

## Academic SPG Report with Results 2017-2018

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

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

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

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

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

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

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

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		Program - Reading/Literacy (including Certificate) - ME {2016-2017}	1.2 (PO 2.c.)	clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	No meetings were held.	Target Not Met
		Program - Secondary Teacher Education - MAT {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	No focus groups held.	Inconclusive
	2.d. Contributing to the creative economy	Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	2.3 (PO 2.d.)	In keeping with the University Strategic Goal 2.d of promoting “regional stewardship through	More than 75% of the students participating in the Exit Interview Survey will have participated in at least two different types of community service activities.	Target was NOT met. Only 38% of graduating seniors self-reported two or more different types of community service activities. 2/16 reported no service activities. 8/16 reported 1 service activity. 6/16 reported two or more service activities.	Target Not Met



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	2.d. Contributing to the creative economy	Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	2.3 (PO 2.d.)	partnerships across campus and across the region by forging meaningful and engaged partnerships that provide real-life experiences for students”, the student will participate in community service opportunities while enrolled in the department.	More than 75% of the students participating in the Exit Interview Survey will have participated in at least two different types of community service activities.	Target was NOT met. Only 38% of graduating seniors self-reported two or more different types of community service activities. 2/16 reported no service activities. 8/16 reported 1 service activity. 6/16 reported two or more service activities.	Target Not Met
		Program - Creative Writing - MFA {2016-2017}	3.1 (SAO & PO 2.d.)	Students will publish their work in appropriate publications for their genres.	90% of students participating in the Master’s Thesis Survey will report that by the time they defend their thesis they have published at least one work in a literary journal or had a play published or produced or had their writing published in another outlet appropriate to the genre.	Our thesis students are actively publishing, as evidenced by the list of accomplishments we keep on our website. The Thesis Survey for Summer 2018 graduates will be conducted in June. However, 5 of the 5 have listed publications on our accomplishments list.	Target Met
		Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	6.1 (PO 2.d.)	The Mississippi University for Women Galleries will contribute to the creative economy of the university community by offering a diverse and engaging series of annual exhibitions.	70% of attendees surveyed will choose “satisfactory” with the exhibitions by scoring an average of “3” or higher using the MUW Galleries Assessment Survey.	a 98% of visitors to the gallery chose satisfactory- which is very good. We had good attendance at the various programming events for both semesters. While I do offer extra credit to my students, very few students take advantage of more than 2 events. This is a good sign for the popularity of these events. The reception attendance was better during the spring semester, primarily because of Homecoming. We renamed the big gallery and featured locally popular artists, both of which created a big draw. The student show reception is always well attended because of the families of the students. The Welty exhibition reception is always plagued with low attendance due to the Symposium. This year, we scheduled the reception so that Symposium attendees could	Target Met

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		Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	6.1 (PO 2.d.)	The Mississippi University for Women Galleries will contribute to the creative economy of the university community by offering a diverse and engaging series of annual exhibitions.	70% of attendees surveyed will choose "satisfactory" with the exhibitions by scoring an average of "3" or higher using the MUW Galleries Assessment Survey.	attend prior to the dinner at Dr. Richardson's. This was an awkward time for locals. We had a number of 'first timers' assess the exhibitions, which is always good.	Target Met
	2.e. Forging meaningful and engaged partnerships that provide real-life experiences for students	Program - Communication (including Minor) - BA, BS {2016-2017}	3.2 (PO 2.e.)	Students will engage in meaningful, real-life experiences within the Communication field.	At least 85 percent of students participating in the Exit Survey will rate their internship experience positively as defined by a score of 4 or greater, on a scale of 1-7.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	6.1 (PO 2.e.)	History majors will complete an internship or study abroad program before graduating.	70 percent of History majors who graduated in the previous year will have completed an internship or study abroad program.	Five students graduated in August, December, or May 2017-8 with a history degree. All but one had either an internship or study abroad experience and three had multiple internships or an internship and study abroad. One of the five had a teacher internship as her internship. This means that 80 percent of history graduates completed either an internship or study abroad, and 60 percent had at least two such experiences.  Only one student graduated without an internship. She had been scheduled to complete an internship the summer before graduation, but had to withdraw because of family issues. She worked at the MUW library, however, throughout her undergrad years, so at least she gained some library work experience in that time.	Target Met
		Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy	3.2 (PO 2.e.)	The MUW Exercise Science programs will promote regional stewardship through our	The MUW Exercise Science program will place interns in an average of at least 3 different allied health or medical environments during the Fall and Spring	The MUW Exercise Science program placed students in at least 5 environments during the 2017/2018 school year. At least 19 students interned with at least 9 organizations and 11 internship sites throughout our region. These included sites in Cardiac Rehabilitation,	Target Met

