

College of Arts and Sciences: 2023-2024

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Art History - Minor {2019-2020}	1.1 (SLO)	Students will successfully complete a formal analysis of artworks in Art Appreciation.	Art History minor students enrolled in ART 102 Art Appreciation are assigned a formal analysis project to be evaluated with the course rubric. Each section of Art Appreciation will collect the necessary data.	The average score of students assessed will be a 75 out of 100 total points using the Assessment of Writing for Formal Analysis Papers course rubric.	2023 - 2024	Inconclusive	Data for the minor was not available due to no enrolled students.	We should be more active in recruiting art history minor students.
	2.1 (SLO)	Students will effectively analyze art characteristics from a given culture through written communication in 200-level art history courses (ART 211 Art History Survey I and ART 212 Art History Survey II)	Art history minor students enrolled in Survey I will be assigned Image Attribution Worksheets not covered in lectures where they will choose 3 works from a specific culture and compare it to a previous work. It will be evaluated using 1pt for period attribution, 1pt for the connection/comparison to an appropriate work of art, and 3pts for the rationale. The instructor of the course will assess each student results.	The average score over the semester will be 75 out of 100 total points.	2023 - 2024	Inconclusive	We had no enrollment from minors in the course. consequently, no data.	We need to actively recruit more students who pursue the Art History minor.
	3.1 (SAO & SPG A.1)	Students will successfully complete the minor course requirements.	The art history faculty will review the student GPAs of required minor courses each year.	80% of the students will have an average minor GPA of 2.5	2023 - 2024	Inconclusive	We were unable to collect data due to no enrolled students	We need to more actively recruit students to be art history minors.
	4.1 (GEO 1.c.)	Students enrolled in 300-level art history courses, critical thinking and writing skills will be assessed using the long essay	Using a course rubric, students will be assessed as to how well they defended their thesis statement by discussing a) the	The average score of art history minors in ART 313 will be 2.5 in the 1-4 point scale used by the course rubric.	2023 - 2024	Inconclusive	No students in the minor were enrolled in a 300 level art history course this past year.	We need to more actively recruit students for the art history minor.

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	4.1 (GEO 1.c.)	on their final exam.	external historical context b) the artistic movement c) the stylistic advancements; and d) the aesthetic impact.	The average score of art history minors in ART 313 will be 2.5 in the 1-4 point scale used by the course rubric.	2023 - 2024	Inconclusive	No students in the minor were enrolled in a 300 level art history course this past year.	We need to more actively recruit students for the art history minor.
Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	1.1 (SLO)	The student will accurately interpret and draw conclusions from data presented in tables and graphs in scientific articles to show they can “critically evaluate existing knowledge.”	Work done by students in this junior-level class (BSB 310) will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 310 General Ecology will score satisfactory or better (as measured by the departmental assessment rubric) on assignments requiring graph interpretation and concept mapping of a scientific article.	2023 - 2024	Target Met	Target was met. 90% of the assessed students scored satisfactory or better on the activity. 80% of the students (8/10) were ranked proficient. 10% of the students (1/10) were ranked satisfactory. 10% of the students (1/10) were ranked unsatisfactory. The results were about level with last year, when 82% met the target, and 82% were ranked proficient.	Assessment results were discussed in a dept meeting on 26 April 2024, a biology unit meeting on 6 May 2024, and in various emails throughout the semester. As shown in the attached BioAssessment_1.1_BSB 410_Trends graph, student performance in this assessed activity held steady over since last year, and our percentage of students achieving the highest (proficient) ranking is as high as it has ever been. We will continue to incorporate the use of graphs and figures into the instructional materials for the class, and provide analyses as models for students' own analyses, in all biology courses at all levels. Also, we will continue to require lab activities that involve students graphing lab data and interpreting the results in as many course labs as possible. Additionally, in most of our courses, we will continue to give students new graphs and figures that they haven't seen before in assignment and exam questions and have the students answer questions that require them to correctly interpret and analyses the graphs and figures.
			Work done by students in this sophomore-level	More than 75% of the students in BSB	2023 - 2024	Target Not Met	Target just below the threshold of being met.	Assessment results were discussed in a dept meeting on

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			class (BSB 230) will be assessed by faculty using departmental rubrics created for this learning outcome.	230 General Genetics will score satisfactory or better (as measured by the departmental assessment rubric) in an assignment question interpreting a single table or figure taken from a scientific paper.	2023 - 2024	Target Not Met	73% of the students were ranked satisfactory or better (8/11). 7/11 were ranked proficient. 1/11 was ranked satisfactory. 3/11 were ranked unsatisfactory. This was a significant jump from last year's results (when only 50% met the satisfactory or better threshold); and a far greater percentage of this years students were ranked proficient (64% vs 22%).	<p>26 April 2024, a biology unit meeting on 6 May 2024, and in various emails throughout the semester.</p> <p>As shown in the attached BioAssessment_1.1_BSB 230_Trends graph, student performance in this assessment improved dramatically over last year. Both the percentage of students meeting the goal and the percentage of students being scored as proficient increased. The percentage of students who met the assessment goal was just under the target (73% vs. a target of 75%), but student performance is essentially as good as or better than it has been over the last eight years.</p> <p>We will continue to incorporate the use of graphs and figures into the instructional materials for the class, and provide analyses as models for students' own analyses, in all biology courses at all levels. Also, we will continue to require lab activities that involve students graphing lab data and interpreting the results in as many course labs as possible. Additionally, in most of our courses, we will continue to give students new graphs and figures that they haven't seen before in assignment and exam questions and have the students answer questions that require them to correctly interpret and analyses the graphs and figures.</p>
	1.2 (SLO, GEO 4.c.)	The student will apply the scientific method to a research	Work done by students in the biology capstone course will be assessed	Students in BS 400 Senior Seminar will average "2.5" or	2023 - 2024	Inconclusive	Data not collected.	We will have to assess this GEO in another course as the activity is no longer part of BS 400.

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	1.2 (SLO, GEO 4.c.)	question. This reflects the General Education Goal 4.c “To demonstrate understanding of self, society, and the natural world, students will demonstrate the ability to apply the scientific method to solve problems.” It also reflects the Biology program’s mission to develop students with “the ability to apply the process of science”, as stated in the Biology Mission Statement above.	by faculty using the AAC&U VALUE Inquiry & Analysis rubric.	higher on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate a capstone project in which each students selects a published journal article and writes a research proposal based on the research in the article.	2023 - 2024	Inconclusive	Data not collected.	<p>However, in a dept meeting on 26 April 2024, a biology unit meeting on 6 May 2024, and in various emails throughout the semester, we did discuss the general goals of this assessed activity.</p> <p>We will continue to incorporate discussion and analysis of experimental design and the roles of controls into the labs of all lower-year and upper-year biology and microbiology courses. And in the classroom components of as many courses as possible, we will have students work on problems where they have to identify components of experimental design and discuss controls.</p>
	2.1 (SLO)	The student will apply concepts from previous courses to current courses.	Work done by students in BSB 410, typically taken in the 4th year, will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 410 General Ecology will score satisfactory or better (as measured by the departmental assessment rubric) on activities requiring the application of knowledge gained in first-year general biology and quantitative chemistry courses.	2023 - 2024	Target Met	<p>Target was met. 90% of the students scored satisfactory or better on the assessed activity. 80% (8/10) scored proficient. 10% (1/10) scored satisfactory. 10% (1/10) scored unsatisfactory. The results were an improvement over last year, when only 73% met the target, and only 46% scored proficient. The trends over the last 12 years are shown in the BioAssessments 2.1_BSB 410_Trends plot.</p>	<p>Assessment results were discussed in a dept meeting on 26 April 2024, a biology unit meeting on 6 May 2024, and in various emails throughout the semester.</p> <p>As shown in the attached BioAssessment_2.1_BSB 410_Trends graph, student performance in this assessed activity was improved over last year in both the percentage of students who met the target, and the percentage of students who were scored proficient.</p> <p>In all biology and microbiology courses, we will continue to provide exercises and examples that teach the students specific techniques that improve learning for retention. In all courses, will</p>

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	2.1 (SLO)	The student will apply concepts from previous courses to current courses.	Work done by students in BSB 410, typically taken in the 4th year, will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 410 General Ecology will score satisfactory or better (as measured by the departmental assessment rubric) on activities requiring the application of knowledge gained in first-year general biology and quantitative chemistry courses.	2023 - 2024	Target Met	Target was met. 90% of the students scored satisfactory or better on the assessed activity. 80% (8/10) scored proficient. 10% (1/10) scored satisfactory. 10% (1/10) scored unsatisfactory. The results were an improvement over last year, when only 73% met the target, and only 46% scored proficient. The trends over the last 12 years are shown in the BioAssessments 2.1_BSB 410_Trends plot.	lecturing about new material, we will continue to point out where the material has links to material the students will have seen in prior courses and we will continue to provide exercises and assignments that have the students draw explicit links between the new material and the previous material.
			Work done by students in BSB 446, typically taken in the 2nd or 3rd year, will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 446 Evolutionary Biology will score satisfactory or better (as measured by the departmental assessment rubric) on an exam question that relates DNA sequence changes to evolutionary relationships between organisms.	2023 - 2024	Target Met	Target was met. 94% of assessed students achieved satisfactory or better on the assessed activity. 81% (13/16) were ranked as proficient. 13% (2/16) were ranked as satisfactory. 6% (1/16) were ranked unsatisfactory. The results were consistent with last year, as revealed in the BioAssessment 2.1_BSB 446_Trends graph, showing results over the last 11 years.	<p>Assessment results were discussed in a dept meeting on 26 April 2024, a biology unit meeting on 6 May 2024, and in various emails throughout the semester.</p> <p>As shown in the attached BioAssessment_2.1_BSB 446_Trends graph, student performance in this assessed activity held steady over since last year, and our percentage of students achieving the highest (proficient) ranking is as high as it has ever been.</p> <p>In all biology and microbiology courses, we will continue to provide exercises and examples that teach the students specific techniques that improve learning for retention. In all courses, will lecturing about new material, we will continue to point out where the material has links to material</p>

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			Work done by students in BSB 446, typically taken in the 2nd or 3rd year, will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 446 Evolutionary Biology will score satisfactory or better (as measured by the departmental assessment rubric) on an exam question that relates DNA sequence changes to evolutionary relationships between organisms.	2023 - 2024	Target Met	Target was met. 94% of assessed students achieved satisfactory or better on the assessed activity. 81% (13/16) were ranked as proficient. 13% (2/16) were ranked as satisfactory. 6% (1/16) were ranked unsatisfactory. The results were consistent with last year, as revealed in the BioAssessment 2.1_BSB 446_Trends graph, showing results over the last 11 years.	the students will have seen in prior courses and we will continue to provide exercises and assignments that have the students draw explicit links between the new material and the previous material.
	2.2 (SAO)	In keeping with the University Mission to provide “a high-quality undergraduate education” and in keeping with the Biology program goal of having students understand “material across disciplines,” the student will learn the concepts covered by a commercial, nationally-administered Major Fields Test in biology, taken in their final semester before graduation.	All Biology majors will, as a requirement for graduation, take a nationally-administered Major Fields Test in biology from ETS in Princeton, NJ, in their last semester of study. The tests will be graded by ETS and returned along with information comparing scores to test-takers at other 4-year institutions nation-wide. ETS will provide information about each student’s percentile ranking for the test.	More than 50% of the students taking the Major Fields Test will score above the 50th percentile ranking when comparing their performance to those of students across the nation taking the same test in the same year.	2023 - 2024	Target Not Met	40% of the graduating Biology seniors scored at the 50th percentile or better on the ETS Major Fields Test in biology. 6/15 scored at the 50th percentile or better. 9/15 scored below the 50th percentile.	While we did not meet this assessment target, student achievement in this SAO rose for the 5th straight year. (See the BioAssessment_2.2_MajorFieldsTest_Trends.xlsx file for a plot of this assessment over the past 17 years.) Having 40% of the students meet the assessment goal is the best result in this category since 2019. We are confident that our work at improving both student retention of material and student ability to connect material from different courses is having an effect. Consequently, in all biology and microbiology courses, we will continue to provide exercises and examples that teach the students specific techniques that improve learning for retention. In all courses, will lecturing about new material, we will continue to point out where the material has links to material the students will

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	2.3 (SPG C.3)	In keeping with the University Strategic Priority and Goal C.3 of forging “meaningful and engaged partnerships that provide real-life experiences for students”, the student will participate in community service opportunities while enrolled in the department.	All graduating Biology seniors will be given a Survey as part of a required Exit Interview with the Department Chair. One question on that survey will ask students to enumerate the types of community service activities they have participated in while an MUW undergraduate. Faculty will review and analyze the survey results.	More than 75% of the students participating in the Exit Interview Survey will have participated in at least two different types of community service activities.	2023 - 2024	Target Not Met	Target was not met. 67% of the seniors (6/9) participated in at least two different types of community service activities. 33% of the seniors (3/9) participated in one type of activity. 0% of the seniors did not participate in any service activities at all. Trends in the assessment over the last seven years are shown in the graph BioAssessments_2.3_Survey of Seniors_Trends.	While not meeting the achievement target, the percentage of students engaging in at least two different types of service activities before they graduate is on an upward trend, as revealed in the plot shown in the BioAssessments_2.3_Survey of Senior_Trends file. After a major dip during the pandemic, participating in service activities has increased the highest level it's been since we've started assessing this activity. And even the students with just one type of service activity (3/9) reported they had done that service activity more than once. We are doing a better job at getting word to students about service activity opportunities, but it is still largely the work of just a handful of faculty. We will continue to rely on those service-

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	2.3 (SPG C.3)	In keeping with the University Strategic Priority and Goal C.3 of forging “meaningful and engaged partnerships that provide real-life experiences for students”, the student will participate in community service opportunities while enrolled in the department.	All graduating Biology seniors will be given a Survey as part of a required Exit Interview with the Department Chair. One question on that survey will ask students to enumerate the types of community service activities they have participated in while an MUW undergraduate. Faculty will review and analyze the survey results.	More than 75% of the students participating in the Exit Interview Survey will have participated in at least two different types of community service activities.	2023 - 2024	Target Not Met	Target was not met. 67% of the seniors (6/9) participated in at least two different types of community service activities. 33% of the seniors (3/9) participated in one type of activity. 0% of the seniors did not participate in any service activities at all. Trends in the assessment over the last seven years are shown in the graph BioAssessments_2.3_Survey of Seniors_Trends.	minded faculty, but other faculty will try to become more aware of opportunities and convey them to their students.
Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 111 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 111 students should be at least a “3” on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to basic stoichiometry.	2023 - 2024	Target Not Met	45 PSC 111 students across four lecture sections and two semesters (3 sections in fall 2023, 1 section in spring 2024) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 45 students evaluated was "2.5" with the following breakdown (18 students, score = 1; 5 students, score = 2; 6 students, score = 3; 16 students, score = 4). Target was not achieved. [more]	In 2017-18 and 2018-19, the average for this outcome was 2.5. In 2019-20, the average was 2.9. We are not considering the results (average of 3.4) from 2020-21 because of the changes in the delivery method brought about by the pandemic. In 2021-22, the average was 2.8. In 2022-23, the average was 2.6. This is the sixth year in a row (not including 2020-21) that our average, for this objective, has fallen between 2.5 and 2.9. In the 2022-23 SMART report, we stated that, in addition to the other strategies that we have utilized (active learning activities, encouragement of the usage of peer tutoring, offering online assistance), we were going to require that students have one-on-one meetings with the instructors of PSC 111 for extra tutoring in stoichiometry. We decided that if the 2023-24

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Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 111 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 111 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to basic stoichiometry.	2023 - 2024	Target Not Met	45 PSC 111 students across four lecture sections and two semesters (3 sections in fall 2023, 1 section in spring 2024) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 45 students evaluated was "2.5" with the following breakdown (18 students, score = 1; 5 students, score = 2; 6 students, score = 3; 16 students, score = 4). Target was not achieved. [more]	average was consistent with averages from previous years, then we would discuss switching our focus to assess a different topic. Since this year's result was in the 2.5-2.9 range, we will switch our focus from stoichiometry to electronic concepts for the 2024-25 academic year and going forward. We will change our 1.1 GEO 3.a. statement to reflect this change. The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.
			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 112 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 112 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to equilibrium.	2023 - 2024	Target Not Met	18 PSC 112 students across two lecture sections in spring 2024 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from a quiz and an exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 18 students evaluated was "2.7" with the following breakdown (4 students, score = 1; 3 students, score = 2; 4 students, score = 3; 7 students, score = 4).	In 2017-18, the average score on this assessment was 2.1. We offered more practice and assignments related to the concept of chemical equilibrium in 2018-19, and the average rose to 2.8. For the 2019-20 academic year, we had planned to revamp the course in order to spend more course time on chemical equilibrium. We were able to revamp the course and saw the average rise to 3.4. Our plan was to repeat the course revisions in the 2020-21 academic year, and if we met the target in 2021, we planned to focus on our attention on a different topic in 2021-22.

