

Academic SPG Report with Results 2019-2020

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.	No data available for this academic year due to Covid and the cancellation of Finals Dinner. (6/21/2020) AMH	Inconclusive	
		Program - Gerontology - Minor {2018-2019}	3.1 (SPG 4.d)	After completing HED 301 Aging and Public Health, students will demonstrate more interest in the gerontology discipline and get more interested in gerontology related jobs.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	HED 301 Sp 2020 Exit Survey: 92% of students reported 4 (agree) and 5 (strongly agree) on Q 5 & 6 - related interests in the related jobs.	Target Met	
						70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	HED 301 Sp 2020 Exit Survey: 81% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, & 4 - related interests in the discipline.	Target Met
			3.2 (SLO)	After completing NU 453 Death, Dying, and Bereavement, students will get interested in the gerontology discipline and gerontology related jobs.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	NU 453 Sp 2020 Exit Survey: 98% of students reported 4 (agree) and 5 (strongly agree) on Q 5 & 6 - related interests in the related jobs.	Target Met	
					70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	NU 453 Sp 2020 Exit Survey: 81% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, & 4 - related interests in the discipline.	Target Met	
		Program - Human Geography - Minor {2019-2020}	4.1 (PO 1.d.)	Students will indicate that they have a greater	The overall average goal for students in an upper-level GEO class completing	I received 4 responses from GEO 318 students to my 2-question survey. The first question was "After taking this course (GEO 318: Population	Target Met	

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		Program - Human Geography - Minor {2019-2020}	4.1 (PO 1.d.)	interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world as a result of geography coursework.	survey will be no lower than a "3.0" on a 1-5 Likert scale, with no neutral or "N.A" categories.	<p>Geography), do you have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world?" All 4 students answered yes. The answer choices were yes, no, and unsure.</p> <p>The second question was "Do you feel that the Geography Minor (or the geography courses you have taken so far) has increased your understanding and awareness of cultural diversity?" All 4 students answered yes. The answer choices were yes, no, and unsure.</p> <p>GEO 314 was not taught in Spring 2020 due to low enrollment.</p>	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 - 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 were supposed to visit the Child & Parent Development Center on March 25th to conduct nutrition education lessons with each class. However, due to covid-19, they were unable to complete the in-person activities. Instead, they turned in a detailed lesson plan with the information they would have presented. 100% of students met the achieved outcome with an average proficiency of 90%.	Target Met
		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 Women's Health Awareness Week.	Along with Baptist Golden Triangle, the MPH program hosts an education luncheon focused on Women's Health issues. Sixty-five people attended the session and luncheon. The session focused on breast cancer prevention and treatment.	Target Met
		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	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.	FA 19: (n=34) 86.5% of students will demonstrate an understanding of sexual health education using informational videos as assessed using the course rubric. 70.6% (n=24) scored higher than 90%, 14.7% (n=5) scored between 80-89.9%, 14.7% (n=5) scored below a 79.9% .	Target Not Met

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		Program - Sexual Health - Minor {2018-2019}	4.1 (PO 2.a.)	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.	SP 20: (n=37) 86.5% of students will demonstrate an understanding of sexual health education using informational videos as assessed using the course rubric. 83.8% (n=31) scored higher than 90%, 2.7% (n=1) scored between 80-89.9%, 13.5% (n=5) scored below a 79.9%.	Target Not 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.	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.	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 were four Chemistry majors who graduated in May 2020. On their Exit Surveys (attached in the "Related documents" section), two of them 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. 50% of the students participated in at least one K-12 outreach activity. The target was not achieved.	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	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 new partnerships were developed specifically for Elementary Education in the 2019 - 2020 academic year.	Target Not Met

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		Program - Elementary Education - BS {2016-2017}	1.2 (PO 2.c.)	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 new partnerships were developed specifically for Elementary Education in the 2019 - 2020 academic year.	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 mathematics faculty offered Sonya Kovalevsky High School Mathematics Day on October 8, 2019 (the Tuesday of Fall Break). There were 43 student participants and 9 teachers. Three public high schools and two home-school groups were represented. The day included a competition exam for MUW scholarships, a keynote speaker, small group sessions on mathematical topics, a campus tour, and lunch in the cafeteria.</p> <p>The mathematics faculty were part of the overall effort of the Department of Mathematics and Sciences to host the Mississippi Regional Science Bowl on February 14, 2020. Attendees included 102 students and 18 teachers/sponsors. This included 21 teams competing from 12 different high schools in Mississippi. The winning team moves on to the national competition in Washington, D.C. and MUW scholarships were awarded to the top individual performers.</p>	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.	There were no Mathematics or Mathematics with Teacher Certification graduates in 2019-2020.	Inconclusive
		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	100% of the PS 313 students participating in the Exit Survey will report that they participated in at least one outreach activity.	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	Inconclusive

