the ability to integrate multiple academic disciplines into a single project while honoring the basic conventions, restrictions, and requirements of each discipline.	4.1 (SAO & PO 3.e.)	Students enrolled in IS 499 will successfully complete their Capstone project, which involves collaborating with faculty from multiple academic disciplines in order to intentionally combine those fields into a significant research project focused on the student's interests and academic needs.	100% of students enrolled in IS 499 Capstone will pass the course.	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	Inconclusive
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	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.	Two students reported being accepted into DPT programs for the 2018/2019 school year. This gives us a 3 year total of 11 and an average of 3.7 students per year.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017}	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.	Two students reported being accepted into DPT programs for the 2018/2019 school year. This gives us a 3 year total of 11 and an average of 3.7 students per year.	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.	<p>One student completed ED 407 Internship during the 2018-2019 academic year. All aggregate scores from all indicators on the TIAI were at least a 2 on a 0 – 3 scale {Phase 1: 2.91 and Phase 2: 3}.</p> <p>The specific aggregate scores were as follows:</p> <p>Phase 1 Lesson Plans Lesson Plan Week 2 Avg. = 2.29 / 3 (76.33%)</p> <p>Lesson Plan Week 3 Avg. = 2.51 / 3 (83.67%)</p> <p>Lesson Plan Week 4 Avg. = 2.74 / 3 (91.33%)</p> <p>Lesson Plan Week 5 Avg. = 2.64 / 3 (88.00%)</p> <p>Lesson Plan Week 6 Avg. = 2.69 / 3 (89.67%)</p> <p>Lesson Plan Week 7 Avg. = 2.64 / 3 (88.00%)</p> <p>Phase 1 TIAI & Disposition TIAI University Supervisor Avg. = 2.91 / 3 (97.00%)</p> <p>Disposition University Supervisor Avg. = 3.00 / 3 (100.00%)</p> <p>Phase 2 Lesson Plans Lesson Plan Week 1 Avg. = 2.56 / 3 (85.33%)</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	Lesson Plan Week 2 Avg. = 2.06 / 3 (68.67%)	Target Met
					Lesson Plan Week 3 Avg. = 2.06 / 3 (68.67%)	
					Lesson Plan Week 4 Avg. = 2.22 / 3 (74.00%)	
					Lesson Plan Week 5 Avg. = 2.33 / 3 (77.67%)	
					Lesson Plan Week 6 Avg. = 2.42 / 3 (80.67%)	
					Lesson Plan Week 7 Avg. = 2.43 / 3 (81.00%)	
					Phase 2 Unit Plan Lesson Plan Avg. = 2.57 / 3 (85.67%)	
					Assessment Avg. = 2.70 / 3 (90.00%)	
					Video Avg. = 2.86 / 3 (95.33%)	
					Phase 2 TIAI & Disposition TIAI Mentor Teacher Avg. = 3.00 / 3 (100.00%)	
					Disposition Mentor Teacher Avg. = 3.00 / 3 (100.00%)	
					TIAI University Supervisor Avg. = 2.81 / 3 (93.67%)	
					Disposition University Supervisor Avg. = 3.00 / 3 (100.00%)	
					Intern Time Sheet Phase 1 Time Sheet 1 Meets Requirement / 0 Does not Meet (100.00%)	

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	Phase 2 Time Sheet 1 Meets Requirement / 0 Does not Meet (100.00%) Professional Portfolio Avg. = 3.00 / 4 (75.00%)	Target Met
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 AY 2017-18. One graduate is pursuing a law degree and four recent graduates are employed as paralegals or is other positions in the legal field, for a total of 50% of recent graduates that have taken steps to further education and enhance their career in the legal field.	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.	<p>Twenty-three students were enrolled in PLG 440 (capstone course) in 2018-19. Out of those, twenty-two completed the course exit survey. Within the survey, the students were asked the following questions: "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 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>Six (6) students, 27%, intend to pursue law school or another graduate program, and one student (5%) indicated she intends to take steps to sit for the certified paralegal exam, for a total of 32% in the capstone course indicating they will be taking steps to further education and enhance their career in the legal profession.</p>	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	75% of students in MA 301 earned a semester grade of C or better. Semester grades: 1 A; 2 B's; 1 D	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.	All 9 students completed the Sophomore Barrier Interview successfully and satisfactorily (even the one who was unprepared from the musical standpoint).	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).	We have had 9 students perform the "Sophomore Barrier Jury" this year, 3 in the Fall semester and 6 in the Spring. Six of the students assessed were singers, and three instrumentalists (guitar, clarinet, and trombone) The majority of the students gave technically strong performances, and they scored grades of 85%, 83%, 90%, 94%, 93%, 94%, 95%, 92%. One student was unprepared, and was only able to perform one piece. (approximately 3 minutes long). The student failed the jury and later transferred out of the department.	Target Not 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.	48 of the 52 2018 ASN graduates passed on the first attempt of the NCLEX-RN test for a result of 92%	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.	54 of 56 graduates (May 2018 - 55 students & August 1student) were successful on the first write of the NCLEX-RN exam which resulted in a 96.4% first write average. 2nd writes	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	was 100%. National average for 2018 was 88.29%.	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.	Three out three at the time of reporting period 100% of graduating DNP students have submitted a scholarly work to a state, regional, national, or international journals or conference during their plan of study.	Target 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. Ten MSN to DNP, all ten passed prior to admission into the program. Since the MSN students may be past graduates from different institutions there are no certification pass rates. Their passing grades are in their admission file.	Target Met
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

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	<p>For Fall 2018, there were no minors to assess.</p> <p>For spring 2019, we had one minor but the student was not in the courses to be assessed.</p> <p>For 2016-2017: "There was only one philosophy minor in a lower-level philosophy course that could be evaluated. That student received a final grade of 86% (B) in PHL 202 Aesthetics (Fall 2016)."</p> <p>For 2017-2018: "There were 3 philosophy minors in a lower-level philosophy course that could be evaluated.</p> <p>Three minors in PHL 204 scored 91% for fall and spring."</p> <p>Three-Year Trend Data Collection Results for Low-Enrolled: $(86\%+91\%+91\%)/3 = 89.33\%$ from the 2 years that data was available to collect on the minors {Met Three-Year Data Trend Target}</p>	Inconclusive
		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.	<p>AY Total Average Score: $(70.85\%+66.95\%)/2 = 68.9 = 69\%$</p> <p>For Fall 2018, samplings from 8 courses were assessed according to their final scores: Total Fall Average Score = 70.85%</p> <p>For Spring 2019, samplings from 7 courses were assessed according to their final scores: Total Fall Average Score = 66.95%</p> <p>{Please see attached spreadsheet and original scans for individual student scores.}</p>	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.	There was a student enrolled in the Physical Sciences program this academic year; however, he withdrew from the institution at the end of the Fall term. He has since contacted our	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	department and intends to come back Fall 2019. Therefore, the one student was not eligible to take the Praxis, so there is no data to report.	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 Praxis Subject Assessments Test in Physics: Content Knowledge with a score of 139 or above.	There was a student enrolled in the Physical Sciences program this academic year; however, he withdrew from the institution at the end of the Fall term. He has since contacted our department and intends to come back Fall 2019. Therefore, the one student was not eligible to take the Praxis, so there is no data to report.	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.	There was a student enrolled in the Physical Sciences program this academic year; however, he withdrew from the institution at the end of the Fall term. He has since contacted our department and intends to come back Fall 2019. Therefore, the one student was not eligible to take the Praxis, so there is no data to report.	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).	The students have not completed their research theses yet. Therefore, no data collected to report on.	Inconclusive
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	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.	In Fall 2018, POL 202 Affecting Democracy was taught and the assignment submissions, group work interactions, and reflections of eight students enrolled in the course were monitored over the course of several civic engagement assignments and the entire body of work scored using	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}	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.	<p>the Civic Engagement VALUE Rubric. The assignments included periodic attendance and reporting on public meetings (most attended city council meetings), identification of an issue of concern to citizens of the local city (Columbus) or county (Lowndes), interviews with citizens to assess the range of perspectives on the problem, and small-group work conducting a preliminary stakeholder analysis, designing a civic engagement event that would enable direct, representative deliberation on the issue, and giving a mock proposal presentation imagining that the civic engagement event was being pitched to local officials. Students also reflected on their experiences at the end of the course in an open discussion of the value of civic engagement - theirs and others' - and their ability to do so in existing and new ways.</p> <p>The overall average score for the class was 3.3, above the target of 3.0. While one student averaged a meager 1.3, this was an extreme outlier, and if that datum is removed from the observations, the overall average increases to 3.6 and the range of individual averages extends from 3.2 to 4. On five of the rubric's six dimensions, the class average was above a 3.0, but on "civic communication," the score was a 2.9. Again, the low-scoring student should be considered, since his score of 1 (which reflects the fact that he really only listened to the ideas of other group members in the engagement event assignments, contributing nothing of his own to the project) brings the course average down 0.2 points; if that observation is removed</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}	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.	from the analysis, the course average rises to a 3.1.	Target Met
Program - Professional Studies - BPS {2018-2019}	Students will be prepared for successful careers, including managerial and leadership roles, in a professional working environment.	1.2 (SAO & SLO)	Students will be able to demonstrate a substantive knowledge of foundational concepts taught in the Professional Studies Core.	75% of students will correctly answer 80% of the questions on the capstone examination.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	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.	2018-2019 MUW Graduation Survey Results: Excellent - 40% Good - 50% Total - 90% Excellent - 4/10; 40% Good - 5/10; 50% Fair - 1/10; 10% Poor - 0/10; 0% N/A - 0/10; 0%	Target 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).	Zero students worked as research assistants.	Target Not Met
		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.	Faculty are not aware of any students being accepted into graduate programs since last year.	Target Not Met
Program - Public Health - MPH {2016-2017}	Students graduating from this program will be able to assess individual and	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	The scores on the first attempt at the comprehensive exam (as percentages, %) are as follows: 40 42.67	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Public Health - MPH {2016-2017}	group health education and promotion needs.	2.2 (SAO)	Students will demonstrate a knowledge of all health education competencies.	attempt.	62 68 68 70 71.33 78.67 80.67 82 82.67 84 85.33 85.33 86 86.67 86.67 87.33 So, 7 out of 19 or 38% students scored 84% or higher on their first attempt in the comprehensive exam.	Target Not 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 were given the exit survey during the 2018-2019 years (n=44) indicated that 6 were attending graduate school, 3 received a job promotion, 9 had accepted a new job at the time of the survey, 3 did not respond to the question, and 23 did not take the survey. Of the students completing the survey (n=21) 85.7% (n=18) indicated either job promotion, a new job, or graduate school.	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.	Two Reading/Literacy students with a mean score of 100% completed the assignment as evaluated by the ED 699 Action Research Proposal Evaluation instrument: Student 1, 100%; Student 2, 100%.	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 a commitment	Two Reading/Literacy students with a mean percentage of 100% completed	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 for P-12 learners (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 reading program specific to the needs of the school.	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.	the associated assignment: Student 1, Target Met 100%; Student 2, 100%	
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 2018-2019, the program had two minors. The Lead Faculty coordinated with the students' major advisors for advising, reviewed the audit sheets provided by the Registrar, provided completed internal audit sheets, and kept the completed audit sheets on file.	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.	In 2018-2019, the program had two minors. The Lead Faculty coordinated with the students' major advisors for advising the students and completed internal audits o check that all minor requirements were being met. In reviewing the completed audit sheets and student transcripts in the fall semester in preparation for the student to graduate in spring 2019, the Lead Faculty concluded that the students were on track to complete the requirements for the minor by graduation, and both graduated with the religious studies minor in May 2019.	Target Met
Program - Secondary Teacher Education - MAT {2016-2017}	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline	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,	The Teacher Intern Assessment Instrument was not implemented in ED 697 Internship in Masters of Education.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Secondary Teacher Education - MAT {2016-2017}	(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.	Internship is MAT.	The Teacher Intern Assessment Instrument was not implemented in ED 697 Internship in Masters of Education.	Inconclusive
	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- 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.	This assessment instrument was overlooked when the decision to move this student from ED 566 to ED 697 was made. Greater oversight of course requirements aligned with assessment measures is required.	Inconclusive
Program - Sexual Health - Minor {2018-2019}	Students graduating with a minor in Sexual Health will successfully advance their professional career in sexual health.	1.1 (SAO)	Students graduating from this minor will important an increased understanding of the importance sexual health education within the field of public health.	75% of students participating in the Exit Survey will state that they have an increased understanding of the importance of sexual health education within the field of public health as a result of completing the minor in sexual health education.	Given this was the first year of the minor in Sexual Health, no exit survey was given. One will be given during the 2019-2020 academic year.	Inconclusive
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 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	Students in 202 completed an assignment researching a musical group/artist from the Spanish-speaking world and then comparing the genre and music to an English-speaking group from the US. Of the 22 students assessed, the average score was 2.09.	Target Met
Program - Speech Language Pathology - BS {2016-2017}	SLP undergraduates will develop an ability to integrate principles of	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 and students completing the prerequisite requirements earned 25 hours of clinical observation hours. Accrual of hours are verified by	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Speech Language Pathology - BS {2016-2017}	speech-language 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.	faculty. Documentation of individual students' hours are on file in the SLP Program 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.	11 of 12 students have successfully passed the Praxis II exam. One student is scheduled to take the exam on 6/3/2019.	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.	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.	75% of students (3 out of 4) answered questions #3 and #4 satisfactorily, showing they understood the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related documents on Student responses.	Target Not 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 70% of freshmen, sophomores, first year transfers, juniors and seniors participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of “3” in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	65% (11 out of 17) students achieved a rating of "Proficiency". For a breakdown of the scoring, please see the related document "2-1-2 Scoring Breakdown"	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, first year transfers, juniors and seniors participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of “3” in at least 4 categories for freshmen, sophomores, first year transfers,	80% (11 out of 15) students achieved a rating of "Proficiency" For the Scoring Breakdown, please see the Related Document "2-1-1 Scoring Breakdown"	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.	juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	80% (11 out of 15) students achieved a rating of "Proficiency" For the Scoring Breakdown, please see the Related Document "2-1-1 Scoring Breakdown"	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.	The collective average of all TH 360 students' final grades will be 90%.	There were two students enrolled: Student 1 Final Grade: 96.6 Student 2 Final Grade: 58 Average Final Score: 77.3	Target Not Met
		2.3 (SLO & SAO)	Students will effectively demonstrate their comprehension and developed abilities by synthesizing the sum of their knowledge gleaned in the Theatre curriculum to independently devise a creative piece with a unique point of view.	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at least 90% (A-) on the Senior Exit Project Rubric.	One student met the criteria for this SLO. This student scored a perfect score of 1000 which is an A+	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.	After running a report from the 2019 MUW Alumni Survey, there were no Women's Leadership Alumni who completed the survey. Therefore, there are no results to report for this assessment measure.	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.	Our graduates continue to maintain a strong connection to our program through social media, and have proven to be positive marketers and recruiters. They all are working in careers which use the skills they acquired from our program. The first graduate of the program has chosen not to work full time, but to volunteer in non-profits and to use her girls' leadership program (which was her thesis) in small groups in her home city. She still works full time in their family's business. The 2017 graduate who quit her job that year and opened her own business thrived in that role. She then applied and was hired to be a store manager for a corporation in a nearby large city. She	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	says that earning the degree restarted a stagnant career. Graduate 3, who was hired as a Director of Development for the local K-12 boarding school the semester she finished her degree, is now in her second year in that job, and has become a well-known community leader. After graduate 4 completed her degree, she almost immediately moved into a career in public relations and marketing for a local K-12 Boarding school. This spring she has just completed her community's year-long program for emerging local leaders. Graduate 4 has thus moved into a field in which she uses the skills from our program. Since we have no completers this year, there are no other graduates to survey.	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.	After running a report from the 2019 MUW Alumni Survey, there were no Women's Leadership Alumni who completed the survey. Therefore, there are no results to report for this assessment measure.	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.	WS internships and special topics classes both were once offered under the WS 400 number. Last fall, therefore, we had one student intern who earned a three hour credit. However, the department agreed to add WS 401: Internship in Women's Studies to the curriculum, so that special topics courses and internships could be more easily recognized on a student's transcript. In the spring of 2019, one student completed WS 401: Internship. Both students wrote reflective essays about their experiences. The attached Rubric data shows that the students scored exemplary in all three categories: Essay Overall Ranking, Quality of	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.	Writing, and Number and Specificity of Examples. Both students say that they enhanced specific skills. One student wrote: "In order to achieve success, I had to exhibit confidence in every decision I made. I also set my own work schedule, so self-sufficiency was necessary for me to complete my interview transcriptions and research in a timely manner. I employed newfound communication skills when conversing with faculty, students, and, most importantly, with [my internship director] as I worked within the Painter facilities. The most vital attribute I perfected during this internship was my clear and concise writing and listening skills. When listening to the oral interviews, I had to learn how to rapidly and accurately transcribe each one. This involved my undivided attention, clear and concise writing, and even more focused listening in order for the transcriptions to truly read and sound like the women who generously gave them."	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.	After running a report from the 2019 MUW Alumni Survey, there were no Women's Studies Alumni who completed the survey. Therefore, there are no results to report for this assessment measure.	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	This year through social media I updated information from 10 of the minors/majors/interdisciplinary emphasis/Honors WS emphasis students I've been tracking since 2013. No minors or majors graduated this year, although three Honors College seniors completed their senior research projects in women's studies. A 2013 IS emphasis graduate	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.	connected with women's studies or women's leadership.	who works with the BBC in her home country won (with her journalism team) Best Documentary at the Hong Kong Human Rights Press Awards this year. She was the photographer and producer. A 2014 minor has finished her fifth year of teaching in a public high school, and is also in a master's program. A 2015 major is still pursuing a graduate degree in Health Information Technology. She plans to return to her home country and work in public health with women and children. A 2016 graduate has completed her law degree and now is an attorney for Legal Services in a mid-western capital city. Another 2016 IS emphasis graduate is continuing a Ph.D. program in English at a large mid-western university. A 2017 minor is working as a nurse for a large hospital network. One 2018 graduate is will begin her second year of the MA in Women's Leadership program at MUW. One 2018 student with a WS Honors thesis will begin her second year in an English MA program. Another 2018 graduate who completed a WS Honors thesis is in a graduate program in Maynooth, Ireland. A 2018 minor is in a Ph.D. program in Psychology. Since our women's studies program is multidisciplinary, our students are prepared for any number of graduate and professional programs. All of their work reflects a continuing interest in gender studies, women's issues and women's lives, which is the purpose of our degree. This is the total number of majors/minors/IS WS emphasis/Honors WS emphasis students who have graduated from MUW. Last year I reported the progress of five students. This year I was able to update information on 10	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.	students.	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.	After running a report from the 2019 MUW Alumni Survey, there were no Women's Studies Alumni who completed the survey. Therefore, there are no results to report for this assessment measure.	Inconclusive

Appendix D

Academic Student Learning Outcomes Report 2018-2019

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.	Accounting: 8 out of the 19 students that took the senior capstone exam successfully passed concentration/minor specific questions with a 70 or above - target not met	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.	72.7% 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 3.38.	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.	All of the Accounting students that were assessed earned a "satisfactory" rating or above on the writing assessment. A perfect score on the assessment was 25 and the mean score for the Accounting students was 22.8. It should be noted that only 1 Accounting major was a junior. This student scored a perfect 25.	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.	All of the Accounting students that were assessed earned a "satisfactory" rating or above on the writing assessment. A perfect score on the assessment was 25 and the mean score for the Accounting students was 22.8. It should be noted that 3 Accounting majors were seniors. Two scored a perfect 25 and one scored a 16.	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	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	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 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 46.3 and the national mean was 54.2 and the ACBSP Region 3 mean was 56.8. [less]	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Art Education - BFA {2016-2017}	approach to a range of populations including toddlers, youth, adolescents, adults, older persons, and those with disabilities.	6.1 (SLO)	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.	retake the test summer 2019.	Target Not Met
		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.	In evaluating art teacher portfolios of the 2 art ed student's enrolled in ED 407 (one in Fall 2018 & other in Spring 2019) the faculty of record determined that they met the target by scoring a 3.1 and 3.6 average. They have done well.	Target Met
	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 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.	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They are now in their last semesters of student teaching.	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.	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They are now in their last semesters of student teaching.	Inconclusive
	Students will communicate to others through art practice, speech, and writing their artistic	3.1 (GEO 1.c.)	Students will develop divergent thinking skills such as problem solving, critical thinking, and risk	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	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	creativity.	3.1 (GEO 1.c.)	taking when engaging in the process of art making, dialoguing about works of art, and writing about the visual arts.	In My Life?" assignment.	are now in their last semesters of student teaching.	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.	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They are now in their last semesters of student teaching.	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.	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They are now in their last semesters of student teaching.	Inconclusive
	Students will understand that research and scholarship determine the contemporary issues addressed in learning environments, such as the art classroom and beyond.	4.1 (SLO)	Students will gain knowledge and understanding of the scholarship that support contemporary Art Education issues.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the Critique Paper Rubric.	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They are now in their last semesters of student teaching.	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.	There are no Art Ed students enrolled in these courses since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They are now in their last semesters of student teaching.	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	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 met. 76% of Fall 2018 BSB 230 students scored satisfactory or better on the rubric. 23% (4/17) scored proficient; 53% (9/17) scored satisfactory; and 23% (4/17) scored unsatisfactory.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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)	“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 met. 76% of Fall 2018 BSB 230 students scored satisfactory or better on the rubric. 23% (4/17) scored proficient; 53% (9/17) scored satisfactory; and 23% (4/17) scored unsatisfactory.	Target 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.	The target was met. 75% of the assessed students (15/20) scored satisfactory or better on the assignment.	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 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	2.1 (SLO)	The student will apply concepts from previous courses to current 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 was NOT met. Only 55% (11/20) met the target, and 0% were ranked as advanced . This is a significant drop from the past two years, when 100% of the assessed students met the target.	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	collaborating across disciplines.	2.1 (SLO)	The student will apply concepts from previous courses to current 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 was NOT met. Only 55% (11/20) met the target, and 0% were ranked as advanced . This is a significant drop from the past two years, when 100% of the assessed students met the target.	Target Not Met
		2.1 (SLO)	The student will apply concepts from previous courses to current 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. 100% (19/19) students scored satisfactory or better on the assessed activity. 74% (14/19) were ranked as proficient and 26% (5/19) were ranked as satisfactory.	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.	Accounting: 8 out of the 19 students that took the senior capstone exam successfully passed concentration/minor specific questions with a 70 or above - target not met General Business: 7 out of the 23 students that took the senior capstone exam successfully passed concentration/minor specific questions with a 70 or above - target not met Management: 23 out of the 35 students that took the senior capstone exam successfully passed concentration/minor specific questions with a 70 or above - target not met Management Information Systems: 13 out of the 14 students that took the senior capstone exam successfully passed concentration/minor specific questions with a 70 or above - target met Marketing: 4 out of the 4 students that took the senior capstone exam successfully passed concentration/minor specific questions with a 70 or above - target met Business total: 55 out of the 95 students that took the senior capstone exam successfully passed concentration/minor	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.	specific questions with a 70 or above - overall target not met	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.	72.7% 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 3.38.	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.	All of the Business students that were assessed earned a "satisfactory" rating or above on the writing assessment. A perfect score on the assessment was 25 and the mean score for the Business students was 22.4. Totals - Junior and Seniors Management Information Systems: Mean=21.8 Marketing: Mean=20.0 General Business: Mean=24.8 Human Resource Management: Mean=25.0 Health Care Management: Mean=17.5 *No Management students were in the sample Juniors Only Management Information Systems: Score 19 Human Resource Management: Perfect	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	score of 25 Marketing: Perfect score of 25 Accounting: Perfect score of 25 No other majors in Business were represented in the junior sample.	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>All of the Business students that were assessed earned a "satisfactory" rating or above on the writing assessment. A perfect score on the assessment was 25 and the mean score for the Business students was 22.4.</p> <p>Junior and Seniors Management Information Systems: Mean=21.8 Marketing: Mean=20.0 General Business: Mean=24.8 Human Resource Management: Mean=25.0 Health Care Management: Mean=17.5 *No Management students were in the sample</p> <p>Seniors that scored satisfactory or above Accounting - 3 students General Business - 4 students Health Care Management - 2 students Human Resource Management - 2 students Management Information Systems - 9 students Marketing - 3 students * No Management students were in the sample</p>	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,	60% of students will score 70 or greater on the BAS Business Administration Capstone Exam.	The mean score for the BAS students on the Peregrine data was 57.8. Only two students made a 70 or greater.	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)	information systems, international issues).	60% of students will score 70 or greater on the BAS Business Administration Capstone Exam.	The mean score for the BAS students on the Peregrine data was 57.8. Only two students made a 70 or greater.	Target Not 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).	Students in selected business core course(s) will improve scores from embedded pretest assessment to embedded posttest assessment by 20%.	ACC 211 - Pre-Test Results - 26% of students successfully answered questions correctly Post Test Results - 86.9% of students successfully answered questions correctly Increase of 60.8% ACC 212 - Pre-Test Results - 16% of students successfully answered questions correctly Post-Test Results - 21% of students successfully answered questions correctly Increase of 68% EC 201 - Pre-Test Results - 25% of students successfully answered questions correctly Post - Test Results - 65% of students successfully answered questions correctly Please note these data contain both BS and BAS students since both take these courses	Target Met
		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.	Accounting: 8 out of the 19 students that took the senior capstone exam successfully passed concentration/minor specific questions with a 70 or above - target not met General Business: 7 out of the 23 students that took the senior capstone exam successfully passed concentration/minor specific questions	Target Not Met

09/09/2019 12:17

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	<p>Mean=25.0 Health Care Management: Mean=17.5 *No Management students were in the sample</p> <p>Juniors Only Management Information Systems: Score 19 Human Resource Management: Perfect score of 25 Marketing: Perfect score of 25 Accounting: Perfect score of 25 No other majors in Business were represented in the junior sample.</p>	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>All of the Business students that were assessed earned a "satisfactory" rating or above on the writing assessment. A perfect score on the assessment was 25 and the mean score for the Business students was 22.4.</p> <p>Junior and Seniors Management Information Systems: Mean=21.8 Marketing: Mean=20.0 General Business: Mean=24.8 Human Resource Management: Mean=25.0 Health Care Management: Mean=17.5 *No Management students were in the sample</p> <p>Seniors that scored satisfactory or above Accounting - 3 students General Business - 4 students Health Care Management - 2 students Human Resource Management - 2 students Management Information Systems - 9 students Marketing - 3 students * No Management students were in the sample</p>	Target Met
	Students will develop	1.1 (SLO)	Students will be able to	All MUW Business students will	The General Business students scored	Target Not

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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)	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).	score in the National Average Range or better on the Peregrine assessment instrument.	<p>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 44.1 and the national mean was 54.2 and the ACBSP Region 3 mean was 56.8.</p> <p>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 spreadsheet for results analysis. The average overall score was 34.8 and the national mean was 54.2 and the ACBSP Region 3 mean was 56.8.</p> <p>The Human Resources Management 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 60.8 and the national mean was 54.2 and the ACBSP Region 3 mean was 56.8.</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 46.3 and the national mean was 54.2 and the ACBSP Region 3 mean was 56.8.</p> <p>The Management students scored above 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 54.6 and the national mean was 54.2 and the ACBSP Region 3 mean was 56.8.</p>	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.	The Marketing 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 82.5 and the national mean was 54.2 and the ACBSP Region 3 mean was 56.8.	Target Not 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).	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 - 26% of students successfully answered questions correctly Post Test Results - 86.9% of students successfully answered questions correctly Increase of 60.8%</p> <p>ACC 212 - Pre-Test Results - 16% of students successfully answered questions correctly Post-Test Results - 21% of students successfully answered questions correctly Increase of 68%</p> <p>EC 201 - Pre-Test Results - 25% of students successfully answered questions correctly Post - Test Results - 65% of students successfully answered questions correctly</p> <p>Please note these data contain both BS and BAS students since both take these courses</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,	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>General Business majors did not score at or above the national mean on 9 of the 9 key indicators.</p> <p>Health Care Management majors did not score at or above the national mean on 9</p>	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (SLO)	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>of the 9 key indicators.</p> <p>Human Resources Management majors did not score at or above the national mean on 1 of the 9 key indicators.</p> <p>Management majors did not score at or above the national mean on 2 of the 9 key indicators.</p> <p>MIS majors did not score at or above the national mean on 6 of the 9 key indicators.</p> <p>MKT majors did not score at or above the national mean on 0 of the 9 key indicators.</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 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.	88% of students scored 75 or greater on the MGT 510 – Cross Cultural Management specific questions on the MBA Capstone Exit Exam.	Target Met
		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.	78% of students scored 75 or greater on the MKT 526 – Global Marketing Management specific questions on the MBA Capstone Exit Exam.	Target Met
		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.	60% of students scored 75 or greater on the FIN 540 – Financial Management specific questions on the MBA Capstone Exit Exam.	Target Not Met
		1.4 (SLO)	Graduates of the	75% of students will score 75 or	92% of students scored 75 or greater on	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.4 (SLO)	Master of Business Administration will be able to understand and identify the basic concepts of information technology project management.	greater on the MIS 552 – Systems Project Management specific questions on the MBA Capstone Exit Exam.	the MIS 552 – Systems Project Management specific questions on the MBA Capstone Exit Exam.	Target Met
		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.	56% of students scored 75 or greater on the PLG 560 – International Business Law specific questions on the MBA Capstone Exit Exam.	Target Not Met
		1.6 (SLO)	Graduates of the Master of Business Administration will be able to understand and identify the challenges and opportunities presented when integrating the multiple perspectives, functions, and interests that constitute a multinational firm.	75% of students will score 75 or greater on the MGT 600 – Strategy and Business Models specific questions on the MBA Capstone Exit Exam.	92% of students scored 75 or greater on the MGT 600 – Strategy and Business Models specific questions on the MBA Capstone Exit Exam.	Target Met
		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.	68% of students scored 75 or greater on the ACC 535 – Advanced Managerial Accounting specific questions on the MBA Capstone Exit Exam.	Target Not Met
		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.	60% of students scored 75 or greater on the 75% of students will score 75 or greater on the EC 515 – Managerial Economics specific questions on the MBA Capstone Exit Exam.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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 were two Chemistry majors who graduated in May 2019. The students took the Chemistry Major Fields Test (MFT) during the semester of their graduation. They both scored in the 34th percentile. Target was met.	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". 24 PSC 211 students were evaluated using the rubric attached in the "Related documents" section. 71% of PSC 211 students scored at least "satisfactory" on the rubric. 24 students were evaluated on several quizzes and an exam with questions related to reactions and synthesis (7 at unsatisfactory, 14 at satisfactory, 3 at proficient). 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.	22 PSC 211L students across two lab sections were assessed on their written communication using one formal lab report. The lab report was evaluated using the AAC&U Written Communication VALUE rubric. 91% of PSC 211L students scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric (22 students evaluated on one lab report; 0 at level 1, 2 at level 2, 7 at level 3, 13 at level 4). Target was achieved.	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.	18 PSC 212 students were assessed on delivering an oral presentation. The presentation was evaluated using the AAC&U Oral Communication VALUE rubric. 100% of PSC 212 students scored at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	Rubric (18 students evaluated on one presentation; 0 at level 1, 0 at level 2, 1 at level 3, 17 at level 4). Target was achieved.	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.	98 PSC 111 students across five lecture sections and two semesters (4 sections in fall 2018, 1 section in spring 2019) 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 98 students evaluated was "2.5" with the following breakdown (44 students, score = 1; 8 students, score = 2; 9 students, score = 3; 37 students, score = 4). Target was not achieved.	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.	39 PSC 112 students across two lecture sections in spring 2019 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from the final exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 39 students evaluated was "2.8" with the following breakdown (9 students, score = 1; 6 students, score = 2; 8 students, score = 3; 16 students, score = 4). Target was not achieved.	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 312 was not taught this academic year. PSC 450/451 was taught during the fall (PSC 450) and the spring (PSC 451). Thermodynamics was assessed in PSC 450. The 5 students were assessed twice. The first assessment occurred during the fall semester with a quiz. Questions were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 5 PSC 450 students evaluated on the semester quiz was "2.4" with the	Target Met