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			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 112 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 112 students should be at least a “3” on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to equilibrium.	2023 - 2024	Target Not Met	Target was not achieved.	<p>In 2020-21, the average score was 3.1, however, we decided not to include this result in the trend because of changes in lecture delivery and assessment due to the pandemic.</p> <p>In 2021-22, the average was 2.0, an unfortunate return to the 2017-18 average. During that year, we strayed away from the positive changes that we had made in the course. For 2022-23, we planned to return to the course topic schedule that we developed in 2019-20 and to increase the number of assessment opportunities that we provided on chemical equilibrium. Our strategies resulted in an improvement in the average from 2.0 to 2.9, which is as expected. The 2023-24 result of 2.7 is similar to the 2022-23 result.</p> <p>Although we have not reached the target of “3”, we are pleased with our course revamp and its effect on our students’ understanding of chemical equilibrium. We will continue to spend additional time on the topic. However, for 2024-25 and going forward, we will switch our focus and assessment from equilibrium to bonding. We will change our 1.1 GEO 3.a statement to reflect this change.</p> <p>The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.</p>

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			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 450/451 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 312/450/451 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to thermodynamics/quantum mechanics.	2023 - 2024	Target Met	<p>PSC 450/451 was not taught during the 2023-24 academic year. PSC 312 was taught in the fall semester of 2023.</p> <p>8 PSC 312 students in 1 lecture section in fall 2023 were assessed on their knowledge of the concepts of equilibrium, with relevant calculations, and the use of stoichiometry in analysis. Conceptual questions and calculations on equilibrium and stoichiometry (from an exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 8 students evaluated was "3.8" with the following breakdown (0 students, score = 1; 0 students, score = 2; 2 students, score = 3; 6 students, score = 4). Target was achieved. [more]</p>	<p>The PSC 312 students were assessed on their use of stoichiometry and equilibria concepts in more advanced applications (more advanced than applications seen in PSC 111 and PSC 112). 8 out of 8 students met the target, which is encouraging for these junior and senior students.</p> <p>Since this course will not be taught is 2024-25 PSC 450/451 will be used in assessment of this learning outcome.</p> <p>The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.</p>
	1.2 (SLO)	TSW exhibit effective written communication in the areas of inorganic and analytical chemistry.	Formal lab reports will be evaluated in PSC 112L by faculty using the AAC&U Written Communication VALUE Rubric.	75% of PSC 112 students should score at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric in writing a formal lab report.	2023 - 2024	Target Met	15 PSC 112L students across two lab sections were assessed on their written communication using two formal lab reports. Lab reports were evaluated using the AAC&U Written Communication VALUE rubric. 93% of PSC 112L students scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE	Students are given a detailed description of the sections that must be included in the lab reports. They are also allowed to write two drafts of the first lab report. Upon reading the first draft, the professor provides extensive feedback to aid the student in writing the second draft. While there is only one draft allowed for the second lab report, the students are provided with extensive assistance from the professor. Multiple drafts of

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	1.2 (SLO)	TSW exhibit effective written communication in the areas of inorganic and analytical chemistry.	Formal lab reports will be evaluated in PSC 112L by faculty using the AAC&U Written Communication VALUE Rubric.	75% of PSC 112 students should score at least a “3” on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric in writing a formal lab report.	2023 - 2024	Target Met	Rubric (15 students evaluated on two lab reports; 0 at level 1, 1 at level 2, 5 at level 3, 9 at level 4). Target was achieved.	<p>the first lab report and extensive assistance with the second lab report allow the students to meet the target.</p> <p>We intend to continue on with this assessment in this manner.</p> <p>The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.</p>
	1.3 (SLO)	TSW demonstrate competency in both theoretical and practical aspects of instrumentation and analytical techniques.	Qualitative and quantitative questions (quizzes, exams, assignments) related to instrumentation will be evaluated by faculty.	75% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering questions and performing calculations related to instrumentation.	2023 - 2024	Target Not Met	<p>Students who obtained 90% or more of the points were rated “proficient”. Students who obtained between 70 and 89% of the points were rated “satisfactory”. Students who obtained less than 70% of the points were rated “unsatisfactory”.</p> <p>8 PSC 211 students were evaluated using the rubric attached in the "Related documents" section. 50% of PSC 211 students scored at least "satisfactory" on the rubric. 8 students were evaluated (on a quiz) with questions related to instrumentation and analytical techniques (4 at unsatisfactory, 3 at satisfactory, 1 at proficient). Target of 75% was not achieved.</p>	<p>Missed classes and missed assignments will negatively affect a student's performance on an assessment. With a smaller class size (only 8 students), the result is more susceptible to the performance of a few individual students.</p> <p>We have focused on this topic for several years, and we have decided to switch our focus to stereochemistry instead of instrumentation for 2024-25 and going forward. We will change the 1.3 SLO to reflect this change.</p> <p>The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.</p>
	2.1 (SLO)	TSW recognize and interpret structure, reactions, mechanisms, and synthesis of organic compounds.	Questions related to reactions and synthesis from quizzes and exams in PSC 211/212 will be evaluated by faculty.	60% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering basic questions related to	2023 - 2024	Target Met	Students who obtained 90% or more of the points were rated “proficient”. Students who obtained between 70 and 89% of the points were rated	<p>Instruction will continue in the same manner.</p> <p>The chemistry faculty will share all of our results and analyses with the Department of Sciences</p>

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	2.1 (SLO)	TSW recognize and interpret structure, reactions, mechanisms, and synthesis of organic compounds.	Questions related to reactions and synthesis from quizzes and exams in PSC 211/212 will be evaluated by faculty.	organic chemistry reactions and synthesis.	2023 - 2024	Target Met	<p>“satisfactory”. Students who obtained less than 70% of the points were rated “unsatisfactory”.</p> <p>15 PSC 211/212 students were evaluated using the rubric attached in the "Related Documents" section. 60% of PSC 211/212 students scored at least "satisfactory" on the rubric. 15 students were evaluated (on two quizzes) with questions related to organic reactions and synthesis (6 at unsatisfactory, 6 at satisfactory, 3 at proficient). Target of 60% was achieved.</p>	and Mathematics Chair and faculty.
	2.2 (SLO)	TSW effectively present information in oral and written forms in the area of organic chemistry.	An oral presentation will be evaluated in PSC 212 by faculty using the AAC&U Oral Communication VALUE Rubric.	75% of PSC 212 students should score at least a “3” on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric in delivering an oral presentation.	2023 - 2024	Target Met	7 PSC 212 students were assessed on delivering an oral presentation. The presentation was evaluated using the AAC&U Oral Communication VALUE rubric. 100% of PSC 212 students scored at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric (7 students evaluated on one presentation; 0 at level 1, 0 at level 2, 1 at level 3, 6 at level 4). Target was achieved.	<p>Instruction will continue in this manner.</p> <p>The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.</p>
			Formal lab reports will be evaluated in PSC 211L by faculty using the AAC&U Written Communication VALUE Rubric.	75% of PSC 211L students should score at least a “3” on the 0-4 scale used in the AAC&U Written	2023 - 2024	Target Met	8 PSC 211L students across two lab sections were assessed on their written communication using two formal lab reports. The lab reports were evaluated	<p>Instruction will continue in this manner.</p> <p>The chemistry faculty will share all of our results and analyses with the Department of Sciences</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Formal lab reports will be evaluated in PSC 211L by faculty using the AAC&U Written Communication VALUE Rubric.	Communication VALUE Rubric in writing a formal lab report.	2023 - 2024	Target Met	using the AAC&U Written Communication VALUE rubric. 100% of PSC 211L students scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric (8 students evaluated on two lab reports; 0 at level 1, 0 at level 2, 0 at level 3, 8 at level 4). Target was achieved	and Mathematics Chair and faculty.
	3.1 (SAO & SLO)	TSW demonstrate a general knowledge of the major branches of chemistry covered on the Chemistry Major Field Test (MFT) from the Educational Testing Service (ETS).	All Chemistry majors will take the Chemistry MFT during the semester of their graduation. The MFT is graded by ETS and the results compared to other scores nationally. These results are sent to the department and will be evaluated by faculty to determine if achievement target was met.	90% of Chemistry majors taking the Chemistry MFT will score in the satisfactory level (25th percentile) or higher.	2023 - 2024	Inconclusive	Scores for the Chemistry MFT are not available at this time.	Going forward, the MFT will be scheduled early enough so that the scores will be available to include in this report. The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.
	4.1 (SPG C.2)	Chemistry majors will participate in activities that serve diverse populations of our communities.	Chemistry majors will complete an Exit Survey during the semester of their graduation. On the Exit Survey, chemistry majors will answer questions concerning their participation in outreach activities to diverse populations of our communities. Faculty will review and analyze the Exit Survey to determine if Chemistry majors participated in at least one outreach activity.	100% of Exit Survey participants (Chemistry majors) will participate in at least one outreach activity.	2023 - 2024	Target Met	There was one graduating chemistry major in 2024. This student participated in several outreach activities. Target was met.	The chemistry faculty will continue to encourage student participation in outreach events. The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Communication (including Minor) - BA, BS {2016-2017}	1.1 (SLO & GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess student writing samples from relevant courses	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	2023 - 2024	Inconclusive	Coordinator did not enter.	Coordinator did not enter.
			Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess student writing samples from relevant courses.	The average score of assessed student writing samples from sophomore-level courses will be at least 2 on the 4-point Written Communication rubric.	2023 - 2024	Inconclusive	Coordinator did not enter.	Coordinator did not enter.
	2.1 (SLO)	Students will demonstrate appropriate use of video production techniques and practices.	Using the Video Production Skills rubric, departmental faculty will assess student production samples from relevant courses.	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Video Production Skills rubric.	2023 - 2024	Inconclusive	Coordinator did not enter.	Coordinator did not enter.
	2.2 (SLO)	Students will demonstrate appropriate use of audio production techniques and practices..	Using the Audio Production Skills rubric, departmental faculty will assess student production samples from relevant courses.	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Audio Production Skills rubric.	2023 - 2024	Inconclusive	Coordinator did not enter.	Coordinator did not enter.
	3.1 (SAO)	Students will complete professional portfolios that showcase their skills for potential employers or graduate schools.	Faculty will use a departmental rubric (Communication Student Portfolio Rubric) to assess portfolios produced by students in the capstone course in the program.	At least 90 percent of assessed student portfolios will score at least 80 on the 100-point Communication Student Portfolio rubric.	2023 - 2024	Inconclusive	Coordinator did not enter.	Coordinator did not enter.
	3.2 (SPG C.3)	Students will engage in meaningful, real-life experiences within the	Students in Communication Internship (COM 460) will complete an Exit	At least 85 percent of students participating in the Exit Survey will rate	2023 - 2024	Inconclusive	Coordinator did not enter.	Coordinator did not enter.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SPG C.3)	Communication field.	Survey at the end of their internship. Departmental faculty will review and analyze the results to determine if the achievement target was met.	their internship experience positively as defined by a score of 4 or greater, on a scale of 1-7.	2023 - 2024	Inconclusive	Coordinator did not enter.	Coordinator did not enter.
Program - Creative Writing - MFA {2016-2017}	1.1 (SLO)	Students will complete a portfolio of work that demonstrates mastery of language and conventions of a genre.	Faculty will assess the students' theses using the MFA Writing Skills Rubric that measures skill with the mechanics of language, aesthetic use of language, and use of conventions of the genre being studied.	Thesis students will achieve on their theses an average of at least 88% on the MFA Writing Skills Rubric.	2023 - 2024	Target Met	9 out of 9 thesis students who completed their thesis in 2023-2024 scored 14 or higher on the MFA Writing Skills Rubric. 3 scored 14 and 6 scored 15 out of 15. Students who complete thesis are writing. 14 is actually 93% and 13 would be 86%.	We should consider revising our target to be either 13 86% or 14 (93%) since 88% is not possible. Though most of our students do achieve a 14 or 15 on this rubric by the time they complete their theses, it may still be advisable to set the target at 86% for all students.
			Students in courses designated as Workshop will be assessed with a rubric that measures skill with the mechanics of language, aesthetic use of language, and use of conventions of the genre being studied. Each instructor will complete the MFA Writing Skills Rubric after grading final portfolios for the class.	80% of students assessed will achieve on their final portfolios an average of 80% on the MFA Writing Skills Rubric.	2023 - 2024	Target Met	52 out of 58 students assessed met the target of 12 (80% on the rubric) on the MFA Writing Skills Rubric for a rate of 90%. Most students were assessed more than once in different classes in both spring and fall semester. Four students did not meet the target in Fall 2023; two students did not meet the target in Spring 2024, representing an improvement semester to semester. We did have one new student in Spring 2024 who may have been among the two who did not meet our target yet. The lowest scores (6 and 8) in Fall 2023 were also lower than the lowest scores in Spring 2024 (8 and 10), also suggesting improvement from one semester to the next. Most	It is important to continue to assess the creative writing skills of our MFA students. Because we admit new students each year and they are in classes with other, more seasoned writers, we need to assess them together. We often see a few lower scores, though it is important that we also see improvement from one semester to the next and by the time students write their theses. Though we often meet our target, the current target seems reasonable to account for new students. We will continue to discuss where the challenges are that new students face and how we can best help them. This varies often and can be highly individual for each student.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Students in courses designated as Workshop will be assessed with a rubric that measures skill with the mechanics of language, aesthetic use of language, and use of conventions of the genre being studied. Each instructor will complete the MFA Writing Skills Rubric after grading final portfolios for the class.	80% of students assessed will achieve on their final portfolios an average of 80% on the MFA Writing Skills Rubric.	2023 - 2024	Target Met	scores were 14 or 15.	It is important to continue to assess the creative writing skills of our MFA students. Because we admit new students each year and they are in classes with other, more seasoned writers, we need to assess them together. We often see a few lower scores, though it is important that we also see improvement from one semester to the next and by the time students write their theses. Though we often meet our target, the current target seems reasonable to account for new students. We will continue to discuss where the challenges are that new students face and how we can best help them. This varies often and can be highly individual for each student.
	2.1 (RO & SLO)	Students will conduct research in literary scholarship, pedagogy, or the craft of writing and produce essays or other projects based on that research.	Students completing Masters Theses will include a bibliography of works related to the genre of the thesis. Faculty will assess the students' thesis bibliographies using the MFA Research Skills Rubric.	Students will achieve on their Thesis Bibliographies an average of at least 88% on the MFA Research Skills Rubric.	2023 - 2024	Target Not Met	8 out of 9 students who completed their thesis in the 2023-2024 academic year scored a 14 or higher on the MFA Research Skills rubric for their thesis bibliographies. 14 is actually 93% and 13 is 86.7%. One student scored 13, 3 students scored 14, and 5 students scored 15 out of 15.	Since it is impossible to score exactly 88% it would be best to decide whether we want our target to be 93\$ (14) or 86% (13). With the current description, we did not quite meet our target of all students scoring 88%. Yet 93% may be an unreasonable goal for every student to achieve. Our students do show significant improvement in research skills from the time they start the program to the point the finish their theses. Part of this discussion should include whether there are ways we can better support our students while writing thesis.
			Students in Forms and Literature classes will be assessed with a rubric that measures their use of scholarly	80% of students assessed will achieve on their Forms and Literature project an average of 80% on	2023 - 2024	Target Met	Students were assessed 47 times for their research skills. Most students were assessed more than once over two semesters. 40	Research is an important skill for our students to master. Many come to the program without a background in literary studies, so this can be an area where they

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			sources appropriate to their topic. Each instructor will complete the MFA Research Skills Rubric after grading the designated project for the class.	the MFA Research Skills Rubric.	2023 - 2024	Target Met	student assessments were 12 (80%) or higher, and 7 were below the target, for an average of 85%. In the fall 3 scores were below 12, and in the spring 4 scores were below 12. This may be because there were more sections of Forms or Literature classes or because different students took those classes in the spring.	struggle initially. It is important to continue to assess this and to continue to discuss ways that we can help students improve in an area that may not be their strongest. We do see successes and significant improvement over the course of the program.
	3.1 (SAO & SPG C.4)	Students will publish their work in appropriate publications for their genres.	The program director will review and analyze the Master's Thesis Survey results to determine students' publication history.	90% of students participating in the Master's Thesis Survey will report that by the time they defend their thesis they have published at least one work in a literary journal or had a play published or produced or had their writing published in another outlet appropriate to the genre.	2023 - 2024	Target Not Met	8 out of 9 students completed the Thesis survey. Of these, 6 reported that they had published work by the time they defended their thesis and 2 reported that they had not. Though our goal is that all students would publish are least one piece in a journal of some kind, we often fall short of this goal. It is still an appropriate goal to have, though we might consider revising the percentage of students who achieve the goal to be more in line with the number of graduating students. 80% or 85% might be a more achievable goal when 90% is impossible if we have fewer than 10 respondents. In order to achieve 90% of fewer than 10 students, we would need 100%. Nonetheless, we would not have met a lower goal.	MFA faculty should continue to discuss how we can encourage students to seek publication, while acknowledging that some are wise to wait until they have highly polished work to submit. Getting them to that point earlier in their MFA program is one goal. Another goal is to get them to have realistic goals for their first publication and to help them find appropriate journals to submit to. It does often take time and multiple submissions before a student is successful at publication, so students do need to start sooner rather than later if they want to publish before they complete their program.
	3.2 (SLO)	Students will	Students in EN 502 Full	85% of EN 502	2023 - 2024	Target Met	12 out of the 14 students	Though we met our target of 85%

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SLO)	understand the literary marketplace and other career options for writers.	Writing Residency will complete a Professional Knowledge Survey measuring their knowledge of the literary marketplace and other career options on a 5-point Likert scale where 5 is Strongly Agree.	students participating in the Professional Knowledge Survey will have an average score of greater than 3 (Satisfied) on a scale on 1-5.	2023 - 2024	Target Met	(85.7%) who completed the Professional Knowledge Survey averaged a 3 or higher for satisfaction across all questions. One respondent averaged 2, one averaged 3.2 and 3.6, and two averaged 3.8. Seven students averaged 4 or higher. The area where students express the least satisfaction continues to be in their knowledge of and exposure to book publishing, though our scores here are improving.	scoring 3 or higher, we were close to not meeting it. We need to continue our discussions of how we can include more content on publishing in Workshop courses and perhaps also in Forms courses, and we need to encourage more students to take Literary Magazine Production and The Professional Writer. When discussing professional knowledge, we also need to find more and better ways to educate our playwrights about the realities of the marketplace and how they can get their plays produced. Playwriting is a very different market than the other genres that we cover in our program, so it needs special attention. We will discuss these issues again at our August meeting.
			Students participating in the Master's Thesis Survey will answer the same questions as on the Professional Knowledge Survey to determine if students improved from their time in the EN 502 Full Writing Residency course to the end of the program. Faculty will review and compare the surveys' results.	90% of students participating in the Master's Thesis Survey will have an average score of greater than 3 (Satisfied) on a scale of 1-5 on the "Professional Knowledge" portion of the Master's Thesis Survey.	2023 - 2024	Target Met	As usual, the students in our program report high satisfaction with their professional knowledge overall. It is one of the strengths of our program. Looking at the results, we still see very strong satisfaction for publishing in literary journals and less satisfaction, even some dissatisfaction when it comes to book publishing. Comparing scores between the Full Residency and the Thesis surveys shows that students are more satisfied by the time they reach thesis in all areas of the survey	Professional knowledge is one of the hallmarks of a successful MFA program. Though we typically do well on this assessment, it is important to continue this assessment and to strive for improvement especially on book publishing and other career opportunities for writers. We will discuss how we have added content to Workshop classes. Those result really won't show up until next year's assessment, since EN 502 and the Thesis survey is mostly conducted in the summer. We will also discuss the possibility of including content about publishing and other career issues in forms and literature classes as well.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Digital Studies - Minor {2019-2020}	1.1 (SLO, GEO 3.b.)	Students will analyze quantitative information presented in different formats.	Completion of LIB 201, which includes assignments that deconstruct and evaluate existing digital scholarship projects, create original datasets, use available tools to quantitatively explore digital artifacts, and use existing data to construct research questions.	Students (on average) will earn a C or higher in the class.	2023 - 2024	Inconclusive	Low-enrolled year one. Data will not be collected/analyzed until year 3.	Next year will be low-enrolled year 2. Will continue to recruit minors through emails, flyer, and presence at major/minor fair.
			Completion of required MIS course(s) (297 or 322), which include assignments that assess foundational knowledge of programming languages that allow students to build, stylize, structure, and query data sets.	Students, on average, will earn a C or higher in the class or classes.	2023 - 2024	Inconclusive	Low-enrolled year 1. No additional minors declared after distribution of emails and campus flyers. Data will not be collected/analyzed until year 3.	Next year will be low-enrolled year 2. Will continue to recruit minors through emails, flyer, and presence at major/minor fair.
	1.2 (SPG A.2)	Students will adapt to emerging technologies by interacting with digital tools that foster the 21st century learning environment.	Faculty will review and assess the students' digital artifacts creations through selected coursework that are publicly accessible through external or institutional channels to determine if the achievement target is met.	Students will upload selected course artifact(s) to an individual (external) website, an MUW website, or the AthenaCommons, the Institutional repository.	2023 - 2024	Inconclusive	Low-enrolled year 1. No additional minors declared after distribution of emails and campus flyers. Data will not be collected/analyzed until year 3.	Next year will be low-enrolled year 2. Will continue to recruit minors through emails, flyer, and presence at major/minor fair.
	2.1 (SAO & SLO)	Students will present information, arguments, and ideas in oral, written and visual forms for their contexts through digital platforms.	Students will create an online portfolio in LIB 401 that identifies a disciplinary issue or problem, contextualizes it with accompanying research, addresses it through digital methods or	Students will score a 3 or higher on the Information AAC&U Information Literacy Rubric for their final practicum assignment.	2023 - 2024	Inconclusive	Low-enrolled year 1. No additional minors declared after distribution of emails and campus flyers. Data will not be collected/analyzed until year 3.	Next year will be low-enrolled year 2. Will continue to recruit minors through emails, flyer, and presence at major/minor fair.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SAO & SLO)	Students will present information, arguments, and ideas in oral, written and visual forms for their contexts through digital platforms.	visualizations, and will upload it to the University's publicly accessible Institutional Repository.	Students will score a 3 or higher on the Information AAC&U Information Literacy Rubric for their final practicum assignment.	2023 - 2024	Inconclusive	Low-enrolled year 1. No additional minors declared after distribution of emails and campus flyers. Data will not be collected/analyzed until year 3.	Next year will be low-enrolled year 2. Will continue to recruit minors through emails, flyer, and presence at major/minor fair.
	2.2 (SLO)	Students will demonstrate the ability to evaluate information for the purpose of solving a problem utilizing digital tools and research within their field.	Students completing LIB 401 will complete an exit survey and the target measure will be evaluated using the question average of answers 6-8. "The following questions will assess how you feel the practicum project allowed you to improve quantitative literacy, oral and written presentation skills, and use emerging technologies. (The average of the scores will be calculated for Outcome 2.2) Q6 – Rate how you feel like the practicum project improved your ability to understand or analyze quantitative information to make informed decisions? (1: did not improve – 5: did improve strongly). Explain your answer. Q7 – Do you feel like the practicum project improved your ability to learn about and use emerging technologies? (1: did not improve – 5: did	Students participating in the exit survey will rate an average of 3 or higher (out of 5) on the exit survey questions 6-8.	2023 - 2024	Inconclusive	Low-enrolled year 1. No additional minors declared after distribution of emails and campus flyers. Data will not be collected/analyzed until year 3.	Next year will be low-enrolled year 2. Will continue to recruit minors through emails, flyer, and presence at major/minor fair.