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		Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	5.2 (PO 2.c.)	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 was not offered this year; therefore, no students were enrolled to complete this assessment.	Inconclusive
		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.	The Department did not hold focus group meetings with various partners in the 2019-2020 academic year. Our field experience coordinator and liaison with our partnership schools was unavailable to facilitate these discussions due to an unexpected personal matter, and partnership talks were further complicated by the onset of COVID-19 during the spring 2020 term.	Inconclusive
	2.d. Contributing to the creative economy	Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	2.3 (SPG C.3)	In keeping with the University Strategic Priority and Goal C.3 of forging “meaningful and engaged partnerships that provide real-life experiences for students”, the student will participate in community service	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 50% of seniors taking their departmental exit survey reported participating in two or more community 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 (SPG C.3)	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 50% of seniors taking their departmental exit survey reported participating in two or more community service activities.	Target Not Met
		Program - Creative Writing - MFA {2016-2017}	3.1 (SAO & SPG C.4)	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.	Of the 8 students who graduated during 2019/2020, 4 completed the thesis survey. 3 reported publishing work prior to completing their thesis and one reported that they hadn't published yet but had submitted to magazines. We also report publications on our FB page, so we know that the other students had published their work. Still, one person would not meet our 90% target. Publishing, especially for fiction writers, can be a long process, so it is not unexpected to have a student who hasn't met that goal yet, even though they are writing publishable work. Encouraging them to start earlier is important, though we may still need to revise our target, given the number of students who will likely graduate in a given year.	Target Not Met
		Program - Fine Arts (including Studio Art Minor) - 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.	The assessments for the spring semester are missing from this report due to COVID19 issues. The Galleries were closed mid-semester; the missing assessments are for the annual Juried Student Exhibition and the 2020 Mississippi Collegiate Art Competition. Every other exhibition was canceled. In general, the exhibitions were well received. The highest rated exhibition was the installation by Emmie Sherertz in Gallery B, our smallest gallery. She covered the walls, floor, and ceiling to create an interior that suggested the interior of a body. The fall BFA show is included in this assessment but probably shouldn't because it was not a product of the Galleries. The graduating seniors were responsible for the exhibition as part of their capstone class. Our assessment measure asks visitors to classify themselves according to one of the following categories: student, W faculty, W staff, W administration, alumni, local resident, or other. Most of our visitors are students, although we	Target Met

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		Program - Fine Arts (including Studio Art Minor) - 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.	have seen increasing numbers of non-students enjoying the Galleries. Teachers from an Alabama high school brought 60 of their students to the Galleries as part of a tour of campus. We also ask respondents to identify the frequency of their visits: first time, daily, weekly, monthly, once a semester, or once a year. Since this was based on the fall semester, we had a number of first-time visitors. Finally, we asked respondents to rate the level of satisfaction with the exhibition on a scale of one to five, with one being 'not satisfied at all' to 'extremely satisfied.' We had one (art appreciation) student who did not like the Looking at Art exhibition at all. He was probably expressing his displeasure at having to do an assignment on the exhibition. Some respondents scored the experience a 3 and wrote that they loved the exhibition in the comment section.	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.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	Inconclusive
		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.	Fall 2019 Combined: (100+100)/2 = 100% Spring 2020 Combined: (87.50+100)/2 = 93.75% Total: (100+93.75)/2 = 96.875% ED 697 Fall 2019 Course Evaluation result for the Internship Experience: Strongly Agree (13/14) - 92.86% Agree (1/14) - 7.14% Total - 100% ED 699 Fall 2019 Course Evaluation result for the Internship Experience: Strongly Agree (4/5) - 80.00% Agree (1/5) - 20.00% Total - 100%	Target Met