Unit Name	Goal	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.	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.	<p>following breakdown (0 students, score = 1; 3 students, score = 2; 2 students, score = 3; 0 students, score = 4). Target was not achieved.</p> <p>However, the second assessment of thermodynamics occurred at the end of the fall semester on the final exam. Questions were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 5 PSC 450 students evaluated on the final exam was "3.0" with the following breakdown (1 students, score = 1; 0 students, score = 2; 2 students, score = 3; 2 students, score = 4). Target was achieved.</p> <p>The fact that student performance improved during the semester is encouraging. Because the target was met at the end of the semester, we are comfortable saying that the target was met.</p> <p>Quantum mechanics was assessed in PSC 451. The 5 students were assessed twice. The first assessment occurred during the spring semester with a quiz. Questions were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 5 PSC 451 students evaluated on the semester quiz was "3.8" with the following breakdown (0 students, score = 1; 3 students, score = 2; 1 students, score = 3; 4 students, score = 4). Target was achieved.</p> <p>The second assessment of quantum mechanics occurred at the end of the spring semester on the final exam. Questions were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 5 PSC 451 students evaluated on the final</p>	Target Met

09/09/2019 12:17

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Communication (including Minor) - BA, BS {2016-2017}	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.	samples that did not meet the threshold were drawn from the introductory production course (COM 103). The mean score for this course was 2.87 (n = 5). The mean score for productions sampled from the regular upper-level course (COM 431) was 3.08 (n = 4). During the spring semester, a special topics course (COM 499 "Cinematic Techniques") was also taught and sampled. The mean score for samples from this upper-level course was 3.75 (n = 6). The scores represent an overall increase in demonstrated proficiency with use of video production equipment from the lower-level course to the upper-level courses.	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 3.02 on a 4-point scale. Of the 9 production samples drawn from COM 103 and COM 431, 7 scored 3 or better (an overall rate of 78 percent). The mean for production samples from the introductory course (COM 103) was 2.92, and the mean for samples drawn from the upper-level course (COM 431) was 3.15. This represents an improvement from one course to the next, with the students from the upper-level course benefiting from increased attention to audio production in the courses. However, this falls just below the target threshold of 80 percent achieving a score of 3 or better.	Target Not 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 2.42 on the 4-point Written Communication rubric. The mean score for writing samples drawn from COM 200 was 2.00 (n = 5), and the mean score for writing samples drawn from COM 250 was 2.84 (n = 5). These results indicate students are demonstrating generally clear writing and that their demonstrated proficiency is improving from one course to the next. This offering of COM 250 (Newgathering) was focused around a semester-long	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	reporting project on the economic conditions of Columbus, Miss. The nature of the project allowed students more time to edit final versions of the news stories that served as writing assignments (and thus writing samples). The improvement in overall scores for these students could be the result of this extra time for self-editing.	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 3.06 on the 4-point Written Communication rubric. The mean score for samples from COM 307 was 3.16 (n=5), and the mean score from samples from COM 465 was 2.96 (n=5). These courses differ in the type of writing required. Whereas COM 307 is an upper-level course focused on journalistic writing, COM 465 is a theory-focused course that requires students to write research and analysis papers using APA (American Psychological Association) writing guidelines and citation style. Thus, it is not possible to make a course-to-course comparison between these two courses as representative of a direct progression in demonstrated skill. However, the comparison between mean scores from lower-level courses (2.42) and upper-level courses (3.06) does demonstrate improvement in skills as students progress through the curriculum. The weakest area for students in COM 465 was APA conventions and citations.	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.	86% of students achieved an average score of 80% or higher on the MFA Research Skills Rubric. Scores ranged from 9 to 15. Given that students may take multiple Forms or Literature classes in a given year, there are more scores than we have students in the program. Some are doing research for the first time at the graduate level, so it is no	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	surprise that they need work on these skills. Nonetheless, they are showing improvement. Notably, our one 9 was in the Fall semester, and in the Spring there was one 10 and two who scored 11.	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 thesis students completed a bibliography of works related to the genre of the thesis. When assessed based on the bibliographies using the MFA Research Skills Rubric, all students exceeded the target of 88% with 5 perfect scores and 3 earning 93% (14/15).	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.	On the survey of Professional Knowledge from June 2018 78% of students scored 3 or higher, rating their level of satisfaction with their knowledge of publishing in magazines and books. Of those who scored their satisfaction lower than 3, one averaged 2.8, one averaged 2.6, and one averaged 2, suggesting that the level of satisfaction is close to our target for most students. 3 rated themselves a perfect 5 (very satisfied) and 3 averaged over 4 (4.2 and 4.6).	Target Not 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.	100% of Thesis students surveyed rated their satisfaction a 3 or higher on their satisfaction about knowledge or magazine and book publishing and careers for writers. The lowest score was 3.6, then one 4, two 4.4, and one 5. This shows a significant improvement by the end of the student's time in the program. Students are more confident and are publishing their work by the time they complete their thesis.	Target Met
	Students will demonstrate the ability to write publishable work in	1.1 (SLO)	Students will complete a portfolio of work that demonstrates mastery of language and	80% of students assessed will achieve on their final portfolios an average of 80% on the MFA Writing Skills Rubric.	Students in Graduate Workshop classes were assessed each semester. Since students take more than one workshop they are assessed multiple times. of the	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	their chosen genres, including a mastery of grammar and syntax as well as the aesthetic conventions of their chosen genres.	1.1 (SLO)	conventions of a genre.	80% of students assessed will achieve on their final portfolios an average of 80% on the MFA Writing Skills Rubric.	76 scores recorded, 68 were 80% (a score of 12) or higher on the rubric of 15 points. 89% percent of students met the target. As we have noted in the past, this group of students includes students who are just starting the program and some who have been in the program for a year or more, so there is a fairly wide range of scores from 9 to 15.	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 with 6 out achieving 100% on the rubric and 2 achieving 95% (14 out of 15). Students by the time they complete their theses, after intense one-on-one interaction with their thesis director, are able to produce very publishable work, as we see with their impressive list of publications.	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.	75% of Spring 2019 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 34 students enrolled in CA 300, 24 (70.59%) 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.	Out of 26 students tested, 24 (92.3%) passed the ServSafe national certification exam.	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.	No students were enrolled and none were admitted because IHL deleted the program October 2018 (Fall 2018).	Inconclusive
	Students will gain an appropriate understanding of acceptable food safety and sanitation	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.	No students were enrolled and none were admitted because IHL deleted the program October 2018 (Fall 2018).	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	No students were enrolled and none were admitted because IHL deleted the program October 2018 (Fall 2018).	Inconclusive
		1.2 (SAO & SLO)	Students will successfully become ServSafe certified by passing the ServSafe examination.	60% of students will be awarded a Servsafe certificate.	No students were enrolled and none were admitted because IHL deleted the program October 2018 (Fall 2018).	Inconclusive
Program - Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019}	Students demonstrate an understanding of and are able to apply knowledge and skills specific to the Educational Leadership concentration (Council of Accreditation for Educator Preparation, CAEP 1.1).	3.1 (SLO)	Students will be able to demonstrate an understanding of and apply knowledge and skills specific to the Educational Leadership concentration by completing a Curriculum Program Evaluation (EL).	Students completing the Curriculum Development Assignment will be able to demonstrate an understanding of and apply knowledge and skills specific to the Educational Leadership concentration by scoring an average of 86% or above on the Curriculum Program Evaluation Rubric in ED 652, Leadership through Curriculum Development and Supervision.	Eight students were assessed in the 2018-2019 academic year with a mean of 99%: Student 1: 20/20, Student 2: 19.5/20, Student 3: 20/20, Student 4: 20/20, Student 5: 20/20, Student 6: 20/20, Student 7: 20/20, Student 8: 20/20. The group mean, as well as each student's individual score, exceeded the target of 86% or above.	Target Met
	Students demonstrate an understanding of and are able to apply knowledge and skills specific to the Gifted Studies concentration (Council of Accreditation for Educator Preparation, CAEP 1.1).	2.1 (SLO)	Students demonstrate an understanding of and are able to apply knowledge and skills specific to the Gifted Studies concentration by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeted at an audience of appropriate stakeholders (GS).	Non-certification students in the Master's of Education in Education Gifted Studies concentration demonstrate an understanding of and are able to apply knowledge and skills specific to the Gifted Studies concentration by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeted in an audience of appropriate stakeholders by scoring "Acceptable or above" on the Advocacy Plan Rubric.	ED 595 Program Development and Evaluation was not taught in the 2018-2019 academic year.	Inconclusive
		2.2 (SLO)	Students in the Gifted Studies Certification program will demonstrate an understanding of and	Gifted Studies Certification students demonstrate an understanding of and are able to apply knowledge and skills specific to the Gifted Studies Certification by creating a	ED 595 Program Development and Evaluation was not taught in the 2018-2019 academic year.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2 (SLO)	are able to apply knowledge and skills specific to the Gifted Studies Certification by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeting an audience of appropriate stakeholders (GS).	comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeting an audience of appropriate stakeholders by scoring "Acceptable or above" on the Advocacy Plan Rubric.	ED 595 Program Development and Evaluation was not taught in the 2018-2019 academic year.	Inconclusive
	Students demonstrate an understanding of and are able to apply knowledge and skills specific to the Reading/Literacy concentration (Council of Accreditation for Educator Preparation, CAEP 1.1).	4.1 (SLO)	Students will be able to demonstrate an understanding of and apply knowledge and skills specific to their Reading/Literacy concentration by completing a Literacy Position Statement (RL).	Non-certification students demonstrate an understanding of and are able to apply knowledge and skills specific to the Reading/Literacy concentration by creating a Literacy Position Statement highlighting evidence-based knowledge and strategies related to a relevant issue/topic in Reading/Literacy targeting an audience of appropriate stakeholders by scoring "Acceptable or above" on the ED 527 Final Project Rubric.	Three M.Ed. Reading/Literacy concentration students completed the Literacy Position Statement with a mean score of 100%: Student 1, 50/50 or 100%; Student 2, 50/50 or 100%; Student 3, 50/50 or 100%. Each student completed the assignment with 100% completion according to their individual scores on the ED 527 Final Project Rubric.	Target Met
		4.2 (SLO)	Students in the Reading/Literacy Certification program will be able to demonstrate an understanding of and apply knowledge and skills specific to the Reading/Literacy concentration by completing a Literacy Position Statement (RL).	Reading/Literacy Certification students demonstrate an understanding of and are able to apply knowledge and skills specific to the Reading/Literacy concentration by creating a Literacy Position Statement highlighting evidence-based knowledge and strategies related to a relevant issue/topic in Reading/Literacy targeting an audience of appropriate stakeholders by scoring "Acceptable or above" on the ED 527 Final Project Rubric.	Two Reading/Literacy Certification students completed the Literacy Position Statement with a mean score of 100%: Student 1, 50/50 or 100%; Student 2, 50/50 or 100%. Each student completed the assignment with 100% completion according to their individual scores on the ED 527 Final Project Rubric.	Target Met
Program - Educational Leadership - ME {2016-2017}	Candidates demonstrate an understanding of and	1.1 (SLO)	Candidates will be able to demonstrate an understanding of and	Candidates completing the Clinical Supervision Assignment will be able to demonstrate an understanding of	The division did not offer ED 630 Leadership through Instructional Supervision and has this course on an	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Educational Leadership - ME {2016-2017}	are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1).	1.1 (SLO)	apply knowledge and skills specific to their discipline by completing a Clinical Supervision Assignment.	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.	every-other-year rotation.	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.	Eight students were assessed in the 2018-2019 academic year with a mean of 99%: Student 1: 20/20, Student 2: 19.5/20, Student 3: 20/20, Student 4: 20/20, Student 5: 20/20, Student 6: 20/20, Student 7: 20/20, Student 8: 20/20. The group mean, as well as each student's individual score, exceeded the target of 86% or above.	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 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.	One Educational Leadership student was enrolled in ED 600 in the 2018-2019 academic year and completed the research project. Student 1, 100%.	Target Met
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	Residency 3 students were assessed on a Video Assignment Rubric to score their level of understanding of content knowledge and skills to their discipline. Out of 21 students, 20 scored a 2 or higher on the InTASC #4 items on the rubric. A more detailed listing of the scores are in the related document, TRACDAT 1.1 DATA. The assignment guidelines and rubric can also be located	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	Rubric.	in the related documents.	Target 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.	For the 2018-2019 academic year 17 out of the 22 students who took the Residency 3 course scored a 2.00 or higher on the Teaching Intern Assessment Instrument (TIAI). The semester breakdown was 4 out of 9 students scored a 2.00 or higher on the TIAI in the fall 2018 and 13 out of 13 students scored a 2.00 or higher on the TIAI in the spring 2019. While it did not appear that our target would be met in the fall 2018, we showed a turn around in the spring 2019 in which all students scored a 2.00 or higher on the TIAI. Please see the related document, TRACDAT 2.1, to see a further breakdown of the data.	Target Met
	Candidates will be competent in reading, writing, and math to demonstrate their skill set for teaching (Title II - National Standard).	4.1 (SAO & SLO)	Candidates admitted to the Teacher Education Program will have the basic skill set to successfully complete the program and obtain a teaching license.	80% of candidates attempting to be admitted into the Teacher Education Program will have passing Praxis Core test scores or a composite score of 21 or higher on the ACT.	For the 2018-2019 academic year, there were 42 applicants to the Teacher Education Program. Of the 42 applicants 39 obtained a composite score of 21 or higher and 2 obtained passing Praxis Core scores. One applicant did have an SAT score that overly met the Mississippi Department of Education's requirement do be exempt from the Praxis Core and the ACT. Please see that related document TRACDAT 4.1 DATA for a breakdown of the scores.	Target Met
Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA	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	A total of 20 essays from four different sections of EN 101 were assessed by faculty who had not taught that section. Four faculty members were involved, and each assessed half of the essays in two sets. Scores for Set1 were then averaged	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
{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.	rubric.	with the scores for the correspondingly numbered essays in Set2 to achieve the final average. All students met the target with a final average ranging between 1.5 and 3.6. There was some variation between scorers, and two students fell slightly below the target for one scorer but not for the other, bringing their averages up to the target or higher. The average score across all papers was 2.42, which is considerably higher than the target.	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.	Of the 13 students assessed from EN 303 and 360 and 10 students from EN 499, the scores ranged from 2.2 to 3.6 in EN 303 and EN 360 and from 2.3 to 3.6 in EN 499. The average score for EN 300 and 360 was 2.89 and the average score for EN 499 was 3, which indicates a slight improvement by the Capstone. It should be noted that the Capstone research project is a 14-20 page research paper, so students were able to sustain their use of information over a much longer project than at the 300-level.	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 AAC&U Written Communication VALUE Rubric.	Of the 13 students assessed from EN 303 and EN 360 and 10 students assessed from EN 499, all were ranked with a 2 or higher average score on the Written Communication Value Rubric. For 303 and 360, the scores ranged from 2.3 to 4 with an average score of 3.45. For EN 499 the scores ranged from 2.8 to 4 with an average score of 3.45. We are pleased to see a significant improvement in the lowest score between the 300- and 400-level classes, though the average remained the same.	Target Met
		1.2 (SLO)	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, or EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) students will score a class	Of the 13 students assessed from EN 303 and 360 and 10 students from EN 499, the scores ranged from 2.2 to 3.6 in EN 303 and EN 360 and from 2.3 to 3.6 in EN 499. The average score for EN 300 and 360 was 2.89 and the average score for EN 499 was 3, which indicates a slight	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (SLO)	Majors will construct and defend arguments using textual evidence.	sample average score of at least a 2 or higher on the AAC&U Information Literacy VALUE Rubric to show their ability to construct and defend arguments using textual evidence.	improvement by the Capstone. It should be noted that the Capstone research project is a 14-20 page research paper, so students were able to sustain their use of information over a much longer project than at the 300-level.	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.	For the third year in a row, we have received no CLA+ data on English 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.	12 seniors graduated from English this year and 5 students were awarded the TESL Certificate. This is 42%, significantly higher than the target, which makes up for a slightly lower number last year.	Target 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.	One student out of 23 did not achieve 80% on the Writing Skills Rubric. Scores ranged from 1 score of 8 , 4 scores of 13, 3 scores of 14, and 17 scores of 15	Target Not 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.	100% of students completing Senior Portfolios with 5 scores of 15 and 4 scores of 14.	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.	All students earned 85% or higher on the final exam for these classes.	Target Met
Program - Family Nurse Clinician (including Certificate) - MSN	Prepare advanced practice nurses who demonstrate mastery	1.1 (SAO & SLO)	Participate as a member and leader of interprofessional	90% of graduates are successful in passing the FNP Certification exam (either ANCC or AANPCP) on	100% passed ANCC and 82% percent passed on first write of AANP. 100% passed on second write of AANP.	Target Not Met
09/09/2019 12:17			Page 29 of			

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
{2016-2017}	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)	teams to manage and coordinate safe and quality patient care.	graduation of the program.	100% passed ANCC and 82% percent passed on first write of AANP. 100% passed on second write of AANP.	Target Not Met
		1.1 (SAO & SLO)	Participate as a member and leader of interprofessional teams to manage and coordinate safe and quality patient care.	90% of Post-Graduate Advanced-Practice Registered Nurse Certificate students are successful in passing the FNP Certification exam (either ANCC or AANPCP) on the completion of the program.	One Post Grad FNP did not pass first write (AANP). The student retook and passed on the second write (AANP). Two Post Grad FNP passed on first write (ANCC).	Target Met
		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.	All thirty five students passed with 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.	Thirty four students made an A and one student 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.	Two out of two students earned a score of at least 56/70 (grade of B, as measured by the rubric) on the Microteaching Presentation Rubric on their FLE microteaching assignment in FS 465; thus, the achievement target was met.	Target 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 a 3.2 on the Written Communication Value Rubric; thus, the target was met.	Target Met
		1.2 (GEO 1.c.)	Students will demonstrate effective written communication	(Foundation Level) The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured	Students in both FS and PSY 290 during the 18-19 AY earned an average score of 2.9 on the Written Communication Value	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (GEO 1.c.)	skills.	by the rubric) on the AAC & U Written Communication Value Rubric on a literature review assignment.	Rubric; 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-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 FS 465 students for spring 2019 was a 3.46 on the Problem Solving Value Rubric; 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.	Rapid changes in viewing technologies and habits over the past few years have rendered this particular learning outcome obsolete. All students (100 percent) from assessed film courses viewed films via two or more content-delivery modes, with 100 percent watching at least one film via traditional cinema, 100 percent watching a film via streaming, and 100 percent watching a film on disc (DVD or Blu-Ray).	Target Met
	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.	Writing samples from COM/WS 303 (Images of Women in Film) were analyzed using the AACU Written Communication VALUE rubric. The mean score of the assessed writing samples was 2.90 on a 4-point scale (n = 10), which fell below the target threshold of 3 on a 4-point scale. Six of 10 writing samples met or exceeded the target	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	threshold. Because students in this course are drawn from a variety of majors and minors across campus, it is not clear which (if any) writing courses students might have taken prior to this course (COM 303 has no prerequisite).	Target Not Met
	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.	Writing samples from FLM 201 were analyzed using the Intercultural Knowledge and Competence VALUE rubric. The mean score of 2.267 (n = 10) exceeded the target threshold of 2 on the rubric's 4-point scale, with 8 of 10 samples meeting or exceeding the threshold. These results indicate that students are developing intercultural awareness in their analysis of films from different cultural milieus. (FLM 201 was the only lower-level course offered during the academic year with an assignment relevant to this assessment measure.)	Target Met
		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.	Writing samples from "Images of Women in Film" (COM 303, cross-listed as WS 303) were analyzed using the Intercultural Knowledge and Competence VALUE rubric. The mean score of 3.033 (n = 10) exceeded the target threshold of 3 on the rubric's 4-point scale, with 7 of 10 samples meeting or exceeding the threshold. These results indicate that students are developing intercultural awareness in their analysis of films from different cultural milieus. (COM/WS 303 was the only upper-level course offered during the academic year with an assignment relevant to this assessment measure.)	Target Met
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	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 fell radically short of the achievement target with an overall average of 1.6. In 2018, the average was 2.43, and in 2017, the average was 2.19. Interpretations of results: Out of 12 students in the class, only eight submitted this portion of the final exam.	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)	required to compare and contrast the works of four 20th-century artists in terms of their artistic significance and influence on later art or artists.	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.	No one in this class earned an "A" for their semester grade, and half either failed or earned the grade of "D." Two students did not participate in the installation project, which is customarily an assignment that the class enjoys. The majority of those who did participate in the project did not comprehend the definition of an installation. My conclusion is that the students were either not academically capable of succeeding or interested in succeeding (or both) in this class. Ironically, their class attendance was good.	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.	It is noteworthy that we met our target goals with 7 students out of 9 meeting expectations or exceeding expectations. Our efforts to provide information and examples in our canvas content has proved beneficial. We also began to hold a formal meeting with the ART 200 enrolled students to discuss the review process, address problem areas for most students, and relate best practices for a successful review. Our average for the 9 students was a 4.5 score.	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.	The average of scores came out to 2.96 or 3, so we just met our target goal. The area of description scored the lowest points -revealing three participants describing the art making decisions and not the design decisions. The most consistent area that all participants did well was in identifying strengths, weaknesses, and areas of improvement. The next consistent area was in analysis with only one student scoring below target- this shows improvement in discussing how the elements and principles unify the composition.	Target Met
	To develop art students who can think, synthesize, and solve problems	3.1 (SLO)	Students will effectively display the combination and synthesis of ideas and	The average score of ART 300 students' written papers will be at least a "2" on the 0-4 scale evaluated with the AAC&U Creative	On the whole the average scores were well above our goal of 2.0. These scores are very similar to previous years, though there appears to be a wider range	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	creatively.	3.1 (SLO)	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.	Thinking VALUE Rubric.	<p>between students- there were five students whose average was at 2.0 exactly.</p> <p>* Five students received a score of 1.0 on one of the criteria. Those low scores were widely spaced per criteria but mostly occurred on criteria where the average score was also slightly lower. The one exception to this was Student 7 received a 1.0 on “Embracing Contradictions”- that criteria had the second highest average.</p> <p>The question that received the lowest average score was “Taking Risks”. We may need to have a class discussion on that early (like in the first week). The highest average scores were for “Problem Solving”, “Embracing Contradictions”, and “Synthesizing”. High scores in the last two is a little surprising since those are “high order” criteria. We think it demonstrates that the Junior Seminar is succeeding strongly on the issue of pulling together influences, ideas and creating synthesis.</p>	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 are pleased that we met the target value with an average of scores resulting in a 3.5 value. As we evaluate the surveys, the lowest score was found under Fosters Constructive Team Climate with a 2.6 average for the fall -slightly above our 2.5 goal. The faculty are aware that these results do not exactly reflect on the faculty of record for ART 499 Senior Exhibition course, but may speak to certain student temperament and lack of willingness to work with their peers to make the senior show a positive experience.	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	All French minors will average at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	We had no French minors enrolled in FLF 101 or 102.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - French - Minor {2016-2017}	French students will be exposed to the cultures of the French-speaking countries.	2.1 (GEO 2.c.)	knowledge about the variety of cultures in French speaking countries.	In FLF 101 – no lower than 1.5 In FLF 102 – no lower than 2.0	We had no French minors enrolled in FLF 101 or 102.	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 1 French minor enrolled in both FLF 201 and FLF 202. She earned a perfect score of 4 both semesters on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	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 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	All students in FLF 101 and 102 reached their respective targets. Scores ranged from 1.5 - 4 (Average 2.83) in 101 and from 2-4 (Average 3.16) in 102. Students clearly benefit from the exposure they have to other cultures in French. 100% of students met the target.	Target Met
	French students will understand French language audio and video resources.	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	All students in FLF 201 and FLF 202 met the goals of a 2.0 or 2.5 respectively. The scores ranged from 2.25-4 (Average 3.14) in 201 and 2.5-4 (Average 3.44) in 202. Four students were at the benchmark of a 2.5, whereas in pervious sections of the course, scores have all been above the benchmark. This is likely due to the increased competency required and the increased difficulty of the assignment.	Target Met
		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.”	During the 2018-2019 academic year, the department had 1 student with a French Minor. and 17 other students in the Fall and 16 other students in the Spring (one student stopped taking French after 101) in French 101-202. Of these students, 100% earned a score of less than 3, where 1 is exemplary, 2 is proficient, and 3 is minimum understanding. Since each student was assessed twice, once per semester, that leaves 33 total non-majors who were assessed (counting each time they were assessed).	Target Met
		1.1 (SLO)	Students will enhance	80% of all French minors enrolled in	In 2018-2019 the department had one	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (SLO)	aural skills in French through the use of technological resources.	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.”	student who was declared as a Foreign Languages Minor in French. She earned a perfect score of 1 both semesters of FLF 201 and 202	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”	All students assessed in FLF 101 and 102 earned scores lower than 3 (minimal), where 1 is Exemplary, 2 is Proficient, and 3 is minimal. Scores ranged from 2.5-1.04 in 101 and 2.68-1.04 in 102.	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”	10 students assessed met the target of 2 or lower on this assessment with 1 being Exemplary and 2 being Proficient. Eight students did not meet the target, though of those many were close. non-proficient scores were: 2.32, 2.24, and 2.16 in FLF 201 and 2.16, 2.16, 2.52, 2.24, 2.28 in FLF 202. Of these, all but one would round down to 2, meaning they are closer to proficient than to minimal. We may need to consider how we view average scores between Proficient and Minimal. Only 56% of non-majors met the target score.	Target Not 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	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	There were no minors this year in FLF 101 and 102.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		3.1 (SAO & SLO)	202. The Departmental Conversation Rubric will be applied to the conversation.	average of “minimal”	There were no minors this year in FLF 101 and 102.	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”	The department had 1 minor this year, who scored a perfect score of 1 on the department Conversation Rubric.	Target Met
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.	2.1 (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.	This program has been inactivated and most of the students have transitioned to the BPS Degree. This program will no longer be assessed.	Inconclusive
	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.	This program has been inactivated and most of the students have transitioned to the BPS Degree. This program will no longer be assessed.	Inconclusive
		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.	This program has been inactivated and most of the students have transitioned to the BPS Degree. This program will no longer be assessed.	Inconclusive
Program - Gerontology - Minor {2018-2019}	Students will analyze individual aesthetic and compare human endeavors across cultures.	2.1 (GEO 2.a.)	Students will be able to discuss aging related topics with cultural competency.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Intercultural Knowledge & Competence Value Rubric in discussion posts.	FS 250 Spring 2019 Average Score of Intercultural Knowledge and Competence Value Rubric: 3.14 FS 250 was not offered Fall 18	Target Met
	Students will transfer learning to their majors and complex	1.1 (GEO 5.a.)	Students will transfer general education strands to make	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Foundations &	FS 250 Spring 2019 Average Score of Foundations and Skills for Lifelong Learning VALUE Rubric: 3.02	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	situation.	1.1 (GEO 5.a.)	connections between disciplines.	Skills for Lifelong Learning Value Rubric in Reaction Paper.	FS 250 was not offered Fall 18	Target Met
		1.2 (SAO & SLO)	Students will be able to utilize the knowledge on end-of-life issues and explain the ways of the concepts of death can change over time, place, and culture.	The average score of NU 453 students will be at least 70% on the final exam.	NU 453 Spring 2019 Average Score of Final Exam: 94.67 NU 453 was not offered Fall 18	Target 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.	ED 595 was not offered this past year.	Inconclusive
	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.	Six students were enrolled in the course in which this assignment took place and was assessed. One student was not graded on this assignment (as a drop grade). Three of the five students earned 100% and two earned 0% credit: Student A: 100%, Student B: 0%, Student C: 0%, Student D: 100%, Student E: 100%. The average for the five students assessed is 60%.	Target Not Met