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	2.2 (SLO)	Students will demonstrate the ability to evaluate information for the purpose of solving a problem utilizing digital tools and research within their field.	improve strongly). Explain your answer. Q8 – Do you feel like the practicum project improved your ability to present information, written or orally, to a wider audience? (1: did not improve – 5: did improve strongly). Explain your answer.”	Students participating in the exit survey will rate an average of 3 or higher (out of 5) on the exit survey questions 6-8.	2023 - 2024	Inconclusive	Low-enrolled year 1. No additional minors declared after distribution of emails and campus flyers. Data will not be collected/analyzed until year 3.	Next year will be low-enrolled year 2. Will continue to recruit minors through emails, flyer, and presence at major/minor fair.
Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays, the student's writing will be evaluated with the AAC&U Written Communication VALUE Rubric. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (8-12 students from an assignment in EN 303, 304, or 360) students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	2023 - 2024	Target Not Met	Using our official target of 2.0, we see that 10 out of 11 students met the target, so our goal is no met. Only one student scored lower than 2.0 and that student scored 1.9. These are good results, but not quite as high as we have aimed. However, we intended to change our target from 2.0 to 2.5 but didn't get the plan changed. If we had done that, then 7 out of 11 would have met the new target and our goal would also not have been met. 2 students scored 2.4, one scored 2.1, and one scored 1.9.	Given that we did not meet our goal this year, it will be worth continuing this assessment to see whether this is an ongoing trend. We intended to raise our target from 2.0 to 2.5 and can still do that. We have discussed how we can include more writing in 200- and 300-level classes that will help students achieve these levels; however, there has not been time to see whether those improvements work. We also have several new faculty coming on board this year, so it will be important to reiterate the guidelines for literature surveys and other 200- and 300-level classes and discuss how we can help students improve their writing after they have completed the composition sequence.
			In a sample group of essays, the student's writing will be evaluated with the AAC&U Written Communication VALUE Rubric. At least two English faculty members (not the faculty member who	In a sample group of essays (at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 2 or higher on the AAC&U Written Communication	2023 - 2024	Target Met	12 out of 12 Capstone students assessed earned a 2 or higher on this rubric, meeting our original goal. We had intended to raise the goal from 2.0 to 2.5, however. With that new target, three students would score just under the goal. Three scored 2.4, one	Given that we would not have met our revised target of 2.5, English faculty should discuss whether this is an appropriate target or whether 2.4 would be better. We then need to be sure to follow through and revise our assessment plan for next year with the appropriate target. We have discussed plans for how

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			taught the class from which the essay was generated) will assess the student work.	VALUE Rubric.	2023 - 2024	Target Met	scored 2.6, one scored 2.8, and five scored between 3.2 and 3.8, and two scored a perfect 4.0. It may be worth discussing whether 2.5 is an appropriate target.	much writing should be included in 200-, 300-, and 400-level classes, though there has not been time for those plans to have much effect. With several new faculty coming on board this year, it will be necessary to continue those conversations and to continue assessment of Written Communication in English Capstone. We are entering a period of transition, and we need to communicate more about expectations and about assessment.
	1.2 (SLO)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays, the student's writing will be evaluated with the AAC&U Information Literacy VALUE Rubric. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (8-12 from students from an assignment in EN 303, 304, or EN 360) students will score a class sample average score of at least a 2 or higher on the AAC&U Information Literacy VALUE Rubric to show their ability to construct and defend arguments using textual evidence.	2023 - 2024	Target Met	10 out of 10 students earned a score of 2.0 or higher, meeting our target. However, we had intended to increase our target to 2.5 but didn't change our assessment plan. With this higher target, two students would not have met the target, scoring an average of 2.1 and 2.2. One faculty member's rating would have meant that all students scored 2.6 or higher. The other faculty member scored these students with a 1.8 and 1.6, suggesting that we may need to do more to calibrate our assessment. We have had discussions of the appropriate level and kind of research to include in 200- and 300-level classes above the survey level. These have not had enough time for the results to be seen in this assessment.	English faculty will discuss these results and determine whether 2.5 is still an appropriate target. We will also continue to discuss appropriate levels and kinds of research to include in 200- and 300-level classes to prepare students for Information Literacy. We will revise the assessment plan with the target that we determine is most appropriate.
			In a sample group of	In a sample group of	2023 - 2024	Target Met	12 out of 12 students in	It will be important to continue

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			essays, the student's writing will be evaluated with the AAC&U Information Literacy VALUE Rubric. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	essays (at least 8-12 students from EN 499: English Capstone course students will score a class sample average score of at least a 2 or higher on the AAC&U Information Literacy VALUE Rubric to show their ability to construct and defend arguments using textual evidence.	2023 - 2024	Target Met	English Capstone achieved a 2 or higher, so our official target was met. We had intended to raise the target to 2.5 which was also met. Scores ranged from 2.6 (1 student), 2.8 (1 student), 3, 3.2, 3.4, 3.6 (1 student each), 3.8 (2 students) and 4 (4 students).	to assess the Capstone students, especially since our assessment at the 300-level did not meet our target. We will continue our discussion of how to prepare students in 300- and 400-level English classes for information literacy in the demanding Capstone research project. We will also update our assessment plan to include the revised target of 2.5. It will be important to communicate to new faculty the importance of our expectations for introducing and developing strong research skills in upper-level literature classes.
	2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops an argument using documentation of sources.	Sample group of EN 102 Essays written in response to an assignment which requires a thesis statement and accurate documentation of at least one source. At least two faculty members (who have not taught the sections from which the samples were taken) will apply the rubric to the sample set.	EN 102 sample group of at least 20 papers (from at least four sections taught by at least four different faculty members) will score an average of at least 1.5 or higher on the AAU&C Written Communication rubric.	2023 - 2024	Target Met	24 out of 24 students assessed met our official target of earning a 1.5 on the Written Communication Value Rubric. However, we had intended to revise that target to 2.0. With the revised target, one student would not have met the goal, scoring a 1.7.	We need to update our assessment plan to reflect the change from a target of 1.5 to 2.0. Since one student did not meet our new goal, we need to discuss ways to bring all students up to the target level. We will also need to do more work with calibrating our use of the rubric;. One faculty evaluator had lower scores than the other for the student who did not meet the target. We will also have new faculty teaching composition this year, so they will need to be trained on the Written Communication Value Rubric. This will best be done early in the fall semester so that we are thinking about it as we work with students in composition, and again at the end of the year when we do assessment.
	3.1 (SPG A.1)	Students will receive a quality English education meeting students'	At the end of the academic year, departmental faculty will review and analyze	80% of students participating in the EN 499 Capstone course evaluations	2023 - 2024	Target Met	10 out of 12 students in EN 499 English Capstone completed the course evaluation survey. Of	It is important to continue to assess student satisfaction with the English major curriculum and course offerings. The main

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG A.1)	expectations satisfactorily.	EN 499 course evaluations for the Capstone curriculum question results to determine if achievement target was met.	will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the English department’s curriculum and instruction quality.	2023 - 2024	Target Met	these, 8 indicated that they were very satisfied with the English curriculum and 2 indicated they were somewhat satisfied.	challenge will be to monitor what courses students want and need and be sure to offer them in a rotation that will give students adequate opportunities to take those classes. Because we have new faculty this year, some of whom are Visiting faculty, we may face more challenges to offer the upper-level classes that students need.
	3.2 (SAO)	Students will be actively engaged utilizing their English degrees.	The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	25% of students participating in the Alumni Survey will state that they are enrolled in graduate/professional degree program.	2023 - 2024	Inconclusive	The alumni survey was not administered this year. It should be administered in 2025.	We assume that the alumni survey will be administered in 2024-2025. We will review and analyze the results when they are available.
			The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	85% of students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the English program.	2023 - 2024	Inconclusive	The alumni survey was not sent out in 2023-2024.	We anticipate that the alumni survey will be sent out in 2024-2025, so we will review and analyze the results when they are available.
			The MUW Graduation Survey will be used for the assessment of this achievement target. A special report will be ran in EvalKit targeting the English graduates.	90% of English graduates completing the MUW Graduation Survey will be employed in their field or a related field or planning to attend/enrolled in graduate school in	2023 - 2024	Target Met	Six out of 8 students who took the graduation survey indicated that they were either employed in their field (1 who had secured employment) or were planning to go on to a higher degree (5). This represents 75% of those surveyed, so we did not	Once again, we did not meet our target of 90% of English graduates being employed in their field or planning to attend graduate school. This is no surprise because students in English usually do not have job placements at graduation unless they are going into Secondary Education. Most were employed

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			The MUW Graduation Survey will be used for the assessment of this achievement target. A special report will be ran in EvalKit targeting the English graduates.	their field or related field.	2023 - 2024	Target Met	meet our target of 90%.	at least part-time at the time they graduated, and half were searching for employment in their field. Now that the Career Services Center is up and running, it will be a good time to discuss with the director about possible alternatives to the Graduation Survey that could let us survey our graduates after six months and/or a year or longer to see what kind of employment they had found. It will help to better define what "employment in your field" means, both for accuracy of student reporting and for a better understanding of the fields our students may well go into. These are important steps to take as we launch our QEP, and we hope that other programs across the university will be engaged in similar research, so that a common approach can be identified.
	4.1 (SLO)	Students will complete a portfolio of work that demonstrates a command of grammar, syntax, and aesthetic use of language (CW).	Students in EN 312 Creative Writing will be assessed with a rubric that measures creative use of language: the mechanics of grammar and syntax, aesthetic use of language, and use of conventions of the genres used in their Final Portfolios. Each instructor will complete the Writing Skills Rubric after grading Final Portfolios for the class.	Students in EN 312 will achieve on their Final Portfolios an average of at least 80% on the Writing Skills Rubric.	2023 - 2024	Target Met	All students in EN 312 Creative Writing were assessed. 4 out of 5 scored 15 on the Writing Skills Rubric. One student scored 14. This was a small, but strong class of creative writers.	It is important to continue to assess the writing skills of student in EN 312 Creative Writing. We often have some students who do not meet our target, though this year because of the small class size, we were fortunate to have all students who performed well. One goal will be to increase the class sizes as enrollments rebound across campus. We would like to get back to a situation where we can offer more than one section of EN 312 per year, though that might not happen this year.
			Students in EN 419 Senior Portfolio will be assessed with a rubric	Students in EN 419 will achieve on their Senior Portfolios an	2023 - 2024	Target Met	Five out of five students who took EN 419 Senior Portfolio scored a 13 or	It is important to continue to assess the writing skills of creative writers in Senior

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			that measures creative use of language: the mechanics of grammar and syntax, aesthetic use of language, and use of conventions of the genres used in their final portfolios. Each instructor will complete the Writing Skills Rubric after grading Senior Portfolios for the class.	average of at least 85% on the Writing Skills Rubric.	2023 - 2024	Target Met	higher on the Writing Skills Rubric. Two scored 13, one scored 14, and two scored 15. This indicates that 85% (13 out of 15) is an appropriate target.	Portfolio. Our writers have good success applying to graduate programs and even publishing their work while they are in college. Their performance on this assessment rubric is a testament to the strength of the program.
	6.1 (SLO)	Students will develop the ability to teach English as a second language.	At the end of each semester, the department TESL director will review student records to determine if all course requirements for the TESL Certificate were met.	25% of English majors and minors will earn the TESL certification by the time they graduate.	2023 - 2024	Target Not Met	2 out of 9 English majors graduated with the TESL Certificate. This means we did not quite meet our target, yet it is a significant improvement over the previous year. In fact, we would have met our target with 2 out of 8, but one student returned to complete her degree in Spring 2024. She had not started the TESL Certificate program when she was previously at The W, and her sole goal was to complete her English - Secondary Education degree. We did not have an opportunity to recruit her into the certificate program. Nonetheless, it is good to see the program rebounding, and it is important to note that one of the students who did earn the certificate was accepted into the JET program. This is our second JET recipient in recent years, so we can be proud of this achievement.	Now that we have revised the English Secondary Education curriculum to make it easier for students to compete the TESL Certificate while obtaining their Teaching Certificate, it will be important to recruit English Ed students to the certificate program. Students who have done the program and who add on a TESL Certificate to their licensure find that they are in high demand in the job market. This, combined with the fact that students should be able to complete the requirements without taking additional classes, should make it easier to recruit. It should also help us recruit new students to the English Ed concentration, since we can point out that it is possible to get the add-on certificate in TESL.
Program - Family	1.1 (SLO,	Students will	Assessment of this	(Foundation Level)	2023 - 2024	Target Not Met	The average score of	FSC faculty met on 7 May 2024

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Science (including CAST Certificate) - BS {2016-2017}	GEO 1.c.)	demonstrate effective written communication skills.	achievement target will be completed by the instructor of the course; this course is a cross-listed course—both sections are taught at the same time in the same location.	The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured by the rubric) on the AAC & U Written Communication Value Rubric on a literature review assignment.	2023 - 2024	Target Not Met	students (n = 14) in FSC/PSY 290 for the 23-24 AY was 2.65; thus, the target was not met.	to discuss the results of our assessment. Nine out of 14 students met the target; a closer examination of the scores (included in our documentation) on the rubric indicates that, while students were able to find and use appropriate sources (most likely because the instructor required library instruction on locating appropriate peer-reviewed sources), students struggled with context, content development, disciplinary standards, and syntax (with the lowest score on the context subscale of the rubric). While we observed that some of their struggles relate to the same issues (e.g., lack of engagement) we noted in the previous year, students clearly continue to struggle with even basic writing skills (i.e., writing a literature review) for our social science disciplines. Upon discussion with the entire faculty (PSY and FSC), we realized that these writing issues were endemic to the entire department and to the majority of students majoring in the department. Thus, we all decided that, as FSC/PSY 290, intro to research, and PSY 201, APA style, are foundational for writing ability for ALL majors, we would ensure that the major assignments and grading rubrics for these courses would be standardized across instructors (as different faculty from both majors teach these courses). By spring 2025, we plan to have an instructional manual created for both classes which will include key assignments, rubrics, guiding

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Program - Family Science (including CAST Certificate) - BS {2016-2017}	1.1 (SLO, GEO 1.c.)	Students will demonstrate effective written communication skills.	Assessment of this achievement target will be completed by the instructor of the course; this course is a cross-listed course—both sections are taught at the same time in the same location.	(Foundation Level) The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured by the rubric) on the AAC & U Written Communication Value Rubric on a literature review assignment.	2023 - 2024	Target Not Met	The average score of students (n = 14) in FSC/PSY 290 for the 23-24 AY was 2.65; thus, the target was not met.	questions, and other materials that will enable students to emerge from both classes able to cite, reference, and format in proper APA style and to write using correct mechanics (grammar, spelling, punctuation) and to write literature reviews that follow the convention of our disciplines. Literature reviews are foundational to every other type of writing, including key stakeholder writing assignments, that we do. Given the emphasis in the new QEP on preparing students for work and further study, and given that capstone-level skills are foundational to their success after they graduate, we plan to continue with our emphasis on work ethic (completing work on time; using feedback in further drafts of writing assignments; library training in all classes to ensure that students can locate peer-reviewed sources), add rubrics for grading of lower stakes assignments, and creation of a common standard for the major assignments in the foundational courses of PSY 201 and FSC/PSY 290.
			Assessment of this achievement target will be completed by the instructor of this course.	(Baccalaureate level) The average score of FSC 465 students will be at least 3.2 (a grade of B, as measured by the rubric) on a key stakeholder writing assignment.	2023 - 2024	Target Not Met	The average score of FSC 465 students on a key stakeholder assignment was 3.0 on the AAC & U Written Communication Value Rubric; thus the target was not met.	FSC faculty met on 7 May 2024 to discuss the results of our assessment. As noted, NO student in the class met the target; a closer examination of the scores (included in our documentation) on the rubric indicates that, while students met the "milestone" (or adequate) level on most areas of the rubric, they struggled with use of "sources and evidence."