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		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 Spring 2020 Course Evaluation result for the Internship Experience: Strongly Agree (7/8) - 87.50% Agree - 0.00% Total - 87.50% Only one chose "Neither Agree nor Disagree" - 12.50% ED 699 Spring 2020 Course Evaluation result for the Internship Experience: Strongly Agree (4/7) - 57.14% Agree (3/7) - 42.86% Total - 100%	Target Met
					Of those supervisors participating in the Student Internship Evaluations, 80% will indicate that they would hire or recommend to hire the students for employment.	No data collected in the 2019 - 2020 academic year.	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.	Eight students graduated in August, December, or May 2019-20 with a history degree. Of those eight, four had either a study abroad and/or internship, which means we did not meet the goal of 70%. 1. Student 1: None 2. Student 2: None 3. Student 3: Two HIS internships (one EN internship and two POL "lab" classes) 4. Student 4: Two internships and one study abroad to Israel and one study away to Washington D.C. 5. Student 5: None 6. Student 6: None 7. Student 7: One internship and one study abroad to Spain 8. Student 8: One internship Since I know these students, it is interesting to me that 1) that 3 of the 4 had more than one internship/study abroad experience, while others had none. This seems to suggest that	Target Not Met

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		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.	those students are are interested in study abroad and internships dedicate themselves to doing as many as possible, while others are not interested in even one of those experiences. We even had one student complete two internships and two study abroad/away experiences without adding time towards degree! This was only possible because some of the study abroad/away hours counted as internship, but it demonstrates what is possible.	Target Not 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.	Exercise Science students were placed at the following internships sites during the fall 2019 and/or spring 2020 term: 1. Windsor Place Assisted Living, Columbus, MS 2. MUW Campus Recreation, Columbus, MS 3. Elite Physical Therapy, Columbus, MS 4. North MS Medical Center In-patient Rehabilitation, Tupelo, MS 5. BMH-GT Outpatient Rehabilitation, Columbus, MS 6. BeeHive Assisted Living – Louisville MS 7. Magnolia Regional Health Center Outpatient Rehabilitation, Corinth, MS 8. North MS Medical Center Cardiac Rehabilitation, Tupelo, MS 9. Encore Rehabilitation Services, Columbus, MS 10. MUW Athletic Training, Columbus, MS 11. Frank Phillips YMCA, Columbus, M 12. The Fitness Factor, Columbus, MS For assessment purposes, this means students were placed in occupational therapy (long-term care), recreation, outpatient physical therapy, inpatient physical therapy, athletic training, and commercial/community fitness environments.	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	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	Inconclusive

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		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.	(placed in documents folder).	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	Inconclusive
		Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration 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.	Unable to complete assessment. Only one student completed POL 490 Internship during the 2019-2020 academic year, and that was for the Summer term, which was not yet complete at the time of assessment.	Inconclusive
3. 21st Century: The University will foster a 21st Century learning environment by:	3.a. Enhancing and effectively utilizing advanced instructional technologies	Program - Digital Studies - Minor {2019-2020}	1.2 (PO 3.a.)	Students will adapt to emerging technologies by interacting with digital tools that foster the 21st century learning environment.	Students will upload selected course artifact(s) to an individual (external) website, an MUW website, or the AthenaCommons, the Institutional repository.	There was only one minor enrolled for the Spring 2020 semester. Due to COVID-19, data collection was not completed.	Inconclusive
		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.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	Inconclusive
		Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017}	2.1 (SPG A.1)	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 7 students enrolled in MUS 102. Six of them completed the assignment. The grades were as follow: one 100%, one 98%, two 96%, one 94%, and one 81%. The seventh student did not complete the assignment (due to the online move, more than likely, since Internet	Target Not Met

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		Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017}	2.1 (SPG A.1)	Students will compose musical works using music notation software (Sibelius or Finale).		availability was an issue for them).	Target Not 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.	Fall 2019 Course Evaluation Results: 63.51% + 28.42% = 91.93% (participation 570/624 - 91.35%) Strongly Agree- 362/570 - 63.51% Agree - 162/570 - 28.42% Neither Agree or Disagree - 40/570 - 7.02% Disagree - 4/570 - 0.7% Strongly Disagree - 2/570 - 0.35% Not Applicable - 0/570 - 0%	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 2020 Course Evaluation Results: 64.74% + 28.28% = 93.02% (participation 587/677 - 86.71%) Strongly Agree- 380/587 - 64.74% Agree - 166/587 - 28.28% Neither Agree or Disagree - 25/587 - 4.26% Disagree - 6/587 - 1.02% Strongly Disagree - 2/587 - 0.34% Not Applicable - 8/587 - 1.36%	Target Met
	3.b. Broadening educational opportunities and programs for the diverse student body	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	An increase in minors and majors over the next three years (7 and 3, respectively).	5 majors 1 minor	Target Not Met