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)	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.	Four students were assessed with a mean score of 98.75%. Student A: 95%, Student B: 100%, Student C: 100%, and Student D: 100%.	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.	Seven students graduated in August, December, or May 2017-8 with a history degree. All have 12 hours of 100 level history with a passing grade. 1. Student 1: B,B,A,A 2. Student 2: A,A,A,C 3. Student 3: B,B,A,A, 4. Student 4: P,B,B,B 5. Student 6: A,A,A,B 6. Student 7: A,A,A,B 7. Student 8: B,B,B,A	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.	Seven students graduated in August, December, or May 2017-8 with a history degree. All have 12 hours of 300 and 400 level history with a passing grade. 1. Student 1: B,A,C,B 2. Student 2: B,B,C,A 3. Student 3: B,A,A,A 4. Student 4: B,C,B,B 5. Student 5: A,B, C,A 6. Student 6: B,B,B,B 7. Student 7: C,C,A,A	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 non-western course (3 credit hours) with a passing grade.	Seven students graduated in August, December, or May 2017-8 with a history degree. All have non-western course with a passing grade.	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.	1. Student 1: A 2. Student 2: C 3. Student 3: C 4. Student 4: B 5. Student 5: B 6. Student 6: B 7. Student 7: C		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.	Seven students graduated in August, December, or May 2017-8 with a history degree. All had at least one premodern course with a passing grade. 1. Student 1: C 2. Student 2: C 3. Student 3: A 4. Student 4: B 5. Student 5: D 6. Student 6: B 7. Student 7: A		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.	Seven students graduated in August, December, or May 2017-8 with a history degree. All have 6 hours in American history with a passing grade. 1. Student 1: A,B 2. Student 2: B,A 3. Student 3: A,A 4. Student 4: C,A 5. Student 5: B,B 6. Student 6: B,B 7. Student 7: B,C		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.	Seven students graduated in August, December, or May 2017-8 with a history degree. All have 6 hours of European history with a passing grade. 1. Student 1: B,B 2. Student 2: B,B 3. Student 3: A,A 4. Student 4: B,B 5. Student 5: A,A 6. Student 6: B,B 7. Student 7: B,C		Target Met
	Students will	7.1 (SLO)	Students will	100% of students in HIS 410 will	There are no results to report as we did		Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	demonstrate competency in effective teaching methods for secondary education (TC).	7.1 (SLO)	demonstrate best practices regarding lesson preparation, lesson delivery, and classroom management.	complete the class with an average grade of C (70 %) or above.	not offer HIS 410 in AY 2018-9	Inconclusive
		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).	There are no results to provide.	Inconclusive
	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).	<p>In Fall 2018, students in HIS 211 completed the Library and Archive Source assignment. Students worked in groups on a single archive assignment. This is a change from past semesters when students completed two such assignments. The second assignment had to be cut to make room for the research presentations (also part of this evaluation). Because of the large number of students in the course additional class periods had to be devoted to the presentations—resulting in the elimination of one archive assignment. The assignment was completed at the MUW Archives. The assignment centered on a specific historical question that had to be answered using archive sources. Additional questions were developed prior to the beginning of the semester—both to replace ones frequently used as well as to accommodate the larger number of students. Students had to figure out 1. What sources might address their question; 2. How to access those sources; and then 3. Write an essay answering the question and using the sources found as support.</p> <p>The class average for this assignment was an 80.93%. All students received a “C” or higher, but for one group of 2 who</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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).	<p>Scores out of a total point value of 80. Students worked in pairs.</p> <p>72</p> <p>68</p> <p>66</p> <p>62</p> <p>66</p> <p>56</p> <p>54</p> <p>70</p> <p>70</p> <p>54</p> <p>56</p> <p>66</p> <p>62</p> <p>66</p> <p>68</p> <p>72</p>	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.	<p>In Fall 2018 students in HIS 499 were required to complete an original research project that included an essay or paper of significant length. Faculty used the Historical Inquiry Rubric (HIAWR) to assess student performance. The six students enrolled in HIS 499 Capstone had an overall average of 3.76 on the historical inquiry rubric and as a group scored above 3.0 on every measure of the rubric. Individually, every student also averaged higher than a 3.0. These rubric categories are particularly important to this category:</p> <p>Student develops an interpretation based on evidence: 3.75</p> <p>Student demonstrate awareness of interpretive differences: 3.42</p> <p>Student evaluates and analyzes primary sources: 4.08</p> <p>Student employs a broad range of sources: 3.67</p> <p>You can see the specific results in the</p>	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.	attached spreadsheet.	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.	<p>In Fall 2018 students in HIS 499 were required to complete an original research project that included an essay or paper of significant length. Faculty used the Historical Inquiry Rubric (HIAWR) to assess student performance. The six students enrolled in HIS 499 Capstone had an overall average of 3.76 on the historical inquiry rubric and as a group scored above 3.0 on every measure of the rubric. Individually, every student also averaged higher than a 3.0. These rubric categories are particularly important to this category:</p> <p>Student develops an interpretation based on evidence: 3.75 Student evaluates and analyzes primary sources: 4.08 Student employs a broad range of sources: 3.67 Student grasps relevant historical facts and content: 3.75</p> <p>You can see the specific results in the attached spreadsheet.</p>	Target Met
	Students will develop effective communication skills.	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 2018, students in HIS 211 were required to complete an oral presentation on a research topic of their choice. Students presented an 8 minute research presentation based on their semester research. Placed towards the end of the semester, but not at the end, the presentation acted as a research proposal presentation. However,	Target Not 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.)	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.	<p>because it was not the final assignment it provided time to meet with students who had may be struggling prior to turning in the final portfolio. Students explained their topic, the central question they were addressing, a basic overview of sources, and work to be completed between the time of the presentation and the due date for the final portfolio. Faculty used the Oral Communication Value Rubric to assess student performance. The overall average for the class using the rubric was 2.88. This put the class just below the 3.0 target. Last year 2 students did not meet the target, but this year 6 did not meet the target, not counting the student who dropped the class shortly after the assignment. (NB: 1 student had dropped the course by the time of this assignment. Another student showed up for the presentation but was not prepared and left before their turn to present. That student dropped the course shortly after. However, they are scored as a "0" across the board for this assignment.)</p> <p>The reasons for low performance are clear: 1. Not enough time had been devoted to the semester project before the presentation to be effective; 2. The students had not practiced and timed their work. 3. (New this year) Students did not have a presentation prepared but rather read from notes or tried to glean a presentation from other assignments remotely related to the topic area. Indeed, one student seemed to get up and talk about his topic extemporaneously. Overall, students were not prepared to deliver quality oral presentations.</p>	Target Not Met
		3.1 (GEO 1.c.)	Students will successfully	The overall average score for HIS 499 students completing the Research	In Fall 2018 students in HIS 499 were required to complete an original research	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		3.1 (GEO 1.c.)	communicate ideas clearly and professionally in oral and written formats.	Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	project that included an essay or paper of significant length. Faculty used the Historical Inquiry Rubric (HIAWR) to assess student performance. The six students enrolled in HIS 499 Capstone had an overall average of 3.76 on the historical inquiry rubric and as a group scored above 3.0 on every measure of the rubric. Individually, every student also averaged higher than a 3.0. In the "students write clearly" category, they averaged a 3.67. You can see the specific results in the attached spreadsheet.	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 2018 in HIS 211 (a required class for all history majors). Students were given a series of pieces of historical evidence and had to determine the significance of each, how each piece related to the others received, and then develop a narrative using all the evidence that had been given. Overall, the average for the class was a 3.125. All students performed at a proficient level in this area and on the specific task that measured it. Two students (see note below) performed at a top level (4) while all other students measured a 3.	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	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.	The overall class average of 3.0 was met. Evaluation using the AAC&U Information Literacy VALUE Rubric indicated that 16 of 17 students who completed HO 401 in 2018-2019, or 94%, 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. Reaching the target goal reflects a	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Honors College {2016-2017}	The honors student will demonstrate rigorous, sound research methods and results in the independent study project.	1.1 (SLO)	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.	continued trend upward as we provide focused instruction to build or refresh students' skills in information literacy and use of secondary research. Partnering with the Information Literacy Librarian/Coordinator of Undergraduate Research in providing this instruction may have had a positive effect on effective research strategies, especially as more students take full advantage of individual research consultations. Additional feedback from the Honors Director on number, appropriateness, and correct use of sources may also be making an impact. The trend may also reflect a culture change as students have come to expect that more substantial secondary research and more rigor overall are the baseline for their independent study.	Target 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 15 of 16 students who completed HO 402 in 2018-2019, or 94%, 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 disciplinary conventions for organization, formatting, and documentation. We had no projects in the fields in which student researchers experienced difficulties in 2017-2018 due to lack of requirements for research in their major coursework. Moreover, students received strong support from their faculty committees,	Target 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.	including from some faculty new to the process who are deeply committed to student outcomes. This finding also correlates with the improvements in developing a substantial bibliography and fully using secondary research in HO 401 (see the results for SLO 1.1). The one student who did not score a 3 had the necessary faculty guidance but failed to develop and follow a sound method, which led to only marginally useful results, and did not present her findings persuasively.	Target 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 15 of 16 students in HO 402 presented their original independent research in a clearly organized and compelling way in the oral defense. (The student who did not score at least a 3 gave a presentation that reflected the weakness of the research project overall.) The Director of the Honors College continued to require 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. The Director also gave detailed feedback to students on their PowerPoint presentations, and some students also sought feedback from their faculty committees. Students seemed to welcome the practice requirement and appeared more eager for feedback, possibly reflecting a culture change. Overall Average Score = 3.3	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.	There are no results to report. There were no graduating seniors in any of the interdisciplinary studies minors.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	There are no results to report. There were no graduating seniors in any of the interdisciplinary studies minors.	Inconclusive
	Students will demonstrate effective oral communication skills through completion of a formal academic-style presentation of their 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.	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	Inconclusive
	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.	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	Inconclusive
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.	The Fall 2018 section of KIN 390 Anatomical Kinesiology had 43 students enrolled. 40(93%) students had an average score of 2(acceptable) or higher on the Written Neuromuscular Analysis project. The breakdown of average scores is as follows: 1 student had and average score of 4.0 4 students had an average score of 3.75 9 students had an average score of 3.50 2 students had and average score of 3.25 10 students had an average score of 3.00	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	4 students had an average score of 2.75 8 students had an average score of 2.5 2 students had an average score of 2.25 3 students had an average score of 1.75 Average for all students was 2.97	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.	The Spring 2019 section of KIN 408 Biomechanics had 41 students enrolled. All students had an average score of 2(acceptable) or higher on the Oral Biomechanical Analysis Presentation project The breakdown of average scores is as follows: 12 students had an average score of 3.75 8 students had an average score of 3.50 5 students had an average score of 3.25 8 students had an average score of 2.75 4 students had an average score of 2.25 4 students had an average score of 2.00 Total student average was 3.13	Target Met
	Students in the Exercise Science program will successfully master 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)	Students will demonstrate knowledge consistent with the ACSM 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.	33 students took the Certification Practice Test as a part of KIN 316 during the 2018/2019 school year. The average score for all students was 88.6%. 31/33 (94%) of students passed the practice exam.	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.	33 Students were analyzed in KIN 316 Practicum in Kinesiology. The average for all students was 2.15797. 24/33 (72.7%) of students scored a composite score of 2.0 or higher. 9 students fell below this threshold.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Kinesiology (including K-12 Education Certification) - BS {2016-2017}	Students will demonstrate effective critical thinking skills.	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.	KIN 416 Internship in Kinesiology had a total of 24 students in the fall 2018 and spring 2019 sections had 24 students enrolled. All students had an average score of 2(acceptable) or higher on the Written Case Studies assignment. The breakdown of average scores is as follows: 5 students had and average score of 4.0 4 students had an average score of 3.80 8 students had an average score of 3.60 6 students had and average score of 3.40 1 student had an average score of 3.20	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.	25 students were analyzed with the following results: 8 students scored 4.0. 13 students scored 3.75. 4 students scored 3.5. The average score was 3.79.	Target Met
		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.	No data collected. Program has been discontinued since 2017.	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 Oral Presentation Rubric in the collection, analysis, and presentation of data gathered in a psychomotor assessment project.	No data collected. Program has been discontinued since 2017.	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	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.	No data collected. Program has been discontinued since 2017.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type																		
		2.2 (SLO)	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.	No data collected. Program has been discontinued since 2017.	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.	One student completed H&K Teacher Education Graduate Survey. All items on the Graduate Survey indicated high satisfaction with the Kinesiology Teacher Education program (5 on a scale of 1 – 5 with 5 indicating “Strongly Agree”). Specific item scores are as follows: <table><tr><th>Item #</th><th>Score</th></tr><tr><td>1</td><td>5</td></tr><tr><td>2</td><td>5</td></tr><tr><td>3</td><td>5</td></tr><tr><td>4</td><td>5</td></tr><tr><td>5</td><td>5</td></tr><tr><td>6</td><td>5</td></tr><tr><td>7</td><td>5</td></tr><tr><td>8</td><td>5</td></tr></table>	Item #	Score	1	5	2	5	3	5	4	5	5	5	6	5	7	5	8	5	Target Met
Item #	Score																							
1	5																							
2	5																							
3	5																							
4	5																							
5	5																							
6	5																							
7	5																							
8	5																							
Program - Legal Studies (including Minor) - BA, BS {2016-2017}	Students will demonstrate competency in applying legal concepts, legal terminology, and critical thinking which are vital to practicing paralegals.	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-three (23) students were enrolled in PLG 440 Practical Legal Lab in 2018-19 (eleven students in Fall 2018, twelve students in Spring 2019), and completed the assigned capstone application project(s). Using the AAC&U Critical Thinking VALUE rubric, fourteen (14) students, or 61% of students, scored at least a 3, with nine (9) of those fourteen (14) scoring a 4. Two (2) students did not meet benchmark, and three students scored one (1). The average rubric score of the students as a whole was 2.70.	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 twenty-one (21) students enrolled in FA 2018 PLG 330 Legal Writing. Twenty (20) students took the legal citation competency exam. Eighteen (18) students, or 90%, scored 75 or higher. There was one perfect score on the exam. Competency is met if the student scores 70 or higher. All	Target Met																		

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	twenty 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.	Twenty-one (21) students were enrolled in Fall 2018 PLG 330 Legal Writing. The students were given four distinct writing assignments in the course. Of those assignments, sixteen (16) students' scores, 80%, averaged 85 or higher. Five (5) students' scores averaged below the target.	Target 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.	Twenty-one (21) students were enrolled in Fall 2018 PLG 330 Legal Writing. Nine (9) students' averaged writing scores earned a 4 on the VALUE rubric, ten (10) earned a 3, one earned a 2, and one scored below the benchmark on the VALUE rubric. The average VALUE rubric score for the class is a 3.24.	Target 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).	Twenty-six (26) students were enrolled in the SP19 PLG 340 Law Office Technology & Management course, a required course for Legal Studies majors. 19 students (~73%) averaged a score of 80 or above on the technology competency exams.	Target Not Met
	Students will demonstrate proper oral argument and communication skills.	2.1 (GEO 1.c.)	To be able to present oral presentations on legal concepts and perform a thorough legal oral argument.	The average student score on an oral communication project will be at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE rubric.	Twelve (12) students were enrolled in FA 2018 PLG 352: Civil Trial Practicum, but of those twelve, eleven (11) were Legal Studies students. Only majors were evaluated using the VALUE rubric. Nine (9) of the eleven students scored a 3 or above on the VALUE rubric, with eight (8) scoring a 4 on the VALUE rubric and one (1) scoring a 3 on the VALUE rubric. One (1) student scored a 2 on the VALUE rubric, and one (1) student scored a 1 on the VALUE rubric. The average student score was a 3.45 .	Target Met
Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS	Students will communicate using proper mathematical notation and	1.1 (SLO)	Students will write concise and clear proofs.	75% of all MA 301 student work sampled at the satisfactory or higher level.	78% of work sampled in MA 301 was at the satisfactory or higher level. 40 total items were assessed (22 items at the proficient level; 9 items at the	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2 (SLO)	different mathematical ideas in problem solving.	457 / MA 459 student work sampled at level 3 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	level 3 or higher. 12 items at level 3; 3 items at level 2; 1 items at level 1. Multiple items assessed for each student in the class. 4 students	Target Met
		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.	94% of work sampled in MA 460 was at level 2 or higher. 16 total items assessed in MA 460 (12 items at level 3; 3 items at level 2; 1 items at level 1). Multiple items assessed for each student in the class. 4 students	Target Met
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.	The students of MUS 302 (Music History 2) were required to write a major paper on the Catholic Mass. There were 9 students who completed this project. and 8 of them scored higher than the 2 on the 0-4 scale for AAC&U Written Communication Value Rubric.	Target Met
	Students will exhibit the ability to arrange, transcribe, and compose musical works for a variety of instruments.	2.2 (SLO)	Students will arrange a musical work of at least 4 measures using the common practice compositional techniques.	80% of the students will score at least an 80% on this assignment.	Students were asked to write a four part chorale on a given bass line provided by the instructor. A slight variation from the previous years was the fact that this chorale also contained diatonic 7th chords which students were required to build and resolve. Two of the 10 students did not complete the assignment, so they received a grade of 0. Of the remaining 8, 3 received 80%, 2 received 90%, and 3 received 100%.	Target 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.	The students were given a melodic dictation in A major. The meter was 4/4. Out of 10 MUS 104 students, one scored 45%, another one scored 77%, while the rest scored over 80 % (4 students scored 100%, while the others 93%, 91%, 85%, 82% respectively).	Target Met
Program - Nursing - ASN	ASN graduates will be	1.1 (SAO & SLO)	ASN Students will	The ASN graduate's NCLEX-RN pass	48 of the 52 2018 ASN graduates passed	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
{2016-2017}	able to practice as competent health care professionals.	1.1 (SAO & SLO)	successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX- RN).	rate will be at least 80% of all first-time test-takers during the same 12-month period.	on the first attempt of the NCLEX-RN test for a result of 92%	Target Met
		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 2018 reported a score of "3" or higher on the AACU Teamwork Value Rubric. The average of the students as a whole was 4.8 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 Evidenced-based Practice presentations. The average of the students was a 3.4.	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.	54 of 56 graduates (May 2018 - 55 students & August 1student) were successful on the first write of the NCLEX-RN exam which resulted in a 96.4% first write average. 2nd writes was 100%. National average for 2018 was 88.29%.	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.	158 RN to BSN students in NU 465 for an average score of 3.3 63 BSN students in NU 449 for an average score of 3.7	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.	63 BSN seniors enrolled in NU 449 were evaluated utilizing the AACU Oral Communication Value Rubric for an average score of 3.97.	Target Met
Program - Nursing Practice - DNP {2016-2017}	Produce clinical scholars who are committed to lifelong learning, ongoing	3.1 (SAO & SLO)	Provide leadership in the analysis, development, and implementation of	At least 70% of all DNP students will submit a scholarly work (eg. poster, podium, publication, etc.) to a state, regional, national, or international	Three out three at the time of reporting period 100% of graduating DNP students have submitted a scholarly work to a state, regional, national, or international	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Nursing Practice - DNP {2016-2017}	leadership, and the improvement of healthcare delivery in the local community, Mississippi, in the United States, and across the globe.	3.1 (SAO & SLO)	health care policy on local, regional, national, and global levels.	journal or conference during their plan of study.	journals or conference during their plan of study.	Target 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. Ten MSN to DNP, all ten passed prior to admission into the program. Since the MSN students may be past graduates from different institutions there are no certification pass rates. Their passing grades are in their admission file.	Target Met
		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 percent have completed their faculty approved research/evidence based DNP project with a minimum grade of B.	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.	80% of FN 345 students will score an average of 3 on the Quantitative Literacy and Analysis VALUE Rubric in performing calculations to estimate a person's nutritional needs.	Due to low enrollment, this course did not make for the 2018-19 AY.	Inconclusive
		1.1 (GEO 3.a.)	Students will successfully calculate a person's nutritional	FN 345 students will average a score of at least a 3 on the 0-4 scale used in the AAC&U Quantitative Literacy	Due to low enrollment, this course did not make this year, so no results were collected.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.1 (GEO 3.a.)	needs.	VALUE Rubric in performing calculations to estimate a person's nutritional needs.	Due to low enrollment, this course did not make this year, so no results were collected.	Inconclusive
		1.2 (SLO)	Students will be able to critically analyze a research article to stay up-to-date with emerging health trends.	70% of FN 225 students will successfully complete the assignment with at least an 80% proficiency.	No students in this course are minors, but this course is required for other majors. Of the 153 students in this course assessed in all 5 sections (online and face-to-face) in the 2018-2019 AY, 90% of students were able to complete the article analysis assignment with at least 80% proficiency. See attached documentation for complete listing 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 41 students enrolled in FN/KIN 247, 32 (78%) were successful in completing an assignment comparing their intake to recommendations with an 85% proficiency. See attached document for all scores.	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.	<p>As there were only one philosophy minor who took a course (Spring 19 PHL 310) during the 2018-2019 academic year, an assignment was evaluated. The assignment assessed student understanding of the subject matter of the course. The average score was 100% on the sample from the philosophy minor for spring, since the minor did not take a class in the fall term.</p> <p>Rubric/Grade Conversion: 4=100%; 3=90%; 2=75%</p> <p>The Minor scored scored in all categories. Please see attached/related document.</p> <p>For 2016-2017: "As there were only three philosophy minors who took courses during the 2016-2017 academic year, a pool of three final or last exams, one per student was evaluated. These exams assessed student understanding of the subject matter of the course. The average score was 93.3% on the sample of exams from the philosophy minors. "</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	For 2017-2018: "As there were only three philosophy minors who took courses during the 2017-2018 academic year, a pool of three final or last exams, one per student was evaluated. These exams assessed 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>Three-Year Trend Data Collection Results for Low-Enrolled: 93.3%+91%+100%=94.77 = 95% {Met</p> <p>A sample of student scores on exams or assignments was compiled from philosophy classes. These exams or assignments assessed student understanding of the subject matter of the course. The average score was above 90%. Rubric/Grade Conversion: 4=100%; 3=90%; 2=75%</p> <p>Fall 2018 PHL 201: 3rd Test (10 Students) - 3; 3.7; 3.3; 3.4; 3.7; 3.5; 3.6; 3.1; 3; 3.6 PHL 201: 2nd Test (5 Students) - 2.8; 3; 3; 4; 3.4 PHL 204: 2nd Test (5 Students) - 3.7; 3.2; 4; 4; 3.1 PHL 307: 2nd Test (5 Students) - 2.9; 2.8; 4; 3.4; 3.6 PHL 205: (5 Students) - 3.8; 2.4; 3; 3.2; 2.2 PHL 205: (5 Students) - 3.6; 3.8; 3.2; 4; 2.4 PHL 201: (5 Students) - 3.6; 4; 3.4; 3; 2.4 PHL 304: (5 Students) - 4; 4; 3.8; 2.9; 2.2 PHL 465: (5 Students) - 3.8; 3.6; 4; 2; 4 PHL 205: 1st Exam (5 Students) - 3; 3.6; 3.8; 1.8; 4 Fall 2018 Average Score: 3.34 = >90%</p> <p>Spring 2019</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.	PHL 307: (5 Students) - 3.8; 3.4; 4; 3; 3 PHL 204: (5 Students) - 3; 3; 3.4; 4; 3 PHL 201: (15 Students) - 3.3; 3.8; 3.4; 2.8; 3.4; 4; 3.4; 3.4; 3; 2.4; 2.2; 3; 4; 3.6; 4 PHL 204: (10 Students) - 4; 4; 3.6; 3.6; 4; 2.7; 2.5; 3; 4; 3 PHL 310: (5 Students) - 4; 4; 4; 3.4; 2.4 PHL 205: (5 Students) - 2; 3.6; 4; 3.4; 4 Spring 2019 Average Score: 3.5 = 95% Total Average Score: 3.42 = Above 90%	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 Fall 2018, there were no minors to assess. For Spring 2019, there was one minor. Student 1 scored all 4s on the rubric averaging a total of 4. For 2016-2017: "The average score on the argument identification/evaluation assignment by philosophy minors was a 3.3." For 2017-2018: "The average score on the argument identification/evaluation assignment by philosophy minors was a 3.225." Three-Year Trend Data Collection Results for Low-Enrolled: $3.3+3.2+4=10.5/3=3.5$	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 Fall 2018, samplings from 11 courses were assessed using the Critical Thinking VALUE Rubric : Total Fall Average Score = 3.055 For Spring 2019, samplings from nine courses were assessed using the critical thinking value rubric: total spring average score= 3.389 Total 18-19 score 3.22 {Please see attached spreadsheet and original scans for individual student scores.}	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	For Fall 2018, there were no minors to assess. For Spring 2019, we had one minor but the student was not in any of these courses that were assessed.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (SLO)	The student of ethics will be able to solve an ethical dilemma using logical reasoning.	assignment.	For 2016-2017: "There were no philosophy minors who took ethics courses during the 2016-2017 academic year." For 2017-2018: "Total Average for 17-18 AY = 3.56, rounded to 3.6" Three-Year Trend Data Collection Results for Low-Enrolled: 3.6 from the only year there was data available to collect on the minors	Inconclusive
		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 Fall 2018, samplings from 3 courses were assessed using the Ethical Reasoning VALUE Rubric : Total Fall Average Score = 3.487 For spring 2019, samplings from four courses were assessed using the ethical reasoning value rubric: Total spring average score is 3.43. Total 18-19 average score: 3.46. {Please see attached spreadsheet and original scans for individual student scores.}	Target Met
Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	Students will develop a strong knowledge base in physical sciences and education.	1.2 (SLO)	In PS 313, students will successfully apply different pedagogical methods in the teaching of science.	90% of PS 313 students evaluated in the program will score at least an "80" on the 0-114 scale used in the Science Unit Plan Scoring Rubric (placed in documents folder) in developing a Science Unit Plan.	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	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.	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	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.	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	Inconclusive
		2.2 (GEO 1.b.)	Students will	PS 313 students will average a score	PS 313 is offered in alternating years, and	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2 (GEO 1.b.)	successfully select techniques, apparatus and materials in the designing of experiments.	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.	it was not offered this year. Therefore, there is no data to report.	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.	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	Inconclusive
Program - Physical Theatre (including Certificate) - MFA {2016-2017}	To provide high quality and educationally valid classroom instruction in the art and practice of physical theatre for the “First Year” students of each Cohort.	1.1 (SLO)	First year students will increase level of technical performance skills (acting, voice, movement, and music).	75% of students are expected to perform at Journeyman level on the departmental rubric by the end of year one.	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report last year nor this year for this achievement target.	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.	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report last year nor this year for this achievement target.	Inconclusive
		1.3 (SLO)	First year students will increase/develop a strong work ethic. Students are expected to perform assigned tasks with diligence,	80% of students will meet professional standard on the departmental rubric by end of first year.	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report last year nor this year for this achievement target.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.3 (SLO)	reliability, and punctuality.	80% of students will meet professional standard on the departmental rubric by end of first year.	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report last year nor this year for this achievement target.	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.	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report this year for this achievement target.	Inconclusive
		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.	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report this year for this achievement target.	Inconclusive
		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.	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report this year for this achievement target.	Inconclusive
		2.4 (SLO)	Second year students will demonstrate Contextualize Practice, the ability to situate current practice in a historical and cultural framework.	60% of students enrolled in degree program will be conversant and articulate at the Mastery Level on the departmental rubric at end of Year Two.	Since this degree program has been discontinued, there were no students admitted in the Fall 2017 cohort as of October 2, 2017; therefore, there was no data to report this year for this achievement target.	Inconclusive
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	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.	Eight student submissions in POL 250 World Politics were evaluated using the AAC&U Critical Thinking VALUE Rubric, and the overall average score was 3.6, well above the target of 3.0. In addition, no student completing the assignment scored below a 3.0; the lowest individual average on the rubric was a 3.2, while	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}	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 highest was a 4.0. Scores were highest on the "explanation of issues" dimension of the rubric, with an overall average of 3.75. They were lowest on the "evidence" and "student's position" dimensions, with overall average scores of 3.5 in both categories.</p> <p>The assignment used to evaluate students' critical thinking was the Case Study Analysis, in which students analyzed an ongoing international dispute using a model of strategic interaction derived from rational choice bargaining theory. The assignment description is attached along with the rubric scores data.</p>	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.	In Fall 2018, POL 202 Affecting Democracy was taught and the assignment submissions, group work interactions, and reflections of eight students enrolled in the course were monitored over the course of several civic engagement assignments and the entire body of work scored using the Civic Engagement VALUE Rubric. The assignments included periodic attendance and reporting on public meetings (most attended city council meetings), identification of an issue of concern to citizens of the local city (Columbus) or county (Lowndes), interviews with citizens to assess the range of perspectives on the problem, and small-group work conducting a preliminary stakeholder analysis, designing a civic engagement event that would enable direct, representative deliberation on the issue, and giving a mock proposal presentation imagining that the civic engagement event was being pitched to local officials. Students also reflected on their experiences at the end of the course in an open discussion of the value of civic engagement - theirs	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	and others' - and their ability to do so in existing and new ways. The overall average score for the class was 3.3, above the target of 3.0. While one student averaged a meager 1.3, this was an extreme outlier, and if that datum is removed from the observations, the overall average increases to 3.6 and the range of individual averages extends from 3.2 to 4. On five of the rubric's six dimensions, the class average was above a 3.0, but on "civic communication," the score was a 2.9. Again, the low-scoring student should be considered, since his score of 1 (which reflects the fact that he really only listened to the ideas of other group members in the engagement event assignments, contributing nothing of his own to the project) brings the course average down 0.2 points; if that observation is removed from the analysis, the course average rises to a 3.1.	Target Met
	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.	Eight students' submissions in POL 250 World Politics were scored using the Written Communication VALUE Rubric, and the overall average score was a 3.425, just below last year's score of 3.5 and above the 2016-2017 score of 3.3. No student scored below the target of 3.0, though two students achieved exactly that score. The highest score was a 4.0. Overall averages across the rubric's five dimensions were above 3.0, but were lowest--at 3.25--for the "context and purpose," "genre and disciplinary conventions," and "syntax and mechanics" categories.	Target Met
		2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral	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.	Five students' final research presentations in POL 390 Southern Politics were evaluated using the Oral Communication VALUE Rubric, and the overall average score was 3.4, above the target of 3.0. In addition, the lowest	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.2 (GEO 1.c.)	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.	individual student average was a 3.0, and the highest was a 4.0. On every dimension of the rubric, the class average was above a 3.0; the lowest scores were in the areas of "supporting material" and "central message," which each saw a class average of 3.2. The highest scores were along the "language" and "delivery" dimensions. The POL 390 Southern Politics research presentation assignment prompt is attached, as is the rubric scores data.	Target Met
Program - Professional Studies - BPS {2018-2019}	Students will be prepared for successful careers, including managerial and leadership roles, in a professional working environment.	1.1 (SLO)	Students will be able to create written documents common to the modern workplace and appropriate for professional environments.	The average student score on the scored assignments will be at least 3 on the 0-4 scaled used on the scoring rubric.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
		1.2 (SAO & SLO)	Students will be able to demonstrate a substantive knowledge of foundational concepts taught in the Professional Studies Core.	75% of students will correctly answer 80% of the questions on the capstone examination.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
	Students will be prepared to think critically and creatively, solve problems, and make informed decisions in order to fully leverage the breadth of the learning experiences within the program's curriculum.	2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	The average student score on the final project will be at least "3" on both the 0-4 scales used in the AAC&U Critical Thinking VALUE Rubric.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
		2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional	The average student score on the final project will be at least "3" on both the 0-4 scales used in the AAC&U Problem Solving VALUE Rubric.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.1 (GEO 1.a. & 1.b.)	studies core, and the general education requirements.	The average student score on the final project will be at least “3” on both the 0-4 scales used in the AAC&U Problem Solving VALUE Rubric.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
Program - Psychology (including Minor) - BA {2016-2017}	Psychology students will be prepared for graduate study and entry-level employment in the discipline.	2.1 (SLO)	Upon completion of the program, psychology majors will demonstrate a fundamental understanding of psychological science.	The average, overall Psychology ACAT score for a sample of graduating seniors in psychology will fall no more than 1 standard deviation below the national average.	Data from three students who took the test in the fall and from 13 students who took the test in the spring are available. Scores range from 200 to 800; 500 is the average with a standard deviation of 100. Scores from the fall testing ranged from 426 to 483; scores from the spring testing ranged from 287 to 518. Average score for the fall was 445 and for the spring was 433. Both semester averages fall within one standard deviation of the national average.	Target Met
	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 was 1.9.	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.	Oral presentations were not included in course requirements due to the need for reviewing foundational material across the semester. Data were not collected.	Inconclusive
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.	For Area 1 competencies, the scores are as follows (reported as percentages, %): 61 61 67 72 72 78 78 78 78 83 83 83	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	83 89 89 89 89 89 So 5 out of 19 or 26% students made at least an 84% on comprehensive exam question related to Area 1 competencies.	Target Not 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.	Out of 15 students (A-O) in HED 511: A, exceeded, 5; B, exceeded, 5; C, exceeded, 5; D, exceeded, 5; E, exceeded, 5; F, exceeded, 5; G, exceeded, 5; H, exceeded, 5; I, exceeded, 5; J, exceeded, 5; K, exceeded, 5; L, met, 3; M, exceeded, 5; N, exceeded, 5; O, exceeded, 5; Average: 4.86 {Meeting/Exceeding Target}	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.	Out of 15 students: 20, exceeded 20, exceeded 20, exceeded 20, exceeded 20, exceeded 20, exceeded 20, exceeded 20, exceeded 20, exceeded 20, exceeded 20, exceeded 12, met 20, exceeded 20, exceeded 20, exceeded Average: 19.46 {Exceeding Target of 3}	Target Met
Program - Public Health	Students graduating	1.1 (SLO)	Students will be able to	The average score of HED 450	Summer 2018 (n=1) 100% of students	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Education (including Minor) - BS, BAS {2016-2017}	from this program demonstrate the ability to plan and develop effective health programs.	1.1 (SLO)	create a program using the health behavior model.	students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the health behavior model component on the Health Program assignment.	developed a health program for which they used a health behavior model. 100% (n=1) exceeded target. Fall 2018 (n=16) 100% of students developed a health program for which they will use a health behavior model. 50% (n=8) exceeded target, 19% (n=3) met target, and 31% (n=5) below target. Spring 2019 (n=29) 100% of students developed a health program for which they will use a health behavior model. 28% (n=8) below target, 55% (n=16) met target, 17% (n=5) exceed target Collective Average Score was 2.02	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 2018 (n=1) 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 100% (n=1) exceed target. Fall 2018 (n=16) 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 50% (n=8) exceeded target, 25% (n=4) met target, and 25% (n=4) below target. Spring 2019 (n=29). 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 7% (n=2) below target, 27.5% (n=8) met target, 65.5% (n=19) exceed target. Collective Average Score was 2.5.	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	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.	Fall 18 (n=38) 84.2% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 84.2% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 31 students scored a 3, 1	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.)	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>students scored a 2, and 6 students scored a 1.</p> <p>Spring'19 (n=39) 92.3% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 92.3% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 34 students scored a 3, 2 students scored a 2, and 3 students scored a 1.</p> <p>Avg. Score 2.73</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>Fall 18 (n=38) 89.5% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 89.5% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 32 students scored a 3, 2 students scored a 2, and 4 students scored a 1.</p> <p>Spring'19 (n=39) 94.8% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 94.8% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 30 students scored a 3, 7 students scored a 2, and 2 students scored a 1.</p> <p>Avg. Score: 2.73</p>	Target Met
		3.2 (SLO)	Students will demonstrate the ability to locate, via online resources, jobs available within the	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	Fall 18 (n=38) 89.5% 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	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		3.2 (SLO)	field of public health education.	available within the field of public health education.	<p>a HED 250 Course Rubric, in which students will either be below target (Below 69%), meet target (70-79%), exceed target (80-100%). 81.6%(n=31) exceeded target, 3.2 % (n=1) met target, 15.8%(n=6) below target.</p> <p>Spring 18 (n=39) 94.8% 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%). 76.9% (n=30) exceeded target, 17.9% (n=7) met target, 5.1% (n=2) below target.</p> <p>Average Score: 88.88%</p>	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.	Two Reading/Literacy students with a mean score of 100% completed the assignment as evaluated by the ED 699 Action Research Proposal Evaluation instrument: Student 1, 100%; Student 2, 100%.	Target Met
	Candidates demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-	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-	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	Two Reading/Literacy students with a mean percentage of 100% completed the associated assignment: Student 1, 100%; Student 2, 100%	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	ready standards for P-12 learners (Council of Accreditation for Educator Preparation, CAEP 1.4).	2.1 (SAO & SLO)	ready standards by developing a reading program specific to the needs of the school.	scoring an average of 86% or above on the Reading Program Rubric in ED 599, Internship in Reading Literacy.	Two Reading/Literacy students with a mean percentage of 100% completed the associated assignment: Student 1, 100%; Student 2, 100%	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 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.	Three Reading/Literacy students completed this assignment in ED 600 Leadership Through Action Research in the 2018-2019 academic year with a mean score of 88%: Student 1, 76%; Student 2, 99%; Student 3, 89%.	Target Met
Program - Religious Studies - Minor {2016-2017}	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing specific religious texts.	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.	One (1) Religious Studies minor in REL 380 Native American Religions and Literatures, Spring 2019, scored 4 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze multiple texts from a particular world religion (Native American/Indigenous) on the Exam. Course requirements did not make an exam available for the second minor.	Inconclusive
		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 (one in REL 304 Philosophy of Religion, Fall 2018, and one in REL 380 Native American Religions and Literatures, Spring 2019) scored an average of 3.85 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze one or more texts from a particular world religion on the Mid-Term Essay. (One student scored 3.7 and one student scored 4.)	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	One (1) religious studies minor in REL 380 Native American Religions and Literatures, Spring 2019, scored a 3.67 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze the history, basic beliefs, and characteristic practices of a particular world religion on the Final Exam. Exams were not available for the second religious studies minor.	Inconclusive
		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 (one in HIS 327 Rise of Islam, Fall 2018, and one in REL 380 Native American Religions and Literatures, Spring 2019) scored an average of 3.25 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze the history, basic beliefs, and characteristic practices of a particular world religion (Islam or Native American religion) on the Mid-Term Essay. (One student scored 3 and one student scored 3.5.)	Target Met
		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.	In 2018-2019, religious studies majors (2) did not take any courses that involved in-depth analysis and comparison of the history, basic beliefs, and characteristic practices of at least two world religions. Each of their courses largely focused on a single religion.	Inconclusive
		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	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	In 2018-2019, religious studies majors (2) did not take any courses that involved in-depth analysis and comparison of the history, basic beliefs, and characteristic practices of at least two world religions. Each of their courses largely focused on a single religion.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		1.2 (GEO 2.b.)	of at least two world religions.	Essay.	In 2018-2019, religious studies majors (2) did not take any courses that involved in-depth analysis and comparison of the history, basic beliefs, and characteristic practices of at least two world religions. Each of their courses largely focused on a single religion.	Inconclusive
	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 two religious studies minors who graduated in 20189-201 (spring 2019). On a scale from 1 (Very Dissatisfied) to 5 (Very Satisfied), the students assigned a 4 or 5 for how satisfied they were with what they learned in each area: basic concepts and methods in the field of religious studies, religion as a broad human phenomenon (what religion is and what it means to be religious), the history of world religions, contemporary expressions of world religions, and similarities and differences between religious traditions.	Target Met
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.	The Teacher Intern Assessment Instrument was not implemented in ED 697 Internship in Masters of Education.	Inconclusive
	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,	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-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.	This assessment instrument was overlooked when the decision to move this student from ED 566 to ED 697 was made. Greater oversight of course requirements aligned with assessment measures is required.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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-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.	This assessment instrument was overlooked when the decision to move this student from ED 566 to ED 697 was made. Greater oversight of course requirements aligned with assessment measures is required.	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 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.	Three MAT students completed ED 600 Leadership Through Action Research with a mean score of 89%. These students completed the research project proposal with the following scores: Student A: 86%, Student B: 82%, and Student C: 99%. Note: The Research Project Rubric is named ED 699 and is used in that course as well.	Target Met
Program - Sexual Health - Minor {2018-2019}	Students completing HED 110 for the Sexual Health minor will demonstrate the ability to apply sexual health education knowledge to their respected discipline (i.e. major).	2.1 (GEO 5.a.)	Students will demonstrate the ability to transfer general education standards to their major fields of study and to make connections between disciplines.	The collective average score of HED 110 students will be at least a 3 or higher on the Foundations & Skills for Life-Long Learning Rubric on the final project focused on applying sexual health to their major field of study.	Fall 18 (n=4) 100% of students will demonstrate the ability to apply to sexual health topic of their choice to their desired career through their final project. This will be assessed by the Foundations & Skills for Life-Long Learning AAC&U Value Rubric. 100% scored a 4 on the Foundations & Skills for Life-Long Learning AAC&U Value Rubric	Target Met
	Students completing the minor in Sexual Health will demonstrate a mastery of sexual health education.	3.1 (SLO)	Students will understand the fundamental terminology of sexual health education.	75% of students in HED 110 will score an average of 70% or higher on section one of the midterm exam.	Fall 2018 (n=4). 100% of students in the sexual health minor completing HED 110 scored 70% or higher. 75% scored 90% or higher (n=3), 25% scored 80% or higher (n=1).	Target Met
		3.2 (GEO 5.a.)	Students will demonstrate an	The collective average score of HED 110 students will be at least a 3 or	Fall 18: (n=4). 100% of students in HED 110 in the sexual health minor scored a 3	Target 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.	3.2 (GEO 5.a.)	understanding of specific sexual health topics.	higher on the HED 110 Teamwork Values Rubric on all discussion boards.	or higher on the AACU Teamwork Values Rubric. 100% of students (n=4) score a 4 on four discussion boards in HED 110.	Target Met
		3.3 (SLO)	Students will be able to identify evidence-based practices of sexual health education.	The collective average score of HED 110 students will be at least a 3 or higher on the HED 110 Course Rubric on the "Evidence-Based Practices of Sexual Health Education" assignment.	These assignments have been added to the Fall 2019 syllabus.	Inconclusive
		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 the 100 level students on the cultural relevance assignment will be a 1 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	8 students at the 100 level completed an assignment which used the Intercultural Knowledge and Competence value rubric. Of these 8, 5 earned a score of 1 and 3 earned a 2. The average was 1.375.	Target Not Met
		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 the 200 level students on the cultural relevance assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	Of the 53 students assessed, 16 earned a 1, 15 earned a 2 and 22 earned a 3 on the rubric. The average score was 2.33.	Target 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 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	Students in 202 completed an assignment researching a musical group/artist from the Spanish-speaking world and then comparing the genre and music to an English-speaking group from the US. Of the 22 students assessed, the average score was 2.09.	Target Met
	Upon completion of FLS 202, students will be able to express themselves in written and oral forms in Spanish based on	1.1 (GEO 1.c.)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic	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	Of the 142 assignments assessed, 18 scored a 0 on the rubric for failing to follow instructions and/or produce comprehensible language in written form. 28 students scored a 1 on the rubric; 64 earned a 2 and 32 earned a 3	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	topics related to their personal and academic lives.	1.1 (GEO 1.c.)	verbal system of Spanish (tenses, moods, aspects) and be able to produce forms.	assignment.	on the written rubric. Total Average - 2.03	Target Not 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 146 student assignments assessed, 6 earned a zero, 72 earned 1, 59 earned 2 and 9 earned 3 based on the Oral Communication Rubric. The average score was 1.49.	Target Not 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. The average score was a 94.6.	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 and evaluate the outcome of basic hearing screenings.	No less than 90% of students enrolled in SPA 303 will demonstrate competency in conducting a basic hearing screening as determined by the course instructor's observation and evaluation.	100% of students enrolled in SPA 303 Introduction to Audiology were observed by the course instructor while conducting a hearing screening. All students received a "pass" for this competency.	Target Met
Program - Speech Language Pathology -	The speech-language pathology graduate	1.2 (SLO)	SLP graduate students enrolled in SPA 522	100% of students enrolled in SPA 522 will successfully	100% (12/12) of students enrolled in SPA 522 Dysphagia correctly interpreted	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
MS {2016-2017}	student will demonstrate knowledge of basic communication and swallowing processes and associated disorders.	1.2 (SLO)	Dysphagia will interpret modified barium swallow studies.	interpret/diagnose swallowing disorders viewed on videofluoroscopy on no less than 3 out of 5 (60%) trials.	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% (12/12) of graduate students completed the competency of administering an articulation assessment.	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% (12/12) 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.	3 Transfer received a "Weak Pass" grade. 0% of students achieved Proficiency	Target Not Met
		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.	One Native sophomore received a "Strong Pass" grade 100% Proficiency	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	2.5: 1-One-Year Transfer 3: 1-One-Year Transfer 3.5: 1 Sophomore 4: 1 Graduating Senior Avg. Score: 3.25 75% of students achieved "Proficiency"	Target Not 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.	the AAC&U Creative Thinking VALUE Rubric. Proficiency is achieved by a score of "3" or better in all 5 categories.	2.5: 1-One-Year Transfer 3: 1-One-Year Transfer 3.5: 1 Sophomore 4: 1 Graduating Senior Avg. Score: 3.25 75% of students achieved "Proficiency"	Target Not 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.	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.	75% of students (3 out of 4) answered questions #3 and #4 satisfactorily, showing they understood the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related documents on Student responses.	Target Not 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 70% of freshmen, sophomores, first year transfers, juniors and seniors participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of "3" in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	65% (11 out of 17) students achieved a rating of "Proficiency". For a breakdown of the scoring, please see the related document "2-1-2 Scoring Breakdown"	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, first year transfers, juniors and seniors participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of "3" in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	80% (11 out of 15) students achieved a rating of "Proficiency" For the Scoring Breakdown, please see the Related Document "2-1-1 Scoring Breakdown"	Target Met
		2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned	The collective average of all TH 360 students' final grades will be 90%.	There were two students enrolled: Student 1 Final Grade: 96.6 Student 2 Final Grade: 58 Average Final Score: 77.3	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2.1 (GEO 5.a., PO 4.d., SAO)	tasks with diligence, reliability, and punctuality.	The collective average of all TH 360 students' final grades will be 90%.	There were two students enrolled: Student 1 Final Grade: 96.6 Student 2 Final Grade: 58 Average Final Score: 77.3	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.	1 student met the criteria for this SLO and was assessed twice, once each in the Fall 2018 and Spring 2019 semesters. Fall Score: 95 Spring Score: 94 Avg. Score: 94.5	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.	Two students met this criteria for the Fall 2018 and Spring 2019 semesters. Student 1: Assessed twice (in Fall and Spring semesters). Fall Score: 95 Spring Score: 96. Cumulative score: 95.5 Student 2: Assessed once, in fall semester. Fall score: 93 Cumulative Avg: 94.6	Target Met
		2.3 (SLO & SAO)	Students will effectively demonstrate their comprehension and developed abilities by synthesizing the sum of their knowledge gleaned in the Theatre curriculum to independently devise a creative piece with a unique point of view.	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at least 90% (A-) on the Senior Exit Project Rubric.	One student met the criteria for this SLO. This student scored a perfect score of 1000 which is an A+	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-	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	Six sample article reviews were selected at random from WS 500 and WS 502, one of which was written by a student who was dismissed from the program. Technically, all six reviews did not meet the target of 3.5 and above, since the	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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)	generated topics in women's leadership.	VALUE Rubric for Inquiry and Analysis.	dismissed student's review was scored a 2. However, the remaining 5 students who are progressing through the program all scored above the target number. This cohort of WS 500 and WS 501 is particularly strong in analysis, and have written sophisticated reviews. Their ability to assess secondary material is one of the foundation stones of their thesis completion.	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.	We did not have a thesis completed this year, so there was no assessment of WS 512. We will have 4 theses completed in 2019-2020.	Inconclusive
	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.	Only one section of WS 510 was offered in the spring in the accelerated term. Three graduate students, under the supervision of a female state senator and a political science faculty member, attempted to complete a booklet giving the biographies of every woman in the senate. As they moved into the work, the supervisors realized that the booklet could not be completed this semester, and would be much more likely to come to fruition during a full term 2019-2020. At the recommendation of the supervisors, since the students could not complete the project in WS 510, they all dropped the course with WPs. Conversations about the project between the students, director, and supervisors indicated a positive experience with a worthy goal. They all agreed that it could not be completed in the second accelerated term. The supervisor and the faculty member plan	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	to offer this same research and work experience next spring.	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 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.	Only one section of WS 510 was offered in the spring in the accelerated term. Three graduate students, under the supervision of a female state senator and a political science faculty member, attempted to complete a booklet giving the biographies of every woman in the senate. As they moved into the work, the supervisors realized that the booklet could not be completed this semester, and would be much more likely to come to fruition during a full term 2019-2020. At the recommendation of the supervisors, since the students could not complete the project in WS 510, they all dropped the course with WPs. Conversations about the project between the students, director, and supervisors indicated a positive experience with a worthy goal. They all agreed that it could not be completed in the second accelerated term. The supervisor and the faculty member plan to offer this same research and work experience next spring.	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	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,	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	This analysis is meant to be applied to the general education students in WS 200. Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Women's Studies (including Minor) - BA {2016-2017}	time periods.	1.1 (GEO 1.b. & 2.c.)	sociological, biological, and/or religious aspects of women's lives.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Using the Inquiry and Analysis rubric, this group's scores had a range of 1.75 to 3.5. The mean score was 2.79. All students scored well above the target score of 1.5. I am pleased with these results, because this rubric scores a higher level of critical thinking which is necessary for research. These are the skills students should be learning in their general education.	Target 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 will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. The Intercultural Knowledge and Competence Rubric scores range from 1.5 to 4, with a mean of 2.9. Two of the seven scored well below the target of 2.5. In retrospect, I think it is unrealistic to expect students taking this class for general education credit to score 2.5 on this rubric. I think that the target should be lowered to 2. However, two of the papers did not meet a target of 2, either. It could be that these students were unfamiliar with the software and expectations of an online abbreviated summer class.	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.	Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Using the critical thinking rubric scores, the range is from 2 to 3.71 with a mean of 3. I'm impressed	Target Met