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		Concentration) - BS {2016-2017}	3.2 (PO 2.e.)	internship program, providing real-life observation and/or hands-on experience with local and regional allied health practitioners.	semesters of each academic year.	Collegiate Athletics, Community Health/Fitness, Hospital Wellness, and multiple forms of Physical Therapy.	Target Met
		Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	5.1 (PO 2.e.)	Students will actively engage in local K – 12 school events that provide real-life experiences for students.	100% of the PS 313 students evaluated in the program will do K-12 outreach and score at least a “2” on the 0 – 3 Professional Development Module Scoring Rubric (placed in documents folder).	No students enrolled for this academic year. Therefore, no students took the professional development module.	Inconclusive
		Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	3.1 (PO 2.e.)	Students will demonstrate understanding of how the curriculum in the major and in-class learning relate to problems of the real world.	The overall average for POL 490 students completing the Internship Survey will be that students report seeing an increase of at least “3.0” on a 1-5 Likert scale, regarding the degree to which their coursework relates to and prepares them to handle real-world problems.	Evidence for the assessment of outcome 3.1 is based on a survey given to students who completed POL 490 Internship. In spring 2018, the assistant professor of political science sent both students who had completed POL 490 the survey via email. One student responded and, when asked the degree to which the coursework prepared them to handle real-world problems, reported it “absolutely” did. This response was a 5 on the 1-5 Likert scale used in the survey, surpassing our goal of 3.0.  Last year we had only two students completing internships and failed to get any responses to our survey of students completing POL 490. This year, our response rate was 50%, but that was still only one student, since only two completed POL 490.	Target Met
3. 21st Century: The University will foster a 21st Century learning environment by:	3.a. Enhancing and effectively utilizing advanced instructional technologies	Program - Film Studies - Minor {2016-2017}	3.2 (PO 3.a.)	The program will encourage students to access films in a variety of content-delivery modes by using instructional technologies such as online course	At least 50 percent of relevant courses will be delivered via online course delivery.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive