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	3.b. Broadening educational opportunities and programs for the diverse student body	Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	2.3 (PO 3.b.)	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 majors 1 minor	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 - Art History - Minor {2019-2020}	4.2 (PO 3.e.)	Students enrolled in Art History Survey II will complete a pre and post course questionnaire assessment of their knowledge and familiarity of 4 primary art periods/movements between the 1400's-1880.	An improvement score of at least 50% based on the averages of the pre and post surveys.	This is a new outcome assessment used by Survey II which is only taught in Spring semesters. The spring 2021 should be the first semester adapting this assessment.	Inconclusive
		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	100% of students enrolled in IS 499 Capstone will pass the course.	In AY 2019-20, two IS Capstone students completed IS 499. Both students successfully completed the Capstone course with a passing grade. Student 1: Final Grade of A Student 2: Final Grade of B+	Target Met

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		Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	4.1 (SAO & PO 3.e.)	focused on the student's interests and academic needs.	100% of students enrolled in IS 499 Capstone will pass the course.	In AY 2019-20, two IS Capstone students completed IS 499. Both students successfully completed the Capstone course with a passing grade. Student 1: Final Grade of A Student 2: Final Grade of B+	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 % students of 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 2019, 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, including through spring and into summer 2020. The goal was to once again achieve year-end retention of at least 90%, a goal met in two of the three previous years, with the remaining year at 89%. However, two Centennials dropped from the program, resulting in a retention rate of 88%. One withdrew from the university very quickly and inexplicably mid-fall semester (with only a vague explanation about family issues after the Director contacted her), and the other withdrew	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.	after fall semester due to severe anxiety issues with the possibility she could return in 2020-21 if her condition improves. These kinds of cases are not wholly uncommon; we just had the unusual circumstance to have two in one year. However, the Peer Mentor program had a positive impact on the remaining students, especially as two in particular struggled academically in the fall semester, and the Peer Mentor and Director were able to offer support. Both students are retained for the 2020-21 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 2019-2020, 23 students reached senior hours and enrolled in HO 401, the senior independent study. Twenty-one (91%) held the requisite GPA of 3.3 or above. One student successfully appealed to the Director of the Honors College and Honors Faculty Committee for the ability to enter HO 401, and this student reached 3.3 by December, completed both HO 401 and 402 with As, and graduated with honors. The remaining student had a GPA under 3.0, and the student's appeals to both the Scholarship Appeals Committee and to the Director of the Honors College and Honors Faculty Committee were denied. Twenty-two students graduated in December 2019 (1) or May 2020 (21), for a senior completion rate of 95.7%. Other notable results are that all 22 students graduated in four years and eight of the 22 students (36%) completed the Honors curriculum, including the Honors research project, without being required to as a stipulation of an Honors-related university scholarship. The results once again demonstrate 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. As stated in the Action for 2018-2019, it was not useful in 2019-2020 to compare the graduation	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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.	rate to the retention rate for the Honors College as a whole since this still shows significant flux due to the transfer out of international students in recent years. Comparison to retention in the Residential Honors Program, however, shows a graduation rate of 82% for the 2016 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.	This year the End of Program Satisfaction Survey was placed in the Spring 2020 Course Evaluation for NU-235 as a Course Targeted Survey. Participation - 46/49 - 93.88% Very Satisfied - 30/46 - 65.22% Satisfied - 15/46 - 32.61% Dissatisfied - 1/46 - 2.17% Total Satisfied - 45/46 - 97.83%	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 2019 results - 58 of 62 responses by students indicated they were extremely satisfied or somewhat satisfied with the program for a total of 93.5%. BSN Columbus Spring 2020 results - 58 out of 60 students indicated they were extremely satisfied or somewhat satisfied with the program for a total of 96.7 % Combined total of 95.1% # Students Assessed: 122 # Students Met Target: 116	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.	Faculty will review the End of Program Satisfaction Survey submitted by the students at the time of graduation.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Pre-Law - Minor {2019-2020}	2.2 (PO 4.a.)	The program will contribute to the University's retention, completion and student success by enhancing student advising, mentoring, and support services.	At least 70% of the IS 101 students completing the survey will "agree" or "strongly agree" that they feel supported and confident in their ability to gain law school admission.	Unable to complete assessment. IS 101 Law School Preparation has not been offered yet, since this is a new minor and there have not been enough students to justify offering the course.	Inconclusive
					At least 70% of the IS 101 students completing the survey will be able to name one of the University's official LSAC advisors as their personal pre-law advisor.	Unable to complete assessment. IS 101 Law School Preparation has not been offered yet, since this is a new minor and there have not been enough students to justify offering the course.	Inconclusive
		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.	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive
					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 religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive
	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.	55% of business students surveyed indicated that they planned to attend graduate school, 19% responded that they did not plan to attend graduate school, and 26% indicated that they did not know if they planned to attend graduate school on our Graduation Exit Survey. Please note that the data is incomplete. Due to disruptions from the Covid 19 pandemic, data was not collected during the Spring 2020 semester. Therefore, we only have data for the	Inconclusive