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of this course.	(Baccalaureate level) The average score of FSC 465 students will be at least 3.2 (a grade of B, as measured by the rubric) on a key stakeholder writing assignment.	2023 - 2024	Target Not Met	The average score of FSC 465 students on a key stakeholder assignment was 3.0 on the AAC & U Written Communication Value Rubric; thus the target was not met.	While we observed that some of their struggles relate to the same issues (e.g., lack of engagement) we noted in the previous year, students were neither able to locate proper (i.e., peer-reviewed) sources for this paper without extensive faculty scaffolding, nor were they able to integrate these sources without extensive scaffolding and support by faculty. Upon discussion with the entire faculty (PSY and FSC), we realized that these writing issues were endemic to the entire department and to the majority of students majoring in the department. Thus, we all decided that, as FSC/PSY 290, intro to research, and PSY 201, APA style, are foundational for writing ability for ALL majors, we would ensure that the major assignments and grading rubrics for these courses would be standardized across instructors (as different faculty from both majors teach these courses). By spring 2025, we plan to have an instructional manual created for both classes which will include key assignments, rubrics, guiding questions, and other materials that will enable students to emerge from both classes able to cite, reference, and format in proper APA style and to write using correct mechanics (grammar, spelling, punctuation) and to write literature reviews that follow the convention of our disciplines. Literature reviews are foundational to every other type of writing, including key stakeholder writing assignments, that we do. Given the emphasis

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of this course.	(Baccalaureate level) The average score of FSC 465 students will be at least 3.2 (a grade of B, as measured by the rubric) on a key stakeholder writing assignment.	2023 - 2024	Target Not Met	The average score of FSC 465 students on a key stakeholder assignment was 3.0 on the AAC & U Written Communication Value Rubric; thus the target was not met.	in the new QEP on preparing students for work and further study, and given that capstone-level skills are foundational to their success after they graduate, we plan to continue with our emphasis on work ethic (completing work on time; using feedback in further drafts of writing assignments; library training in all classes to ensure that students can locate peer-reviewed sources), add rubrics for grading of lower stakes assignments, and creation of a common standard for the major assignments in the foundational courses of PSY 201 and FSC/PSY 290.
	2.1a (SAO)	Students will feel that the Family Science program has prepared them to work professionally and ethically upon graduating.	At the end of the academic year, faculty will review and evaluate the results of the Senior Exit Survey.	Participating students' will report that they feel the Family Science program has prepared them to work ethically upon graduating by having an average rate of satisfaction on the Senior Exit Survey as a 6 on a scale of 1 to 10.	2023 - 2024	Target Met	Students' average satisfaction rating on the Senior Exit Survey on the ethical work item was 9; thus, the target was met.	Including the ethical reflection assignment in the FSC 499, internship, course, appeared to focus students' ethical practice as family life educators; thus, we plan to continue to retain this assignment for the FSC 499 course.
			At the end of the academic year, faculty will review and evaluate the results of the Senior Exit Survey.	Participating students' will report that they feel the Family Science program has prepared them to work professionally upon graduating by having an average rate of satisfaction on the Senior Exit Survey as a 6 on a scale of 1 to 10.	2023 - 2024	Target Met	Students (n = 3) who completed the Exit Survey for the 23-24 AY provided an average rating of 9 on the Senior Exit Survey item regarding preparation for professional work; thus, the target was met.	We met on 5/7/24 to discuss results of our assessment. We plan to continue to provide opportunities (e.g., serving as peer educators/mentors for financial literacy; writing grant proposals for class assignments; developing educational programming) for our students to complete activities related to professional practice as Family Life Educators (FLEs) in the coming year to prepare them for

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			At the end of the academic year, faculty will review and evaluate the results of the Senior Exit Survey.	Participating students' will report that they feel the Family Science program has prepared them to work professionally upon graduating by having an average rate of satisfaction on the Senior Exit Survey as a 6 on a scale of 1 to 10.	2023 - 2024	Target Met	Students (n = 3) who completed the Exit Survey for the 23-24 AY provided an average rating of 9 on the Senior Exit Survey item regarding preparation for professional work; thus, the target was met.	professional work as FLEs; doing so, along with requiring reflection on their work, not only relates to requirements for the Certified Family Life Educator, also relates to goals of the W's new QEP in relation to career readiness.
	3.1 (SPG A.2)	Prepare students to be life-long learners and contributing members of today's global economy	Faculty will review quarterly notifications of newly approved CFLEs (by NCFR, through a quarterly newsletter and via their website) from the W's FSC program. The number of graduates for each summer, fall, and spring term will be reported to provide a frame of reference for reviewers.	70% of graduates over a two year period* will earn at least their provisional** CFLE credential.	2023 - 2024	Target Not Met	Only one of nine students who graduated with a FSC degree over the past two years earned at least their provisional CFLE credential; thus, the target was not met.	For the last several years, our program has failed to meet this target. Because all three faculty are CFLEs, we decided to "do what good CFLEs do:" We plan, for the summer 2024 FSC 499, internship class (in which we will have 7 interns), to add questions to the senior exit survey that will provide FSC faculty with an indication of why they are not becoming CFLEs when the majority (of those who have completed the exit survey) indicate an interest in earning this credential. We will be asking them about concerns regarding the application process (time required and the procedure), financial concerns, and any other reason. We will remove the questions for the spring 2025 interns because we will continue to introduce the CFLE in FSC 203 (professional issues), the foundational course for our major (by introducing our students to the coursework checklist, which is part of the application process), and in all courses that follow by tying our major course concepts and

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	3.1 (SPG A.2)	Prepare students to be life-long learners and contributing members of today's global economy	Faculty will review quarterly notifications of newly approved CFLEs (by NCFR, through a quarterly newsletter and via their website) from the W's FSC program. The number of graduates for each summer, fall, and spring term will be reported to provide a frame of reference for reviewers.	70% of graduates over a two year period* will earn at least their provisional** CFLE credential.	2023 - 2024	Target Not Met	Only one of nine students who graduated with a FSC degree over the past two years earned at least their provisional CFLE credential; thus, the target was not met.	objectives to those for CFLE (we already do this, but we plan to orient our students to these objectives and concepts early in each term for all CFLE Core courses), by having FSC 497 students complete the national CFLE scholarship application essay (the national organization scholarships in one student/new professional per quarter; two years ago, W alum and CFLE Ashley Barksdale gave a presentation to our students on how to complete their purpose statement), and, finally, by having students in FSC 499 apply (noting that they can apply during their last term and that we do have a foundation scholarship for this purpose; we will have to create a rubric of our own, and an application process, to evaluate their essays) for provisional CFLE status. Of course, we are aware that some of our plans may change when we receive students' responses to the exit survey questions regarding barriers to obtaining CFLE status.
	3.2 (SPG D.4)	Support students through degree completion and into their careers	Graduating seniors in the FSC program will complete the Family Life Education Assessment Exam (FLEA), which is an exam provided by NCFR and which helps family science academic programs evaluate how well their program is covering the 10 Family Life Education content areas that represent	The average score on the FLEA for graduating seniors in the FSC program will be 70% (reflecting the pass score for the CFLE exam).	2023 - 2024	Target Not Met	The average score of FSC 465 students (n = 7) was 61%; thus, the target was not met.	FSC faculty met on 5/7/24 to discuss assessment results for the 23-24 AY and to plan for the 24-25 AY. As mentioned in our previous assessment discussion (for the 22-23 AY), we came up with four options regarding this AT for the coming years: 1., wait for norming data or change the cutoff score; 2., reduce overall score to a pass score of 60%; 3., retain score of 70%, but only for key FLE areas (i.e., those that represent a higher proportion of

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SPG D.4)	Support students through degree completion and into their careers	the knowledge, skills, and abilities needed for effective practice as a CFLE. The exam focuses on knowledge provided through course work in family science programs; the FLEA is administered locally (at the university) by external proctors who send the completed exams to the testing company, SMT/Prometric.	The average score on the FLEA for graduating seniors in the FSC program will be 70% (reflecting the pass score for the CFLE exam).	2023 - 2024	Target Not Met	The average score of FSC 465 students (n = 7) was 61%; thus, the target was not met.	<p>CFLE work per the most recent jobs survey)); or, 4., do any of the above and drop human growth, because most W students take this course at a community college.</p> <p>Despite indications that NCFR would have sufficient norming data (to allow us to compare our program to other similar programs) by the 2023-24 AY, no norming data is available at this time. Thus, we will drop the average score for this AT to 60%, and we will retain this assessment for only two more years if NCFR is unable to provide norming data. We discussed, in the previous year's plan, why we wanted to drop the AT: While our coursework continues to exceed standards for CFLE accreditation (noting that we recently became a 20-year program in spring term 2024), the standard and practice guidelines, which are used to inform the questions asked on both the FLEA and CFLE exams, focus on very traditional families (i.e., the nuclear family, with a working father, stay-at-home mother, and biological offspring). Two of three current faculty serve on the national CFLE Exam Committee and have taken this exam as well as helped with content validity procedures, so we are aware of the kinds of questions asked, and, as CFLEs, in an approved program, we all have access to the CFLE Standards and Practice Guidelines. We prepare students for work with diverse families because the diversity on which</p>

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	3.2 (SPG D.4)	Support students through degree completion and into their careers	Graduating seniors in the FSC program will complete the Family Life Education Assessment Exam (FLEA), which is an exam provided by NCFR and which helps family science academic programs evaluate how well their program is covering the 10 Family Life Education content areas that represent the knowledge, skills, and abilities needed for effective practice as a CFLE. The exam focuses on knowledge provided through course work in family science programs; the FLEA is administered locally (at the university) by external proctors who send the completed exams to the testing company, SMT/Prometric.	The average score on the FLEA for graduating seniors in the FSC program will be 70% (reflecting the pass score for the CFLE exam).	2023 - 2024	Target Not Met	The average score of FSC 465 students (n = 7) was 61%; thus, the target was not met.	we instruct is reflective of the populations with whom they will work (both nationally and in the South) upon graduation. Furthermore, our students have shown remarkable consistency in passing (i.e., earning an average score of 60% or higher) the FLEA (their average composite scores are 63%, 64%, and 61%, for FSC 465 students from spring 22, 23, and 24, respectively).
	4.1 (SLO)	CAST students will demonstrate “Child First” methodologies when faced with potentially child abusive situations in their Second Module Submission.	Assessment of this achievement target will be completed by the instructor of FSC 295; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLs) of student in FSC 295 will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2023 - 2024	Target Met	Results indicated that the average score on the Examine subscale of the DEAL rubric for FSC 295 students in fall 23 was 3.38; thus, the target was met.	There were 13 students in the class during fall 23; all students completed the assessment; however, upon closer examination, we noticed that some students were using the Qualtrics survey to respond to only one of the two CAST courses offered during fall 2023 (even though they indicated they had completed two simulations for fall 2023, one per course). Next year, we plan to clarify that they need to complete one survey per course, and that they need to clearly identify for which course

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	CAST students will demonstrate “Child First” methodologies when faced with potentially child abusive situations in their Second Module Submission.	Assessment of this achievement target will be completed by the instructor of FSC 295; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLS) of student in FSC 295 will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2023 - 2024	Target Met	Results indicated that the average score on the Examine subscale of the DEAL rubric for FSC 295 students in fall 23 was 3.38; thus, the target was met.	and simulation they are completing the reflection. We realized, upon email discussion during the week of 6-10 May, that this was the explanation for us having only a few data points per section, when we had a total of 39 students in the HED and FSC CAST courses offered during fall 23. We plan to also clarify that they must complete one response per course, not one response per term.
			Assessment of this achievement target will be completed by the instructor of FSC 295; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLS) of students in FSC 295 will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the DESCRIBE subscale of the Student Reflective Journal Assignment.	2023 - 2024	Target Met	The average score of students (n = 8) on the Describe subscale of the DEAL Rubric following completion of the second module of the Katie simulation in fall 23 in FSC 295 was 2.96; thus the target was met.	There were 13 students in the class during fall 23; all students completed the assessment; however, upon closer examination, we noticed that some students were using the Qualtrics survey to respond to only one of the two CAST courses offered during fall 2023 (even though they indicated they had completed two simulations for fall 2023, one per course). Next year, we plan to clarify that they need to complete one survey per course, and that they need to clearly identify for which course and simulation they are completing the reflection. We realized, upon email discussion during the week of 6-10 May, that this was the explanation for us having only a few data points per section, when we had a total of 39 students in the HED and FSC CAST courses offered during fall 23. We plan to also clarify that they must complete one response per course, not one response per term.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.2 (SLO)	CAST students will demonstrate “Child First” methodologies when faced with potentially child abusive situations in their Final Module Submission.	Assessment of this achievement target will be completed by the instructor of courses listed below; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator. Courses alternate between PLG 395 and HED/WS 327 by year.	The average score (on the reflection completed following the final module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the ARTICULATE LEARNING subscale of the Student Reflective Journal Assignment.	2023 - 2024	Inconclusive	Results were inconclusive. In fall 2023, two CAST courses, FSC 295 (perspectives) and HED/WS 327 (global) were offered. While students were able to indicate, on the Qualtrics survey which contains the reflective assignment, that they were in both classes at the same time, they often mixed their responses (i.e., completing Describe for the FSC class simulation and Examine for the HED class simulation or vice versa). Only 8 usable responses for the fall 23 term could be salvaged, but these responses focused on the describe and examine subscales for the Katie simulation in FSC 295.	CAST faculty discussed assessment results for the 23-24 AY during the week of 8-10 May via email. We not only realized that students were answering prompts regarding which simulation they were in inconsistently; we also realized that, for this particular aspect of the assessment, given that this assessment reflects a capstone level of understanding (as measure by the DEAL rubric), we will place this assessments, in alternating years (noting that the PLG395 course is offered in odd springs) for the two highest numbered classes in the CAST certificate (FSC 392, families in crisis, and PLG 395, legal system response). We also plan to create separate surveys for the different courses for this reflective piece.
			Assessment of this achievement target will be completed by the instructor of courses listed below; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator. Courses alternate between PLG 395 and HED/WS 327 by year.	The average score (on the reflection completed following the final module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2023 - 2024	Inconclusive	Results were inconclusive. In fall 2023, two CAST courses, FSC 295 (perspectives) and HED/WS 327 (global) were offered. While students were able to indicate, on the Qualtrics survey which contains the reflective assignment, that they were in both classes at the same time, they often mixed their responses (i.e., completing Describe for the FSC class simulation and Examine for the HED class simulation or vice versa). Only 8 usable responses for the fall 23 term could be salvaged,	CAST faculty discussed assessment results for the 23-24 AY during the week of 8-10 May via email. We not only realized that students were answering prompts regarding which simulation they were in inconsistently; we also realized that, for this particular aspect of the assessment, given that this assessment reflects a capstone level of understanding (as measure by the DEAL rubric), we will place this assessments, in alternating years (noting that the PLG395 course is offered in odd springs) for the two highest numbered classes in the CAST certificate (FSC 392, families in crisis, and PLG 395, legal system

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of courses listed below; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator. Courses alternate between PLG 395 and HED/WS 327 by year.	The average score (on the reflection completed following the final module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2023 - 2024	Inconclusive	but these responses focused on the describe and examine subscales for the Katie simulation in FSC 295.	response). We also plan to create separate surveys for the different courses for this reflective piece.
			Assessment of this achievement target will be completed by the instructor of courses listed below; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator. Courses alternate between PLG 395 and HED/WS327 by year.	The average score (on the reflection completed following the final module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the DESCRIBE subscale of the Student Reflective Journal Assignment.	2023 - 2024	Inconclusive	Results were inconclusive. In fall 2023, two CAST courses, FSC 295 (perspectives) and HED/WS 327 (global) were offered. While students were able to indicate, on the Qualtrics survey which contains the reflective assignment, that they were in both classes at the same time, they often mixed their responses (i.e., completing Describe for the FSC class simulation and Examine for the HED class simulation or vice versa). Only 8 usable responses for the fall 23 term could be salvaged, but these responses focused on the describe and examine subscales for the Katie simulation in FSC 295.	CAST faculty communicated via email regarding our results during the week of 6-10 May 2024. Students were more engaged with the courses and the PBLs simulations than before; however, for fall 2023, only 8 DE responses (that could be clearly identified as belonging to one simulation for the FSC 295 course) across 2 CAST courses were recorded by Qualtrics (noting that the FSC 295, perspectives, and HED/WS 327 had 13 and 26 students registered, respectively) . When we began examining their responses, we quickly realized that students were enrolled in both courses, but often unsure of which PBLs to respond (noting that they were allowed to select more than one course, but only one PBLs, to respond to at any given time); only 8 students clearly identified that they were responding to the Katie simulation from FSC 295. We plan to create separate PBLs

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of courses listed below; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator. Courses alternate between PLG 395 and HED/WS327 by year.	The average score (on the reflection completed following the final module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the DESCRIBE subscale of the Student Reflective Journal Assignment.	2023 - 2024	Inconclusive	Results were inconclusive. In fall 2023, two CAST courses, FSC 295 (perspectives) and HED/WS 327 (global) were offered. While students were able to indicate, on the Qualtrics survey which contains the reflective assignment, that they were in both classes at the same time, they often mixed their responses (i.e., completing Describe for the FSC class simulation and Examine for the HED class simulation or vice versa). Only 8 usable responses for the fall 23 term could be salvaged, but these responses focused on the describe and examine subscales for the Katie simulation in FSC 295.	Qualtrics surveys in the future to indicate that students are to provide one response per class, rather than one response per term.
Program - Film Studies - Minor {2016-2017}	1.1 (SLO, GEO 2.a.)	Students will demonstrate the ability to analyze films as cultural and aesthetic works.	Using the AAC&U Intercultural Knowledge and Competence VALUE rubric, departmental faculty will assess samples of written film analyses from students in relevant courses.	The average score of assessed film analyses from relevant courses will be at least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	2023 - 2024	Inconclusive	Coordinator did not enter.	Coordinator did not enter.
	1.2 (SLO, GEO 1.c.)	Students will demonstrate clear, concise writing about films.	Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess student writing samples from relevant courses.	The average score of assessed student writing samples from courses will be at least 2 on the 4-point Written Communication rubric.	2023 - 2024	Inconclusive	Coordinator did not enter.	Coordinator did not enter.
	2.1 (SAO)	Students will demonstrate awareness of films	Departmental faculty will assess students' breadth of film viewing	At least 80 percent of students surveyed will report having	2023 - 2024	Inconclusive	Coordinator did not enter.	Coordinator did not enter.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SAO)	from a variety of cultures.	in relevant courses with a survey.	viewed films from more than two film genres.	2023 - 2024	Inconclusive	Coordinator did not enter.	Coordinator did not enter.
	2.2 (SLO, GEO 2.a)	Students will exhibit the ability to recognize differences between films from different time periods.	Direct - Intercultural Knowledge and Competence Value Rubric – Using the “Knowledge” sub-scores from the AAC&U Intercultural Knowledge and Competence VALUE rubric (“Cultural self-awareness” and “Knowledge of cultural worldview frameworks”), departmental faculty will assess samples of written comparative film analyses from students in relevant courses.	The average score of assessed comparative film analyses from relevant courses will be at least 3 on the 4-point “Knowledge” sub-scores of the Intercultural Knowledge and Competence VALUE rubric.	2023 - 2024	Inconclusive	Coordinator did not enter.	Coordinator did not enter.
	2.3 (SPG E.4)	The program will offer courses that enhance cultural awareness by featuring films that encompass a broad range of cultures.	Departmental faculty will assess the variety of films included in relevant courses to determine whether the program adequately represents multiple cultures. Represented cultures may be defined by: film genre, time period (of production or presentation), country of origin, or creator characteristics.	The program will report the range of cultures represented by films included in relevant courses. At least 30 percent of tabulated films will represent diverse cultures.	2023 - 2024	Inconclusive	Coordinator did not enter.	Coordinator did not enter.
Program - Fine Arts (including Graphic Design and Studio Art Minors) - BFA {2016-2017}	1.1 (SLO)	Students will successfully complete the Foundation Portfolio Review as a BFA program entry requirement.	Students participating in ART 200 Foundation Portfolio Review are required to submit a portfolio of artwork from ART 103 Design I, ART 104 Design II, ART	The average score of students assessed will be at least 5 “meets expectations” out of the seven total areas using the	2023 - 2024	Target Met	3 students participated in the portfolio review in the fall of 2023. 2 of the 3 met the target by receiving at least 5 "meets expectations" or higher on their scores. In the spring	Art Faculty was given the results at a the final department meeting of the spring; we discussed the results and we believe we are doing a good job preparing the students in foundation classes and then