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

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

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

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

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



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

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

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

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

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

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

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

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



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (SLO & PO 4.d.)	as work well with others in collaborative projects, and to serve as leaders of peer groups.	Creative Project Grading Rubric.	The average score was 88.7, which is above the threshold average of 85. Scoring Breakdown: 68.8: 1 89.5: 1 92.5: 1 94: 1 98.5: 1 80% (4 out of 5) students met the target for this assessment.	Target Met
					90% of graduating Seniors should demonstrate proficiency in this area. Proficiency for graduating seniors in this area is defined as scoring at least a 90 (A-) in at least three categories and no lower than an 80 (B-) in the one other category on the Creative Project Grading Rubric.	The average score was 93.2. Scoring breakdown: 97.0%: 1 91.8%: 1 91.0%: 1 100% of students met the target for this assessment. If we add ALL seniors then the result is 85% (6 out of 7).	Target Met
		Program - Women's Leadership - MA {2016-2017}	3.2 (PO 4.d.)	Students who take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature will complete papers or projects in those classes with either a direct or indirect focus on women's issues or women's leadership.	The program director will collect a sample set of at least five papers from at least three graduate level courses taken in other disciplines by program students over the academic year, and using a simple check off method (1. Paper or project DOES MEET the women's issues content expectations of the MS in Women's Leadership Program or 2. Paper or Project DOES NOT meet the women's issues content expectations), 90 % of students in the program will produce papers or projects which DO MEET the content expectation.	We applied the rubric to three excellent sample papers from three different disciplines. All of them met the content expectations of the MA in WL program. We did not have five papers submitted.	Inconclusive
			4.1 (PO 4.d.)	Students will receive a quality women's studies education.	100% of students completing WS 512: Capstone/Thesis will average least a 3.5 (upper level milestone) score or	The three rubrics were applied to all three graduates. The oral communication value rubric was applied to all three defenses. All scored a 4. The other two rubrics were applied to the thesis itself. One student, because of a couple of 3s on	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			4.1 (PO 4.d.)	Students will receive a quality women's studies education.	higher on all three AAU&C VALUE rubrics applied to their final projects. An average of the faculty committee's scores will be used to determine the students' final scores.	the Integrative Learning Rubric, had less than a perfect score, but was still well above the 3.5 benchmark. Overall Average - 3.87	Target Met
					90% of students participating in the Capstone Survey will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the women's studies curriculum, hands-on learning opportunities and quality of instruction.	Instead of just surveying this year's graduates of the program, we also surveyed one 2016 graduate and sent surveys to all three 2017-18 MA graduates. One of the 2017 graduates gave all Satisfactory or Very Satisfactory ratings on every questions and mentioned no areas for which she recommend improvements. She mentioned that the program gave her the confidence to quit her current job and open her own business. The first graduate of the program indicated high satisfaction in most areas surveyed, including personal growth and employment opportunities, but said that she "Would have enjoyed a roadmap/handbook for the entire program curriculum and how it LEADS to the thesis/project. A clearer definition AND course for writing my thesis/project at the onset of the program would have made my experience very satisfactory. (unsatisfactory rank). She is correct; her comment has encouraged me to alter my WS 500 and 501 syllabuses to explain more clearly how from the very beginning students should be thinking and working on possible thesis topics." She also "Would have liked to be included in the N.E.W. Leadership program for experience and networking. I expressed interest multiple times, but was not included each year.-More opportunities for real life leadership/internships." The director was not aware that this graduate wanted badly to participate in NEW LEADERSHIP MS - Preparing MS Young Women for Public Service; This will remind the director to offer this opportunity to every MA WL candidate, and not only to one or to the same one every year. Graduate 3 was very satisfied" and was hired a semester before she finished the MA in Women's Leadership for a position which requires a master's degree.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					90% of students participating in the Capstone Survey will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the women's studies curriculum, hands-on learning opportunities and quality of instruction.	They were so impressed with her and our program that they allowed her to start in the position before she officially received her diploma. She is now Directing Fundraising for a Local residential K-12 boarding school. In her survey she said "This graduate program includes a variety of topics and the flexibility to personalize the study to a concentrated field. I was very satisfied with this aspect. I wanted a master's degree in leadership but not only in education. This degree allowed me to focus some research in education while receiving a much broader look at leadership as a women." Graduate 4 did not fill out the formal survey, but responded in conversations with me that she was highly satisfied with the program. One of them was hired a semester before she finished the MA in Women's Leadership for a position which requires a master's degree. They were so impressed with her and our program that they allowed her to start in the position before she officially received her diploma. She is now Directing Fundraising for a Local Non-Profit organization. This student said "I have determined to run for some type of public office after I finish this program. My thesis research, My involvement with interning with NEW Leadership MS and my participation in the Stennis Center for Public Policy's "Southern Women in Public Service" conference has given me the confidence to pursue this goal." Also, since I don't know of where else to include the scan, I'm really please with the beautiful push cards Dr. Dunkelberg designed for our program. I'm attaching it in related documents here. It is a great recruiting tool.	Target Met
		Program - Women's Studies (including Minor) - BA {2016-2017}	2.3 (PO 4.d.)	Students will exhibit information literacy and research skills.	100% of students' WS 499 final projects will score at least a 3 or higher (upper milestone level) on the AAC&U VALUE rubric on Information Literacy.	There were no seniors who took WS 499 Capstone in 2017-18, but one Interdisciplinary Studies major had women's studies as one of her three emphases and two student completed an HO 402 paper whose subject was in women's studies. The IS 499 student earned a 4 in Information Literacy. The two HO 402 students also also earned a 4 in Information Literacy.	Target Met

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

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					90% of students participating in the Capstone Survey will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the women’s studies curriculum, hands-on learning opportunities and quality of instruction.	PARTICIPATING in the survey will indicate a satisfaction with the program, I am only assessing the students who returned surveys. In general, though some students expressed disappointment about not having enough internship or scholarship opportunities (see survey comments), all expressed majority opinions that indicated Satisfied or Very Satisfied. One of our 2018 graduate minors is beginning a Women's Psychology master's degree at Memphis State in the fall; another graduate minor will enter our own MA in Women's Leadership in the fall of 2018. A 2015 graduate is completing a fully funded Master's degree in Health Informatics at George Mason University. Another graduate minor will continue her students at a MA graduate program in Ireland, continuing her Honors Thesis research in Medieval Irish documents. A 2016 graduate is going into her third year of law school at UM and has been involved in pro bono work helping vulnerable populations.	Target Met