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.	Fall 2019 semester thus making the results of this assessment inconclusive.	Inconclusive
					75% of capstone students participating in the Graduation Exit Survey will state that their education adequately prepared them for employment.	Results of our Graduation Exit Survey indicated that 67% of business students surveyed felt course preparation for employment was excellent, 26% responded that they neither agree nor disagree that course preparation for employment was excellent, 3% indicated that they disagreed, and 3% didn't answer. Please note that the data is incomplete. Due to disruptions from the Covid 19 pandemic, data was not collected during the Spring 2020 semester. Therefore, we only have data for the Fall 2019 semester thus making the results of this assessment inconclusive.	Inconclusive
					75% of capstone students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	80% of participants in the Graduation Exit Survey indicated that they were currently either full-time or part-time employed. 13% indicated they were not currently employed but were looking for a job. 3% said they were not currently employed and not looking for a job. 3% of the students didn't answer the question. Please note that the data is incomplete. Due to disruptions from the Covid 19 pandemic, data was not collected during the Spring 2020 semester. Therefore, we only have data for the Fall 2019 semester thus making the results of this assessment inconclusive.	Inconclusive
		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.	Results of our Graduation Exit Survey indicated that 67% of business students surveyed felt course preparation for employment was excellent, 26% responded that they neither agree nor disagree that course preparation for employment was excellent, 3% indicated that they disagreed, and 3% didn't answer. This data includes BBA and BAS students. The data was collected for Fall 2019 only.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					75% of students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	80% of participants in the Graduation Exit Survey indicated that they were currently either full-time or part-time employed. 13% indicated they were not currently employed but were looking for a job. 3% said they were not currently employed and not looking for a job. 3% of the students didn't answer the question. This data includes BBA and BAS students. The data was collected for Fall 2019 only.	Inconclusive
		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.	55% of business students surveyed indicated that they planned to attend graduate school, 19% responded that they did not plan to attend graduate school, and 26% indicated that they did not know if they planned to attend graduate school on our Graduation Exit Survey. This data includes BBA and BAS students. The data was collected for Fall 2019 only.	Inconclusive
					75% of capstone students participating in the Graduation Exit Survey will state that their education adequately prepared them for employment.	Results of our Graduation Exit Survey indicated that 67% of business students surveyed felt course preparation for employment was excellent, 26% responded that they neither agree nor disagree that course preparation for employment was excellent, 3% indicated that they disagreed, and 3% didn't answer. This data includes BBA and BAS students. The data was collected for Fall 2019 only.	Inconclusive
					75% of capstone students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	80% of participants in the Graduation Exit Survey indicated that they were currently either full-time or part-time employed. 13% indicated they were not currently employed but were looking for a job. 3% said they were not currently employed and not looking for a job. 3% of the students didn't answer the question. This data includes BBA and BAS students. The data was collected for Fall 2019 only.	Inconclusive
		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.	No students completed the exit survey this year.	Inconclusive