Unit Name	Goal	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.	with the overall average, because it is one full point ahead a the target.	Target 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.	*This Rubric is applied only to the majors and minors in WS 200. The other 7 students are assessed with the general education students. Two students, one minor and one major, took WS 200 this year, scoring 3 and 3.6, well above the target score of 2.5.	Target 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 on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Because of one accidentally destroyed and one duplicated paper, there were only 9 papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Of these nine, 2 were women's studies majors or minors. They scored 3 and 3.6, well above the target score of 2.5.	Target Met
		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.	Since we had no graduating senior in women's studies this year, the CLA+ did not provide any useful information. Two seniors graduated with the minor, but they did not take the CLA+.	Inconclusive
	The students, through	2.1 (SLO)	Students will exhibit	By the end of each academic year, at	We have the signed "Deed of Gift" forms	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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)	the ability to conduct and record a structured interview of a woman.	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.	from all but one of the 13 "Golden Girls" the students interviewed on their fiftieth homecoming reunion. The missing documentation has been promised to me by the alumna who gave her interview.	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 one graduate student in women's leadership, one major and three minors were in the student group which conducted the Homecoming oral histories of the class of 1969 which graduated fifty years ago this year. A junior minor who learned the process last year was the Head intern who made sure all paperwork--deed of gift forms and biographical forms were completed. This year 13 alumnae were interviewed using best practices and their stories digitized. However, one alumna left before signing the deed of gift form (through no fault of the student), and I am waiting for her to send that signed form to me electronically.	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, 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.	Seven papers from three different upper level classes were scored by two faculty members. Using the Critical Thinking Value rubric, the overall average of the seven papers was 2.8. The major/minor average was 4.00, and the non-minors and non--major average was 2.5. Although the major/minor score was well above the target of 3, and 2 other papers scored above a three, four papers scored well below target, with a range from 1.3 to 2.4. I think part of the low scores were due to the large number of non-English/Women's Studies majors who took the WS/EN 350 cross-listed course last summer. Several of them had considerable trouble analyzing and writing on literature about women,	Target Not 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.	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.	because they had not learned those skills in their general education survey classes.	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.	The collective average score for those students' assessed papers will be a 2 (Proficient) on the WS Departmental Rubric for Upper Level Papers.	Of the six upper level papers scored using the department rubric, all met the target score. Three scored Exemplary (3), and four scored Proficient (2). Since there is considerable difference between the department rubric scores and the Critical Thinking Value Rubric scores, I do not think that the department rubric is sensitive enough to give us significant information.	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, 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.	This year one minor completed a 400 level internship which included transcribing two alumnae interviews from the 2018 Golden Girl oral histories. Both transcriptions scored a 4 on the inquiry and analysis value rubric. These transcriptions will aid considerably those who are researching these oral histories in the archives. In her reflection on the internship, she detailed what she had learned about women's roles in history and education.	Target Met

Appendix E

Gen Ed Results Report 2018-2019

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 34 students enrolled in CA 300, 24 (70.59%) 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.	No students were enrolled and none were admitted because IHL deleted the program October 2018 (Fall 2018).	Inconclusive
		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 FS 465 students for spring 2019 was a 3.46 on the Problem Solving Value Rubric; 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.	No data collected. Program has been discontinued since 2017.	Inconclusive
		Program - Professional Studies - BPS	2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study	The average student score on the final project will be at least "3" on both the 0-4	This degree is new for this academic year and due to a leadership transition, the	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		{2018-2019}	2.1 (GEO 1.a. & 1.b.)	areas, the professional studies core, and the general education requirements.	scales used in the AAC&U Critical Thinking VALUE Rubric.	assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
			2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	The average student score on the final project will be at least “3” on both the 0-4 scales used in the AAC&U Problem Solving VALUE Rubric.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
	1.b. Analyze the arguments and points of view of others {Critical Thinking VALUE Rubric}	Program - History (including Minor and Secondary 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).	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 2018 in HIS 211 (a required class for all history majors). Students were given a series of pieces of historical evidence and had to determine the significance of each, how each piece related to the others received, and then develop a narrative using all the evidence that had been given. Overall, the average for the class was a 3.125. All students performed at a proficient level in this area and on the specific task that measured it. Two students (see note below) performed at a top level (4) while all other students measured a 3. The overall class average of 3.0 was met.	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	Twenty-three (23) students were enrolled in PLG 440 Practical Legal Lab in 2018-19 (eleven students in Fall 2018,	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).	AAC&U Critical Thinking VALUE rubric.	twelve students in Spring 2019), and completed the assigned capstone application project(s). Using the AAC&U Critical Thinking VALUE rubric, fourteen (14) students, or 61% of students, scored at least a 3, with nine (9) of those fourteen (14) scoring a 4. Two (2) students did not meet benchmark, and three students scored one (1). The average rubric score of the students as a whole was 2.70.	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 Fall 2018, there were no minors to assess. For Spring 2019, there was one minor. Student 1 scored all 4s on the rubric averaging a total of 4. For 2016-2017: "The average score on the argument identification/evaluation assignment by philosophy minors was a 3.3." For 2017-2018: "The average score on the argument identification/evaluation assignment by philosophy minors was a 3.225." Three-Year Trend Data Collection Results for Low-Enrolled: $3.3+3.2+4=10.5/3=3.5$	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 Fall 2018, samplings from 11 courses were assessed using the Critical Thinking VALUE Rubric : Total Fall Average Score = 3.055 For Spring 2019, samplings from nine courses were assessed using the critical thinking value rubric: total	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.	spring average score= 3.389 Total 18-19 score 3.22 {Please see attached spreadsheet and original scans for individual student scores.}	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.	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	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.	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	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.	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	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.	Eight student submissions in POL 250 World Politics were evaluated using the AAC&U Critical Thinking VALUE Rubric, and the overall average score was 3.6, well above the target of 3.0. In addition, no student completing the assignment scored below a 3.0; the lowest individual average on the rubric was a 3.2, while the highest was a 4.0. Scores were highest on the "explanation of issues"	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>dimension of the rubric, with an overall average of 3.75. They were lowest on the "evidence" and "student's position" dimensions, with overall average scores of 3.5 in both categories.</p> <p>The assignment used to evaluate students' critical thinking was the Case Study Analysis, in which students analyzed an ongoing international dispute using a model of strategic interaction derived from rational choice bargaining theory. The assignment description is attached along with the rubric scores data.</p>	Target Met
		Program - Professional Studies - BPS {2018-2019}	2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	The average student score on the final project will be at least “3” on both the 0-4 scales used in the AAC&U Critical Thinking VALUE Rubric.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
			2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	The average student score on the final project will be at least “3” on both the 0-4 scales used in the AAC&U Problem Solving VALUE Rubric.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
		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.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	This analysis is meant to be applied to the general education students in WS 200. Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents	Target 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}	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.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Using the Inquiry and Analysis rubric, this group's scores had a range of 1.75 to 3.5. The mean score was 2.79. All students scored well above the target score of 1.5. I am pleased with these results, because this rubric scores a higher level of critical thinking which is necessary for research. These are the skills students should be learning in their general education.	Target 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 will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. The Intercultural Knowledge and Competence Rubric scores range from 1.5 to 4, with a mean of 2.9. Two of the seven scored well below the target of 2.5. In retrospect, I think it is unrealistic to expect students taking this class for general education credit to score 2.5 on this rubric. I think that the target should be lowered to 2. However, two of the papers did not meet a target of 2, either. It could be that these students were unfamiliar with the software	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 will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	and expectations of an online abbreviated summer class.	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.	Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Using the critical thinking rubric scores, the range is from 2 to 3.71 with a mean of 3. I'm impressed with the overall average, because it is one full point ahead a the target.	Target 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.	*This Rubric is applied only to the majors and minors in WS 200. The other 7 students are assessed with the general education students. Two students, one minor and one major, took WS 200 this year, scoring 3 and 3.6, well above the target score of 2.5.	Target 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 on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Because of one accidentally destroyed and one duplicated paper, there were only 9 papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Of these nine, 2 were women's studies majors or minors. They scored 3 and	Target 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.	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.	3.6, well above the target score of 2.5.	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, 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.	Seven papers from three different upper level classes were scored by two faculty members. Using the Critical Thinking Value rubric, the overall average of the seven papers was 2.8. The major/minor average was 4.00, and the non-minors and non--major average was 2.5. Although the major/minor score was well above the target of 3, and 2 other papers scored above a three, four papers scored well below target, with a range from 1.3 to 2.4. I think part of the low scores were due to the large number of non-English/Women's Studies majors who took the WS/EN 350 cross-listed course last summer. Several of them had considerable trouble analyzing and writing on literature about women, because they had not learned those skills in their general education survey classes.	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.	The collective average score for those students' assessed papers will be a 2 (Proficient) on the WS Departmental Rubric for Upper Level Papers.	Of the six upper level papers scored using the department rubric, all met the target score. Three scored Exemplary (3), and four scored Proficient (2). Since there is considerable difference between the department rubric scores and the Critical	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.)	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.	The collective average score for those students' assessed papers will be a 2 (Proficient) on the WS Departmental Rubric for Upper Level Papers.	Thinking Value Rubric scores, I do not think that the department rubric is sensitive enough to give us significant information.	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, 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.	This year one minor completed a 400 level internship which included transcribing two alumnae interviews from the 2018 Golden Girl oral histories. Both transcriptions scored a 4 on the inquiry and analysis value rubric. These transcriptions will aid considerably those who are researching these oral histories in the archives. In her reflection on the internship, she detailed what she had learned about women's roles in history and education.	Target Met
	1.c. Present information, arguments, and ideas in oral, written and visual forms for their contexts {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.	72.7% 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-	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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.	2017 was 3.38.	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.	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They are now in their last semesters of student teaching.	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.	72.7% 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 3.38.	Target Met
		Program - Business Administration (including Minors and Certificates) - BS, BBA {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.	72.7% 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 3.38.	Target Met
		Program - Communication	1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	The average score of assessed student writing	The overall mean was 2.42 on the 4-point Written	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		(including Minor) - BA, BS {2016-2017}	1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	samples from sophomore-level courses will be at least 2 on the 4-point Written Communication rubric.	Communication rubric. The mean score for writing samples drawn from COM 200 was 2.00 (n = 5), and the mean score for writing samples drawn from COM 250 was 2.84 (n = 5). These results indicate students are demonstrating generally clear writing and that their demonstrated proficiency is improving from one course to the next. This offering of COM 250 (Newgathering) was focused around a semester-long reporting project on the economic conditions of Columbus, Miss. The nature of the project allowed students more time to edit final versions of the news stories that served as writing assignments (and thus writing samples). The improvement in overall scores for these students could be the result of this extra time for self-editing.	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 3.06 on the 4-point Written Communication rubric. The mean score for samples from COM 307 was 3.16 (n=5), and the mean score from samples from COM 465 was 2.96 (n=5). These courses differ in the type of writing required. Whereas COM 307 is an upper-level course focused on journalistic writing, COM 465 is a theory-focused course that requires students to write research and analysis papers using APA (American	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.	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 (2.42) and upper-level courses (3.06) does demonstrate improvement in skills as students progress through the curriculum. The weakest area for students in COM 465 was APA conventions and citations.	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) 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.	Of the 13 students assessed from EN 303 and 360 and 10 students from EN 499, the scores ranged from 2.2 to 3.6 in EN 303 and EN 360 and from 2.3 to 3.6 in EN 499. The average score for EN 300 and 360 was 2.89 and the average score for EN 499 was 3, which indicates a slight improvement by the Capstone. It should be noted that the Capstone research project is a 14-20 page research paper, so students were able to sustain their use of information over a much longer project than at the 300-level.	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	Of the 13 students assessed from EN 303 and EN 360 and 10 students assessed from EN 499, all were ranked with a 2 or higher average score on the Written Communication Value Rubric. For 303 and 360, the scores ranged from 2.3 to 4	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.	will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	with an average score of 3.45. For EN 499 the scores ranged from 2.8 to 4 with an average score of 3.45. We are pleased to see a significant improvement in the lowest score between the 300- and 400-level classes, though the average remained the same.	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.	A total of 20 essays from four different sections of EN 101 were assessed by faculty who had not taught that section. Four faculty members were involved, and each assessed half of the essays in two sets. Scores for Set1 were then averaged with the scores for the correspondingly numbered essays in Set2 to achieve the final average. All students met the target with a final average ranging between 1.5 and 3.6. There was some variation between scorers, and two students fell slightly below the target for one scorer but not for the other, bringing their averages up to the target or higher. The average score across all papers was 2.42, which is considerably higher than the target.	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 a 3.2 on the Written Communication Value Rubric; 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 in both FS and PSY 290 during the 18-19 AY	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.	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.	earned an average score of 2.9 on the Written Communication Value Rubric; 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.	Writing samples from COM/WS 303 (Images of Women in Film) were analyzed using the AACU Written Communication VALUE rubric. The mean score of the assessed writing samples was 2.90 on a 4-point scale (n = 10), which fell below the target threshold of 3 on a 4-point scale. Six of 10 writing samples met or exceeded the target threshold. Because students in this course are drawn from a variety of majors and minors across campus, it is not clear which (if any) writing courses students might have taken prior to this course (COM 303 has no prerequisite).	Target Not Met
		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 2018, students in HIS 211 were required to complete an oral presentation on a research topic of their choice. Students presented an 8 minute research presentation based on their semester research. Placed towards the end of the semester, but not at the end, the presentation acted as a research proposal presentation. However, because it was not the final assignment it provided time to meet with students who had may be struggling prior to turning in the final portfolio.	Target Not Met

Goal Number	Goal	Assessment Unit Name	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}	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.	<p>Students explained their topic, the central question they were addressing, a basic overview of sources, and work to be completed between the time of the presentation and the due date for the final portfolio. Faculty used the Oral Communication Value Rubric to assess student performance. The overall average for the class using the rubric was 2.88. This put the class just below the 3.0 target. Last year 2 students did not meet the target, but this year 6 did not meet the target, not counting the student who dropped the class shortly after the assignment. (NB: 1 student had dropped the course by the time of this assignment. Another student showed up for the presentation but was not prepared and left before their turn to present. That student dropped the course shortly after. However, they are scored as a "0" across the board for this assignment.)</p> <p>The reasons for low performance are clear: 1. Not enough time had been devoted to the semester project before the presentation to be effective; 2. The students had not practiced and timed their work. 3. (New this year) Students did not have a presentation prepared but rather read from notes or tried to glean a presentation from other assignments</p>	Target Not Met