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Fine Arts (including Graphic Design and Studio Art Minors) - BFA {2016-2017}	1.1 (SLO)	Students will successfully complete the Foundation Portfolio Review as a BFA program entry requirement.	105 Drawing I, ART 106 Drawing II, ART 107 Three-Dimensional Design, ART 195 Computers in Art, and other examples of works for studio courses to be evaluated with the departmental rubric. A minimum of three faculty members will complete the assessments.	departmental Foundation Portfolio Review rubric.	2023 - 2024	Target Met	of 2024, 6 students participated in the portfolio review- all 6 passed, and met the target of receiving at least 5 "meets expectations" or higher on their scores.	preparing them directly for the portfolio review. We will remain diligent in preparing our students for the review by multiple meetings to assist in editing and selecting works. We still need to increase instruction and discussion about writing formal analysis statements.
	1.2 (SLO)	Advanced student progress will be evaluated each semester during the Saturday critiques.	Students enrolled in advanced studio and graphic design courses: ART 462 Advanced Graphic Design, ART 405 Advanced Figure Drawing, ART 430 Advanced Ceramics, ART 420 Advanced Photography, ART 421 Advanced Digital Photography, ART 479 Advanced Painting, ART 489 Advanced Printmaking are required to participate in the Saturday critiques held every semester. Their current and previous bodies of work are displayed and provided feedback. Each portfolio presented is evaluated by a departmental rubric with a minimum of 2 faculty members completing the assessments.	The benchmark of the assessment will be 80% of students should achieve a multi component average of 2.5 or higher.	2023 - 2024	Target Not Met	<p>Eighteen of the thirty-seven students (48%) averaged at or above the 2.5 benchmark. Thirteen of the eighteen students (72%) scored above the 2.5 mark on every criteria.</p> <p>For criteria 1, 3, and 4 both the fall and spring students averaged a 2.3 score.</p> <p>For criteria 2, the fall students scored an average of 2.4 and the spring students scored an average of 2.5. (a combined average for both would be 2.48.)</p> <p>This high score for criteria 2 (innovation and individuality), has been consistent for three years reflecting a central strength of the department. We will continue our efforts to meet our target, over the next academic year, with emphasis on concept development and the</p>	<p>All faculty participated in the Saturday critiques. Immediately following the critiques and then at the final faculty meeting of the year, we discussed which students concerned us and ways we could help them.</p> <p>We can improve on both of these areas. In each of the level 2 and advanced sections of each studio discipline, we should do a better job critiquing ahead of the Saturday critique, where we guide students to develop a concept (even if it is only for the next month). We can also guide students better to be self-aware of their progress towards the eventual senior show.</p> <p>The introduction of the new senior seminar class should help with some of the issues related to being prepared for senior show. Other actions that we could implement are: critiques in all of the advanced level classes ahead of Saturday Critique, more independent projects, and introducing other large group critiques</p>

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	1.2 (SLO)	Advanced student progress will be evaluated each semester during the Saturday critiques.	Students enrolled in advanced studio and graphic design courses: ART 462 Advanced Graphic Design, ART 405 Advanced Figure Drawing, ART 430 Advanced Ceramics, ART 420 Advanced Photography, ART 421 Advanced Digital Photography, ART 479 Advanced Painting, ART 489 Advanced Printmaking are required to participate in the Saturday critiques held every semester. Their current and previous bodies of work are displayed and provided feedback. Each portfolio presented is evaluated by a departmental rubric with a minimum of 2 faculty members completing the assessments.	The benchmark of the assessment will be 80% of students should achieve a multi component average of 2.5 or higher.	2023 - 2024	Target Not Met	critical preparation for the senior capstone exhibition.	(where we combine classes [like we did this past year for various GD classes]). Since we have not met our target two years in a row, we should possibly consider adjusting our target goals to a 2.4 for questions 2 and 4 and adjusting the target goal for questions 1 and 3 to a 2.3. Our target goal for the student average could be 80% meeting a target of 2.0 or better. We should also work on improving our students readiness for score #3 (Concept Preparedness).
	2.1 (SLO)	Students will develop competency in completing a written formal analysis of their works.	Students enrolled in all 100 and 200 level ART studio courses are required to submit a formal analysis of one of their works of art each semester. The analysis will focus on the formal elements (line, color, light, shape, etc.) and the principles of design (emphasis, movement, harmony, variety, etc.) that are used to create a composition. Each	The average score of students will be at least a “2” on the 1-4 scale using the departmental Formal Analysis Review rubric.	2023 - 2024	Target Met	<p>All students met the target of achieving an average score of 2 on the 1-4 scale on the rubric.</p> <p>Three students scored a high average of 4/4. The lowest student average was a 2.5/4</p> <p>The analysis question that scored the highest average was question #1 with an average of 3.6. The question with the lowest average was #2 with a 3.1.</p>	<p>The two faculty who submitted the assignment met and discussed the results of the data. We shared the results with the rest of the faculty in the final faculty meeting of the spring.</p> <p>We should put more emphasis on both analyzing visual pathways and identifying (plus describing how/why) areas of secondary focus. Overall, the foundation curriculum and the introductory studio courses put an overall emphasis on hierarchy/emphasis and on visual pathways; and that</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Students will develop competency in completing a written formal analysis of their works.	work will be evaluated by the instructor of record using a department rubric.	The average score of students will be at least a “2” on the 1-4 scale using the departmental Formal Analysis Review rubric.	2023 - 2024	Target Met	We need to more attention teaching secondary areas of emphasis, especially teaching them to note how and why those areas are creating focus/emphasis.	seems to be working. We can, and we should also put more emphasis on design analysis statements in other studio classes. The curriculum could still put more emphasis on design thinking (as a means of developing a design idea, as a means of analyzing a design idea, and as a means of problem solving/ doctoring a design idea.) We should build on and expand the "Think Design" campaign.
	2.2 (SLO)	Students will demonstrate design knowledge by successfully completing the Design Literacy Test required in all foundation design courses.	Students enrolled in ART 103 Design I, ART 104 Design II, and ART 107 Three-Dimensional Design are given the design thinking quiz. The assessment, evaluates visually, design understanding with each student rendering a specific compositional element or principle. Each submission will be evaluated by the instructor of record using a department rubric.	The benchmark of the assessment will be 80% of students should achieve a multi component average of 2.5 or higher.	2023 - 2024	Target Met	<p>Six of the seven students who took the design literacy test at the end of the spring semester met the target of scoring an average of over 2.5.</p> <p>The average for each question was also above 2.5. The highest average was for Question #4 (creating implied shapes), with a 3.36. The lowest average was for Question #6 (demonstrating figure/ground) with a 2.57. This was also the only question with an average that went down slightly from January (score of 2.71) to May. This can be explained partially by the fact that in January we were working on a figure/ ground recap assignment.</p> <p>Question #3 (knowing design concepts other than</p>	<p>Sharing of results with all faculty members occurred at the final meeting of spring semester.</p> <p>The foundation curriculum’s overall emphasis on hierarchy/emphasis and on visual pathways seems to be working but the curriculum could still put more emphasis on design thinking (as a means of developing a design idea, as a means of analyzing a design idea, and as a means of problem solving/ doctoring a design idea.)</p> <p>We should continue with the "Think Design" campaign and expand on it. We should return to flyer and lecture campaign focused on particular design concepts and we should return to hierarchy/emphasis particularly.</p>

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	2.2 (SLO)	Students will demonstrate design knowledge by successfully completing the Design Literacy Test required in all foundation design courses.	Students enrolled in ART 103 Design I, ART 104 Design II, and ART 107 Three-Dimensional Design are given the design thinking quiz. The assessment, evaluates visually, design understanding with each student rendering a specific compositional element or principle. Each submission will be evaluated by the instructor of record using a department rubric.	The benchmark of the assessment will be 80% of students should achieve a multi component average of 2.5 or higher.	2023 - 2024	Target Met	the art elements or the design principles) was the question that showed the most improvement from January to May.	<p>Sharing of results with all faculty members occurred at the final meeting of spring semester.</p> <p>The foundation curriculum’s overall emphasis on hierarchy/emphasis and on visual pathways seems to be working but the curriculum could still put more emphasis on design thinking (as a means of developing a design idea, as a means of analyzing a design idea, and as a means of problem solving/ doctoring a design idea.)</p> <p>We should continue with the "Think Design" campaign and expand on it. We should return to flyer and lecture campaign focused on particular design concepts and we should return to hierarchy/emphasis particularly.</p>
	3.1 (SLO & GEO 1.b.)	Students will effectively display the combination and synthesis of ideas via the creation of a body of art and through the completion of a written assignment in ART 300 Seminar: Process to Synthesis course.	Students participating in ART 300 Seminar: Process to Synthesis will be assigned a written paper where they can express creative thinking as a response to generating a coherent body of work. It will be evaluated with the AAC&U Creative Thinking VALUE Rubric. The instructor of the course will assess each student submissions.	The average score of ART 300 students’ written papers will be at least a “2” on the 0-4 scale evaluated with the AAC&U Creative Thinking VALUE Rubric.	2023 - 2024	Target Met	<p>The overall average for all scores was a 2.75, over our target of a 2/4. The average for each question was also over the target goal of 2/4. Seven students out of eight met the target of an average score of 2 or higher on the 0-4 scale of the AAC&U Creative Thinking VALUE Rubric.</p> <p>The student with the highest average score was Student "B" with an average of 3.8. The lowest student average was 1.75 by student "H".</p> <p>The questions/scores that averaged the highest were</p>	<p>Faculty of record shared the data and results with the department and the department chair at our final meeting of the spring.</p> <p>We are still considering raising the benchmark to a 2.2 (strive for excellence/improvement) as well as focusing on specific criteria on the rubric instead of the whole measure. The whole faculty will review this information again at the first meeting of fall, where we should make the final decision.</p> <p>We should focus on the lower score for the "Innovative Thinking" component. This is probably more an issue of confidence (students do not</p>

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	3.1 (SLO & GEO 1.b.)	Students will effectively display the combination and synthesis of ideas via the creation of a body of art and through the completion of a written assignment in ART 300 Seminar: Process to Synthesis course.	Students participating in ART 300 Seminar: Process to Synthesis will be assigned a written paper where they can express creative thinking as a response to generating a coherent body of work. It will be evaluated with the AAC&U Creative Thinking VALUE Rubric. The instructor of the course will assess each student submissions.	The average score of ART 300 students' written papers will be at least a "2" on the 0-4 scale evaluated with the AAC&U Creative Thinking VALUE Rubric.	2023 - 2024	Target Met	<p>the scores 1 and 2 where we recorded an average score of 3.0. Score 1 is "Acquiring Competencies" and score 2 is "Taking Risks".</p> <p>The question/score that averaged the lowest was score #5 (Innovative Thinking) which averaged score of 2.3.</p>	believe that the things they create or achieve are innovative) than it is an issue of competency. However, in the 2nd level studio classes we can work on both though lectures, discussions, and critiques.
	4.1 (SLO)	Students enrolled in 300-level art history courses (ART 313 Modern and Contemporary Art, ART 310 Nineteenth-Century European Art History, ART 315 Women Artists in History and ART 316 American Art) critical thinking and writing skills will be assessed using the long essay on their final exam.	Using the AAC&U Written Communication Rubric, students will be assessed as to how well they defend a thesis statement by comparing and contrasting artists and artworks in their historical and cultural contexts, using appropriate art historical terminology.	The average score of students enrolled in 300-level art history courses will be 2.5 using the course rubric.	2023 - 2024	Target Not Met	<p>The average student score was 2.1; thus the students in Modern and Contemporary Art History did not meet the target.</p> <p>Some students brought the average down by not paying attention to key factors for the context of the art historical movements discussed. This information was readily available to all students on the lecture PowerPoints uploaded to Canvas.</p> <p>A few other students did not proofread their papers and ignored the red and blue underlines provided by the Word editing program.</p>	<p>In the future, the professor will remind students about the PowerPoints and will warn them that they will be heavily penalized for errors caught by Word.</p> <p>The Art Historian will share these results with faculty at the first fall meeting. We will continue this important measure.</p>
	5.1 (SAO & SPG A.1)	Students successfully complete the capstone Senior Exhibition.	Students are required to complete a Senior Exhibition as part of ART 499 Concept to Exhibition: Senior	The average score of students assessed will be at least 4 "meets expectations" out of	2023 - 2024	Target Met	The overall average score was a 2.32, scoring over the target of 2/3. The average for each criteria was also over the 2/3	The faculty discussed the exhibition's strengths and areas to improve after the show was hung.

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	5.1 (SAO & SPG A.1)	Students successfully complete the capstone Senior Exhibition.	Seminar, the department's capstone course. The Senior Exhibition is a professional group show of graduating students which presents a body of artwork that is aesthetically coherent, professional presented, and of an advanced quality. Selecting works, completing final projects, and designing the exhibition are addressed and are evaluated by a department rubric. The Art and Design faculty will assess each student.	the six total areas using the departmental Senior Exhibition Review rubric.	2023 - 2024	Target Met	<p>benchmark.</p> <p>Nine students out of 10 scored at least a 2 (meets expectations) on at least 4 out of the 5 criteria. Eight out of the 10 averaged above a 2/3.</p> <p>The highest student average was student #1 from the spring semester who averaged a 3.0. The lowest average was also from the spring; student #7 averaged a 1.2.</p> <p>The averages for the different criteria were very similar (from 2.25 to 2.4). The high score was for criteria 4 (statement demonstrates clear goals); this is probably not significant. The low score was for criteria #1 (body of work demonstrates design); this may reflect that this criteria (or the way the criteria is interpreted) is not fully appropriate for senior exhibitions.</p>	<p>Our challenge is determining the best way for students to create a statement. We are still considering shifting from artists statements to more process focused statements for both the studio arts students and the graphic design students.</p> <p>We should consider revising the achievement target because it no longer reflects the number of criteria assessed, or our regular ways of recording data. If we do that we might also want to adjust the rubric to be more nuanced.</p>
			Students participating in ART 499 Concept to Exhibition: Senior Seminar will be given the Senior Exit Survey to indirectly evaluate their learning, experience as a student, and provide the department with data for evaluating effectiveness. The	75% of participating students will score "Satisfied" on the Senior Exit Survey.	2023 - 2024	Target Met	<p>All 4 participants average score was More than Satisfied for each question.</p> <p>Question 15 saw improvement from last year's assessment- being equipped and prepared for life after graduation and enter any field of art. We have made efforts to address professional</p>	<p>This past year we have introduced more units focusing on career development and career preparedness in various classes. In the fall, we will be teaching the new senior seminar class which will also focus on some of these issues; especially career preparedness.</p> <p>Another thing we should work on is making sure that more of our</p>