		Program - Early	4.1 (PO 4.d.)	Students will	80% of students will	The Early Childhood Development (ECD)	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Childhood Development - BS {2019-2020}	4.1 (PO 4.d.)	demonstrate that they value the program's design and are satisfied with the culmination of their undergraduate academic preparation through the Early Childhood Development program's design.	indicate that they are pleased with the culmination of their undergraduate academic preparation after completion of the final portfolio project in ED 404 on 80% (4) of related binary (yes/no) survey items.	program began in Fall 2019, and only 2 students have completed the program.	Inconclusive
					80% of students will indicate that they understand the culmination of their undergraduate academic preparation after completion of the final portfolio project in ED 404 on 80% (4) of related binary (yes/no) survey items.	The Early Childhood Development (ECD) program began in Fall 2019, and only 2 students have completed the program.	Inconclusive
		Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	3.1 (SPG A.1)	Students will receive a quality English education meeting students' expectations satisfactorily.	80% of students participating in the EN 499 Capstone course evaluations will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the English department's curriculum and instruction quality.	AY Total Participation: 14/20 - 70% AY Total Satisfaction Rate: 11/14 = 0.7857 = 79% Fall 2019 Course Evaluation Results: 45.45% + 27.27% = 72.72% (participation 11/12 - 91.67%) Very Satisfied - 5/11 - 45.45% Somewhat Satisfied - 3/11 - 27.27% Neither Satisfied nor Dissatisfied - 0/11 - 0% Somewhat Dissatisfied - 3/11 - 27.27% Very Dissatisfied - 0/11 - 0% Spring 2020 Course Evaluation Results: 100% (participation 3/8 - 37.50%) Very Satisfied - 3/3 - 100% Somewhat Satisfied - 0/3 - 0% Neither Satisfied nor Dissatisfied - 0/3 - 0% Somewhat Dissatisfied - 0/3 - 0% Very Dissatisfied - 0/3 - 0%	Target Not Met
		Program - Family	3.1 (PO 4.d.)	Family Studies	5% increase from the	Two students (one current, one former) have	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Science (including Minor) - BS {2016-2017}	3.1 (PO 4.d.)	students will become professional CFLEs.	previous academic year in MUW Family Studies alumni that earn the Certified Family Life Educator (CFLE) designation.	applied for CFLE as of May 2020; one of these students is a May 2020 grad and is thus seeking provisional certification. The second is a recent grad, who due to her job and internships she is completing for an MSW program in which she is currently enrolled, will be seeking full certification (she became provisional upon graduation from the W). The target was met, as the number of CFLEs represents a 100% increase over the previous year.	Target Met
		Program - French - Minor {2016-2017}	2.2 (SPG A.1)	Minors who complete a minor in our foreign language program will demonstrate satisfaction with the instruction and of the program's intercultural and multicultural knowledge emphasis.	75% of students participating in the FLF 202 course evaluation survey will state that they were satisfied with the instruction received in their time in the French courses and gained a greater appreciation overall of global culture, including the varied cultures of French speaking countries.	AY Total Satisfaction Rate: 2/2 - 100% Fall 2019 did not have FLF-202. Spring 2020 Course Evaluation Results: (participation 2/2 - 100%) Very Satisfied - 2/2 - 100% Somewhat Satisfied - 0/2 - 0% Neither Satisfied nor Dissatisfied - 0/2 - 0% Somewhat Dissatisfied - 0/2 - 0% Very Dissatisfied - 0/2 - 0%	Target 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.	Thirteen (13) students were enrolled in PLG 440 Practical Legal Lab in 2019-20 (six (6) students in Fall 2019, seven (7) students in Spring 2020). Of those, evaluation surveys were submitted for only two (2) students. Both students scored 80 or above. Due to the precautions taken for the Covid-19 pandemic, the students in the Spring 2020 PLG 440 were allowed and encouraged to do a virtual internship. Three (3) students completed the virtual internship and all scored over 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	A steady increase in philosophy minors declared over the next three years, from 6 to 10.	Year 1 in collecting data for the three-year trend: Inconclusive No declared minors for 2019-2020	