Goal Number	Goal	Assessment Unit Name	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}	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.	remotely related to the topic area. Indeed, one student seemed to get up and talk about his topic extemporaneously. Overall, students were not prepared to deliver quality oral presentations.	Target Not 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 2018 students in HIS 499 were required to complete an original research project that included an essay or paper of significant length. Faculty used the Historical Inquiry Rubric (HIAWR) to assess student performance. The six students enrolled in HIS 499 Capstone had an overall average of 3.76 on the historical inquiry rubric and as a group scored above 3.0 on every measure of the rubric. Individually, every student also averaged higher than a 3.0. In the "students write clearly" category, they averaged a 3.67. You can see the specific results in the attached spreadsheet.	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 15 of 16 students in HO 402 presented their original independent research in a clearly organized and compelling way in the oral defense. (The student who did not score at least a 3 gave a presentation that reflected the weakness of the research project overall.) The Director of the Honors College continued to require that all students practice ahead of time in the presentation hall	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	and receive feedback for improvement from fellow honors students and the Director of the Honors College. All students met this requirement. The Director also gave detailed feedback to students on their PowerPoint presentations, and some students also sought feedback from their faculty committees. Students seemed to welcome the practice requirement and appeared more eager for feedback, possibly reflecting a culture change. Overall Average Score = 3.3	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.	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	Inconclusive
			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.	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	Inconclusive
		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.	KIN 416 Internship in Kinesiology had a total of 24 students in the fall 2018 and spring 2019 sections had 24 students enrolled. All students had an average score of 2(acceptable) or higher on the Written Case Studies assignment. The breakdown of average scores is as follows: 5 students had and average score of 4.0	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	4 students had an average score of 3.80 8 students had an average score of 3.60 6 students had an average score of 3.40 1 student had an average score of 3.20	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.	25 students were analyzed with the following results: 8 students scored 4.0. 13 students scored 3.75. 4 students scored 3.5. The average score was 3.79.	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.	Twenty-one (21) students were enrolled in Fall 2018 PLG 330 Legal Writing. The students were given four distinct writing assignments in the course. Of those assignments, sixteen (16) students' scores, 80%, averaged 85 or higher. Five (5) students' scores averaged below the target.	Target 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.	Twenty-one (21) students were enrolled in Fall 2018 PLG 330 Legal Writing. Nine (9) students' averaged writing scores earned a 4 on the VALUE rubric, ten (10) earned a 3, one earned a 2, and one scored below the benchmark on the VALUE rubric. The average VALUE rubric score for the class is a 3.24.	Target Met
			2.1 (GEO 1.c.)	To be able to present oral presentations on legal concepts and perform a thorough legal oral argument.	The average student score on an oral communication project will be at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE rubric.	Twelve (12) students were enrolled in FA 2018 PLG 352: Civil Trial Practicum, but of those twelve, eleven (11) were Legal Studies students. Only majors were evaluated using the VALUE rubric. Nine	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 1.c.)	To be able to present oral presentations on legal concepts and perform a thorough legal oral argument.	The average student score on an oral communication project will be at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE rubric.	(9) of the eleven students scored a 3 or above on the VALUE rubric, with eight (8) scoring a 4 on the VALUE rubric and one (1) scoring a 3 on the VALUE rubric. One (1) student scored a 2 on the VALUE rubric, and one (1) student scored a 1 on the VALUE rubric. The average student score was a 3.45 .	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 2018-2019.	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.	The students of MUS 302 (Music History 2) were required to write a major paper on the Catholic Mass. There were 9 students who completed this project. and 8 of them scored higher than the 2 on the 0-4 scale for AAC&U Written Communication Value Rubric.	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 was a 3.4.	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	63 BSN seniors enrolled in NU 449 were evaluated utilizing the AACU Oral Communication Value Rubric for an average score of 3.97.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	formal research presentation.	63 BSN seniors enrolled in NU 449 were evaluated utilizing the AACU Oral Communication Value Rubric for an average score of 3.97.	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.	Eight students' submissions in POL 250 World Politics were scored using the Written Communication VALUE Rubric, and the overall average score was a 3.425, just below last year's score of 3.5 and above the 2016-2017 score of 3.3. No student scored below the target of 3.0, though two students achieved exactly that score. The highest score was a 4.0. Overall averages across the rubric's five dimensions were above 3.0, but were lowest--at 3.25--for the "context and purpose," "genre and disciplinary conventions," and "syntax and mechanics" categories.	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 was 1.9.	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.	Oral presentations were not included in course requirements due to the need for reviewing foundational material across the semester. Data were not collected.	Inconclusive
		Program - Public Health Education (including Minor) - BS, BAS {2016-	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	The average score of HED 250 students assessed will be 2 on the AAC&U Oral Communication VALUE	Fall 18 (n=38) 84.2% of students were able to present information, arguments, and ideas in	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2017}	3.1 (GEO 1.c.)	Public Health Education.	Rubric for the component of presentation of information, arguments, and ideas in oral form for the careers available in Public Health Education.	<p>oral form for their careers available in Public Health Education. 84.2% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 31 students scored a 3, 1 students scored a 2, and 6 students scored a 1.</p> <p>Spring'19 (n=39) 92.3% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 92.3% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 34 students scored a 3, 2 students scored a 2, and 3 students scored a 1.</p> <p>Avg. Score 2.73</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>Fall 18 (n=38) 89.5% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 89.5% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 32 students scored a 3, 2 students scored a 2, and 4 students scored a 1.</p> <p>Spring'19 (n=39) 94.8% of students were able to present information, arguments, and</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.	ideas in written and visual form for their careers available in Public Health Education. 94.8% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 30 students scored a 3, 7 students scored a 2, and 2 students scored a 1. Avg. Score: 2.73	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.	Of the 142 assignments assessed, 18 scored a 0 on the rubric for failing to follow instructions and/or produce comprehensible language in written form. 28 students scored a 1 on the rubric; 64 earned a 2 and 32 earned a 3 on the written rubric. Total Average - 2.03	Target Not 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 146 student assignments assessed, 6 earned a zero, 72 earned 1, 59 earned 2 and 9 earned 3 based on the Oral Communication Rubric. The average score was 1.49.	Target Not 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. The average score was a 94.6.	Target Met
2. Cultural Literacy	2.a. Analyze individual aesthetic and cultural works	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-	Writing samples from FLM 201 were analyzed using the Intercultural Knowledge and Competence VALUE rubric.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
2. Cultural Literacy	{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.	point Intercultural Knowledge and Competence VALUE rubric.	The mean score of 2.267 (n = 10) exceeded the target threshold of 2 on the rubric's 4-point scale, with 8 of 10 samples meeting or exceeding the threshold. These results indicate that students are developing intercultural awareness in their analysis of films from different cultural milieus. (FLM 201 was the only lower-level course offered during the academic year with an assignment relevant to this assessment measure.)	Target Met
			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.	Writing samples from "Images of Women in Film" (COM 303, cross-listed as WS 303) were analyzed using the Intercultural Knowledge and Competence VALUE rubric. The mean score of 3.033 (n = 10) exceeded the target threshold of 3 on the rubric's 4-point scale, with 7 of 10 samples meeting or exceeding the threshold. These results indicate that students are developing intercultural awareness in their analysis of films from different cultural milieus. (COM/WS 303 was the only upper-level course offered during the academic year with an assignment relevant to this assessment measure.)	Target Met
		Program - Gerontology - Minor {2018-2019}	2.1 (GEO 2.a.)	Students will be able to discuss aging related topics with cultural competency.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Intercultural Knowledge & Competence Value Rubric in discussion posts.	FS 250 Spring 2019 Average Score of Intercultural Knowledge and Competence Value Rubric: 3.14 FS 250 was not offered Fall 18	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	One (1) Religious Studies minor in REL 380 Native American Religions and Literatures, Spring 2019, scored 4 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze multiple texts from a particular world religion (Native American/Indigenous) on the Exam. Course requirements did not make an exam available for the second minor.	Inconclusive
			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 (one in REL 304 Philosophy of Religion, Fall 2018, and one in REL 380 Native American Religions and Literatures, Spring 2019) scored an average of 3.85 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze one or more texts from a particular world religion on the Mid-Term Essay. (One student scored 3.7 and one student scored 4.)	Target Met
	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.	In 2018-2019, religious studies majors (2) did not take any courses that involved in-depth analysis and comparison of the history, basic beliefs, and characteristic practices of at least two world religions. Each of their courses largely focused on a single religion.	Inconclusive

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.	In 2018-2019, religious studies majors (2) did not take any courses that involved in-depth analysis and comparison of the history, basic beliefs, and characteristic practices of at least two world religions. Each of their courses largely focused on a single religion.	Inconclusive
	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 French minors enrolled in FLF 101 or 102.	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 1 French minor enrolled in both FLF 201 and FLF 202. She earned a perfect score of 4 both semesters on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	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 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	All students in FLF 101 and 102 reached their respective targets. Scores ranged from 1.5 - 4 (Average 2.83) in 101 and from 2-4 (Average 3.16) in 102. Students clearly benefit from the exposure they have to other cultures in French. 100% of students met the target.	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	All students in FLF 201 and FLF 202 met the goals of a 2.0 or 2.5 respectively. The scores ranged from 2.25-4 (Average	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 2.c.)	speaking countries.	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	3.14) in 201 and 2.5-4 (Average 3.44) in 202. Four students were at the benchmark of a 2.5, whereas in pervious sections of the course, scores have all been above the benchmark. This is likely due to the increased competency required and the increased difficulty of the assignment.	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.	One (1) religious studies minor in REL 380 Native American Religions and Literatures, Spring 2019, scored a 3.67 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze the history, basic beliefs, and characteristic practices of a particular world religion on the Final Exam. Exams were not available for the second religious studies minor.	Inconclusive
			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 (one in HIS 327 Rise of Islam, Fall 2018, and one in REL 380 Native American Religions and Literatures, Spring 2019) scored an average of 3.25 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze the history, basic beliefs, and characteristic practices of a particular world religion (Islam or Native American religion) on the Mid-Term Essay. (One student scored 3 and one student scored 3.5.)	Target Met

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 the 100 level students on the cultural relevance assignment will be a 1 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	8 students at the 100 level completed an assignment which used the Intercultural Knowledge and Competence value rubric. Of these 8, 5 earned a score of 1 and 3 earned a 2. The average was 1.375.	Target Not Met
			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 the 200 level students on the cultural relevance assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	Of the 53 students assessed, 16 earned a 1, 15 earned a 2 and 22 earned a 3 on the rubric. The average score was 2.33.	Target 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 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	Students in 202 completed an assignment researching a musical group/artist from the Spanish-speaking world and then comparing the genre and music to an English-speaking group from the US. Of the 22 students assessed, the average score was 2.09.	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.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	This analysis is meant to be applied to the general education students in WS 200. Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Using the Inquiry and Analysis rubric, this group's scores had a range of 1.75 to 3.5. The mean score was 2.79. All students scored well above the target score of 1.5. I am pleased with these results,	Target 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}	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.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	because this rubric scores a higher level of critical thinking which is necessary for research. These are the skills students should be learning in their general education.	Target 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 will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. The Intercultural Knowledge and Competence Rubric scores range from 1.5 to 4, with a mean of 2.9. Two of the seven scored well below the target of 2.5. In retrospect, I think it is unrealistic to expect students taking this class for general education credit to score 2.5 on this rubric. I think that the target should be lowered to 2. However, two of the papers did not meet a target of 2, either. It could be that these students were unfamiliar with the software and expectations of an online abbreviated summer class.	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.	Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample	Target 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.	overall than last year. Using the critical thinking rubric scores, the range is from 2 to 3.71 with a mean of 3. I'm impressed with the overall average, because it is one full point ahead a the target.	Target 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.	*This Rubric is applied only to the majors and minors in WS 200. The other 7 students are assessed with the general education students. Two students, one minor and one major, took WS 200 this year, scoring 3 and 3.6, well above the target score of 2.5.	Target 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 on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Because of one accidentally destroyed and one duplicated paper, there were only 9 papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Of these nine, 2 were women's studies majors or minors. They scored 3 and 3.6, well above the target score of 2.5.	Target Met
3. Quantitative and Technology Skills	3.a. Solve problems, draw conclusions, and make predictions using quantitative information {Quantitative Literacy & Analysis VALUE Rubric}	Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	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.	98 PSC 111 students across five lecture sections and two semesters (4 sections in fall 2018, 1 section in spring 2019) 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	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
3. Quantitative and Technology Skills	3.a. Solve problems, draw conclusions, and make predictions using quantitative information {Quantitative Literacy & Analysis VALUE Rubric}	Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	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.	score of the 98 students evaluated was "2.5" with the following breakdown (44 students, score = 1; 8 students, score = 2; 9 students, score = 3; 37 students, score = 4). Target was not achieved.	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.	39 PSC 112 students across two lecture sections in spring 2019 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from the final exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 39 students evaluated was "2.8" with the following breakdown (9 students, score = 1; 6 students, score = 2; 8 students, score = 3; 16 students, score = 4). Target was not achieved.	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 312 was not taught this academic year. PSC 450/451 was taught during the fall (PSC 450) and the spring (PSC 451). Thermodynamics was assessed in PSC 450. The 5 students were assessed twice. The first assessment occurred during the fall semester with a quiz. Questions were evaluated using the AAC&U Quantitative Literacy VALUE	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.	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.	<p>rubric. The average rubric score of the 5 PSC 450 students evaluated on the semester quiz was "2.4" with the following breakdown (0 students, score = 1; 3 students, score = 2; 2 students, score = 3; 0 students, score = 4). Target was not achieved.</p> <p>However, the second assessment of thermodynamics occurred at the end of the fall semester on the final exam. Questions were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 5 PSC 450 students evaluated on the final exam was "3.0" with the following breakdown (1 students, score = 1; 0 students, score = 2; 2 students, score = 3; 2 students, score = 4). Target was achieved.</p> <p>The fact that student performance improved during the semester is encouraging. Because the target was met at the end of the semester, we are comfortable saying that the target was met.</p> <p>Quantum mechanics was assessed in PSC 451. The 5 students were assessed twice. The first assessment occurred during the spring semester with a quiz. Questions were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric</p>	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.	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.	<p>score of the 5 PSC 451 students evaluated on the semester quiz was "3.8" with the following breakdown (0 students, score = 1; 3 students, score = 2; 1 students, score = 3; 4 students, score = 4). Target was achieved.</p> <p>The second assessment of quantum mechanics occurred at the end of the spring semester on the final exam. Questions were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 5 PSC 451 students evaluated on the final exam was "3.0" with the following breakdown (0 students, score = 1; 2 students, score = 2; 1 students, score = 3; 2 students, score = 4). Target was achieved.</p>	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.	<p>mean = 2.30</p> <p>40 total items assessed in MA 284.</p> <p>20 items at level 3; 12 items at level 2; 8 items at level 1.</p> <p>Multiple items assessed for each student in MA 284</p>	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.	<p>mean = 2.65</p> <p>31 total items assess in MA 306 (22 items at level 3; 7 items at level 2; 2 items at level 1).</p> <p>Multiple items assessed for each student in the class.</p> <p>8 students</p>	Target Met
		Program - Nutrition and Health - Minor	1.1 (GEO 3.a.)	Students will successfully calculate a person's nutritional needs.	80% of FN 345 students will score an average of 3 on the	Due to low enrollment, this course did not make for the	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		{2016-2017}	1.1 (GEO 3.a.)	Students will successfully calculate a person's nutritional needs.	Quantitative Literacy and Analysis VALUE Rubric in performing calculations to estimate a person's nutritional needs.	2018-19 AY.	Inconclusive
			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.	Due to low enrollment, this course did not make this year, so no results were collected.	Inconclusive
4. Understanding of Self, Society, and The Natural World	4.a. Analyze the interactions between the individual and society {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.	In Fall 2018, POL 202 Affecting Democracy was taught and the assignment submissions, group work interactions, and reflections of eight students enrolled in the course were monitored over the course of several civic engagement assignments and the entire body of work scored using the Civic Engagement VALUE Rubric. The assignments included periodic attendance and reporting on public meetings (most attended city council meetings), identification of an issue of concern to citizens of the local city (Columbus) or county (Lowndes), interviews with citizens to assess the range of perspectives on the problem, and small-group work conducting a preliminary stakeholder analysis, designing a civic engagement event that would enable direct, representative deliberation on the issue, and giving a mock proposal presentation imagining that the civic engagement event was being pitched to local	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
4. Understanding of Self, Society, and The Natural World	4.a. Analyze the interactions between the individual and society {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.	<p>officials. Students also reflected on their experiences at the end of the course in an open discussion of the value of civic engagement - theirs and others' - and their ability to do so in existing and new ways.</p> <p>The overall average score for the class was 3.3, above the target of 3.0. While one student averaged a meager 1.3, this was an extreme outlier, and if that datum is removed from the observations, the overall average increases to 3.6 and the range of individual averages extends from 3.2 to 4. On five of the rubric's six dimensions, the class average was above a 3.0, but on "civic communication," the score was a 2.9. Again, the low-scoring student should be considered, since his score of 1 (which reflects the fact that he really only listened to the ideas of other group members in the engagement event assignments, contributing nothing of his own to the project) brings the course average down 0.2 points; if that observation is removed from the analysis, the course average rises to a 3.1.</p>	Target Met
	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement	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.	In Fall 2018, POL 202 Affecting Democracy was taught and the assignment submissions, group work interactions, and reflections of eight students enrolled in the course were monitored over the course of	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	<p>several civic engagement assignments and the entire body of work scored using the Civic Engagement VALUE Rubric. The assignments included periodic attendance and reporting on public meetings (most attended city council meetings), identification of an issue of concern to citizens of the local city (Columbus) or county (Lowndes), interviews with citizens to assess the range of perspectives on the problem, and small-group work conducting a preliminary stakeholder analysis, designing a civic engagement event that would enable direct, representative deliberation on the issue, and giving a mock proposal presentation imagining that the civic engagement event was being pitched to local officials. Students also reflected on their experiences at the end of the course in an open discussion of the value of civic engagement - theirs and others' - and their ability to do so in existing and new ways.</p> <p>The overall average score for the class was 3.3, above the target of 3.0. While one student averaged a meager 1.3, this was an extreme outlier, and if that datum is removed from the observations, the overall average increases to 3.6 and the range of individual averages extends from 3.2 to</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	4. On five of the rubric's six dimensions, the class average was above a 3.0, but on "civic communication," the score was a 2.9. Again, the low-scoring student should be considered, since his score of 1 (which reflects the fact that he really only listened to the ideas of other group members in the engagement event assignments, contributing nothing of his own to the project) brings the course average down 0.2 points; if that observation is removed from the analysis, the course average rises to a 3.1.	Target Met
	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 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.	Seven papers from three different upper level classes were scored by two faculty members. Using the Critical Thinking Value rubric, the overall average of the seven papers was 2.8. The major/minor average was 4.00, and the non-minors and non--major average was 2.5. Although the major/minor score was well above the target of 3, and 2 other papers scored above a three, four	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.)	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.	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.	papers scored well below target, with a range from 1.3 to 2.4. I think part of the low scores were due to the large number of non-English/Women's Studies majors who took the WS/EN 350 cross-listed course last summer. Several of them had considerable trouble analyzing and writing on literature about women, because they had not learned those skills in their general education survey classes.	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.	The collective average score for those students' assessed papers will be a 2 (Proficient) on the WS Departmental Rubric for Upper Level Papers.	Of the six upper level papers scored using the department rubric, all met the target score. Three scored Exemplary (3), and four scored Proficient (2). Since there is considerable difference between the department rubric scores and the Critical Thinking Value Rubric scores, I do not think that the department rubric is sensitive enough to give us significant information.	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, 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.	This year one minor completed a 400 level internship which included transcribing two alumnae interviews from the 2018 Golden Girl oral histories. Both transcriptions scored a 4 on the inquiry and analysis value rubric. These transcriptions will aid considerably those who are researching these oral histories in the archives. In her reflection on the internship, she detailed what	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.)	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.	she had learned about women's roles in history and education.	Target Met
5. Life-Long Learning	5.a. Transfer general education strands to major fields of study and to make connections between disciplines {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.	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.	Residency 3 students were assessed on a Video Assignment Rubric to score their level of understanding of content knowledge and skills to their discipline. Out of 21 students, 20 scored a 2 or higher on the InTASC #4 items on the rubric. A more detailed listing of the scores are in the related document, TRACDAT 1.1 DATA. The assignment guidelines and rubric can also be located in the related documents.	Target 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.	This program has been inactivated and most of the students have transitioned to the BPS Degree. This program will no longer be assessed.	Inconclusive
		Program - Gerontology - Minor {2018-2019}	1.1 (GEO 5.a.)	Students will transfer general education strands to make connections between disciplines.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Foundations & Skills for Lifelong Learning Value Rubric in Reaction Paper.	FS 250 Spring 2019 Average Score of Foundations and Skills for Lifelong Learning VALUE Rubric: 3.02 FS 250 was not offered Fall 18	Target 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	100% of the 54 students enrolled in NU 216 for fall of 2018 reported a score of "3" or higher on the AACU	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	in the AACU Teamwork Value Rubric during the NU 216 team project.	Teamwork Value Rubric. The average of the students as a whole was 4.8 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 used in the AACU Teamwork VALUE Rubric during the NU 449 and NU 465 team project.	158 RN to BSN students in NU 465 for an average score of 3.3 63 BSN students in NU 449 for an average score of 3.7	Target Met
		Program - Sexual Health - Minor {2018-2019}	2.1 (GEO 5.a.)	Students will demonstrate the ability to transfer general education standards to their major fields of study and to make connections between disciplines.	The collective average score of HED 110 students will be at least a 3 or higher on the Foundations & Skills for Life-Long Learning Rubric on the final project focused on applying sexual health to their major field of study.	Fall 18 (n=4) 100% of students will demonstrate the ability to apply to sexual health topic of their choice to their desired career through their final project. This will be assessed by the Foundations & Skills for Life-Long Learning AAC&U Value Rubric. 100% scored a 4 on the Foundations & Skills for Life-Long Learning AAC&U Value Rubric	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.	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.	75% of students (3 out of 4) answered questions #3 and #4 satisfactorily, showing they understood the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related documents on Student responses.	Target Not 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 70% of freshmen, sophomores, first year transfers, juniors and seniors participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of "3" in at least 4 categories for freshmen, sophomores, first year transfers, juniors	65% (11 out of 17) students achieved a rating of "Proficiency". For a breakdown of the scoring, please see the related document "2-1-2 Scoring Breakdown"	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.	and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	65% (11 out of 17) students achieved a rating of "Proficiency". For a breakdown of the scoring, please see the related document "2-1-2 Scoring Breakdown"	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, first year transfers, juniors and seniors participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of "3" in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	80% (11 out of 15) students achieved a rating of "Proficiency" For the Scoring Breakdown, please see the Related Document "2-1-1 Scoring Breakdown"	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.	The collective average of all TH 360 students' final grades will be 90%.	There were two students enrolled: Student 1 Final Grade: 96.6 Student 2 Final Grade: 58 Average Final Score: 77.3	Target Not Met

Appendix F

Academic and Student Support Services 2018-2019

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.	80% of our Spring Fitness Challenge Survey participants indicated that they are likely to continue/transition their wellness goals after completing the Spring Fitness Challenge.	Target 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.	94.4% of 71 participants who took the Customer Satisfaction Survey indicated that the Campus Recreation staff was 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.	87.5% of 35 student employees who reported on the Employee Evaluation Form that their leadership skills improved as a result of working for Campus Recreation.	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.	88.2% of 35 of student employees reported on the Employee Evaluation Form that their problem-solving skills improved as a result of working for Campus Recreation.	Target Not Met
	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.	78.8% of Customer Satisfaction Survey participants indicated that Campus Recreation facilities are well maintained and clean.	Target Not Met
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 met our goal this year, offering 33 workshops (39 if you include each session during the first two-day new faculty orientation period), and hosting a total of 397 (including multiple counts for new faculty orientation all-year sessions) people. This is fewer workshop than last year, but that is due to the director's maternity leave for most of the fall semester, just as the new instructional technologist was hired and therefore without onboarding assistance or help in planning a larger January workshop series.	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 recorded 515 consultations this year, a number based on our Google form tracker and an estimate from the director who did not make as good of use of the tracking platform as she should have done. Our number for this year far exceeds our goal, but I believe that is because we need to have a conversation about what we consider to be a "consultation." The hire of	Target Met

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.	our new instructional technologist just days before the director went out on maternity leave, followed by the rush to catch up upon her return, meant that we never held a conversation about what constitutes a consultation versus a simple support call. We did utilize a Google form to track these contacts this year, but it was used a bit inconsistently since it did not serve our needs for clarity/record keeping so it will need to be further modified.	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 "I have access to the software I need to be an effective instructor."	2019 Faculty Satisfaction Survey Results: Strongly Agree - (40/106) 37.74% - Last Year 30.91% Agree - (54/106) 50.94% - Last Year 50.91% Total - (94/106) 88.68% - Last Year 81.82% Disagree - (8/106) 7.55% Strongly Disagree - (2/106) 1.89% Not Applicable - (2/106) 1.89%	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."	2019 Faculty Satisfaction Survey Results: Strongly Agree - (36/106) 33.96% - Last Year 26.79% Agree - (55/106) 51.89% - Last Year 50% Total - (91/106) 85.85% - Last Year 76.79% Disagree - (8/106) 7.55% Strongly Disagree - (0/106) 0% Not Applicable - (7/106) 6.60%	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:"	2019 Faculty Satisfaction Survey Results Mastery - (14/105) 13.33% - Last Year 16.36% Acceptable - (69/105) 65.71% - Last Year 51.82% Total - (83/105) 79.04% - Last Year 68.18% Emerging - (20/105) 19.05% - Last Year 29.09% Below What I Would Like It To Be - (2/105) 1.90% - Last Year 2.73%	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.	Target met, though sample size is small. Despite sending the invitation for the survey to 23 randomly selected faculty only 3 responded. The results to the pertinent question were as follows: 1 (not at all): 0 2 (little): 0 3 (somewhat): 0 4 (notable amount): 2 5 (extensively): 1 Average response: 4.33	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.	<p>We assisted with installation of hardware in 6 classroom spaces this year, and thus missed the target. This is due to two factors: 1) staffing turnover and absences in the center which made this aspect of our work a lower priority in the past year, and 2) departmental struggles to meet rising equipment and installation costs. The spaces affected were in Parkinson Hall, Martin Hall, Painter Hall, Summer Hall, and Fant Library (the two most expensive spaces were in the library, the archives classroom and active learning classroom).</p> <p>The hiring of a new instructional technologist in August made great improvements for faculty assistance with software and instructional design, but the design and development of physical classroom technology is not as great a specialty of our new hire as it was of her predecessor. The design of physical classroom hardware is a very unusual duty for an instructional technologist position so our previous employee's skill at this was an unexpected bonus. Our new technologist is willing to do the work but understandably needs some time to build up to the level of her predecessor. The absence of the director for maternity leave during the first three months of the academic year also affected this, since this work was dropped entirely in her absence since the new hire could not be expected to take on everything with so little orientation time.</p> <p>Tightening budgets across campus mean that even departments interested in upgrading their classrooms are often unable to do so, or at least unable to do so to the level they would like to achieve. For example, one unit requested a quote to update an entire classroom with equipment that is at least 10 years old and used frequently. After downgrading their purchase plan to just replacing an the failing projector, even that order was cancelled and they purchased only a \$40 wireless lapel microphone system to help with lecture capture for online courses. The decision not to purchase their upgrades was not a lack of interest or need, but rather budgetary. They will continue to hope that their existing equipment lasts another year. Along with general budgetary tightening, departments were further hampered this year by the unexpected need to contract with external vendors to have hardware</p>	Target Not 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.	installed in their classrooms. Our facilities department used to perform this service for free (on their timeline) or for a reasonable \$300 flat fee (on an expedited timeline), but this year they discontinued that service. External vendors are of course happy to fill that need, but their costs are significantly higher than our previous in-house service and departments had not anticipated or budgeted for this change. We anticipate that purchasing will continue to be slowed by these increased costs.	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.	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>Here, again, we have only the Online Teaching Academy workshops to report on as we did not offer enough technology- heavy workshops during the year to garner completed surveys on those topics. Most of the technology (primarily software) training has taken place in a one-on-one environment in the past year, which is a result of both the stylistic preferences of our new instructional technologist and the needs of our faculty, who tend to come in for one-on-one help when we are not introducing any major new pieces of software as was the case this past year.</p> <p>In last year's Action statement we changed our target as follows: "In light of the fact that we are now only collecting data on this question from a single workshop (and given our staffing issues, staying with the single post-workshop survey is our best option for workshops besides the intensive Online Teaching Academy), we will need to adjust our expectations for this goal and continue to evaluate it based solely upon the Online Teaching Academy rather than all technology-based workshops. We will continue to evaluate this goal but we will set a target of 60% of participants in the Online Teaching Academy self-reporting at one skill-level higher at the end of the workshop than upon entry. This seems like a reasonable goal, given the newness of the workshop and the issue with perceived skill-levels before entering the academy in the first place." (07/01/2018)</p> <p>The 2-week Online Teaching Academy consisted of 15 participants, two of whom were past-participants who repeated the course for new information. Of N=15 who completed the post-academy course survey:</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>How would you rate your online teaching abilities before participating in this academy: Beginner: 10 Intermediate: 4 Advanced: 1 Expert: 0</p> <p>How would you rate your online teaching abilities after participating in this academy? Beginner: 4 Intermediate: 7 Advanced: 4 Expert: 0</p> <p>9 of 15 participants moved up at least one rating level in their self-perceived abilities in online teaching, for a result of 60%. While that is still short of our 75% target, it did meet our new target of 60% for the Online Teaching Academy as set last year and is a marked improvement on last year's 40% movement. In further good news, all of the participants reported feeling more comfortable teaching in an online environment on that same survey (8 strongly agree, 7 agree).</p> <p>The larger target of 75% will be a stretch if we continue to see faculty using 1-1 technology help rather than workshops, since our survey tool was really designed to be used in workshop settings. If this trend continues we will need to revise our tool options and consider implementing a new survey tool.</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.	Due to the combining of the survey tools as described last year we no longer have a distinct Instructional Technology Survey. Further, due to filing issues surrounding the maternity leave of the director this past fall, the fall development conference surveys were shuffled enough that we cannot be absolutely certain which forms were from the technology-related workshops rather than the pedagogical ones. No surveys were returned from the few technology workshops offered in the January workshop series, which has always struggled with low attendance. Therefore we have no trustworthy data to report for this goal.	Inconclusive
Academic and Student Support - Center for	1.1	Newly trained student interviewers involved in the Women's Oral Histories	Student mentors will instruct 5 new trainees to produce acceptable	This year one graduate student in women's leadership, one major, three minors and five "other" students were	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Women's Research and Public Policy	1.1	project will complete interviews of an MUW alumnae to be added to the University Archives. In the process, students will learn about multigenerational women's accomplishments and challenges.	Women's Oral Histories interviews.	in the student which conducted the Homecoming oral histories of the class of 1969 which graduated fifty years ago this year. A junior minor who learned the process last year was the Head intern who made sure all paperwork--deed of gift forms and biographical forms were completed. This year 13 alumnae were interviewed using best practices and their stories digitized. In a focus group of the Golden Girl interviewers, the participants talked about how much they found they had in common with these women who graduated fifty years ago. A women's studies major said that when she mentioned to her subject that she was always financially strapped (she is an international student), the NEXT DAY she was awarded the Class of 1969 scholarship. The Director is still in the process of reviewing the documents and interviewers with the MUW Archivist.	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.	The book selected for this year's Common Reading Initiative was Harrison Scott Key's memoir, The World's Largest Man. Here is a link to the CRI page on the W site: https://www.muw.edu/read , and here is the link to the Essay Contest topics and prize information: https://www.muw.edu/read/essaycontest Because this year's book was a southern memoir dealing with the author's difficulties in dealing with his father's gender expectations, difficulties which later related to his relationships with his mother, wife, and other women, the book was a good choice, and very well received. We were very fortunate to be able to invite the author to speak at our fall orientation's Blue's Week. His presentation was wonderful--engaging and thoughtful. One of our creative writing faculty introduced him, and the audience was small, but enthusiastic. Few of the new students at orientation were in attendance. We later found that this event was an optional, not a required event during orientation. Follow up discussions have led to some changes in how the CMI and new student orientation can work together to make each program more meaningful. Beginning in 2019, orientation and the common reading initiative are now under the same director in the Center for Student Success. The number of essays entered in the Essay Contest was 52, which is below the total number from last year. The quality, however, was very good, and the top three essays which won prizes	Target Not Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	are truly excellent. The UN 101 class meeting when the winners were announced and the award checks distributed was energetic and festive. I feel sure now that there is more coordination between orientation, UN 101 and the CRI, that we will have greater participation next year.	Target Not 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.	This year's NEW Leadership Mississippi participants were excellent, diverse, and representative of public and private colleges and universities all over Mississippi. Of about 30 applications, 23 were accepted. Of the 23 offered positions, 19 came to our campus for the week of May 19th through the 24th. Here is a link to this year's informational webpage: https://www.muw.edu/leadership/new Through this website, through our contact with faculty and staff on other campuses, and with the help of our student alumnae recruiters, we generally are near capacity every year. This year, with three former participants as live-in mentors, and 19 New Leaders, Grossnickle Hall was almost full. Instead of enrolling students in LDR 250 this year, we created a crosslisted course for Women's Studies and Political Science. These disciplines more clearly match the content of the course. At the beginning of the week, students chose either women's studies (four students) or political science (15 students) to be registered in. All of these students completed WS/POL Women in Leadership successfully, and all completed their team work and presentations on this year's Political Action Project. The Action Project this year was "Criminal Disenfranchisement Policy in Mississippi: Civil Death or Second Chance?" It focused on two actual bills which were before the legislature in the spring of 2019. When the group of 19 went to Jackson, they not only heard from a broad variety of women who have roles in our state government, they were also able to ask questions of the legislators involved in the writing of one of the laws, some committee members who reviewed the laws, and elected officials who either supported the law or didn't. Attached below is the Action Plan 2019. the Agenda, and the biographies of the speakers. Also attached is this year's advertising flyer.	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	All the 19 participants went to a day long event at the capital and had several question and answer sessions with women who are elected officials (such as State	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.1	The CWRPP will train undergraduate college women to enter elected or appointed public service.	in the state capital.	Treasurer Lynn Fitch, and several state representatives and senators), state appointees, hired employees who run state organizations, lobbyists, and data analysts. Senator Sally Doty gave them a tour of the State Senate Chamber, and explained how a bill is addressed by the Senate. Representative Alyce Clarke gave the group a tour of the House Chamber, and answered questions from the participants for half an hour. All the group, including participants, mentors, Faculty in Residence, and NEWLeadership MS staff were surprised and grateful that the governor dropped by to give a greeting and welcome to all. All of the networking took place outside of the planned reception, which was very nice, but poorly attended by capital women. The participants received a tour of the governor's mansion instead, which was very well-received. Networking happened all day, instead of at the reception.	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.	This year three graduate students worked with Senator Sally Doty on a booklet including the biographies of every woman elected to state government in Mississippi. This project was connected to the mission of NEWLeadership, but not directly involved with it. None received graduate credit for WS 510 as a practicum in NEWLeadership.	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.	Target Met. The counseling center hosted a wide variety of programs and workshops to the campus community. The document attached gives an extensive listing of all programs and number of attendees.	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.	Target was met. Counseling Center staff hosted an intern from Mississippi State for Fall 2018 and Spring 2019. Counseling Center Staff attended the Community Mental Health meeting in the fall and spring semester. Counseling Center Staff hosted Walk A Mile in Her Shoes in April 30, 2019 which entailed a speaker from Safe Haven, Inc. and walkers from different surrounding agencies.	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.	Due to updated edits for the Graduation Survey, this question is no longer included in the survey; therefore, there are no results to report for this achievement target. We will, however, edit this outcome, assessment method, and achievement target to better reflect the Counseling Services goal of a safe environment.	Inconclusive