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			department faculty will evaluate the surveys.	75% of participating students will score “Satisfied” on the Senior Exit Survey.	2023 - 2024	Target Met	practice and life as an artist, with the creation of a new seminar course and concerted efforts to devote class time to open discussions and sharing information.	graduating seniors take the survey.
Program - Foreign Language (Minor) {2022-23}	1.1 (SLO)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of the target language (tenses, moods, aspects) and be able to produce practical content.	1.1A FLF and FLS 102 and 201 students will produce a written and oral text that will be graded by the instructor using the ACTFL Presentational Mode Rubric Novice Learner. These texts are performance based, a one-way communication of information with grammar and vocabulary that has been practiced and memorized with the purpose of explaining, persuading, or narrating content to members of the other culture. The topics are familiar and personally relevant. Random and blind scores from 10 pupils per class and per task, written and oral, will be included in the assessment for a total of 40 individual scores.	The class average on the written and oral presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Impact, Comprehensibility, and Language Control.	2023 - 2024	Target Met	<p>FLF 102 6 students, no scores reported</p> <p>FLS 201 2 students, no scores reported</p> <p>FLS 102 Written Task average score = 87%</p> <p>FLS 102 Oral Task average score = 81%</p> <p>FLS 201 Written Task average score = 83%</p> <p>FLS 201 Oral Task average score = 82%</p> <p>Total average = 83%</p>	<p>Language faculty will discuss the implementation of these assignments and rubric. Given the comments in the notes from Dr. Vergara and Ms. Holloway, we will also discuss with Mr. Raymond whether assessing students' proficiency before the start of the semester is a good idea for French as well as Spanish. This might help with placing students in the right section sooner and with preparing students for the assignment if they are not as well-prepared coming in to the class.</p> <p>We should also discuss whether the deficiencies that Dr. Vergara notes about online Spanish are from our own program or from students who transfer in with online Spanish. If our online instruction is not preparing students well enough then we can discuss how we could improve that for the online students.</p> <p>Finally, the department chair will discuss this year's French assessment with Mr. Raymond and add those results in the Follow-up statement if they were done, or if not, he will re-emphasize the importance of including this assignment and assessing students based on it.</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			1.1B FLF and FLS 202 students will produce a written and oral text that will be graded by the instructor using the ACTFL Presentational Mode Rubric Intermediate Learner. These texts are performance based, a one-way communication of information with the purpose of explaining, persuading, or narrating content to members of the other culture while also expressing own thoughts (i.e. emerging evidence of telling, re-telling, or providing additional description as applicable). The grammar, vocabulary, and topics are familiar and relevant to oneself or others. Random and blind scores from 10 pupils per class and per task, written and oral, will be included in the assessment for a total of 20 individual scores. s.	The class average on the written and oral presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric - Intermediate Learner, based on the following criteria: Language Function, Text Type, Impact, Comprehensibility, and Language Control.	2023 - 2024	Target Not Met	FLS 202 2 students FLS 202 Written Task average score = 78% FLS 202 Oral Task average score = 76% Total average = 77%	Languages faculty will discuss these results with the department chair and consider strategies to improve the class average score. Faculty should consider whether it makes sense to include all students in each class, rather than to take a sample of 10 students, since all students complete the assignment. The department chair will also follow up with Mr. Raymond regarding French assessment results and add them to the follow-up statement if they were done. If not, then we will discuss the need to continue to use this assignment and assess with this rubric.
	1.2 (SAO & SLO)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with reasonable accuracy for their level on topics that	1.2A FLF and FLS 102 and 201 students will complete an oral task that will be graded by the instructor using the ACTFL Interpersonal Mode Rubric Novice Learner. The task is performance based, a two-way	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Novice Learner, based on the following	2023 - 2024	Target Met	FLS 102 Interpersonal Task average score = 80% FLS 201 Interpersonal Task average score = 84% Total average = 82% Scores for FLF 102 (6 students) and FLS 201 (2 students) were not reported..	Language faculty will discuss these results with the department chair and determine whether any strategies need to be implemented to raise the scores on this rubric. We will continue to conduct this assessment. Since Mr. Raymond did not report assessment results, the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SAO & SLO)	are relevant to themselves or others.	communication of information with grammar and vocabulary that has been practiced and memorized with the purpose of the active negotiation of meaning between two people in the form of speaking and listening. The topics are familiar and personally relevant. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 20 individual scores.	criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2023 - 2024	Target Met	FLS 102 Interpersonal Task average score = 80% FLS 201 Interpersonal Task average score = 84% Total average = 82% Scores for FLF 102 (6 students) and FLS 201 (2 students) were not reported..	chair will reach out to him and include those results in the Follow-Up statement or if the assessment was not completed, then he will reiterate the importance of including French in the Foreign Language assessment.
			1.2B FLF and FLS 202 students will complete an oral task that will be graded by the instructor using the ACTFL Interpersonal Mode Rubric Intermediate Learner. The task is performance based, a two-way communication of information with the purpose of the active negotiation of meaning between two people in the form of speaking and listening, while handling appropriately short social interactions that approach everyday situations. The grammar, vocabulary, and topics are familiar and personally relevant	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2023 - 2024	Target Not Met	FLS 202 Interpersonal Task average score = 75% FLF 202 (2 students) no scores reported	Languages faculty will discuss these results with the department chair to determine what strategies can be used to bring the students in FLS 202 up to the level we want to see on the Interpersonal Mode Rubric. Since no French scores were reported, the chair will follow up with Mr. Raymond and include those scores in the Follow-Up. If no assessment was done, we will note that and reiterate the importance of including French in the Foreign Languages assessment data.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			to oneself or others. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 10 individual scores.	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2023 - 2024	Target Not Met	FLS 202 Interpersonal Task average score = 75% FLF 202 (2 students) no scores reported	Languages faculty will discuss these results with the department chair to determine what strategies can be used to bring the students in FLS 202 up to the level we want to see on the Interpersonal Mode Rubric. Since no French scores were reported, the chair will follow up with Mr. Raymond and include those scores in the Follow-Up. If no assessment was done, we will note that and reiterate the importance of including French in the Foreign Languages assessment data.
	2.1 (SLO & GEO 2.c)	Cultural Knowledge: Students will explore other cultures at a basic level through original oral or written texts. Students will provide evidence of a fundamental understanding of the target language and will have an awareness of cultural differences and be able to make comparisons between other cultures and their own.	2.1A FLS 102, 201 and 202 students will demonstrate an understanding of an oral or written text with visual support that will be graded by the instructor using the ACTFL Interpretive Mode Rubric. The student will interpret the text's meaning with the purpose of understanding its content. The topics of the texts are familiar, dependent upon course level, and based on the material covered in class. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 30 individual scores.	The class average on the interpretive task will be the equivalent of an 80% on the ACTFL Interpretive Mode Rubric, based on the following criteria: Literal Comprehension (word recognition, main idea detection, and supporting details) and Interpretive Comprehension (organizational features, guessing meaning from context, inferences, author's perspective, and cultural perspectives).	2023 - 2024	Target Met	FLS 102 Interpretive Task average score = 96.5 FLS 201 Interpretive Task average score = 90% FLS 202 Interpretive Task average score = 91% Total average = 92.5% FLF 102 (6 students) , 201 (2 students), and 202 (2 students) results were not reported.	Students scored very high on this assessment, and it is important for the minor and for the Bachelor of Arts curriculum objectives. We will continue to assess using the Interpretive Mode Rubric. Since no French assessment results were reported, the chair will follow up with Mr. Raymond and report those scores in the Follow-up statement. If no scores were recorded, he will note that and discuss the importance of including French assessment results in the Foreign Languages assessment plan.
	2.2 (SPG A.	The completion of	2.2A Enrollment Report	An increase in	2023 - 2024	Target Met	6 declared minors	Though we have met our target

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1)	four semesters of a language 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.	Number of minors from Enrollment Reports and student advisors.	minors over the next three years, a total of 5 students.	2023 - 2024	Target Met	2 undeclared	of 5 or more students enrolled in the minor, it is still necessary to continue this assessment and to continue to recruit students to the minor. Most of the minors appear to be in Spanish, so we need to discuss how we can recruit students to French and how to encourage them to continue their language and add the minor. This is important for French so that the numbers in French III and IV are more sustainable. Last year we had 2 students in that class, which is not a sustainable number. We do see somewhat higher numbers in French III for Fall 2024 (4 students) but our numbers in French I need to grow.
Program - Gerontology - Minor {2018-2019}	1.1 (SLO, GEO 5.a.)	Students will transfer general education strands to make connections between disciplines.	Students participating in FS 250 Introduction to Aging will be given a term paper (Reaction Paper) and the instructor of the course will assess student works.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Foundations & Skills for Lifelong Learning Value Rubric in Reaction Paper.	2023 - 2024	Target Met	FSC 250 Introduction to Aging Spring 2024: Average score of Foundations and Skills for Lifelong Learning Value: 3.18	<p><FSC 250> The average assessment result (3.18) was improved from the previous year (3.05) and met the target. I introduced the new textbook, modified the assignment accordingly, and adopted the detailed instructions. It appears students reflect their engagement with the course materials and improve overall performance.</p> <p>Accordingly, I plan to maintain the current approach of regularly promoting and emphasizing the importance of the assignments through announcements and a quiz that reviews the assignment regarding its objectives/learning outcomes.</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Gerontology - Minor {2018-2019}	1.1 (SLO, GEO 5.a.)	Students will transfer general education strands to make connections between disciplines.	Students participating in FS 250 Introduction to Aging will be given a term paper (Reaction Paper) and the instructor of the course will assess student works.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Foundations & Skills for Lifelong Learning Value Rubric in Reaction Paper.	2023 - 2024	Target Met	FSC 250 Introduction to Aging Spring 2024: Average score of Foundations and Skills for Lifelong Learning Value: 3.18	<p><Gerontology Minor> Overall, the concerns about low enrollment in the Gerontology minor have been discussed, as in the Chair's and Dean's review comments.</p> <p>Currently, as a coordinator of the Gerontology minor program, I reached out the faculty members, either a member of the Interdisciplinary Gerontology Teaching Circle or teaching one of the Gerontology minor required courses, and looked for their input of the followings:</p> <ol style="list-style-type: none"> 1. The feasibility of offering the Gerontology certificate (and the potential decision regarding the continuation or removal of the Gerontology minor). 2. Your recommendations for the four courses that you believe would be most suitable for inclusion in the Gerontology Certificate. 3. Any additional course suggestions beyond those currently listed in the Gerontology minor curriculum. <p>Four faculty members out of five, including me, expressed positivity in offering a Gerontology Certificate and dropping the minor. Some suggested a couple of courses from the Gerontology minor electives. There is a possibility to provide a new course, cognitive aspect of aging (it will be offered as a special topic course in fall 24), and we will open our discussion to develop the Gerontology Certificate, courses to include, and the effective way</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Gerontology - Minor {2018-2019}	1.1 (SLO, GEO 5.a.)	Students will transfer general education strands to make connections between disciplines.	Students participating in FS 250 Introduction to Aging will be given a term paper (Reaction Paper) and the instructor of the course will assess student works.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Foundations & Skills for Lifelong Learning Value Rubric in Reaction Paper.	2023 - 2024	Target Met	FSC 250 Introduction to Aging Spring 2024: Average score of Foundations and Skills for Lifelong Learning Value: 3.18	to promote the program next academic year. I also reached out to faculty members across campus via faculty-list-serve to gauge their interest in teaching Gerontology-related courses in fall 2023 but have not received a response.
	1.2 (SAO & SLO)	Students will be able to utilize the knowledge on end-of-life issues and explain the ways of the concepts of death can change over time, place, and culture.	Students participating in NU 453 Death, Dying, and Bereavement will be given an online final exam and the instructor of the course will evaluate the exam to determine if achievement target was met.	The average score of NU 453 students will be at least 70% on the final exam, focusing on three pertinent questions regarding the outcome. Three questions from NU 453 final exam: 1. By appreciating the reality of death, dying, and bereavement, individuals can: 2. Many college students find a death education course to be valuable because: 3. By 2025, the number of people age 65 and over in the United States will be:	2023 - 2024	Target Met	Fall 2023: The average score of NU 453 students was 81.7% on the final exam, focusing on three pertinent questions (the average score for the final exam, including all questions, is 86%) Spring 2024: The average score of NU 453 students was 82.2% on the final exam, focusing on three pertinent questions (the average score for the final exam, including all questions, is 81%)	To avoid the difficulties of retrieving the final exam results, especially for the fall semester, I sent reminder messages to the instructor in November 2023, asking to keep the final exam results for the 23-24 Gero Minor Assessment when I provided the NU 453 Survey link. However, this year, the instructor faced an issue when the Canvas was locked again while attempting to collect the final exam results. The instructor had to seek assistance from Dr. Morgan to access the Fall 23 course. To prevent this from happening in the future, I plan to ask for the final exam results as soon as the fall semester ends next year. I will keep a record of the results to prevent the hassle the instructor encounters every spring semester. As 2025 approaches, the instructor may need to modify some words or change one of the questions for the upcoming assessment. This will be discussed along with any potential program modifications or changes. The Chair of the department (PSY & FSC) inquired regarding

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SAO & SLO)	Students will be able to utilize the knowledge on end-of-life issues and explain the ways of the concepts of death can change over time, place, and culture.	Students participating in NU 453 Death, Dying, and Bereavement will be given an online final exam and the instructor of the course will evaluate the exam to determine if achievement target was met.	<p>The average score of NU 453 students will be at least 70% on the final exam, focusing on three pertinent questions regarding the outcome.</p> <p>Three questions from NU 453 final exam: 1. By appreciating the reality of death, dying, and bereavement, individuals can: 2. Many college students find a death education course to be valuable because: 3. By 2025, the number of people age 65 and over in the United States will be:</p>	2023 - 2024	Target Met	<p>Fall 2023: The average score of NU 453 students was 81.7% on the final exam, focusing on three pertinent questions (the average score for the final exam, including all questions, is 86%)</p> <p>Spring 2024: The average score of NU 453 students was 82.2% on the final exam, focusing on three pertinent questions (the average score for the final exam, including all questions, is 81%)</p>	students' high performance on these questions, and the instructor illustrated his teaching strategies to enhance knowledge and retention (refer the follow-up 2022-23). In that, the instructor continues to adopt the assessment goal, method (with the possibility of modifying one question), and target.
	2.1 (SLO, GEO 2.a.)	Students will be able to discuss aging related topics with cultural competency.	Students participating in FS 250 Introduction to Aging will be given a discussion assignment and the instructor of the course will assess student response.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Intercultural Knowledge & Competence Value Rubric in discussion posts.	2023 - 2024	Target Met	FSC 250 Introduction to Aging Spring 2023: Average score of Intercultural Knowledge & Competence value: 3.26	The average assessment result of 3.26 has improved from the previous year's result of 3.06, and it has met the target. To update the course and align with the goal, I introduced a new textbook and modified the discussion readings and questions accordingly. It appears students engaged well in the discussion and have integrated their knowledge with current aging issues in their discussion. I will continue to adopt the assessment goal, method, and target and encourage students to actively participate in the course discussion.
	3.1 (SPG D.	After completing	Students participating	70% of participating	2023 - 2024	Target Met	HED 301 Survey Sp 2024:	This year, there were no hiccups

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4)	HED 301 Aging and Public Health, students will get interested in the gerontology discipline and gerontology related jobs.	in HED 301 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in related jobs to determine if achievement target was met. The survey consists of 2 questions with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	2023 - 2024	Target Met	94% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the jobs. - Throughout this course, I become more aware of that there are various jobs to improve the quality of older adult life. - This course prepares me to work with the elderly population more professionally.	in distributing the survey and collecting the data, as the instructor encountered last year. I continue to send the survey link after spring break and encourage the instructor to collect the survey data next year. The instructor will also continue to adopt the assessment goal, method, and target. We expect the student's competency in aging-related career areas to meet the MUW QEP goals.
			Students participating in HED 301 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in the discipline to determine if achievement target was met. The survey consists of 3 questions with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	2023 - 2024	Target Met	HED 301 Survey Sp 2024: 79% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the discipline. - Throughout this course, I have become more knowledgeable about the elderly population. - Throughout this course, I learn that MUW offers Gerontology program as a minor. - This course prepares me to get more confident in taking about the elderly population.	Overall rates are high; however, as in the previous year, students rated lower in acknowledgment of the MUW Gerontology minor program than the other two discipline-related items. As the instructor and I discussed (see follow-up 2022-23), the instructor will inform the gerontology program at the beginning of the semester. We are currently in the process of possibly changing the program from the minor to the certificate. By the time the program is developed, it is expected that the instructor can more actively introduce the program than before.
	3.2 (SLO)	After completing NU 453 Death, Dying, and Bereavement, students will get interested in the gerontology discipline and gerontology related jobs.	Students participating in NU 453 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in related jobs to determine if achievement target was met. The survey consists of 2 questions	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	2023 - 2024	Target Met	NU 453 Survey Fall 2023: 100% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the jobs. NU 453 Survey Sp 2024: 93% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the jobs.	During fall 23, the instructor of NU 453 reached out to me to ask how many students participated in the survey twice. Only a few students took the survey, and I asked to encourage students to participate. The number of participants was not up at the end of the semester. During the Sp 24, the faculty kept

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SLO)	After completing NU 453 Death, Dying, and Bereavement, students will get interested in the gerontology discipline and gerontology related jobs.	with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	2023 - 2024	Target Met	<p>- Throughout this course, I become more aware of that there are various jobs to improve the quality of older adult life.</p> <p>- This course prepares me to work with the elderly population more professionally.</p>	<p>announcing to take the survey, and more students than the previous semester participated, but still, 64% of students' reports were included in the survey.</p> <p>The faculty will keep encouraging more students to complete the survey to obtain precise results again next year. The faculty continues adopting the assessment goal, method, and target.</p> <p>We expect the student's competency in aging-related career areas to continue to meet the MUW QEP goals.</p>
			Students participating in NU 453 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in the discipline to determine if achievement target was met. The survey consists of 3 questions with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	2023 - 2024	Target Met	<p>NU 453 Survey Fall 2023: 80% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the discipline.</p> <p>NU 453 Survey Spring 2024: 85% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the discipline.</p> <p>- Throughout this course, I have become more knowledgeable about the elderly population.</p> <p>- Throughout this course, I learn that MUW offers Gerontology program as a minor.</p> <p>- This course prepares me to get more confident in taking about the elderly population.</p>	<p>The same concern appeared again this year, and as in the HED 301, lower scores on students' learning about the MUW Gerontology program compared to the other two items. The instructor of NU 453 also expressed similar concerns about the students' need for more awareness about the program and the need for future implementation of the gerontology program. We are currently in the process of possibly changing the program from the minor to the certificate.</p> <p>We expect to develop the new program by next year to promote it for students interested in working with older people.</p>
Program - History (including Minor and Secondary	1.1 (SLO)	Students will successfully relate the complexity of the human experience	At the end of the spring semester, the department chair will review transcripts of	100% of graduating seniors will complete at least one pre modern (pre 1500)	2023 - 2024	Target Met	Three students graduated in August, December, or May 2023-2024 with a history degree. All had 3	The history faculty will continue to monitor this target and make sure that students are receiving a breadth of coursework. No action

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Education Certification in History and Social Studies) - BA {2016-2017}	1.1 (SLO)	across time and space by studying past societies and cultures.	graduating seniors for the previous year for temporal depth to determine if achievement target was met.	course (3 credit hours) with a passing grade.	2023 - 2024	Target Met	hours and a passing grade in premodern history. Student 1: A- S2: B+, B+ S3: D+	will be taken and we will keep this as an advising issue and continue to monitor. We will discuss these findings at our department meeting in August.
	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument.	The History department faculty will use the AAC&U Critical Thinking VALUE Rubric to assess an analytical assignment required of HIS 211 students (fall).	The overall average score for HIS 211 students completing the Performance Task Assessment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2023 - 2024	Target Not Met	In Spring 2024, HIS 211 had 7 students enrolled. Three averaged a score of 3.0 or higher on the Critical Thinking VALUE rubric for the "primary source analysis essay". The assignment required students to read and analyze a primary source for form and substance based on a series of analytical questions. All students completed the assignment, and did well in general. The only category that did not meet target was context and assumption, which is something that students generally struggle with. S1: 2.8 S2: 2.6 S3: 2.8 S4: 3.8 S5: 3.4 S6: 2.4 S7: 3.4	History faculty will discuss this assessment outcome in the August, beginning of semester meeting in 2024. What we are realizing is that this course is really a prep course for the fall capstone project. Students with more upper-level history courses under their belts are more prepared for what is expected in HIS 211. Going forward, we will no longer advise sophomores into this class.
	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The History department faculty will use the AAC&U Oral Communication VALUE Rubric to assess the Research Presentation required of HIS 211 students (fall).	The overall average score for HIS 211 students completing the Research Presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2023 - 2024	Target Not Met	This year 7 students enrolled in HIS 211 and 6 completed an oral presentation regarding their research topic. The class was face to face and all presentations were done in the classroom and face to face. Overall the	History faculty will discuss this assessment outcome in the August 2024 meeting. Students have improved their presentations skills tremendously. We will continue having a presentation unit in the course.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The History department faculty will use the AAC&U Oral Communication VALUE Rubric to assess the Research Presentation required of HIS 211 students (fall).	The overall average score for HIS 211 students completing the Research Presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2023 - 2024	Target Not Met	<p>results were good, but there was room for improvement.</p> <p>In one of the measures the class average above 3.0, but after removing the student who did not complete the assignment 4/5 hit the target. The lowest measures were delivery and supporting materials. 5 of the students received a 3.0 or above on their average.</p> <p>S1: 0 S2: 3.8 S3: 2 S4: 3.2 S5: 3.8 S6: 3.6 S7: 3.2</p>	History faculty will discuss this assessment outcome in the August 2024 meeting. Students have improved their presentations skills tremendously. We will continue having a presentation unit in the course.
			The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2023 - 2024	Target Met	<p>This year 5 students enrolled in HIS 499 and 3 completed research paper in Fall 2023 and one completed it in Spring 2024. The three students who completed their project in Fall 2023 did an excellent job and received a 5 or above in the Historical Inquiry and Argument Rubric. One student took an incomplete that she did not finish, and one student retook the course in Spring 2024.</p> <p>S1: 5.666666667 S2: 5 S3: 5.333333333</p>	We will continue to support students in their capstone projects, and no action will be taken