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.)	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.	Year 1 in collecting data for the three-year trend: Inconclusive No declared minors for 2019-2020	
		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 assessment was due to be administered during the Spring of 2020 in PRO 490. Due to the public health emergency, the assessment was not administered. It will be administered both Fall of 2020 and Spring of 2021.	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.	2019-2020 MUW Graduation Survey Results: Secured Full-Time Employment in Field of Study - 2/31 - 6.45% Currently Employed Full-Time in Field of Study - 0/31 - 0% Total - 6.45% Secured Full-Time Employment in Field of Study - 2/31 - 6.45% Searching for Full-Time Employment in Field of Study - 10/31 - 32.26% Currently Employed Full-Time in Field of Study - 0/31 - 0%	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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>Currently Employed Full-Time - 8/31 - 25.81%</p> <p>Currently Employed Part-Time - 6/31 - 19.35%</p> <p>N/A - 9/31 - 29.03%</p> <p>Although the above findings are fairly dismal, they are not surprising due to the current Covid-19 situation. Anecdotal evidence indicates a larger proportion of these graduating seniors are applying for graduate study in a variety of programs (e.g., social work, public health, counseling, and social psychology), which is a practical plan considering the decreased employment opportunities.</p> <p>These data also provide evidence of the need to add a course on psychology-related careers, and for advisors to keep up with new, pandemic-related jobs such as contact tracers.</p>	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.	<p>Fourteen out of 21 students completed the exit survey during the 2019-2020 period. Ten of the students (71.4%) reported that they felt confident or very confident about their ability to evaluate health education programs. Four students reported feeling somewhat confident (28.6%).</p> <p>A Very confident</p> <p>B Very confident</p> <p>C Somewhat confident</p> <p>D Somewhat confident</p> <p>E Somewhat confident</p> <p>F Somewhat confident</p> <p>G Confident</p> <p>H Confident</p> <p>I Confident</p> <p>J Very confident</p> <p>K Very confident</p> <p>L Confident</p> <p>M Very confident</p> <p>N Very confident</p>	Target Not Met
					90% of participating HED 598 and 599 students in the Exit Survey will report a	Fourteen out 21 students completed the exit survey during the 2019-2020 terms. Thirteen of the 14 students (92.9%) reported feeling	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					“confident” level in implementing health education programs.	<p>confident or very confident in their ability to implement health education programs (7 confident; 6 very confident). One student reported feeling "somewhat confident."</p> <p>A Confident B Very confident C Confident D Confident E Somewhat confident F Confident G Confident H Confident I Confident J Very confident K Very confident L Very confident M Very confident N Very confident</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>Fourteen out of 21 students completed the exit survey during the 2019-2020 term. 100% of the students reported feeling confident or very confident in planning health education programs, of those six (42%) reported being "very confident."</p> <p>A Very confident B Confident C Confident D Confident E Confident F Confident G Confident H Confident I Confident J Very confident K Very confident L Very confident M Very confident N Very confident</p>	Target Met
		Program - Speech Language	2.1 (PO 4.d.)	Graduating SLP students will	80% of participating graduating undergraduate	100% of students enrolled in the neurology course expressed a rating of 3.0 or higher with	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Pathology - BS {2016-2017}	2.1 (PO 4.d.)	express satisfaction with the undergraduate curriculum.	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.	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.	13 of 16 (81%) students completed the graduate exit survey. 100% of the students responded positively to the question regarding overall satisfaction with the clinical and academic program. The faculty reviewed the results and are looking for ways to expand the types of clients that the students see in the clinic.	Target Met
		Program - Theatre - BA (including minor, Theatre Education concentration) {2016-2017}	2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	75% of students participating in the Survey will state that their goal upon graduating the Theatre program is to have the skillset to gain employment or a long-term internship in theatre or a related field.	66% of students (2out of 3) 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. [less]	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	Sophomores & 1 1st Year Transfer Avg. Score: 3.5 Juniors Avg. Score: 3.4 Seniors Avg. Score: 3.6 90% of students achieved Proficiency	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					graduate.	Sophomores & 1 1st Year Transfer Avg. Score: 3.5 Juniors Avg. Score: 3.4 Seniors Avg. Score: 3.6 90% of students achieved Proficiency	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.	Sophomores and one 1st-Year Transfer Avg. Score: 3.5 Juniors Avg. Score: 3.7 Seniors Avg. Score: 3.7 94% of students achieved Proficiency.	Target Met
					The collective average of all TH 360 students' final grades will be 90%.	No students were eligible for enrollment in this class.	Inconclusive
			2.2 (SLO & SPG C.3)	Students will develop an accountable character by demonstrating the ability to manage their own time effectively, as well as work well with others in collaborative projects, and to serve as leaders of peer groups.	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.	Four students were assessed for the Fall Production of "No Exit". The Average Score was 94 100% of the students reached Proficiency.	Target Met
					90% of graduating Seniors should demonstrate proficiency in this area. Proficiency for graduating seniors in this area is	Three students were graded for the Fall Production of "No Exit". The Avg. Score was 97.7. 100% of students met Proficiency	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					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.	Three students were graded for the Fall Production of "No Exit". The Avg. Score was 97.7. 100% of students met Proficiency	Target Met
		Program - University Studies (C2C) - {2019-2020}	4.1 (PO 4.d.)	Students will demonstrate that they value the program's design and are satisfied with the culmination of their undergraduate academic preparation through the University Studies – C2C program's design.	80% of students will indicate that they are pleased with the culmination of their undergraduate academic preparation after completion of the final project in PRO 490 on 80% (4) of related binary (yes/no) survey items.	University Studies (C2C) is being transitioned into the School of Education on July 1, 2020. This is the initial assessment plan; data collection will begin with the 2020-2021 academic year.	Inconclusive