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	2018-2019 Graduation Survey Results: Excellent - (317/724) 43.78% - Last Year 45.12% Good - (197/724) 27.21% - Last Year 32.09% Total - (514/724) 70.99% - Last Year 77.21% Fair - (41/724) - 5.66% Poor - (6/724) - 0.83% Not Applicable - (163/724) - 22.51%	Target Not Met
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 each semester.	New student completing the course will increase by 5% from the previous year.	The contract with Work Place Answers that provided the online training expired in October 2018 and the company was bought by another company. When asked for data the company stated it was not available because the contract had been with the previous company.	Inconclusive
	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.	2018-2019 Graduation Survey Results: Yes - (589/722) 81.58% No - (133/722) 18.42%	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.	2018-2019 Graduation Survey Results: Yes - (609/724) 84.12% No - (115/724) 15.88%	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.	2018-2019 Graduation Survey Results: Yes - (699/724) 96.55% No - (25/724) 3.45%	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.	2019 Staff Satisfaction Survey Results: Strongly Agree - (40/85) 47.06% Agree - (44/85) 51.76% Total - (84/85) 98.82% Disagree - (1/85) 1.18% Strongly Disagree - (0/80) 0% 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.	2019 Staff Satisfaction Survey Results: Strongly Agree - (43/85) 50.59% Agree - (42/85) 49.41% Total - (85/85) 100% Disagree - (0/81) 0%	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.	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.	Strongly Disagree - (0/81) 0% 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 harassment, sexual assault, domestic violence, dating violence, and stalking.	2019 Staff Satisfaction Survey Results: Strongly Agree - (41/84) 48.81% Agree - (43/84) 51.19% Total - (84/84) 100% Disagree - (0/84) 0% Strongly Disagree - (0/84) 0% Not Applicable - (0/84) 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.	2019 Staff Satisfaction Survey Results: Strongly Agree - (41/85) 48.24% Agree - (44/85) 51.76% Total - (85/85) 100% Disagree - (0/85) 0% Strongly Disagree - (0/85) 0% Not Applicable - (0/85) 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.	2019 Staff Satisfaction Survey Results: Strongly Agree - (54/105) 51.43% Agree - (45/105) 42.86% Total - (99/105) 94.29% Disagree - (3/105) 2.86% Strongly Disagree - (0/105) 0% Not Applicable - (3/105) 2.86%	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.	2019 Staff Satisfaction Survey Results: Strongly Agree - (57/105) 54.29% Agree - (46/105) 43.81% Total - (103/105) 98.75% Disagree - (0/105) 0% Strongly Disagree - (0/105) 0% Not Applicable - (2/105) 1.90%	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	2019 Staff Satisfaction Survey Results: Strongly Agree - (61/106) 57.55% Agree - (42/106) 39.62% Total - (103/106) 97.17% Disagree - (1/106) 0.94% Strongly Disagree - (0/106) 0%	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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)	stalking.	Not Applicable - (2/106) 1.89%	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.	2019 Staff Satisfaction Survey Results: Strongly Agree - (60/104) 57.69% Agree - (42/104) 40.38% Total - (102/104) 98.07% Disagree - (0/104) 0% Strongly Disagree - (0/104) 0% Not Applicable - (2/104) 1.92%	Target Met
	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).	2019 Staff Satisfaction Survey Results: Strongly Agree - (39/85) 45.88% - Last Year 35% Agree - (39/85) 45.88% - Last Year 55% Total - (78/85) 91.76% Disagree - (5/85) 5.88% Strongly Disagree - (0/85) 0% Not Applicable - (2/85) 2.35%	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).	2019 Faculty Satisfaction Survey Results: Strongly Agree - (54/106) 50.94% Agree - (44/106) 41.51% Total - (98/106) 92.45% Disagree - (4/106) 3.77% Strongly Disagree - (0/106) 0% Not Applicable - (4/106) 3.77%	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 3, 2018, Housing and Residence Life had 167 New Freshmen students signed up to live on campus for FY19.	Target 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 August 31, 2018, Housing and Residence Life had 272 Returning Students living on campus.	Target Not 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.	Increased satisfaction from previous year from 4.98 to 5.35 but still did not reach goal of 5.6.	Target Not Met
	2.2	The Office of Housing and Residence	Increase the satisfaction mean to 5.6	The Office of Housing and Residence Life did increase	Target Not Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.2	Life will increase the average satisfaction rating of programs/activities sponsored by our staff regarding quality of programs.	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.	satisfaction for Quality of Programs from 5.03 to 5.35 from the previous year but did not reach the 5.6 goal.	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.	Faculty survey was not distributed during the FY-18-19 year, and no new data was collected.	Inconclusive
	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.	Faculty survey was not distributed on FY18-19, and therefore no new results were collected.	Inconclusive
	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.	Faculty survey was not distributed on FY18-19, and therefore no new results were collected.	Inconclusive
	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.	Faculty survey was not distributed on FY18-19, and therefore no new results were collected.	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.	27 new FAQs were created (25 published, 2 unpublished) in FY 18-19. 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.	30 new guides (13 published, 11 private, and 6 unpublished/still in progress) were created in FY 19. These range from subject-level to course-level to internal-use-only guides. 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.	Faculty survey was not distributed on FY18-19, and therefore no new results were collected.	Inconclusive

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	In FY 2018-2019, the library had 280 (22% increase) virtual reference transactions and 181 (6% increase) chat transactions. See relevant documents.	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.	There was a 23% decrease in attendance (see notes below) from last year. However, there was a 53% increase in attendance when compared to the 2016-2017 year. 2016-2017 = 1504 2017-2018 =2995 2018-2019 = 2311	Target Not 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 23% decrease in attendance (see notes below) from last year. However, there was a 81% increase in attendance when compared to the 2016-2017 year. 2016-2017 = 749 2017-2018 = 1755 2018-2019 = 1357	Target Not 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.	The MSP grant (CHAMPS) ended September 28, 2018. Therefore, teachers will no longer be assessed using the LMT as an indicator of increased mathematics content knowledge and instructional practices.	Target Not 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.	The MSP grant (CHAMPS) ended September 28, 2018. Therefore, students will no longer be assessed using CCRS pre- and post- assessments to determine growth.	Target Not 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.	The MSP grant (CHAMPS) ended September 28, 2018. Therefore, at this time there is no programming planned for teachers to earn a 7th-8th grade mathematics certification endorsement.	Target Not Met
Academic and Student	1.1	The Office of the Registrar will move	85% of students participating in the	2018-2019 Graduation Survey Results:	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Support - Registrar	1.1	more manual processes to online processes to promote timeliness and convenience for students.	Graduation Survey will find Registrar processes "good" or "excellent."	Excellent - (371/721) - 51.46% Good - (271/721) - 37.59% Total - (642/721) - 89.05% Fair - (68/721) - 9.43% Poor - (11/721) - 1.53%	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.	The Office of the Registrar continues to save money by utilizing online forms. The Office of the Registrar did not purchase forms for the 2018-2019 year.	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 105 records. 89.75% of records pulled 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.	Only one student completed the online survey.	Inconclusive
	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.	2019 Faculty Satisfaction Survey Results: Strongly Agree - (49/104) 47.12% Agree - (47/104) 45.19% Total - (96/104) 92.31% Disagree - (5/104) 4.81% Strongly Disagree - (1/104) 0.96% Not Applicable - (2/104) 1.9%	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.	During the past fiscal year, this one-person office was vacant. The position was not filled until the end of this fiscal year; therefore, there was no assessment of this office's outcomes.	Inconclusive
	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.	During the past fiscal year, this one-person office was vacant. The position was not filled until the end of this fiscal year; therefore, there was no assessment of this office's outcomes.	Inconclusive

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	During the past fiscal year, this one-person office was vacant. The position was not filled until the end of this fiscal year; therefore, there was no assessment of this office's outcomes.	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.	During the past fiscal year, this one-person office was vacant. The position was not filled until the end of this fiscal year; therefore, there was no assessment of this office's outcomes.	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.	During the past fiscal year, this one-person office was vacant. The position was not filled until the end of this fiscal year; therefore, there was no assessment of this office's outcomes.	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.	For the 2018-2019 assessment, 24 students participated in the fall workshop and 24 completed the survey. Of the total respondents, 91.6% either agreed or strongly agreed to the statement measuring their perceived understanding of the hazing prevention statement. 75% strongly agreed and 16.5% 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.	Only 1 of the 4 graduating seniors completed the exit survey, but the student strongly agreed to being comfortable articulating their personal values as an aspect of demonstrating an understanding of self.	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.	Only 1 of the 4 graduating seniors completed the exit survey, but the student strongly agreed that he/she was comfortable articulating strengths and weaknesses in leadership.	Target Met
	1.2	Student Life will increase the Leadership Program students’ understanding of self	85% of Leadership Program students participating in the Program Exit	Only 1 of the 4 graduating seniors completed the exit survey, but the student strongly agreed to being	Target Met

Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	1.2	and others through leadership programming opportunities.	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.	comfortable describing their leadership style as an aspect of demonstrating an understanding of self.	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.	21/22 students evaluated at the event focused on this objective reported that they agreed or strongly agreed that they increased their understanding of others though the event.	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.	To date, 336,436 hours have been reported by campus (students, faculty, and staff), which is a 7.7% decrease from last year. Not all areas have reported hours at this time.	Target Not 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.	836 individuals participated in 14 diversity related events hosted, co-sponsored or related to Student Life initiatives.	Target Not Met
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.	54.5% (18 of 33) 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 66.7% (22 of 33). Specific grades for this student population are as follows: A (4), B (7), C (7), D (3), F (8), W/WP/WF (4)	Target 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.	39.4% (28 of 71) of students enrolled in the Academic Recovery course (UN 098) 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.	75.8% (22 of 29) 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 (5), B (13), C (4), D (5), F (1), W/WP/WF (1).	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.	80% of the students attending 5 or more Supplemental Instruction sessions (56 of 70) received a grade of "C" or higher in the designated course at the end of the Fall and Spring semester. Specific grades for this student population are as follows: A (25), B (16), C (15), D (8), F	Target Met

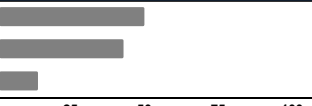
Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	3.1	The Student Success Center will provide access to course-based academic support services.	80% of students participating in 5 or more Supplemental Instruction sessions will receive a grade of "C" or higher in the designated course.	(4), W/WP/WF (2).	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 Academic Advising Survey will rate the quality of their academic advising received as "good" or "very good."	<p>2429 surveys were distributed to students during the Spring 2019 semester, with 1437 responses (59.16% return rate).</p> <p>*Last Year 51.9% return rate</p> <p>Very Good - (916/1437) 63.74% - Last Year 63.88%</p> <p>Good - (305/1437) 21.22% - Last Year 20.88%</p> <p>Total - (1221/1437) 84.96% - Last Year 84.76%</p> <p>Acceptable - (157/1437) 10.93% - Last Year 12.42%</p> <p>Poor - (39/1437) 2.71 - Last Year 1.76%</p> <p>Very Poor - (20/1437) 1.39% - Last Year 1.06%</p>	Target 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.	We did receive one proposal for study abroad but it was not from a lesser represented area.	Target Not 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.	16.67% of those who participated said they were a first generation college student. I think this could have had a possible different result since seven of the participants skipped it. This result does not include the June 2019 study abroad participants but they will be included in next year's results.	Target Met
	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.	We did create the partnership in Spain but due to administrative changes we did not create a new program but are hoping to do so in the coming years.	Target Met
	2.2	The Study Abroad program will provide a safe environment for study abroad students.	There will be no reported incidents.	There were no incident reports.	Target Met

Appendix G


Mississippi University for Women

MUW Graduation Survey

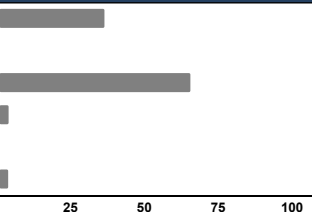
1 - What is your age?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Less than or equal to 24	(1)	354	47.14%		1.65
25-39	(2)	303	40.35%		
40 or over	(3)	94	12.52%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
751/962 (78.07%)	1.65	0.69			


2 - Are you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Married	(1)	263	35.21%		1.65
Single	(2)	484	64.79%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
747/962 (77.65%)	1.65	0.48			

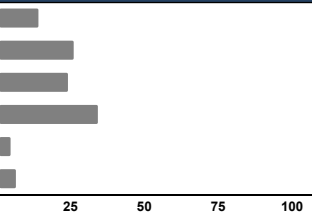
3 - Race/Ethnicity: {Select All that Apply}

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Black or African American	(1)	254	34.14%		
American Indian or Alaska Native	(2)	3	0.40%		
White	(3)	462	62.10%		
Hispanic/Latino	(4)	22	2.96%		
Native Hawaiian or Other Pacific Islander	(5)	1	0.13%		
Asian	(6)	21	2.82%		
				0 25 50 75 100	
Response Rate	744/962 (77.34%)				

4 - What is your gender?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	641	86.62%		1.13
Male	(2)	99	13.38%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
740/962 (76.92%)	1.13	0.34			

5 - What is the highest level of education your mother or father completed?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Master's Degree or higher	(1)	95	12.67%		3.06
Bachelor's Degree	(2)	181	24.13%		
Associate's Degree	(3)	167	22.27%		
HS Diploma	(4)	240	32.00%		
GED	(5)	27	3.60%		
N/A	(6)	40	5.33%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
750/962 (77.96%)	3.06	1.30			

Mississippi University for Women

MUW Graduation Survey

6 - Your degree:						
Response Option		Weight	Frequency	Percent	Percent Responses	Means
Associate's Degree		(1)	118	15.80%	<div><div></div></div>	1.93
Bachelor's Degree		(2)	568	76.04%	<div><div></div></div>	
Master's Degree/Post-Master's Certificate		(3)	57	7.63%	<div><div></div></div>	
Doctorate		(4)	4	0.54%	<div><div></div></div>	
					0255075100	Question
Response Rate		Mean	STD			
747/962 (77.65%)		1.93	0.50			

7 - What College is your degree from?						
Response Option		Weight	Frequency	Percent	Percent Responses	Means
Arts, Sciences, & Education		(1)	152	20.32%	<div><div></div></div>	2.39
Business & Professional Studies		(2)	155	20.72%	<div><div></div></div>	
Nursing & Health Sciences		(3)	441	58.96%	<div><div></div></div>	
					0255075100	Question
Response Rate		Mean	STD			
748/962 (77.75%)		2.39	0.80			

Mississippi University for Women

MUW Graduation Survey

8 - What is your major/program area of your degree?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Accounting	(1)	14	1.87%		
Art Education	(2)	4	0.53%		
Biology	(3)	19	2.54%		
Business Admin. – BS (GB, HCM, HRM, MGT, MKT, MIS)	(4)	55	7.35%		
Business Admin. – BAS (Culinary Arts, GB, HCM, HRM, Legal Admin., MGT, MIS, MKT)	(5)	41	5.48%		
Business Admin. – Master's	(6)	6	0.80%		
Chemistry	(7)	2	0.27%		
Communication	(8)	6	0.80%		
Creative Writing – Master's	(9)	2	0.27%		
Culinary Arts	(10)	23	3.07%		
Culinary Science/Culinology	(11)	0	0.00%		
Education – Master's	(12)	2	0.27%		
Educational Leadership-Master's	(13)	5	0.67%		
Elementary Education	(14)	11	1.47%		
English (Creative Writing)	(15)	12	1.60%		
Family Studies	(16)	6	0.80%		
Fine Arts (Studio Art, Studio Graphic)	(17)	11	1.47%		
General Studies	(18)	12	1.60%		
Gifted Education - Master's	(19)	4	0.53%		
Health Education - Master's	(20)	5	0.67%		
History (Public History)	(21)	2	0.27%		
Interdisciplinary Studies	(22)	2	0.27%		
Kinesiology (Exercise Science, Exercise Science – Pre-PT, Exercise Science – Pre-OT)	(23)	24	3.21%		
Legal Studies	(24)	20	2.67%		
Mathematics	(25)	2	0.27%		
Music (Music Therapy, Music Education, Music Composition)	(26)	4	0.53%		
Nursing – ASN	(27)	61	8.16%		
Nursing – BSN	(28)	279	37.30%		
Nursing – MSN	(29)	22	2.94%		
Nursing – DNP	(30)	3	0.40%		
Physical Sciences	(31)	0	0.00%		
Physical Theater- Master's	(32)	0	0.00%		
Political Science	(33)	1	0.13%		
Psychology	(34)	10	1.34%		
Public Health Education	(35)	37	4.95%		
Public Health – Master's	(36)	8	1.07%		
Public Safety Administration	(37)	1	0.13%		
Reading/Literacy - Master's	(38)	0	0.00%		
Social Sciences	(39)	1	0.13%		
Spanish	(40)	0	0.00%		
Speech Language Pathology – BS	(41)	23	3.07%		
Speech Language Pathology – Master's	(42)	7	0.94%		
Theatre (Theatre Education)	(43)	1	0.13%		
Women's Leadership – Master's	(44)	0	0.00%		
Women's Studies	(45)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
748/962 (77.75%)	22.35	10.86			

Mississippi University for Women

MUW Graduation Survey

9 - What was your primary status at MUW?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Residence Hall Student	(1)	81	10.99%	<div><div></div></div>	2.41
Commuter Student	(2)	274	37.18%	<div><div></div></div>	
Online Student	(3)	382	51.83%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
737/962 (76.61%)	2.41	0.68			

10 - Did you enter MUW as a transfer student from another college or university?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	546	73.78%	<div><div></div></div>	1.26
No	(2)	194	26.22%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
740/962 (76.92%)	1.26	0.44			

11 - Why did you choose MUW? {Select All that Apply}

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Able to maintain employment	(1)	251	33.69%	<div><div></div></div>	
Advice of Alumni	(2)	92	12.35%	<div><div></div></div>	
Advice of high school staff	(3)	23	3.09%	<div><div></div></div>	
Advice of parents or relatives/friends	(4)	169	22.68%	<div><div></div></div>	
Athletics	(5)	11	1.48%	<div><div></div></div>	
Good academic reputation	(6)	344	46.17%	<div><div></div></div>	
Good faculty	(7)	187	25.10%	<div><div></div></div>	
Like the size of the university	(8)	226	30.34%	<div><div></div></div>	
Like the social atmosphere	(9)	73	9.80%	<div><div></div></div>	
Low cost of attending	(10)	301	40.40%	<div><div></div></div>	
Nearby location	(11)	221	29.66%	<div><div></div></div>	
Offered financial support	(12)	180	24.16%	<div><div></div></div>	
Offered the program I wanted	(13)	411	55.17%	<div><div></div></div>	
Online class availability	(14)	321	43.09%	<div><div></div></div>	
Only university that accepted me	(15)	5	0.67%	<div><div></div></div>	
Wanted to be with friends	(16)	25	3.36%	<div><div></div></div>	
Other	(17)	48	6.44%	<div><div></div></div>	
				0 25 50 75 100	
Response Rate	745/962 (77.44%)				

12 - Do you plan to join the MUW Alumni Association?

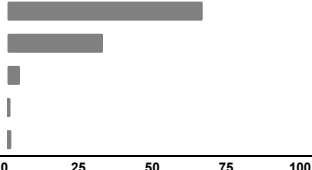
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	430	58.90%	<div><div></div></div>	1.41
No	(2)	300	41.10%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
730/962 (75.88%)	1.41	0.49			

Mississippi University for Women

MUW Graduation Survey

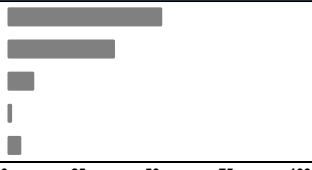
13 - Rate MUW's contribution to your:

Intellectual Growth

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	468	63.50%		1.44
Good	(2)	229	31.07%		
Fair	(3)	30	4.07%		
Poor	(4)	4	0.54%		
N/A	(5)	6	0.81%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
737/962 (76.61%)	1.44	0.68			


13 - Rate MUW's contribution to your:

Interpersonal (social) skills

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	370	50.34%		1.75
Good	(2)	257	34.97%		
Fair	(3)	64	8.71%		
Poor	(4)	11	1.50%		
N/A	(5)	33	4.49%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
735/962 (76.4%)	1.75	1.00			

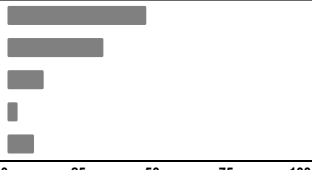
13 - Rate MUW's contribution to your:

Leadership development

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	413	56.42%		1.58
Good	(2)	250	34.15%		
Fair	(3)	49	6.69%		
Poor	(4)	5	0.68%		
N/A	(5)	15	2.05%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
732/962 (76.09%)	1.58	0.82			

13 - Rate MUW's contribution to your:

Involvement in community service

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	330	45.14%		1.99
Good	(2)	228	31.19%		
Fair	(3)	86	11.76%		
Poor	(4)	24	3.28%		
N/A	(5)	63	8.62%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
731/962 (75.99%)	1.99	1.22			

Mississippi University for Women

MUW Graduation Survey

13 - Rate MUW's contribution to your:

Preparation for employment

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	392	53.63%		1.67
Good	(2)	249	34.06%		
Fair	(3)	54	7.39%		
Poor	(4)	12	1.64%		
N/A	(5)	24	3.28%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
731/962 (75.99%)	1.67	0.93			

13 - Rate MUW's contribution to your:

Preparation for further education in some professional, scientific, or scholarly field

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	424	58.24%		1.57
Good	(2)	233	32.01%		
Fair	(3)	49	6.73%		
Poor	(4)	5	0.69%		
N/A	(5)	17	2.34%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
728/962 (75.68%)	1.57	0.84			

13 - Rate MUW's contribution to your:

General knowledge of different areas of study

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	394	53.68%		1.65
Good	(2)	263	35.83%		
Fair	(3)	45	6.13%		
Poor	(4)	5	0.68%		
N/A	(5)	27	3.68%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
734/962 (76.3%)	1.65	0.91			

13 - Rate MUW's contribution to your:

Exposure to art, literature, music, drama, and other cultural events

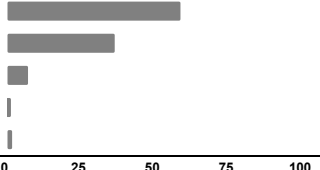
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	324	44.20%		2.05
Good	(2)	236	32.20%		
Fair	(3)	73	9.96%		
Poor	(4)	15	2.05%		
N/A	(5)	85	11.60%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
733/962 (76.2%)	2.05	1.29			

Mississippi University for Women

MUW Graduation Survey

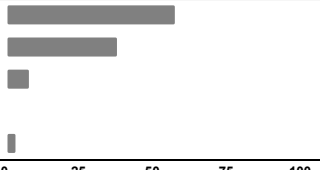
13 - Rate MUW's contribution to your:

Written communication skills

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	413	56.27%		1.56
Good	(2)	256	34.88%		
Fair	(3)	49	6.68%		
Poor	(4)	5	0.68%		
N/A	(5)	11	1.50%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
734/962 (76.3%)	1.56	0.78			

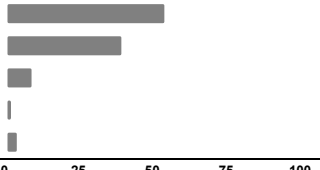
13 - Rate MUW's contribution to your:

Oral communication skills

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	399	54.43%		1.61
Good	(2)	261	35.61%		
Fair	(3)	51	6.96%		
Poor	(4)	3	0.41%		
N/A	(5)	19	2.59%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
733/962 (76.2%)	1.61	0.84			

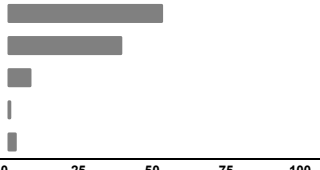
13 - Rate MUW's contribution to your:

Understanding of research methodologies and the scientific method

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	372	51.03%		1.68
Good	(2)	270	37.04%		
Fair	(3)	57	7.82%		
Poor	(4)	8	1.10%		
N/A	(5)	22	3.02%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
729/962 (75.78%)	1.68	0.90			

13 - Rate MUW's contribution to your:

Awareness of other philosophies, cultures, and ways of life

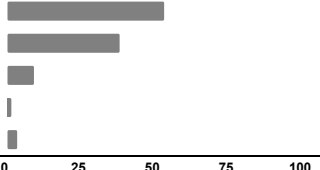
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	370	50.62%		1.69
Good	(2)	273	37.35%		
Fair	(3)	57	7.80%		
Poor	(4)	9	1.23%		
N/A	(5)	22	3.01%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
731/962 (75.99%)	1.69	0.90			

Mississippi University for Women

MUW Graduation Survey

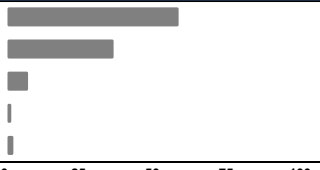
13 - Rate MUW's contribution to your:

Technology skills

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	373	50.96%		1.69
Good	(2)	267	36.48%		
Fair	(3)	63	8.61%		
Poor	(4)	6	0.82%		
N/A	(5)	23	3.14%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
732/962 (76.09%)	1.69	0.90			

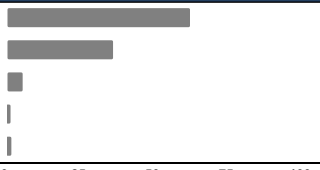
13 - Rate MUW's contribution to your:

Desire for life-long learning

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	408	55.66%		1.59
Good	(2)	253	34.52%		
Fair	(3)	49	6.68%		
Poor	(4)	9	1.23%		
N/A	(5)	14	1.91%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
733/962 (76.2%)	1.59	0.82			

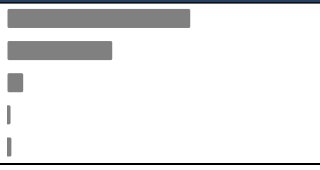
13 - Rate MUW's contribution to your:

Critical thinking skills

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	434	59.37%		1.49
Good	(2)	251	34.34%		
Fair	(3)	36	4.92%		
Poor	(4)	4	0.55%		
N/A	(5)	6	0.82%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
731/962 (75.99%)	1.49	0.69			

13 - Rate MUW's contribution to your:

Problem solving skills

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	431	59.45%		1.49
Good	(2)	247	34.07%		
Fair	(3)	37	5.10%		
Poor	(4)	4	0.55%		
N/A	(5)	6	0.83%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
725/962 (75.36%)	1.49	0.70			

Mississippi University for Women

MUW Graduation Survey

14 - Rate MUW's effectiveness in providing:

Instruction in your major

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	486	66.67%		1.42
Good	(2)	200	27.43%		
Fair	(3)	29	3.98%		
Poor	(4)	8	1.10%		
N/A	(5)	6	0.82%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
729/962 (75.78%)	1.42	0.70			

14 - Rate MUW's effectiveness in providing:

Quality faculty-student interaction

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	467	63.89%		1.47
Good	(2)	210	28.73%		
Fair	(3)	38	5.20%		
Poor	(4)	7	0.96%		
N/A	(5)	9	1.23%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
731/962 (75.99%)	1.47	0.75			

14 - Rate MUW's effectiveness in providing:

A personalized learning environment

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	429	59.09%		1.53
Good	(2)	241	33.20%		
Fair	(3)	33	4.55%		
Poor	(4)	11	1.52%		
N/A	(5)	12	1.65%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
726/962 (75.47%)	1.53	0.79			

14 - Rate MUW's effectiveness in providing:

Quality of instruction in online courses compared to traditional classroom setting

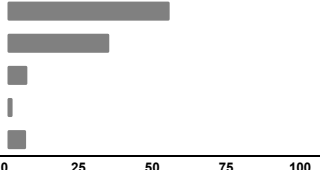
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	412	56.52%		1.63
Good	(2)	229	31.41%		
Fair	(3)	52	7.13%		
Poor	(4)	15	2.06%		
N/A	(5)	21	2.88%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
729/962 (75.78%)	1.63	0.92			

Mississippi University for Women

MUW Graduation Survey

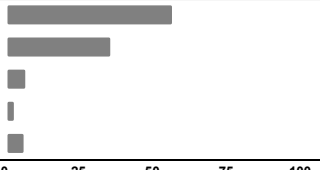
14 - Rate MUW's effectiveness in providing:

Undergraduate and/or graduate research opportunities

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	384	52.75%		1.75
Good	(2)	241	33.10%		
Fair	(3)	47	6.46%		
Poor	(4)	12	1.65%		
N/A	(5)	44	6.04%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
728/962 (75.68%)	1.75	1.07			

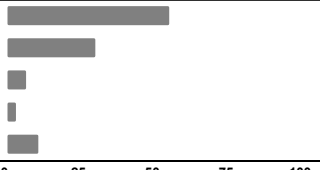
14 - Rate MUW's effectiveness in providing:

Service learning (applied class content to identified community problems)

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	389	53.51%		1.72
Good	(2)	243	33.43%		
Fair	(3)	42	5.78%		
Poor	(4)	15	2.06%		
N/A	(5)	38	5.23%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
727/962 (75.57%)	1.72	1.03			

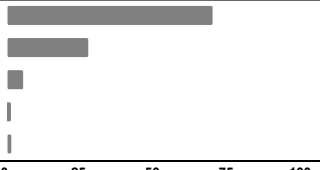
14 - Rate MUW's effectiveness in providing:

Opportunities for practical experience (internships, externships, practicums, study abroad, etc.)