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2023 - 2024	Target Met	S4: 0 S5: 0	We will continue to support students in their capstone projects, and no action will be taken
	4.1 (SLO)	Locate and select a variety of historical sources (primary, secondary, archival, library, electronic, etc.) for use in an historical argument.	The History department faculty will determine HIS 211 students' competency by reviewing the completed Library and Archive Source assignment(s) (fall).	The overall average of HIS 211 students for the Library and Archive Source assignment(s) will be no lower than a C (75 percent).	2023 - 2024	Target Not Met	<p>The department has decided to change this assessment to align with the SACSCOC requirements. To this end, we have decided to use the Historical Inquiry Rubric to assess the HIS 211 final research proposal. We feel that this is the best way to assess students' skills in locating historical sources for use in a historical argument.</p> <p>7 students were enrolled in HIS 211, and 6 completed the final research project. Of those 6, 5 averaged above 3.0. Overall students had most difficulty with interpretation, analyzing primary source, and historical context.</p> <p>S1: 0 S2: 3.857142857 S3: 3.857142857 S4: 3.428571429 S5: 3.142857143 S6: 2.571428571 S7: 4.285714286</p>	The department will meet in August to discuss the results and change the assessment to reflect the requested changes.
	4.2 (SLO)	Students will successfully	The History department faculty will	The overall average score for HIS 499	2023 - 2024	Target Not Met	This year 5 students enrolled in HIS 499 and 3	We will meet in August to discuss the necessity of this assessment

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.2 (SLO)	understand, synthesize, and engage with the ideas of others and accept and/or resolve differing perspectives or conflicting evidence responsibly.	use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2023 - 2024	Target Not Met	<p>completed research paper in Fall 2023 and one completed it in Spring 2024. The three students who completed their project in Fall 2023 did an excellent job and received a 5 or above in the Historical Inquiry and Argument Rubric. One student took an incomplete that she did not finish, and one student retook the course in Spring 2024.</p> <p>S1: 5.666666667 S2: 5 S3: 5.333333333 S4: 0 S5: 0</p>	that appears to duplicate a previous assessment.
	4.3 (SLO)	Students will successfully develop a historical argument that uses ample evidence (primary and secondary) to support its claims.	The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2023 - 2024	Target Not Met	<p>This year 5 students enrolled in HIS 499 and 3 completed research paper in Fall 2023 and one completed it in Spring 2024. The three students who completed their project in Fall 2023 did an excellent job and received a 5 or above in the Historical Inquiry and Argument Rubric. One student took an incomplete that she did not finish, and one student retook the course in Spring 2024.</p> <p>S1: 5.666666667 S2: 5 S3: 5.333333333 S4: 0 S5: 0</p>	We will meet in August to discuss the necessity of this assessment that appears to duplicate a previous assessment.
	5.1 (SAO)	Students in the	The History	The overall average	2023 - 2024	Target Met	Using the survey given to	No action, we will continue to

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.1 (SAO)	Capstone course will successfully show improvement in their knowledge and skills in the areas of historical content, critical thinking, communication, and inquiry.	departmental faculty will analyze the HIS 499 students' results from the Capstone Survey that asks the degree to which their knowledge and skills improved in historical content, critical thinking, communication, and inquiry (fall).	for HIS 499 students completing the Capstone Survey will be that students report seeing an increase of at least "3.0" on a 1-5 Likert scale, regarding the degree to which their knowledge and skills improved in historical content, critical thinking, communication, and inquiry.	2023 - 2024	Target Met	<p>capstone students after their in-class presentation, we found that of the 3 students who filled out the survey, all three reported above a 3.0 on a 1-5 Likert scale.</p> <p>S1: 5 S2: 4.2 S3: 5</p> <p>They each also left comments regarding an increase in written communication, research, and analysis skills. One commented that it helped them better understand how to interpret current politics and laws.</p>	use this survey
	6.1 (SPG C.3)	History majors will complete an internship or study abroad program before graduating.	At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year to determine if students have completed an internship or study abroad program.	70 percent of History majors who graduated in the previous year will have completed an internship or study abroad program.	2023 - 2024	Target Not Met	<p>Three students graduated in August, December, or May 2021 with a history degree. Two had 3 or more hours in internship and/or study abroad and some had more than 3 hours.</p> <p>Student 1: HIS 401 (History Internship), Study Abroad to France S2: HIS 401 (History Internship) S3: No internship or study abroad</p>	We will discuss this in August 2024 meeting and see how we can encourage more students to participate in enrichment activities.
	7.1 (SLO)	Students will demonstrate best practices regarding lesson preparation, lesson delivery, and classroom management.	At the end of the fall semester, the instructor for HIS 410 Methods and Materials in Secondary History and Social Studies will review student work and grades and determine whether the	100% of students in HIS 410 will complete the class with an average grade of C (70 %) or above.	2023 - 2024	Inconclusive	There were no students in HIS 410 this academic year	We will continue to recruit for this program, and we do have some students finishing the program for next year. We will also finalize a new means of assessing this course and the students' skills

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	7.1 (SLO)	Students will demonstrate best practices regarding lesson preparation, lesson delivery, and classroom management.	achievement target was met.	100% of students in HIS 410 will complete the class with an average grade of C (70 %) or above.	2023 - 2024	Inconclusive	There were no students in HIS 410 this academic year	We will continue to recruit for this program, and we do have some students finishing the program for next year. We will also finalize a new means of assessing this course and the students' skills
	7.2 (SLO)	Students will demonstrate success regarding supervised teaching in local schools.	At the end of the spring semester, the Social Studies Teacher Certification Coordinator will review the Teacher Intern Assessment Instrument (TIAI) metric of student teachers enrolled in ED 409 Observation and Directed Teaching in Secondary Education Grades 7-12 during the academic year that is ending. The TIAI measures six facets of teaching, which are: (1) planning and preparation, (2) communication and interaction, (3) teaching for learning, (4) managing the learning environment, (5) assessment of student learning, and (6) professionalism and partnerships. Each student teacher receives an overall score from the mentor teacher related to their performance on the six areas, and the final score is on a 0-3 scale. The coordinator will compile the scores and determine whether the	100% of student teachers will receive a 2 or above evaluation from the mentor teacher on the TIAI metric (on a 0-3 scale).	2023 - 2024	Inconclusive	There were no students in ED 409 this year	We will continue to recruit for this program, and we do have some students finishing the program for next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	7.2 (SLO)	Students will demonstrate success regarding supervised teaching in local schools.	achievement target was met.	100% of student teachers will receive a 2 or above evaluation from the mentor teacher on the TIAI metric (on a 0-3 scale).	2023 - 2024	Inconclusive	There were no students in ED 409 this year	We will continue to recruit for this program, and we do have some students finishing the program for next year.
Program - Human Geography - Minor {2019-2020}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The Geography faculty will use the AAC&U Critical Thinking VALUE Rubric to assess a discussion board assignment required in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO course completing the discussion board assignment in GEO 318 or GEO 314 will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2023 - 2024	Target Not Met	<p>2023-2024 = Low-Enrolled Year 3 Low-Enrolled Year 3: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome. However, Year 3 is the analysis year, so results from the previous three years will be analyzed. Of these two courses, only GEO 318 was offered once during the 3-year reporting period, which was taught during Fall 2022 (Year 2). Results from this course are analyzed below.</p> <p>GEO 318 students did not meet this target. I do believe that two of the four students assessed were capable of scoring better, but one student submitted this assignment during a period when she did not spend enough time on coursework and had turned in several assignments that were not completed to the best of her ability. The other student had a very strong opinion on this issue that prevented her from acknowledging other</p>	Because of the small number of students assessed and these specific student situations, I would like to continue to assess this target and hope that scores will improve in future semesters that this course is offered. I used a different discussion assignment this semester to evaluate this target than I had in the past, so I will modify the discussion board instructions to require the use of two sources and add wording that will encourage students to use the information from those sources to draw a more nuanced conclusion. I will also consider creating a new discussion assignment or using a different discussion assignment for this assessment.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Human Geography - Minor {2019-2020}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The Geography faculty will use the AAC&U Critical Thinking VALUE Rubric to assess a discussion board assignment required in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO course completing the discussion board assignment in GEO 318 or GEO 314 will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2023 - 2024	Target Not Met	points of view and questioning assumptions. She had also completed an assignment on the same topic in another of my classes in a previous semester, so did not do a thorough collection of evidence for this course.	Because of the small number of students assessed and these specific student situations, I would like to continue to assess this target and hope that scores will improve in future semesters that this course is offered. I used a different discussion assignment this semester to evaluate this target than I had in the past, so I will modify the discussion board instructions to require the use of two sources and add wording that will encourage students to use the information from those sources to draw a more nuanced conclusion. I will also consider creating a new discussion assignment or using a different discussion assignment for this assessment.
	2.1 (SLO)	Students will effectively demonstrate a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.	The Geography faculty will use the AAC&U Intercultural Knowledge and Competence VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2023 - 2024	Target Met	2023-2024 = Low-Enrolled Year 3 Low-Enrolled Year 3: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome. However, Year 3 is the analysis year, so results from the previous three years will be analyzed. Of these two courses, only GEO 318 was offered once during the 3-year reporting period, which was taught during Fall 2022 (Year 2). Results from this course are analyzed below. Students performed well on this target. Each displayed an understanding of some of	I would like to continue to assess this target in this way for the next 3-year assessment period and hope to find similar results in future years, demonstrating that this goal is being met.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Students will effectively demonstrate a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.	The Geography faculty will use the AAC&U Intercultural Knowledge and Competence VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2023 - 2024	Target Met	the complexities of another culture in the writing assignment used for this assessment.	I would like to continue to assess this target in this way for the next 3-year assessment period and hope to find similar results in future years, demonstrating that this goal is being met.
	2.2 (SLO)	Students will interpret intercultural experience from the perspectives of their own and more than one worldview.	The Geography faculty will use the AAC&U Intercultural Knowledge and Competence VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2023 - 2024	Target Met	<p>2023-2024 = Low-Enrolled Year 3 Low-Enrolled Year 3: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome. However, Year 3 is the analysis year, so results from the previous three years will be analyzed. Of these two courses, only GEO 318 was offered once during the 3-year reporting period, which was taught during Fall 2022 (Year 2). Results from this course are analyzed below.</p> <p>One student did not meet this target, but the other three students performed well on this target. In the writing assignment used for this assessment, most students displayed an ability to interpret this experience from another worldview.</p>	I would like to continue to assess this target in this way for the next 3-year assessment period and hope to find similar results in future years, demonstrating that this goal is being met by most students.
	3.1 (SLO)	Students will	The Geography faculty	The overall average	2023 - 2024	Target Met	2023-2024 = Low-Enrolled	I would like to continue to assess

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO)	interpret intercultural experience from the perspectives of their own and more than one worldview.	will use the AAC&U Intercultural Knowledge and Competence VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2023 - 2024	Target Met	<p>Year 3 Low-Enrolled Year 3: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome. However, Year 3 is the analysis year, so results from the previous three years will be analyzed. Of these two courses, only GEO 318 was offered once during the 3-year reporting period, which was taught during Fall 2022 (Year 2). Results from this course are analyzed below.</p> <p>One student did not meet this target, but the other three students performed well on this target. In the writing assignment used for this assessment, most students displayed an ability to interpret this experience from another worldview.</p>	this target in this way for the next 3-year assessment period and hope to find similar results in future years, demonstrating that this goal is being met by most students.
	3.2 (SLO)	Students will synthesize in-depth information from relevant sources representing various points of view and approaches to reveal insightful patterns, differences, or similarities.	The Geography faculty will use the AAC&U Inquiry and Analysis VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	2023 - 2024	Target Met	2023-2024 = Low-Enrolled Year 3 Low-Enrolled Year 3: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome. However, Year 3 is the analysis year, so results from the previous three years will be analyzed. Of these two courses, only GEO 318 was offered once during the 3-year reporting	I would like to continue to assess this target in this way for the next 3-year assessment period and hope to find similar results in future years, demonstrating that this goal is being met.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SLO)	Students will synthesize in-depth information from relevant sources representing various points of view and approaches to reveal insightful patterns, differences, or similarities.	The Geography faculty will use the AAC&U Inquiry and Analysis VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	2023 - 2024	Target Met	<p>period, which was taught during Fall 2022 (Year 2). Results from this course are analyzed below.</p> <p>Students performed well on this target. In the writing assignment used for this assessment, each student displayed the ability to synthesize information from different points of view to reveal insightful similarities and differences between our country and another.</p>	I would like to continue to assess this target in this way for the next 3-year assessment period and hope to find similar results in future years, demonstrating that this goal is being met.

	4.1 (SPG E.4)	Students will indicate that they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world as a result of geography coursework.	The GEO faculty will survey students in GEO 318 Population Geography or GEO 314 Economic Geography, asking whether they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world and whether the minor increased their understanding and awareness of cultural diversity.	The overall average goal for students in an upper-level GEO class completing survey will be no lower than a “3.0” on a 1-5 Likert scale, with no neutral or “N.A” categories	2023 - 2024	Inconclusive	<p>2023-2024 = Low-Enrolled Year 3 Low-Enrolled Year 3: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome. However, Year 3 is the analysis year, so results from the previous three years will be analyzed. Of these two courses, only GEO 318 was offered once during the 3-year reporting period, which was taught during Fall 2022 (Year 2). Results from this course are analyzed below.</p> <p>This target was assessed with a survey. I invited students in my GEO 318 course who had “taken several geography courses and/or are completing or plan to complete the geography minor” to take</p>	Because of the small number of students who took the survey and the contradictory results, and these specific student situations, I would like to continue to assess this target with this survey and hope that results will improve and be more conclusive in future years.
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Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SPG E.4)	Students will indicate that they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world as a result of geography coursework.	The GEO faculty will survey students in GEO 318 Population Geography or GEO 314 Economic Geography, asking whether they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world and whether the minor increased their understanding and awareness of cultural diversity.	The overall average goal for students in an upper-level GEO class completing survey will be no lower than a “3.0” on a 1-5 Likert scale, with no neutral or “N.A” categories	2023 - 2024	Inconclusive	<p>my survey. The survey link was made available to all students in that class, and I received 2 responses to my 2-question survey. The first question was "After taking several geography courses, 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? Students were asked to respond on a scale of 1-5, with 1 meaning “strongly disagree” and 5 meaning “strongly agree.” One student responded with a 5 and the other student responded with a 1, making the average a 3.</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?” Students were asked to respond on a scale of 1-5, with 1 meaning “strongly disagree” and 5 meaning “strongly agree.” One student responded with a 5 and the other student responded with a 1, making the average a 3.</p> <p>These responses present contradictory results. Perhaps a student who did</p>	Because of the small number of students who took the survey and the contradictory results, and these specific student situations, I would like to continue to assess this target with this survey and hope that results will improve and be more conclusive in future years.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SPG E.4)	Students will indicate that they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world as a result of geography coursework.	The GEO faculty will survey students in GEO 318 Population Geography or GEO 314 Economic Geography, asking whether they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world and whether the minor increased their understanding and awareness of cultural diversity.	The overall average goal for students in an upper-level GEO class completing survey will be no lower than a “3.0” on a 1-5 Likert scale, with no neutral or “N.A” categories	2023 - 2024	Inconclusive	not enjoy the course took the survey, but if the student does feel this way, why would the student continue to take geography courses? The results from my course evaluation for this course were very positive and did not reflect a strong sense of dissatisfaction from any who completed it. Therefore, another explanation may be that the student interpreted the Likert scale incorrectly.	Because of the small number of students who took the survey and the contradictory results, and these specific student situations, I would like to continue to assess this target with this survey and hope that results will improve and be more conclusive in future years.
	5.1 (SAO)	Human Geography minors who are seniors will have a strong overall average of final grades in GEO coursework.	At the end of the spring semester, the Human Geography coordinator will review transcripts of seniors with geography minors for the previous year to determine if achievement target was met.	The overall average of final grades in GEO coursework for seniors with a Human Geography minor will be 80 percent.	2023 - 2024	Target Met	2023-2024 = Low-Enrolled Year 3 Low-Enrolled Year 3: During this 3-year period, two students graduated with geography minors: Student 1 in Spring 2021 and Student 2 in Fall 2022. To assess this target, I averaged the student’s grades in all geography classes, using the lowest percentage in the range for that grade, resulting in a conservative average. For example, I recorded an A as an 93% and a B+ as an 87%. Using this method to calculate the overall average of final grades in GEO coursework, Student 1 graduated with a B+ average (89%) in geography courses and Student 2 graduated with a B+ average (88%) in geography courses.	I feel that this is a good measure of student performance in the minor and would like to continue to assess this target in this way for the next 3-year assessment period. I hope to find similar results in future years, demonstrating that this goal is being met.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.1 (SAO)	Human Geography minors who are seniors will have a strong overall average of final grades in GEO coursework.	At the end of the spring semester, the Human Geography coordinator will review transcripts of seniors with geography minors for the previous year to determine if achievement target was met.	The overall average of final grades in GEO coursework for seniors with a Human Geography minor will be 80 percent.	2023 - 2024	Target Met	Both senior geography minors earned a B+ average in their geography coursework, so these results show that students who minored in geography have demonstrated a command of the subject matter.	I feel that this is a good measure of student performance in the minor and would like to continue to assess this target in this way for the next 3-year assessment period. I hope to find similar results in future years, demonstrating that this goal is being met.
Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social Studies Minors) - BA, BS {2016-2017}	1.1 (SLO & GEO 4.c)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	<p>The faculty members making up individual student research committees in IS 499 will use the AAC&U Inquiry and Analysis VALUE Rubric to assess the Capstone project in IS 499. Student effort on the IS 499 paper will produce at least an average score of “3” for each of the six items measured in the rubric: topic selection; existing knowledge, research, and/or views; design process; analysis; conclusions; limitations and implications.</p> <p>Direct, summative assessment is accomplished through analysis of a student's independent research project completed in IS 499 Interdisciplinary Studies Capstone. This course is normally taken in the student's last semester.</p> <p>A IS 499 student</p>	The average score for all students in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	2023 - 2024	Target Met	In AY 2023-4, there was one senior student who completed the IS 499 Capstone. The student scored well on the Inquiry and Analysis Value rubric and had an average of 3.16. The student scored above 3 on each component of the rubric, except “Limitations and Implications,” where the student scored a 2. Still, the average of the overall rubric was above 3.	The target was met and no additional actions are needed.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social Studies Minors) - BA, BS {2016-2017}	1.1 (SLO & GEO 4.c)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	develops an idea for a comprehensive project that meaningfully combines aspects of the two to three disciplines he/she has chosen for the IS major. The student selects a faculty committee (representing each discipline), and the committee works with the IS adviser to keep the student on track over the semester in developing a finished product that is analytical but which may also include creative elements appropriate to the disciplines included. At the very foundation of the course is a paper, usually 20 pages in length that adheres to the goals and standards of academic research. The committee provides guidance to the student through stages spaced out during the semester: prospectus; annotated bibliography; initial draft; second draft; final draft. A couple days after submitting the final draft, the student orally presents his/her project to the committee. This encounter also allows committee members to probe areas needing further clarification and	The average score for all students in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	2023 - 2024	Target Met	In AY 2023-4, there was one senior student who completed the IS 499 Capstone. The student scored well on the Inquiry and Analysis Value rubric and had an average of 3.16. The student scored above 3 on each component of the rubric, except "Limitations and Implications," where the student scored a 2. Still, the average of the overall rubric was above 3.	The target was met and no additional actions are needed.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social Studies Minors) - BA, BS {2016-2017}	1.1 (SLO & GEO 4.c)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	to make recommendations about how the student may proceed in the possible further development of the project. Assessment data will be collected from all faculty committee members, whose scores will be averaged for the final result.	The average score for all students in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	2023 - 2024	Target Met	In AY 2023-4, there was one senior student who completed the IS 499 Capstone. The student scored well on the Inquiry and Analysis Value rubric and had an average of 3.16. The student scored above 3 on each component of the rubric, except "Limitations and Implications," where the student scored a 2. Still, the average of the overall rubric was above 3.	The target was met and no additional actions are needed.
	1.2 (SLO)	Students will report that the courses they took for their interdisciplinary program caused them to evaluate and analyze diverse issues, ideas, and/or events across various traditional academic disciplines while making connections between those disciplines.	The department chair will administer the Interdisciplinary Studies Minors Inquiry and Analysis Survey to all senior IS minors in American Studies, Medieval & Renaissance Studies, and International Studies in the spring semester. The survey is scored on a 5-point Likert scale.	The average score for all surveyed IS minor students on the Interdisciplinary Studies Minors Inquiry and Analysis Survey will be no lower than 3.0 out of a possible 5.0.	2023 - 2024	Inconclusive	There were no students in the Interdisciplinary Studies Minors in 2023-4. American Studies, Med Ren, and International Studies did not have any students in the programs for this year.	No new actions are required, beyond publicizing the minors and discussing the results of this assessment at the August department meeting. These programs have no cost to the university, so they still present good options for students.
	2.1 (SLO, GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	Faculty committee members for each student enrolled in IS 499 will utilize the AAC&U Written Communication VALUE Rubric to assess the written portion of the student's Capstone project. This course is normally taken in the student's last semester.	The average score for students enrolled in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2023 - 2024	Target Met	1. In AY 2023-4, there was one senior student who completed the IS 499 Capstone. The student scored very well on the Written Communication Value rubric and had an average of 3.6. The student scored above 3 on each component of the rubric.	The target was met and no additional action is needed.
	3.1 (SLO, GEO 1.c.)	Students will orally communicate the academic value of one's advanced	Faculty committee members for each student enrolled in IS 499 will utilize the	The average score for students enrolled in IS 499 completing the Capstone project	2023 - 2024	Target Met	In AY 2023-4, there was one senior student who completed the IS 499 Capstone. The student	The target was met and no additional action is needed.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO, GEO 1.c.)	research in an effective manner.	AAC&U Oral Communication VALUE Rubric to assess the oral portion of the student's Capstone project. This course is normally taken in the student's last semester.	will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2023 - 2024	Target Met	scored well on the Oral Communication Value rubric and had an average of 3.5. The student scored above 3 on every aspect of the rubric.	The target was met and no additional action is needed.
	4.1 (SAO & SPG A.1)	Students enrolled in IS 499 will successfully complete their Capstone project, which involves collaborating with faculty from multiple academic disciplines in order to intentionally combine those fields into a significant research project focused on the student's interests and academic needs.	Faculty committee members will determine the final course grades of students enrolled in IS 499 Capstone. Final grade information will then be compiled by the Interdisciplinary Studies adviser for review and reporting.	100% of students enrolled in IS 499 Capstone will pass the course.	2023 - 2024	Target Met	In AY 203-24, there was one senior student who completed the IS 499 Capstone. That student passed the class with an A and graduated.	The target was met and no additional actions are needed.
Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	1.1 (SLO)	Students will write concise and clear proofs.	Proofs from assignments and exams will be evaluated using the Mathematics Proof Writing Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	75% of all MA 301 student work sampled at the satisfactory or higher level.	2023 - 2024	Target Not Met	50% of work sampled from 2 students in MA 301 Concepts of Abstract Mathematics was at the satisfactory or higher level. (16 items assessed; 7 items proficient; 3 items satisfactory; 8 items unsatisfactory) 2 students	Instructor will continue to encourage in-class participation. Instructor will be rigorous about due dates and require students, including student athletes, to meet those due dates.
			Proofs from assignments and exams will be evaluated using	75% of all MA 304 / MA 455 / MA 461 student work	2023 - 2024	Target Not Met	73% of work sampled in MA 304 and MA 455 was at the satisfactory or	Results were close to meeting the target value of 75% even with practice writing proofs in