					80% of students will indicate that they understand the culmination of their undergraduate academic preparation after completion of the final project in PRO 490 on 80% (4) of related binary (yes/no) survey items.	University Studies (C2C) is being transitioned into the School of Education on July 1, 2020. This is the initial assessment plan; data collection will begin with the 2020-2021 academic year.	Inconclusive
		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	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	Among the 500 level (excluding WS 500, 501, 502, 510, & 512, papers assessed with the AAU&C rubrics, three disciplines were represented, and all the papers' thesis had a women's studies focus	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.)	complete papers or projects in those classes with either a direct or indirect focus on women's issues or women's leadership.	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.	Among the 500 level (excluding WS 500, 501, 502, 510, & 512, papers assessed with the AAU&C rubrics, three disciplines were represented, and all the papers' thesis had a women's studies focus	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.	In 2019-20 five students completed the required six hours of WS 512 and successfully defended their theses. They all received the Master's degree in Women's Leadership in May, 2020. In addition to the fine quality of their work, I am pleased at the breadth of academic disciplines and topics illustrated by their theses: 1. Elderly Abuse of Women in Long-Term Care Facilities in Mississippi: Case Studies and Intervention Methods (gender and geriatric public health), 2. This is a (Wo)man's World: Women's Underrepresentation as Sports Analysts (gender issues in media communications), 3. "Just a Female": A Feminist Comparison of Heroines in Modern Vampire Fiction (feminism and racism in popular literature), 4. Why Not a Vasectomy?: U.S. Men and Permanent Birth Control (gender and contraception), and 5. Barriers Against and Racial Disparities in Infant Feeding Practices in Mississippi (race, infant care/family studies). Because of the COVID19 pandemic, there were no face to face oral presentations to the committees. Instead, the students prepared PowerPoint presentations with voice over commentaries which the faculty watched and listened to on ZOOM. Following the presentations, there was a question and answer period of about half an hour. All five students gave successful presentations and passed their defenses. Of the five students, three scored 3.75 in integrative learning, mainly because of unresolved problems in how the secondary research was presented in the theses. These issues were minor.	Target Met
					90% of students participating in the	The five completers all submitted Capstone/Thesis surveys which provide valuable	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					<p>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.</p>	<p>information for planning. All five said that they were "very satisfied" with the overall quality of their degree. Their answers, however, on "what courses would you offer" and "how should the program be improved" are invaluable. One theme in these answers has to do with the disconnect between the directors of the graduate education programs and the women's leadership program. When this program was designed and approved, the then Dean of Education wanted to make sure that 12 or more hours of their Educational Leadership classes were required of the WL program. This program has been operating on that model. However, the graduate director and the faculty in educational leadership have become resistant to our students adding their classes. This has created a roadblock for our students. In retrospect, the MA in WL program does not need to be heavy in Educational Leadership coursework, because the majority of our students are not seeking to be educators. In fact, the courses should be expected to be electives, particularly if the student is planning to pursue an actual career in educational leadership or an additional graduate degree, such as an Ed.D. One of our completers this year took twenty one hours in Educational Leadership, and is now admitted to a doctoral program in that subject, and she is grateful for the opportunity to have taken a number of extra electives in that discipline. In contrast though, other completers said in the surveys that the ED Leadership coursework was "too narrow" and "too specific" for their needs. According to the surveys, students said they had some "problems" with being admitted to other courses in other colleges, but that they and the director were almost always able to work out issues and provide an override for the students to register. One student says that she wants more actual courses in "Women's Leadership." This comment reflects an action which the retiring director has yet to make, but which the department chair is eager to help with once the new director is in place. Students want Dr. Kate</p>	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.	Borsig's "Emotional Intelligence" class to be a regular course in our WS rotation. They also ask that Leadership courses on "Women' and Non-Profits," "Women in International Leadership," "Women as Business Leaders" or "Women as Religious Leaders" be considered for the curriculum. Finally, one completer writes that she recommends that the graduate students have the opportunity to attend at least one Women's Leadership conference each year. I believe that is good advice.	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.	One senior women's studies major completed WS 499 and graduated in May, 2020. Three faculty were in agreement that the final paper scored a "4" in all categories on the Information Literacy Value Rubric.	Target Met
			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.	The senior who completed capstone developed a Power Point presentation on her Capstone research paper, and she presented it virtually through Skype to the director of the program. She then answered questions skillfully for twenty minutes. Because of scheduling issues at the end of the semester due to the COVID19 pandemic, only one faculty member viewed the presentation. The senior earned average scores of 4 on each AAC&U rubric--Oral Communication, Critical Thinking, and Information Literacy.	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.	One student completed the Capstone Survey upon graduation this year. In every category she specified she was very satisfied. (see attached completed survey). She said also in her comments: "It was a transformative experience for me. I had started my degree with a head full of doubts and prejudices that I gradually realized and worked on throughout the academic journey and came out much more aware and liberal minded at the end of the program." She pointed out that one problem she dealt with was isolation---in most classroom situations she was the only WS major. The small numbers in our major also made her efforts to plan her coursework each semester "somewhat difficult."	Target Met