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	383	52.61%		1.89
Good	(2)	208	28.57%		
Fair	(3)	44	6.04%		
Poor	(4)	20	2.75%		
N/A	(5)	73	10.03%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
728/962 (75.68%)	1.89	1.26			

14 - Rate MUW's effectiveness in providing:

My present attitude toward my degree major

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	485	66.71%		1.43
Good	(2)	191	26.27%		
Fair	(3)	37	5.09%		
Poor	(4)	5	0.69%		
N/A	(5)	9	1.24%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
727/962 (75.57%)	1.43	0.73			

Mississippi University for Women

MUW Graduation Survey

14 - Rate MUW's effectiveness in providing:

Awareness of national and global issues

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	385	53.03%		1.70
Good	(2)	247	34.02%		
Fair	(3)	50	6.89%		
Poor	(4)	16	2.20%		
N/A	(5)	28	3.86%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
726/962 (75.47%)	1.70	0.97			

14 - Rate MUW's effectiveness in providing:

An engaging learning environment

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	432	59.67%		1.54
Good	(2)	234	32.32%		
Fair	(3)	34	4.70%		
Poor	(4)	8	1.10%		
N/A	(5)	16	2.21%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
724/962 (75.26%)	1.54	0.82			

14 - Rate MUW's effectiveness in providing:

Registration

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	434	59.86%		1.52
Good	(2)	233	32.14%		
Fair	(3)	38	5.24%		
Poor	(4)	9	1.24%		
N/A	(5)	11	1.52%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
725/962 (75.36%)	1.52	0.78			

14 - Rate MUW's effectiveness in providing:

Academic advising

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	436	60.14%		1.55
Good	(2)	222	30.62%		
Fair	(3)	36	4.97%		
Poor	(4)	16	2.21%		
N/A	(5)	15	2.07%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
725/962 (75.36%)	1.55	0.85			

Mississippi University for Women

MUW Graduation Survey

14 - Rate MUW's effectiveness in providing:

Academic support services (e.g. math, reading, and writing labs; tutorial support; and remedial courses)

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	372	51.52%		1.90
Good	(2)	222	30.75%		
Fair	(3)	37	5.12%		
Poor	(4)	8	1.11%		
N/A	(5)	83	11.50%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
722/962 (75.05%)	1.90	1.28			

14 - Rate MUW's effectiveness in providing:

Proctoring Services

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	340	46.90%		2.18
Good	(2)	198	27.31%		
Fair	(3)	42	5.79%		
Poor	(4)	9	1.24%		
N/A	(5)	136	18.76%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
725/962 (75.36%)	2.18	1.50			

14 - Rate MUW's effectiveness in providing:

Library services

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	398	54.82%		1.74
Good	(2)	233	32.09%		
Fair	(3)	36	4.96%		
Poor	(4)	5	0.69%		
N/A	(5)	54	7.44%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
726/962 (75.47%)	1.74	1.11			

14 - Rate MUW's effectiveness in providing:

Career services

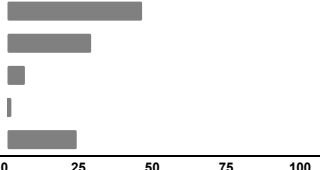
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	322	44.29%		2.21
Good	(2)	212	29.16%		
Fair	(3)	47	6.46%		
Poor	(4)	13	1.79%		
N/A	(5)	133	18.29%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
727/962 (75.57%)	2.21	1.48			

Mississippi University for Women

MUW Graduation Survey

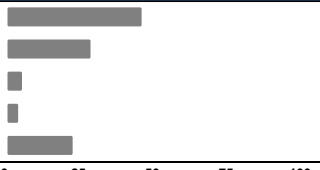
14 - Rate MUW's effectiveness in providing:

Counseling services

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	317	43.78%		2.31
Good	(2)	197	27.21%		
Fair	(3)	41	5.66%		
Poor	(4)	6	0.83%		
N/A	(5)	163	22.51%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
724/962 (75.26%)	2.31	1.57			

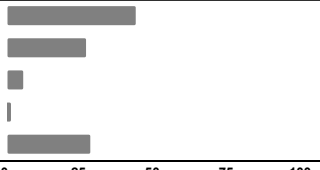
14 - Rate MUW's effectiveness in providing:

Health services

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	315	43.63%		2.32
Good	(2)	195	27.01%		
Fair	(3)	34	4.71%		
Poor	(4)	25	3.46%		
N/A	(5)	153	21.19%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
722/962 (75.05%)	2.32	1.56			

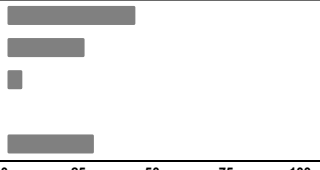
14 - Rate MUW's effectiveness in providing:

Accessible facilities for people with disabilities

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	302	41.71%		2.46
Good	(2)	185	25.55%		
Fair	(3)	37	5.11%		
Poor	(4)	5	0.69%		
N/A	(5)	195	26.93%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
724/962 (75.26%)	2.46	1.65			

14 - Rate MUW's effectiveness in providing:

Academic accommodations for people with disabilities

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	302	41.60%		2.48
Good	(2)	182	25.07%		
Fair	(3)	35	4.82%		
Poor	(4)	3	0.41%		
N/A	(5)	204	28.10%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
726/962 (75.47%)	2.48	1.67			

Mississippi University for Women

MUW Graduation Survey

14 - Rate MUW's effectiveness in providing:

Housing and Residence Life

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	245	33.84%		2.83
Good	(2)	157	21.69%		
Fair	(3)	49	6.77%		
Poor	(4)	19	2.62%		
N/A	(5)	254	35.08%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
724/962 (75.26%)	2.83	1.73			

14 - Rate MUW's effectiveness in providing:

Services for commuter students (awareness of campus events, lounges, etc.)

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	304	42.05%		2.31
Good	(2)	201	27.80%		
Fair	(3)	45	6.22%		
Poor	(4)	37	5.12%		
N/A	(5)	136	18.81%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
723/962 (75.16%)	2.31	1.51			

14 - Rate MUW's effectiveness in providing:

Food service on campus

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	262	36.14%		2.60
Good	(2)	165	22.76%		
Fair	(3)	75	10.34%		
Poor	(4)	44	6.07%		
N/A	(5)	179	24.69%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
725/962 (75.36%)	2.60	1.60			

14 - Rate MUW's effectiveness in providing:

Campus sponsored recreational activities

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	284	39.17%		2.52
Good	(2)	181	24.97%		
Fair	(3)	52	7.17%		
Poor	(4)	12	1.66%		
N/A	(5)	196	27.03%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
725/962 (75.36%)	2.52	1.64			

Mississippi University for Women

MUW Graduation Survey

14 - Rate MUW's effectiveness in providing:

Student life (extra-curricular activities)

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	274	37.90%		2.57
Good	(2)	180	24.90%		
Fair	(3)	54	7.47%		
Poor	(4)	13	1.80%		
N/A	(5)	202	27.94%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
723/962 (75.16%)	2.57	1.65			

14 - Rate MUW's effectiveness in providing:

Reservations for meeting spaces

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	285	39.47%		2.56
Good	(2)	175	24.24%		
Fair	(3)	43	5.96%		
Poor	(4)	14	1.94%		
N/A	(5)	205	28.39%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
722/962 (75.05%)	2.56	1.67			

14 - Rate MUW's effectiveness in providing:

Facilities maintenance

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	305	42.48%		2.37
Good	(2)	176	24.51%		
Fair	(3)	61	8.50%		
Poor	(4)	16	2.23%		
N/A	(5)	160	22.28%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
718/962 (74.64%)	2.37	1.57			

14 - Rate MUW's effectiveness in providing:

A safe environment

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	314	44.10%		2.20
Good	(2)	197	27.67%		
Fair	(3)	64	8.99%		
Poor	(4)	18	2.53%		
N/A	(5)	119	16.71%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
712/962 (74.01%)	2.20	1.45			

Mississippi University for Women

MUW Graduation Survey

15 - Overall, how satisfied are you with the quality of your overall collegiate experience?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(1)	430	58.90%	<div><div></div></div>	1.50
Satisfied	(2)	249	34.11%	<div><div></div></div>	
Neutral	(3)	40	5.48%	<div><div></div></div>	
Dissatisfied	(4)	10	1.37%	<div><div></div></div>	
Very Dissatisfied	(5)	1	0.14%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
730/962 (75.88%)	1.50	0.68			

16 - During most of the terms you attended MUW, what was your employment status?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Full-time	(1)	399	54.73%	<div><div></div></div>	1.61
Part-time	(2)	212	29.08%	<div><div></div></div>	
Not employed	(3)	118	16.19%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
729/962 (75.78%)	1.61	0.75			

17 - What is your current employment status? {Select All that Apply}

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Secured Full-Time Employment in Field of Study	(1)	182	24.86%	<div><div></div></div>	
Searching for Full-Time Employment in Field of Study	(2)	145	19.81%	<div><div></div></div>	
Currently Employed Full-Time in Field of Study	(3)	119	16.26%	<div><div></div></div>	
Currently Employed Full-Time	(4)	161	21.99%	<div><div></div></div>	
Currently Employed Part-Time	(5)	160	21.86%	<div><div></div></div>	
N/A	(6)	78	10.66%	<div><div></div></div>	
				0 25 50 75 100	
Response Rate	732/962 (76.09%)				

18 - Please indicate the range of your starting salary.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Under \$25,000	(1)	147	20.62%	<div><div></div></div>	4.11
\$25,000-\$35,000	(2)	72	10.10%	<div><div></div></div>	
\$35,001-\$45,000	(3)	103	14.45%	<div><div></div></div>	
\$45,001-\$55,000	(4)	114	15.99%	<div><div></div></div>	
\$55,001-\$65,000	(5)	81	11.36%	<div><div></div></div>	
\$65,001-\$75,000	(6)	36	5.05%	<div><div></div></div>	
More than \$75,000	(7)	28	3.93%	<div><div></div></div>	
N/A	(8)	132	18.51%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
713/962 (74.12%)	4.11	2.46			

Mississippi University for Women

MUW Graduation Survey

19 - What are your future plans beyond employment? {Select All that Apply}

Response Option	Weight	Frequency	Percent	Percent Responses	Means
To complete a Bachelor's Degree	(1)	139	19.61%	<div></div>	
To attend graduate/professional school	(2)	447	63.05%	<div></div>	
To join the Military Service	(3)	8	1.13%	<div></div>	
To join a Service Program (e.g. Peace Corps, AmeriCorps, etc.)	(4)	8	1.13%	<div></div>	
Do not plan to work or attend school within the next six months	(5)	37	5.22%	<div></div>	
Other	(6)	171	24.12%	<div></div>	
				0 25 50 75 100	
Response Rate		709/962 (73.7%)			

20 - Do you know what Title IX means?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	609	84.12%	<div></div>	1.16
No	(2)	115	15.88%	<div></div>	
				0 25 50 75 100	Question
Response Rate		Mean	STD		
724/962 (75.26%)		1.16	0.37		

21 - Are you aware that MUW has a sexual misconduct policy?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	699	96.55%	<div></div>	1.03
No	(2)	25	3.45%	<div></div>	
				0 25 50 75 100	Question
Response Rate		Mean	STD		
724/962 (75.26%)		1.03	0.18		

22 - Are you aware of how to file a sexual misconduct report?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	589	81.58%	<div></div>	1.18
No	(2)	133	18.42%	<div></div>	
				0 25 50 75 100	Question
Response Rate		Mean	STD		
722/962 (75.05%)		1.18	0.39		

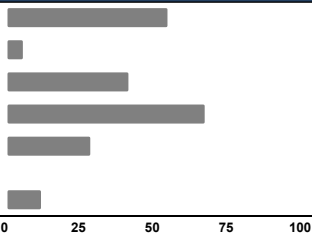
23 - Did you receive any financial assistance while attending MUW?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	646	89.23%	<div></div>	1.11
No	(2)	78	10.77%	<div></div>	
				0 25 50 75 100	Question
Response Rate		Mean	STD		
724/962 (75.26%)		1.11	0.31		


Mississippi University for Women

MUW Graduation Survey

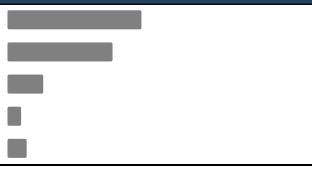
24 - If YES, what type of financial aid did you receive? {Select All that Apply}

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Federal Pell Grants or SEOG Grants	(1)	344	52.04%		
Federal Work Study	(2)	33	4.99%		
Institutional Scholarship	(3)	260	39.33%		
Loans	(4)	424	64.15%		
State Grants (MESG, MTAG, William Winter, HELP, etc.)	(5)	178	26.93%		
Other	(6)	72	10.89%		
				0 25 50 75 100	
Response Rate	661/962 (68.71%)				

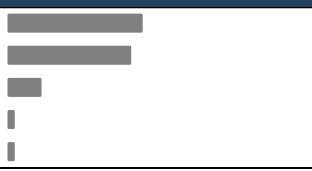
25 - Were you aware of the financial aid policies, student deadlines, and disbursement dates?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	639	88.87%		1.11
No	(2)	80	11.13%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
719/962 (74.74%)	1.11	0.31			


26 - Overall, how would you rate the financial aid process (from application to receipt of funds)?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	315	43.57%		1.96
Good	(2)	247	34.16%		
Fair	(3)	84	11.62%		
Poor	(4)	32	4.43%		
N/A	(5)	45	6.22%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
723/962 (75.16%)	1.96	1.14			


27 - Overall, how would you rate the functions of University Accounting (billing, payments, etc.)?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	318	43.98%		1.79
Good	(2)	291	40.25%		
Fair	(3)	80	11.07%		
Poor	(4)	17	2.35%		
N/A	(5)	17	2.35%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
723/962 (75.16%)	1.79	0.90			

28 - Overall, how would you rate the registrar processes (including updating personal/academic information, adding/dropping classes, degree audit processing, applying for graduation, transcript processing, etc.)?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	371	51.46%		1.61
Good	(2)	271	37.59%		
Fair	(3)	68	9.43%		
Poor	(4)	11	1.53%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
721/962 (74.95%)	1.61	0.72			

Mississippi University for Women
MUW Graduation Survey



29 - Overall, how would you rate your experience with Human Resources?						
Response Option		Weight	Frequency	Percent	Percent Responses	Means
Excellent		(1)	298	41.33%		2.22
Good		(2)	233	32.32%		
Fair		(3)	52	7.21%		
Poor		(4)	8	1.11%		
N/A		(5)	130	18.03%		
					0 25 50 75 100	Question
Response Rate		Mean	STD			
721/962 (74.95%)		2.22	1.45			

Appendix H

Mississippi University for Women


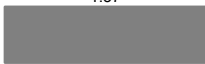




Spring 2019 Faculty Satisfaction Survey

1 - What is your position with the university?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Full-time Faculty	(1)	72	72.73%		
Part-time Faculty	(2)	27	27.27%		
				0 25 50 75 100	
Response Rate					
99/168 (58.93%)					







2 - Please rate the following statements according to their accuracy.

MUW uses a well-defined process to establish, evaluate, and change its university goals.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	49	45.37%		1.57 
Agree	(2)	49	45.37%		
Disagree	(3)	3	2.78%		
Strongly Disagree	(4)	1	0.93%		
Not Applicable	(0)	6	5.56%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
108/168 (64.29%)	1.57	0.61			







2 - Please rate the following statements according to their accuracy.

I am aware of how the university planning processes work.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	35	32.41%		1.80 
Agree	(2)	52	48.15%		
Disagree	(3)	13	12.04%		
Strongly Disagree	(4)	1	0.93%		
Not Applicable	(0)	7	6.48%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
108/168 (64.29%)	1.80	0.69			

2 - Please rate the following statements according to their accuracy.

The university planning processes are guided by MUW's mission.

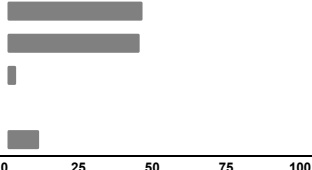
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	46	42.99%		1.57 
Agree	(2)	51	47.66%		
Disagree	(3)	1	0.93%		
Strongly Disagree	(4)	1	0.93%		
Not Applicable	(0)	8	7.48%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
107/168 (63.69%)	1.57	0.57			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

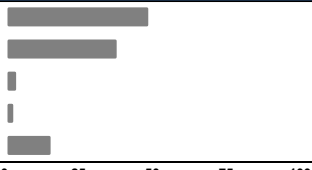
2 - Please rate the following statements according to their accuracy.

The President actively encourages the planning process.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	47	43.93%		1.54
Agree	(2)	46	42.99%		
Disagree	(3)	3	2.80%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	11	10.28%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
107/168 (63.69%)	1.54	0.56			

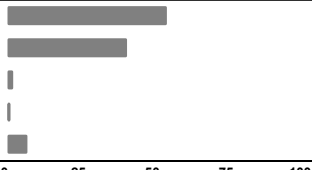
2 - Please rate the following statements according to their accuracy.

I actively participate in the planning process of my department.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	49	45.79%		1.54
Agree	(2)	38	35.51%		
Disagree	(3)	3	2.80%		
Strongly Disagree	(4)	2	1.87%		
Not Applicable	(0)	15	14.02%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
107/168 (63.69%)	1.54	0.67			

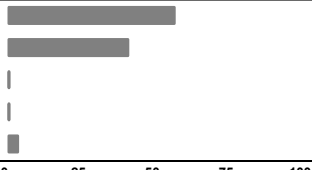
2 - Please rate the following statements according to their accuracy.

My department regularly formulates outcomes with achievement targets for the unit.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	56	51.85%		1.49
Agree	(2)	42	38.89%		
Disagree	(3)	2	1.85%		
Strongly Disagree	(4)	1	0.93%		
Not Applicable	(0)	7	6.48%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
108/168 (64.29%)	1.49	0.59			

2 - Please rate the following statements according to their accuracy.

The outcomes with achievement targets of my department are consistent with its mission.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	58	54.72%		1.46
Agree	(2)	42	39.62%		
Disagree	(3)	1	0.94%		
Strongly Disagree	(4)	1	0.94%		
Not Applicable	(0)	4	3.77%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.46	0.57			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

2 - Please rate the following statements according to their accuracy.

The outcomes with achievement targets formulated by my department are consistent with the university's mission.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	58	53.70%		1.46
Agree	(2)	44	40.74%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	1	0.93%		
Not Applicable	(0)	5	4.63%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
108/168 (64.29%)	1.46	0.56			

2 - Please rate the following statements according to their accuracy.

The results of the evaluation of my department's outcomes with achievement targets are used to improve the department.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	58	53.70%		1.45
Agree	(2)	41	37.96%		
Disagree	(3)	2	1.85%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	7	6.48%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
108/168 (64.29%)	1.45	0.54			

2 - Please rate the following statements according to their accuracy.

The educational effectiveness of individual courses and/or program areas in my department is measured by multiple means of assessment.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	52	48.60%		1.54
Agree	(2)	46	42.99%		
Disagree	(3)	3	2.80%		
Strongly Disagree	(4)	1	0.93%		
Not Applicable	(0)	5	4.67%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
107/168 (63.69%)	1.54	0.61			

2 - Please rate the following statements according to their accuracy.

Budget preparation and implementation at MUW are preceded by sound planning.

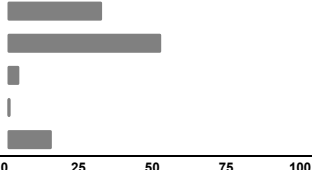
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	33	31.73%		1.74
Agree	(2)	48	46.15%		
Disagree	(3)	6	5.77%		
Strongly Disagree	(4)	2	1.92%		
Not Applicable	(0)	15	14.42%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
104/168 (61.9%)	1.74	0.68			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey


2 - Please rate the following statements according to their accuracy.

Budget preparation and implementation at MUW reflect the university's mission.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	32	30.77%		1.71
Agree	(2)	52	50.00%		
Disagree	(3)	4	3.85%		
Strongly Disagree	(4)	1	0.96%		
Not Applicable	(0)	15	14.42%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
104/168 (61.9%)	1.71	0.61			

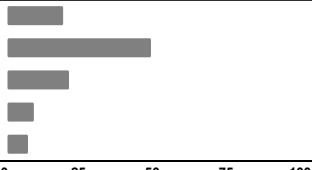
2 - Please rate the following statements according to their accuracy.

I have input into decisions that affect the instructional budget.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	21	19.63%		2.16
Agree	(2)	32	29.91%		
Disagree	(3)	22	20.56%		
Strongly Disagree	(4)	6	5.61%		
Not Applicable	(0)	26	24.30%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
107/168 (63.69%)	2.16	0.90			


2 - Please rate the following statements according to their accuracy.

The university provides sufficient funds for the operation of the academic programs.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	19	18.10%		2.20
Agree	(2)	49	46.67%		
Disagree	(3)	21	20.00%		
Strongly Disagree	(4)	9	8.57%		
Not Applicable	(0)	7	6.67%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	2.20	0.86			

2 - Please rate the following statements according to their accuracy.

Adequate policies exist to protect faculty from assuming or being assigned duties which would interfere with the quality of teaching responsibilities.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	27	25.47%		1.95
Agree	(2)	55	51.89%		
Disagree	(3)	12	11.32%		
Strongly Disagree	(4)	5	4.72%		
Not Applicable	(0)	7	6.60%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.95	0.77			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

2 - Please rate the following statements according to their accuracy.

Faculty teaching loads are reasonable.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	30	28.30%		1.81
Agree	(2)	63	59.43%		
Disagree	(3)	7	6.60%		
Strongly Disagree	(4)	2	1.89%		
Not Applicable	(0)	4	3.77%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.81	0.64			

2 - Please rate the following statements according to their accuracy.

The faculty salary levels and total compensation program are adequate to assure positive faculty morale and motivation.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	10	9.35%		2.69
Agree	(2)	37	34.58%		
Disagree	(3)	31	28.97%		
Strongly Disagree	(4)	25	23.36%		
Not Applicable	(0)	4	3.74%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
107/168 (63.69%)	2.69	0.95			

2 - Please rate the following statements according to their accuracy.

MUW faculty are rewarded for improving their levels of education and training.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	22	20.56%		2.19
Agree	(2)	43	40.19%		
Disagree	(3)	22	20.56%		
Strongly Disagree	(4)	9	8.41%		
Not Applicable	(0)	11	10.28%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
107/168 (63.69%)	2.19	0.90			

2 - Please rate the following statements according to their accuracy.

The number of advisees assigned to faculty is reasonable.

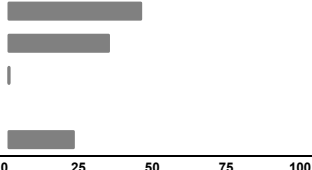
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	25	23.36%		1.81
Agree	(2)	59	55.14%		
Disagree	(3)	6	5.61%		
Strongly Disagree	(4)	1	0.93%		
Not Applicable	(0)	16	14.95%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
107/168 (63.69%)	1.81	0.59			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

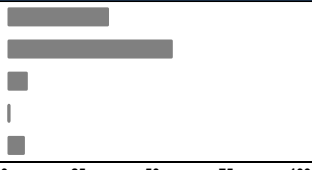
2 - Please rate the following statements according to their accuracy.

I discuss career goals with my advisees.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	46	43.81%		1.45
Agree	(2)	35	33.33%		
Disagree	(3)	1	0.95%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	23	21.90%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.45	0.52			

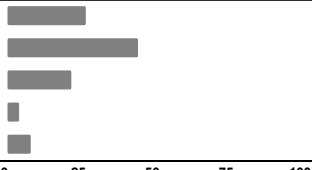
2 - Please rate the following statements according to their accuracy.

The primary responsibility for the educational programs at the university resides with the faculty.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	35	33.02%		1.74
Agree	(2)	57	53.77%		
Disagree	(3)	7	6.60%		
Strongly Disagree	(4)	1	0.94%		
Not Applicable	(0)	6	5.66%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.74	0.63			

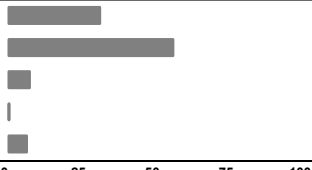
2 - Please rate the following statements according to their accuracy.

The university has an appropriate number of full-time faculty to support its mission.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	27	25.47%		2.03
Agree	(2)	45	42.45%		
Disagree	(3)	22	20.75%		
Strongly Disagree	(4)	4	3.77%		
Not Applicable	(0)	8	7.55%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	2.03	0.82			

2 - Please rate the following statements according to their accuracy.

The university has procedures for fair and reasonable assignment of faculty to committees.

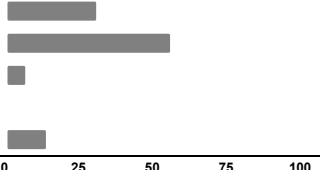
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	32	30.48%		1.78
Agree	(2)	57	54.29%		
Disagree	(3)	8	7.62%		
Strongly Disagree	(4)	1	0.95%		
Not Applicable	(0)	7	6.67%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.78	0.63			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

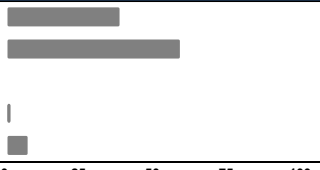
2 - Please rate the following statements according to their accuracy.

The university has procedures for fair and reasonable assignment of faculty to work with student organizations.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	30	28.85%		1.74
Agree	(2)	55	52.88%		
Disagree	(3)	6	5.77%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	13	12.50%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
104/168 (61.9%)	1.74	0.57			

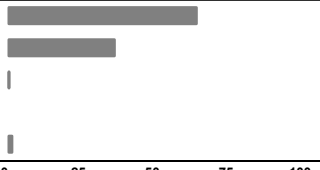
2 - Please rate the following statements according to their accuracy.

The criteria used in the evaluation of faculty are consistent with the goals and the mission of the university.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	39	36.45%		1.63
Agree	(2)	60	56.07%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	1	0.93%		
Not Applicable	(0)	7	6.54%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
107/168 (63.69%)	1.63	0.54			

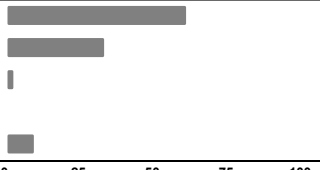
2 - Please rate the following statements according to their accuracy.

My courses are regularly evaluated by students.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	65	61.90%		1.38
Agree	(2)	37	35.24%		
Disagree	(3)	1	0.95%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	2	1.90%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.38	0.51			

2 - Please rate the following statements according to their accuracy.

At least once a year, my job performance is evaluated by my supervisor.

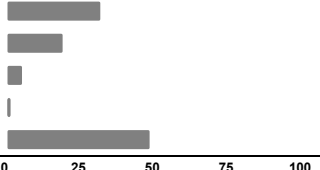
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	61	58.10%		1.39
Agree	(2)	33	31.43%		
Disagree	(3)	2	1.90%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	9	8.57%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.39	0.53			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

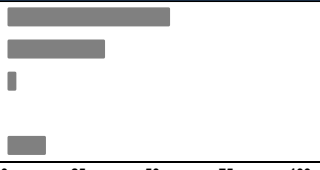
2 - Please rate the following statements according to their accuracy.

At least once a year, my job performance is evaluated by those whom I supervise.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	32	30.19%		1.56
Agree	(2)	19	17.92%		
Disagree	(3)	5	4.72%		
Strongly Disagree	(4)	1	0.94%		
Not Applicable	(0)	49	46.23%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.56	0.73			

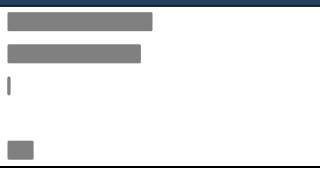
2 - Please rate the following statements according to their accuracy.

I was given the opportunity to give and receive feedback on my annual performance evaluation with my supervisor.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	55	52.88%		1.43
Agree	(2)	33	31.73%		
Disagree	(3)	3	2.88%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	13	12.50%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
104/168 (61.9%)	1.43	0.56			

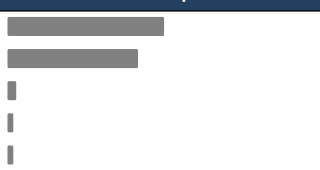
2 - Please rate the following statements according to their accuracy.

I routinely make changes in my job performance based upon evaluations.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	50	47.17%		1.49
Agree	(2)	46	43.40%		
Disagree	(3)	1	0.94%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	9	8.49%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.49	0.52			

2 - Please rate the following statements according to their accuracy.

MUW provides for its students a learning environment in which scholarly and creative achievement is encouraged.

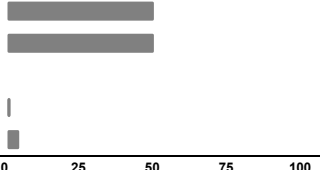
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	54	50.94%		1.55
Agree	(2)	45	42.45%		
Disagree	(3)	3	2.83%		
Strongly Disagree	(4)	2	1.89%		
Not Applicable	(0)	2	1.89%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.55	0.65			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

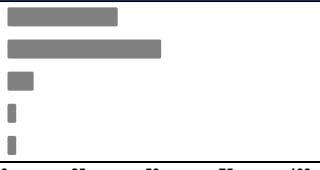
2 - Please rate the following statements according to their accuracy.

Experimentation with methods to improve instruction is encouraged.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	50	47.62%		1.52
Agree	(2)	50	47.62%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	1	0.95%		
Not Applicable	(0)	4	3.81%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.52	0.56			

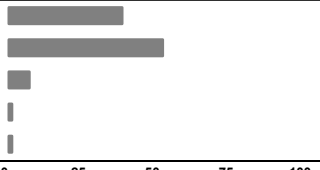
2 - Please rate the following statements according to their accuracy.

I have access to the equipment I need to be an effective instructor.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	38	35.85%		1.78
Agree	(2)	53	50.00%		
Disagree	(3)	9	8.49%		
Strongly Disagree	(4)	3	2.83%		
Not Applicable	(0)	3	2.83%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.78	0.73			

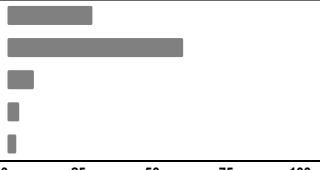
2 - Please rate the following statements according to their accuracy.

I have access to the software I need to be an effective instructor.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	40	37.74%		1.73
Agree	(2)	54	50.94%		
Disagree	(3)	8	7.55%		
Strongly Disagree	(4)	2	1.89%		
Not Applicable	(0)	2	1.89%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.73	0.69			

2 - Please rate the following statements according to their accuracy.

The university provides adequate technology resources.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	29	27.62%		1.88
Agree	(2)	60	57.14%		
Disagree	(3)	9	8.57%		
Strongly Disagree	(4)	4	3.81%		
Not Applicable	(0)	3	2.86%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.88	0.72			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

2 - Please rate the following statements according to their accuracy.

The university provides adequate instructional materials/equipment.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	36	34.29%	<div><div></div></div>	1.77
Agree	(2)	56	53.33%	<div><div></div></div>	
Disagree	(3)	10	9.52%	<div><div></div></div>	
Strongly Disagree	(4)	1	0.95%	<div><div></div></div>	
Not Applicable	(0)	2	1.90%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.77	0.66			

2 - Please rate the following statements according to their accuracy.

The university supports online course delivery through faculty training and allocation of resources.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	36	33.96%	<div><div></div></div>	1.72
Agree	(2)	55	51.89%	<div><div></div></div>	
Disagree	(3)	8	7.55%	<div><div></div></div>	
Strongly Disagree	(4)	0	0.00%	<div><div></div></div>	
Not Applicable	(0)	7	6.60%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.72	0.61			

2 - Please rate the following statements according to their accuracy.

The university provides adequate physical facilities.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	35	33.33%	<div><div></div></div>	1.84
Agree	(2)	49	46.67%	<div><div></div></div>	
Disagree	(3)	7	6.67%	<div><div></div></div>	
Strongly Disagree	(4)	6	5.71%	<div><div></div></div>	
Not Applicable	(0)	8	7.62%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.84	0.81			

2 - Please rate the following statements according to their accuracy.

The university encourages faculty to participate in membership and leadership activities in their disciplines.

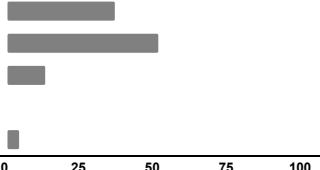
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	42	39.62%	<div><div></div></div>	1.65
Agree	(2)	51	48.11%	<div><div></div></div>	
Disagree	(3)	7	6.60%	<div><div></div></div>	
Strongly Disagree	(4)	0	0.00%	<div><div></div></div>	
Not Applicable	(0)	6	5.66%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.65	0.61			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

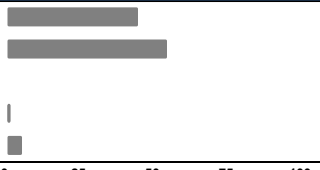
2 - Please rate the following statements according to their accuracy.

The university supports research and professional activities.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	37	34.91%		1.76
Agree	(2)	52	49.06%		
Disagree	(3)	13	12.26%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	4	3.77%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.76	0.66			


2 - Please rate the following statements according to their accuracy.

The university has adequate library/learning resources.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	45	42.45%		1.57
Agree	(2)	55	51.89%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	1	0.94%		
Not Applicable	(0)	5	4.72%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.57	0.55			

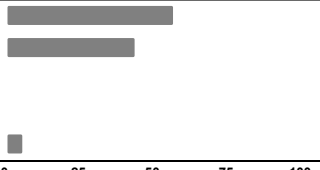
2 - Please rate the following statements according to their accuracy.

The library's hours of operation are adequate.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	48	46.15%		1.53
Agree	(2)	51	49.04%		
Disagree	(3)	1	0.96%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	4	3.85%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
104/168 (61.9%)	1.53	0.52			

2 - Please rate the following statements according to their accuracy.

The library has an adequate physical facility to house the necessary library resources.

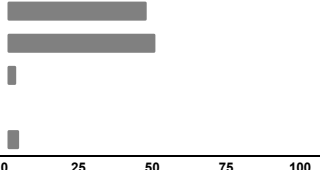
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	56	53.85%		1.43
Agree	(2)	43	41.35%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	5	4.81%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
104/168 (61.9%)	1.43	0.50			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

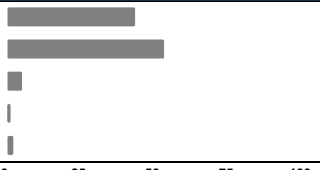
2 - Please rate the following statements according to their accuracy.

The library collections are adequate to meet my instructional needs.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	48	45.28%		1.56
Agree	(2)	51	48.11%		
Disagree	(3)	3	2.83%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	4	3.77%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.56	0.56			

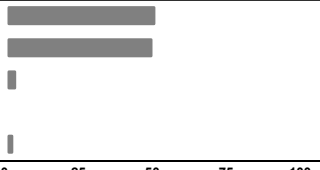
2 - Please rate the following statements according to their accuracy.

I am familiar with MUW's policy and procedures for handling persons with weapons on campus.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	44	41.51%		1.64
Agree	(2)	54	50.94%		
Disagree	(3)	5	4.72%		
Strongly Disagree	(4)	1	0.94%		
Not Applicable	(0)	2	1.89%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.64	0.62			

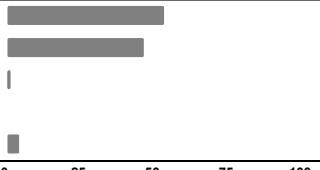
2 - Please rate the following statements according to their accuracy.

I am familiar with MUW's policy about alcohol and drugs on campus.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	51	48.11%		1.54
Agree	(2)	50	47.17%		
Disagree	(3)	3	2.83%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	2	1.89%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.54	0.56			

2 - Please rate the following statements according to their accuracy.

MUW conducts regular practice drills to prepare for emergency situations.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	54	50.94%		1.48
Agree	(2)	47	44.34%		
Disagree	(3)	1	0.94%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	4	3.77%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.48	0.52			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

2 - Please rate the following statements according to their accuracy.

Sufficient exterior lighting exists for safety.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	32	30.77%		1.91
Agree	(2)	45	43.27%		
Disagree	(3)	19	18.27%		
Strongly Disagree	(4)	2	1.92%		
Not Applicable	(0)	6	5.77%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
104/168 (61.9%)	1.91	0.77			

2 - Please rate the following statements according to their accuracy.

I feel safe and secure on the MUW campus.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	32	30.19%		1.84
Agree	(2)	56	52.83%		
Disagree	(3)	10	9.43%		
Strongly Disagree	(4)	3	2.83%		
Not Applicable	(0)	5	4.72%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.84	0.72			

2 - Please rate the following statements according to their accuracy.

I am aware that the University has a Behavioral Intervention Team (BIT).

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	54	50.94%		1.51
Agree	(2)	44	41.51%		
Disagree	(3)	4	3.77%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	4	3.77%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.51	0.58			

2 - Please rate the following statements according to their accuracy.

I am aware that the university has a policy that prohibits sexual misconduct.

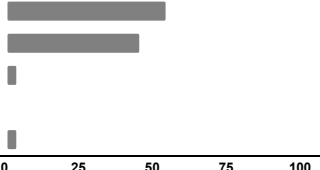
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	57	54.29%		1.45
Agree	(2)	46	43.81%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	2	1.90%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.45	0.50			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

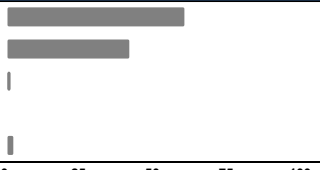
2 - Please rate the following statements according to their accuracy.

I am aware that the university has a designated person to coordinate the university's efforts to eliminate sexual misconduct on campus.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	54	51.43%		1.50
Agree	(2)	45	42.86%		
Disagree	(3)	3	2.86%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	3	2.86%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.50	0.56			

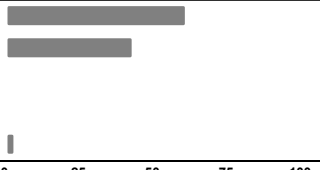
2 - Please rate the following statements according to their accuracy.

I am aware that the university's policy on sexual misconduct covers sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	61	57.55%		1.42
Agree	(2)	42	39.62%		
Disagree	(3)	1	0.94%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	2	1.89%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.42	0.52			

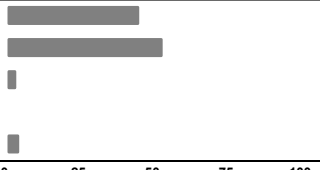
2 - Please rate the following statements according to their accuracy.

I am aware that I am responsible for reporting sexual misconduct of which I have been informed or have witnessed to the University's Title IX Coordinator.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	60	57.69%		1.41
Agree	(2)	42	40.38%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	2	1.92%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
104/168 (61.9%)	1.41	0.49			

2 - Please rate the following statements according to their accuracy.

I believe that the university contributes to the needs of the community through service or public outreach.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	45	42.86%		1.58
Agree	(2)	53	50.48%		
Disagree	(3)	3	2.86%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	4	3.81%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.58	0.55			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

2 - Please rate the following statements according to their accuracy.

I have participated in one or more public service activities during the past year.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	40	37.74%		1.66
Agree	(2)	47	44.34%		
Disagree	(3)	8	7.55%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	11	10.38%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.66	0.63			

2 - Please rate the following statements according to their accuracy.

I believe there is diversity among my peers at the university.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	38	35.85%		1.87
Agree	(2)	47	44.34%		
Disagree	(3)	16	15.09%		
Strongly Disagree	(4)	4	3.77%		
Not Applicable	(0)	1	0.94%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.87	0.81			

2 - Please rate the following statements according to their accuracy.

I am aware of MUW's equipment and inventory procedures.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	34	32.08%		1.77
Agree	(2)	49	46.23%		
Disagree	(3)	10	9.43%		
Strongly Disagree	(4)	1	0.94%		
Not Applicable	(0)	12	11.32%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.77	0.68			

2 - Please rate the following statements according to their accuracy.

I am familiar with the requirements of federal law on the privacy of student records.

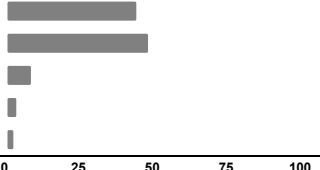
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	56	52.83%		1.50
Agree	(2)	47	44.34%		
Disagree	(3)	1	0.94%		
Strongly Disagree	(4)	1	0.94%		
Not Applicable	(0)	1	0.94%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
106/168 (63.1%)	1.50	0.57			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

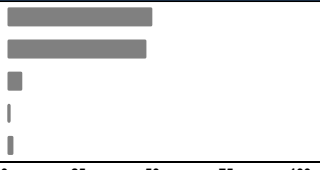
2 - Please rate the following statements according to their accuracy.

Faculty are adequately informed regarding academic freedom policies.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	44	41.90%		1.71
Agree	(2)	48	45.71%		
Disagree	(3)	8	7.62%		
Strongly Disagree	(4)	3	2.86%		
Not Applicable	(0)	2	1.90%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.71	0.74			

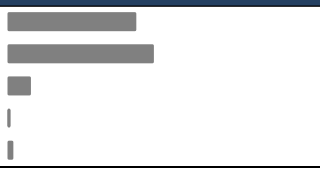
2 - Please rate the following statements according to their accuracy.

Overall, the Office of the Registrar supports faculty needs (including student degree audits, online change of major forms, etc.)

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	49	47.12%		1.59
Agree	(2)	47	45.19%		
Disagree	(3)	5	4.81%		
Strongly Disagree	(4)	1	0.96%		
Not Applicable	(0)	2	1.92%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
104/168 (61.9%)	1.59	0.63			


2 - Please rate the following statements according to their accuracy.

University Relations' internal newsletters, web and social media postings and media boards increase my awareness of MUW's programs and offerings.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	44	41.90%		1.67
Agree	(2)	50	47.62%		
Disagree	(3)	8	7.62%		
Strongly Disagree	(4)	1	0.95%		
Not Applicable	(0)	2	1.90%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.67	0.66			

2 - Please rate the following statements according to their accuracy.

The content and design of MUW publications produced and distributed by MUW are accurate and consistent in describing the university.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	45	42.86%		1.61
Agree	(2)	53	50.48%		
Disagree	(3)	5	4.76%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	2	1.90%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	1.61	0.58			

Mississippi University for Women

Spring 2019 Faculty Satisfaction Survey

3 - APIL strategies involve Active learning, Problem-based learning, and Inquiry-based Learning to cultivate intellectual curiosity, which is designated by the W's Quality Enhancement Plan (QEP). My self-assessed level of competency in these strategies is:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Below what I would like it to be	(1)	2	1.90%		2.90
Emerging, using a variety of teaching strategies, but perhaps not as effective as desired	(2)	20	19.05%		
Acceptable, using a variety of teaching strategies	(3)	69	65.71%		
Mastery of a variety of teaching strategies	(4)	14	13.33%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
105/168 (62.5%)	2.90	0.63			

4 - I would be more likely to implement these strategies if training were available.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	13	12.75%		2.26
Agree	(2)	67	65.69%		
Disagree	(3)	13	12.75%		
Strongly Disagree	(4)	0	0.00%		
Not relevant in my discipline	(5)	9	8.82%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
102/168 (60.71%)	2.26	0.99			

5 - Check the following programs and services that contribute to your overall satisfaction with the university.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Athletics	(1)	36	38.71%		
Bookstore	(2)	39	41.94%		
Cultural Programs	(3)	30	32.26%		
Educational Programs	(4)	66	70.97%		
Food Services	(5)	24	25.81%		
Health Center	(6)	43	46.24%		
Library	(7)	63	67.74%		
Recreational/Fitness Programs	(8)	44	47.31%		
				0 25 50 75 100	
Response Rate	93/168 (55.36%)				

Appendix I

Mississippi University for Women

Spring 2019 Staff Satisfaction Survey

1 - What is your position with the university?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Administrator/Director	(1)	18	22.22%	<div><div></div></div>	
Staff	(2)	63	77.78%	<div><div></div></div>	
				0 25 50 75 100	
Response Rate					
81/188 (43.09%)					

2 - Please rate the following statements according to their accuracy.

MUW uses a well-defined process to establish, evaluate, and change its university goals.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	22	25.88%	<div><div></div></div>	1.82
Agree	(2)	54	63.53%	<div><div></div></div>	
Disagree	(3)	5	5.88%	<div><div></div></div>	
Strongly Disagree	(4)	1	1.18%	<div><div></div></div>	
Not Applicable	(0)	3	3.53%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.82	0.59			

2 - Please rate the following statements according to their accuracy.

I am aware of how the university processes work.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	22	25.58%	<div><div></div></div>	1.84
Agree	(2)	52	60.47%	<div><div></div></div>	
Disagree	(3)	7	8.14%	<div><div></div></div>	
Strongly Disagree	(4)	1	1.16%	<div><div></div></div>	
Not Applicable	(0)	4	4.65%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
86/188 (45.74%)	1.84	0.62			

2 - Please rate the following statements according to their accuracy.

The university planning processes are guided by MUW's mission.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	25	29.76%	<div><div></div></div>	1.75
Agree	(2)	54	64.29%	<div><div></div></div>	
Disagree	(3)	4	4.76%	<div><div></div></div>	
Strongly Disagree	(4)	0	0.00%	<div><div></div></div>	
Not Applicable	(0)	1	1.19%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/188 (44.68%)	1.75	0.54			

Mississippi University for Women

Spring 2019 Staff Satisfaction Survey

2 - Please rate the following statements according to their accuracy.

The President actively encourages the planning process.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	34	40.00%	<div><div></div></div>	1.67
Agree	(2)	45	52.94%	<div><div></div></div>	
Disagree	(3)	4	4.71%	<div><div></div></div>	
Strongly Disagree	(4)	1	1.18%	<div><div></div></div>	
Not Applicable	(0)	1	1.18%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.67	0.63			

2 - Please rate the following statements according to their accuracy.

I actively participate in the planning process of my department.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	34	41.46%	<div><div></div></div>	1.77
Agree	(2)	30	36.59%	<div><div></div></div>	
Disagree	(3)	12	14.63%	<div><div></div></div>	
Strongly Disagree	(4)	2	2.44%	<div><div></div></div>	
Not Applicable	(0)	4	4.88%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
82/188 (43.62%)	1.77	0.80			

2 - Please rate the following statements according to their accuracy.

My department regularly formulates outcomes with achievement targets for the unit.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	37	43.53%	<div><div></div></div>	1.66
Agree	(2)	41	48.24%	<div><div></div></div>	
Disagree	(3)	6	7.06%	<div><div></div></div>	
Strongly Disagree	(4)	1	1.18%	<div><div></div></div>	
Not Applicable	(0)	0	0.00%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.66	0.66			

2 - Please rate the following statements according to their accuracy.

The outcomes with achievement targets of my department are consistent with its mission.

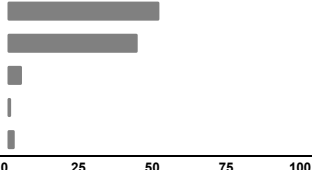
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	38	44.71%	<div><div></div></div>	1.63
Agree	(2)	39	45.88%	<div><div></div></div>	
Disagree	(3)	5	5.88%	<div><div></div></div>	
Strongly Disagree	(4)	1	1.18%	<div><div></div></div>	
Not Applicable	(0)	2	2.35%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.63	0.66			

Mississippi University for Women

Spring 2019 Staff Satisfaction Survey

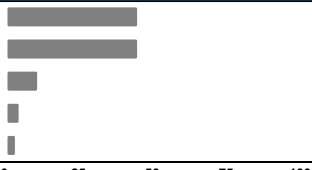
2 - Please rate the following statements according to their accuracy.

The outcomes with achievement targets formulated by my department are consistent with the university's mission.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	42	49.41%		1.57
Agree	(2)	36	42.35%		
Disagree	(3)	4	4.71%		
Strongly Disagree	(4)	1	1.18%		
Not Applicable	(0)	2	2.35%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.57	0.65			

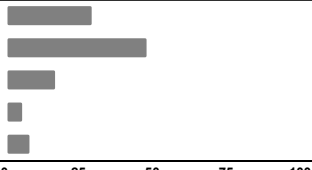
2 - Please rate the following statements according to their accuracy.

The results of the evaluation of my department's outcomes with achievement targets are used to improve the department.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	35	42.17%		1.74
Agree	(2)	35	42.17%		
Disagree	(3)	8	9.64%		
Strongly Disagree	(4)	3	3.61%		
Not Applicable	(0)	2	2.41%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
83/188 (44.15%)	1.74	0.79			

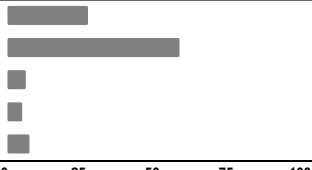
2 - Please rate the following statements according to their accuracy.

Budget preparation and implementation at MUW are preceded by sound planning.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	23	27.38%		1.97
Agree	(2)	38	45.24%		
Disagree	(3)	13	15.48%		
Strongly Disagree	(4)	4	4.76%		
Not Applicable	(0)	6	7.14%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/188 (44.68%)	1.97	0.82			

2 - Please rate the following statements according to their accuracy.

Budget preparation and implementation at MUW reflect the university's mission.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	22	26.19%		1.88
Agree	(2)	47	55.95%		
Disagree	(3)	5	5.95%		
Strongly Disagree	(4)	4	4.76%		
Not Applicable	(0)	6	7.14%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/188 (44.68%)	1.88	0.74			

Mississippi University for Women

Spring 2019 Staff Satisfaction Survey

2 - Please rate the following statements according to their accuracy.

Staff salaries are based on appropriate consideration of the education, skills, and knowledge; experience; decision making; autonomy; management of others; and other factors required for the position.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	9	10.59%		2.71
Agree	(2)	24	28.24%		
Disagree	(3)	33	38.82%		
Strongly Disagree	(4)	18	21.18%		
Not Applicable	(0)	1	1.18%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	2.71	0.93			

2 - Please rate the following statements according to their accuracy.

The staff salary levels and total compensation program are adequate to assure positive staff morale and motivation.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	5	5.88%		3.06
Agree	(2)	14	16.47%		
Disagree	(3)	36	42.35%		
Strongly Disagree	(4)	29	34.12%		
Not Applicable	(0)	1	1.18%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	3.06	0.87			

2 - Please rate the following statements according to their accuracy.

MUW staff members are rewarded for improving their levels of education and training.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	4	4.76%		2.94
Agree	(2)	22	26.19%		
Disagree	(3)	29	34.52%		
Strongly Disagree	(4)	25	29.76%		
Not Applicable	(0)	4	4.76%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/188 (44.68%)	2.94	0.89			

2 - Please rate the following statements according to their accuracy.

Staff members are evaluated based upon the performance of duties and how their performance meets the university's established behavioral indicators.

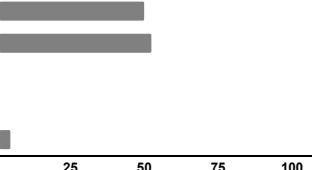
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	19	22.35%		2.06
Agree	(2)	48	56.47%		
Disagree	(3)	8	9.41%		
Strongly Disagree	(4)	8	9.41%		
Not Applicable	(0)	2	2.35%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	2.06	0.85			

Mississippi University for Women

Spring 2019 Staff Satisfaction Survey

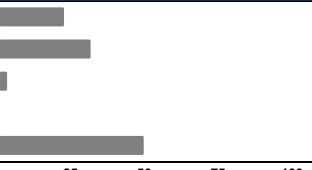
2 - Please rate the following statements according to their accuracy.

At least once a year, my job performance is evaluated by my supervisor.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	40	47.06%		1.51
Agree	(2)	42	49.41%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	3	3.53%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.51	0.50			


2 - Please rate the following statements according to their accuracy.

At least once a year, my job performance is evaluated by those whom I supervise.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	17	20.99%		1.65
Agree	(2)	24	29.63%		
Disagree	(3)	2	2.47%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	38	46.91%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
81/188 (43.09%)	1.65	0.57			

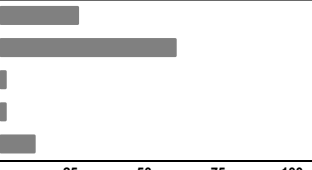
2 - Please rate the following statements according to their accuracy.

I was given the opportunity to give and receive feedback on my annual performance evaluation with my supervisor.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	31	36.47%		1.66
Agree	(2)	45	52.94%		
Disagree	(3)	2	2.35%		
Strongly Disagree	(4)	1	1.18%		
Not Applicable	(0)	6	7.06%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.66	0.60			

2 - Please rate the following statements according to their accuracy.

I routinely make changes in my job performance based upon evaluations.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	22	25.88%		1.79
Agree	(2)	49	57.65%		
Disagree	(3)	2	2.35%		
Strongly Disagree	(4)	2	2.35%		
Not Applicable	(0)	10	11.76%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.79	0.62			

Mississippi University for Women

Spring 2019 Staff Satisfaction Survey

2 - Please rate the following statements according to their accuracy.

The university encourages staff/administrators to participate in membership and leadership activities in their fields.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	25	29.41%		1.95
Agree	(2)	43	50.59%		
Disagree	(3)	7	8.24%		
Strongly Disagree	(4)	7	8.24%		
Not Applicable	(0)	3	3.53%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.95	0.86			

2 - Please rate the following statements according to their accuracy.

The university provides adequate technology resources.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	24	28.24%		1.79
Agree	(2)	56	65.88%		
Disagree	(3)	4	4.71%		
Strongly Disagree	(4)	1	1.18%		
Not Applicable	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.79	0.58			

2 - Please rate the following statements according to their accuracy.

The university provides adequate physical facilities.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	23	27.38%		1.81
Agree	(2)	54	64.29%		
Disagree	(3)	5	5.95%		
Strongly Disagree	(4)	1	1.19%		
Not Applicable	(0)	1	1.19%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/188 (44.68%)	1.81	0.59			

2 - Please rate the following statements according to their accuracy.

The university has adequate library/learning resources.

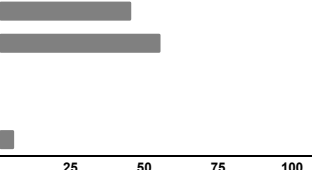
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	34	40.00%		1.60
Agree	(2)	50	58.82%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	1	1.18%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.60	0.49			

Mississippi University for Women

Spring 2019 Staff Satisfaction Survey

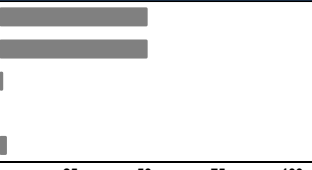
2 - Please rate the following statements according to their accuracy.

The library's hours of operation are adequate.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	36	42.86%		1.55
Agree	(2)	44	52.38%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	4	4.76%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/188 (44.68%)	1.55	0.50			

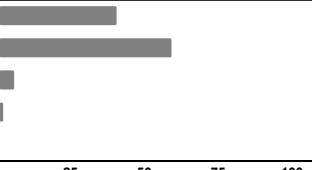
2 - Please rate the following statements according to their accuracy.

The library has an adequate physical facility to house the necessary library resources.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	40	48.19%		1.52
Agree	(2)	40	48.19%		
Disagree	(3)	1	1.20%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	2	2.41%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
83/188 (44.15%)	1.52	0.53			


2 - Please rate the following statements according to their accuracy.

I am familiar with MUW's policy and procedures for handling persons with weapons on campus.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	32	38.10%		1.69
Agree	(2)	47	55.95%		
Disagree	(3)	4	4.76%		
Strongly Disagree	(4)	1	1.19%		
Not Applicable	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/188 (44.68%)	1.69	0.62			

2 - Please rate the following statements according to their accuracy.

I am familiar with MUW's policy about alcohol and drugs on campus.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	36	43.37%		1.60
Agree	(2)	44	53.01%		
Disagree	(3)	3	3.61%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
83/188 (44.15%)	1.60	0.56			

Mississippi University for Women

Spring 2019 Staff Satisfaction Survey

2 - Please rate the following statements according to their accuracy.

MUW conducts regular practice drills to prepare for emergency situations.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	37	43.53%		1.63
Agree	(2)	43	50.59%		
Disagree	(3)	2	2.35%		
Strongly Disagree	(4)	2	2.35%		
Not Applicable	(0)	1	1.18%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.63	0.65			

2 - Please rate the following statements according to their accuracy.

Sufficient exterior lighting exists for safety.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	15	17.86%		2.14
Agree	(2)	45	53.57%		
Disagree	(3)	19	22.62%		
Strongly Disagree	(4)	4	4.76%		
Not Applicable	(0)	1	1.19%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/188 (44.68%)	2.14	0.77			

2 - Please rate the following statements according to their accuracy.

I feel safe and secure on the MUW campus.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	20	23.53%		1.95
Agree	(2)	52	61.18%		
Disagree	(3)	8	9.41%		
Strongly Disagree	(4)	4	4.71%		
Not Applicable	(0)	1	1.18%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.95	0.73			

2 - Please rate the following statements according to their accuracy.

I am aware that the university has a Behavioral Intervention Team (BIT).

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	39	45.88%		1.59
Agree	(2)	39	45.88%		
Disagree	(3)	5	5.88%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	2	2.35%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.59	0.61			

Mississippi University for Women

Spring 2019 Staff Satisfaction Survey

2 - Please rate the following statements according to their accuracy.

I am aware that the university has a policy that prohibits sexual misconduct.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	43	50.59%		1.49
Agree	(2)	42	49.41%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.49	0.50			

2 - Please rate the following statements according to their accuracy.

I am aware that the university has a designated person to coordinate the university's efforts to eliminate sexual misconduct on campus.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	40	47.06%		1.54
Agree	(2)	44	51.76%		
Disagree	(3)	1	1.18%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.54	0.52			

2 - Please rate the following statements according to their accuracy.

I am aware that the university's policy on sexual misconduct covers sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	41	48.81%		1.51
Agree	(2)	43	51.19%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/188 (44.68%)	1.51	0.50			

2 - Please rate the following statements according to their accuracy.

I am aware that I am responsible for reporting sexual misconduct of which I have been informed or have witnessed to the university's Title IX Coordinator.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	41	48.24%		1.52
Agree	(2)	44	51.76%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.52	0.50			

Mississippi University for Women

Spring 2019 Staff Satisfaction Survey

2 - Please rate the following statements according to their accuracy.

I believe that the University contributes to the needs of the community through service or public outreach.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	30	35.29%		1.73
Agree	(2)	48	56.47%		
Disagree	(3)	7	8.24%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.73	0.61			

2 - Please rate the following statements according to their accuracy.

I have participated in one or more public service activities during the past year.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	17	20.00%		2.07
Agree	(2)	46	54.12%		
Disagree	(3)	15	17.65%		
Strongly Disagree	(4)	4	4.71%		
Not Applicable	(0)	3	3.53%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	2.07	0.77			

2 - Please rate the following statements according to their accuracy.

I believe there is diversity among my peers at the university.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	20	23.53%		1.95
Agree	(2)	53	62.35%		
Disagree	(3)	8	9.41%		
Strongly Disagree	(4)	4	4.71%		
Not Applicable	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.95	0.72			

2 - Please rate the following statements according to their accuracy.

I am aware of MUW's equipment and inventory procedures.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	24	28.24%		1.82
Agree	(2)	52	61.18%		
Disagree	(3)	7	8.24%		
Strongly Disagree	(4)	1	1.18%		
Not Applicable	(0)	1	1.18%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
85/188 (45.21%)	1.82	0.62			

Mississippi University for Women

Spring 2019 Staff Satisfaction Survey

2 - Please rate the following statements according to their accuracy.

I am familiar with the requirements of federal law on the privacy of student records.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	40	47.62%		1.52
Agree	(2)	44	52.38%		
Disagree	(3)	0	0.00%		
Strongly Disagree	(4)	0	0.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/188 (44.68%)	1.52	0.50			

2 - Please rate the following statements according to their accuracy.

University Relations' internal newsletters, web and social media postings and media boards increase my awareness of MUW's programs and offerings.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	30	35.71%		1.74
Agree	(2)	47	55.95%		
Disagree	(3)	6	7.14%		
Strongly Disagree	(4)	1	1.19%		
Not Applicable	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/188 (44.68%)	1.74	0.64			

2 - Please rate the following statements according to their accuracy.

The content and design of MUW publications produced and distributed by MUW are accurate and consistent in describing the university.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	34	40.48%		1.67
Agree	(2)	42	50.00%		
Disagree	(3)	5	5.95%		
Strongly Disagree	(4)	1	1.19%		
Not Applicable	(0)	2	2.38%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
84/188 (44.68%)	1.67	0.65			

3 - Check the following programs and services that contribute to your overall satisfaction with the university.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Athletics	(1)	45	59.21%		
Bookstore	(2)	41	53.95%		
Cultural Programs	(3)	34	44.74%		
Educational Programs	(4)	42	55.26%		
Food Services	(5)	40	52.63%		
Health Center	(6)	58	76.32%		
Library	(7)	46	60.53%		
Recreational/Fitness Programs	(8)	59	77.63%		
				0 25 50 75 100	
Response Rate	76/188 (40.43%)				