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			the Mathematics Proof Writing Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	sampled at the satisfactory level or higher.	2023 - 2024	Target Not Met	higher level. MA 304 was taught Fall 2023 with 4 students. MA 455 was taught Spring 2024 with 2 students. 84 total items were assessed: 40 items were proficient; 21 items were satisfactory; and 23 items were unsatisfactory. Multiple items were assessed for each student.	class being limited by low student participation. Instructor will further encourage in-class participation and provide handouts of example proofs for students.
	1.2 (SLO)	Students will interpret concepts and solutions.	Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	75% of all MA 181 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2023 - 2024	Target Met	81% of work sampled in MA 181 Calculus I was at level 2 or higher (one section Fall 2023 and one section Spring 2024). A total of 48 items were assessed, with 28 items at level 3, 11 items at level 2, and 9 items at level 1. Multiple items were assessed for each student. 4 students Fall 2023 and 2 students Spring 2024.	Instructor will continue to emphasize understanding and interpreting concepts and solutions in MA 181 Calculus I.
			Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182),	75% of all MA 306 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2023 - 2024	Inconclusive	MA 306 was not taught in 2023-2024, as it is on an alternate year rotation for being offered.	The next offering of MA 306 in Spring 2025 will address the action statement from 2022-2023. "Instructor will continue with various types of application problems and look for application topics and problems that match student interests."

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			multiple items from each student will be evaluated.	75% of all MA 306 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2023 - 2024	Inconclusive	MA 306 was not taught in 2023-2024, as it is on an alternate year rotation for being offered.	The next offering of MA 306 in Spring 2025 will address the action statement from 2022-2023. "Instructor will continue with various types of application problems and look for application topics and problems that match student interests."
	1.3 (SLO, GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	Projects will be evaluated using the Oral Communication VALUE Rubric. The primary evaluator will be the course instructor. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	MA 318 / MA 319 student work sampled will have an average score of 2.5 or higher on the AAC&U Oral Communication VALUE Rubric.	2023 - 2024	Target Met	MA 318 was taught in Fall 2023. Average score = 3.10 for presentations of sample lessons and problem solutions. 2 presentations were assessed. 2 students.	The next offering of MA 319 will be in Fall 2024 and will address the action statement from 2022-2023. "Continue to require presentations of research based lesson plans in-class, and if appropriate, also present in field experience placements." In Fall 2025, MA 318 will continue to require multiple presentations of lesson plans and problem solutions. Instructor will place greater emphasis on lessons that follow the template provided by the Education Department.
	1.4 (SAO)	Students will successfully complete MA 301. MA 301 is the gateway course to many of the upper level MA courses.	Faculty will review semester grades within MA 301.	75% of all MA 301 students will earn a semester grade of C or better.	2023 - 2024	Target Not Met	50% of students earned a semester grade of C or better in MA 301 Concepts of Abstract Mathematics. Grades; 1 A, 1 D 2 students	Instructor will continue to focus on transitioning students to more abstract concepts and developing proof writing skills. Instructor will be rigorous about due dates and require students, including student athletes, to meet those due dates.
	2.1 (SLO, GEO 3.a.)	Students will solve application problems.	Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due	MA 284 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2023 - 2024	Target Not Met	mean = 2.43 for items assessed in MA 284 Calculus IV 23 total items assessed 14 at level 3; 5 at level 2; 4 at level 1 Multiple items were assessed for each student 3 students	Results were close to meting the target average score of 2.5 or higher despite the low attendance and missing homework submissions of certain students. Therefore, instructor will be rigorous about due dates and attendance. Instructor will decide whether quizzes on previous calculus skills are necessary.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO, GEO 3.a.)	Students will solve application problems.	to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	MA 284 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2023 - 2024	Target Not Met	mean = 2.43 for items assessed in MA 284 Calculus IV 23 total items assessed 14 at level 3; 5 at level 2; 4 at level 1 Multiple items were assessed for each student 3 students	Results were close to meting the target average score of 2.5 or higher despite the low attendance and missing homework submissions of certain students. Therefore, instructor will be rigorous about due dates and attendance. Instructor will decide whether quizzes on previous calculus skills are necessary.
			Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	MA 306 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2023 - 2024	Inconclusive	MA 306 was not taught in 2023-2024, as it is on an alternate year rotation.	In the next offering of MA 306 in Spring 2025, the action statement from 2022-2023 will be addressed. "Instructor plans to use quizzes on previous calculus skills that are needed in differential equations and may need strengthening. Instructor plans to look for opportunities to combine various mathematical concepts together in real-world problems."
	2.2 (SLO)	Students will combine different mathematical ideas in problem solving.	Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	50% of all MA 303 / MA 312 / MA 457 / MA 459 student work sampled at level 3 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2023 - 2024	Target Met	Only MA 312 Discrete Mathematics was taught during 2023-2024, based on course rotations. 50% of items assessed were at level 3 or higher. 8 items were assessed: 4 at level 3; 3 at level 2; 1 at level 1. Multiple items were assessed for each student.	Instructor plans to continue including problems that require combining various mathematical ideas. Review notes will be provided when necessary to remind various mathematical concepts the students have learned in the past. MA 303 is the only course from this list expected to be taught in 2024-2025.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	90% of all MA 303 / MA 312 / MA 457 / MA 459 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2023 - 2024	Target Not Met	Only MA 312 Discrete Mathematics was taught during 2023-2024, based on course rotations. 87.5% of items assessed were at level 2 or higher. 8 items were assessed: 4 at level 3; 3 at level 2; 1 at level 1. Multiple items were assessed for each student.	Instructor plans to continue including problems that require combining various mathematical ideas. Review notes will be provided when necessary to remind various mathematical concepts the students have learned in the past. MA 303 is the only course from this list expected to be taught in 2024-2025.
	3.1 (SPG C.2)	The program will participate in outreach events for K-12 students.	Review the Events Log and count the number of outreach events the Mathematics faculty hosts.	Host at least two outreach events during the academic year.	2023 - 2024	Target Met	1. Sonya Kovalevsky High School Mathematics Day, October 3, 2023. 15 young women and 2 teachers participated in the day's events, representing Pontotoc High School. The day included a key note speaker, a competition exam for MUW scholarships, small group hands-on sessions, and lunch in the cafeteria. 2. Mississippi Regional Science Bowl, February 23, 2024. We had 9 teams from 5 schools compete with teams of four students in this quiz bowl formatted competition. The competition was an in-person on-campus event. 44 students and their associated coaches participated.	The mathematics faculty plan to continue their annual hosting of the Sonya Kovalevsky High School Mathematics Day (for high school girls and their teachers) and assisting as the Department of Sciences and Mathematics hosts the Mississippi Regional Science Bowl, which will continue to be in an in-person on-campus format. The Sonia Kovalevsky High School Mathematics Day will be moved to the Friday before Labor Day to increase participation.
	3.2 (SPG C.2)	Mathematics majors will participate in community outreach	Departmental faculty will review and analyze the results of the	100% of graduates surveyed will indicate on the	2023 - 2024	Target Met	100% of graduates participated in community outreach and/or service	Mathematics faculty will encourage majors to participate in community and/or service

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	3.2 (SPG C.2)	and service opportunities.	Departmental Exit Survey, which is provided to all graduating majors in the department.	Departmental Exit Survey that they have participated in some community outreach and/or service opportunities while at MUW.	2023 - 2024	Target Met	opportunities.	opportunities. Faculty will continue to share information about opportunities for community service and volunteering with students. Faculty will plan to host a service activity and announce it early to Kappa Mu Epsilon (mathematical honor society) members to accommodate student availability.
Program - Music (including Minor) - BA, BM {2016-2017}	1.1 (SAO)	Students will perform works from multiple musical periods on their major instrument at the end of their sophomore year.	Students will complete a 10 question Sophomore Exit Interview following the “Sophomore Barrier Jury,” to determine their current progress and future career plans.	80% of the students will receive at least a satisfactory rating (given by the music faculty) during their Sophomore Exit Interview.	2023 - 2024	Target Met	There were three students who took the Sophomore Barrier Exit Interview. Their answers were sincere and unrehearsed. They all scored a satisfactory, equivalent to a grade of "Pass"	During our faculty meeting, we discussed the importance of continuing with the administration of the interview. We believe that this interview is valuable, although some students may feel intimidated by it. We reinforce the idea (to our students) that this interview is an exercise in self-reflection rather than a test with right or wrong answers. One of the students was very honest about the amount of practice they had done, which led to them being required to practice more. This is one of the benefits of conducting interviews, but there are many other advantages as well.
			At the end of MUS 222, students will perform a 20 minute recital for all music faculty featuring works of at least 3 (Three) musical periods (“Sophomore Barrier Jury”). The performance must be technically/rhythmically secure, memorized, and stylistically appropriate. The entire music faculty, using the “Sophomore Barrier	90% of the students will score at least an 80 (on the 1-100 scale used in the “Sophomore Barrier Rubric).	2023 - 2024	Target Met	We had three students take the Sophomore Barrier Jury. One was a BA in music composition major, one was a BA in music performance major and the third was a BM in Music Education major. They scored 99%, 95%, 90%.	We will continue to assess our sophomore music majors via this exam. This represents a watershed moment in their musical careers because it truly allows them to see where they are compared to the expectations and whether this major is the correct one for them. It is a challenging exam, but we were happy to see that our music majors delivered great results.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Rubric”, will evaluate the student’s performance.	90% of the students will score at least an 80 (on the 1-100 scale used in the “Sophomore Barrier Rubric).	2023 - 2024	Target Met	We had three students take the Sophomore Barrier Jury. One was a BA in music composition major, one was a BA in music performance major and the third was a BM in Music Education major. They scored 99%, 95%, 90%.	We will continue to assess our sophomore music majors via this exam. This represents a watershed moment in their musical careers because it truly allows them to see where they are compared to the expectations and whether this major is the correct one for them. It is a challenging exam, but we were happy to see that our music majors delivered great results.
	1.2 (SLO, GEO 1.c.)	Students will complete written assignments on music history topics.	During MUS 302 (Music History 2) students will complete assignments to be graded using the AAC&U Written Communication Value Rubric. The MUS 302 instructor will assess their work.	The average scores for students on relevant assignments in MUS 302 will be 2 or higher on the 0-4 scale for the AAC&U Written Communication Value Rubric.	2023 - 2024	Target Met	There were 5 students in MUS 302. They each wrote a major paper discussing several musical works from the traditional repertoire. 4 students scored a 4 on the rubric, one student scored a 1.	Since this semester's assessment due date falls prior to our music faculty meeting, we were not able to discuss these results in depth. We committ, however, to look at these results and determine the motive for the large discrepancy between the four students who successfully met the target, and the one who did not.
	2.1 (SPG A.1)	Students will compose musical works using music notation software (Sibelius or Finale).	Students in MUS 102 (Music Theory 2) will compose a musical work (solo or chamber music) using a music notation software. The MUS 102 instructor will assess their work using the “MUS 102 Final Project Rubric.”	90% of the students will score at least an 85 (on the 1-100 scale used in the “MUS 102 Final Project Rubric”).	2023 - 2024	Target Not Met	There were 6 students enrolled in MUS 102. They were required to compose a short work and use a music notation software. The scores were as following: 96,79,78,73,42,40.	Since the deadline for assessment submission falls prior to our music faculty meeting, we were unable to discuss these results in depth. It is easy to speculate why these scores are lower (the Freshman class had several students with attendance issues, and several students were true beginners in the musical field when they enrolled, or a combination of several factors). We will discuss these results during our final faculty meeting, and come up with a more solid plan for improvement.
	2.2 (SLO)	Students will arrange a musical work of at least 4 measures using the common practice	Students in MUS 102 (Music Theory 2) will write a four-part chorale in the style of J.S Bach work using the	80% of the students will score at least an 80% on this assignment.	2023 - 2024	Target Not Met	There were six students assessed on this assignment. The scores were as following: 8, 8, 8, 6, 5, 0 (on a scale of 1-10)	As the faculty meeting was scheduled after the assessment deadline, we could not discuss the results as a group before submitting this document.

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	2.2 (SLO)	compositional techniques.	“figured bass” technique. The MUS 102 instructor will assess their work.	80% of the students will score at least an 80% on this assignment.	2023 - 2024	Target Not Met	There were six students assessed on this assignment. The scores were as following: 8, 8, 8, 6, 5, 0 (on a scale of 1-10)	Although, if I were to share my opinion on the unmet target, it would likely be due to the attendance issues faced by some of the Freshman students this year. This type of assignment requires weeks of preparation, consistent attendance and practice. If students don't come to class, it is difficult to develop these skills anywhere else. Without these factors, the results may suffer. We will continue to assess how these skills are being taught and compare this year's results with future classes. If necessary, we will adjust our approach.
	2.3 (SLO)	Students will create a transcription of a musical example containing a single line melody and complex rhythms.	Students in MUS 104 (Music Theory Lab 4) will transcribe a melody featuring ascending and descending intervals and complex rhythms, after hearing it 5 times. The MUS 104 instructor will assess their work.	80% of the students will score at least an 80% on this assignment.	2023 - 2024	Target Met	There were six students who were assessed on this assignment. The grades were as follow: 100, 90, 89, 87, 82, 50	During our end-of-year music faculty meeting, we will go over the results. We have successfully achieved our assessment goal, but we will still continue to assign the specific task. This is because melodic dictation is an essential skill that every music major should master, and it will continue to be a part of our program for many years to come.
Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	1.1 (SLO & GEO 1.b.)	Students will be able to critically analyze the arguments and claims of themselves and others.	In philosophy courses (PHL 201, 202, 205, 210, 299, 301, 302, 304, 310, and 400), students will be given an argument identification and/or argument evaluation assignment. A sample of 5 submissions from each class will be graded using the AAC&U Critical Thinking Value Rubric. This assignment will be graded by the	The average score of students in a philosophy course will be a ‘3’ on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment.	2023 - 2024	Target Met	The average score of students assessed for the 2023-2024 academic year was 3.5. This is above the Achievement Target of 3, and above last years average of 3.24. Of 43 student submissions assessed, 37 (86%) met the target. This is also an improvement over last years 77%. These metrics suggest that students in philosophy classes are gaining skills relevant to critical thinking	At our August meeting, we will discuss these results. Because we have consistently met our targets, we may consider increasing our achievement target. We will also continue thinking of ways to assess critical thinking that are less susceptible to AI plagiarism, especially in online classes.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	1.1 (SLO & GEO 1.b.)	Students will be able to critically analyze the arguments and claims of themselves and others.	instructor of the course.	The average score of students in a philosophy course will be a '3' on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment.	2023 - 2024	Target Met	and argument analysis.	At our August meeting, we will discuss these results. Because we have consistently met our targets, we may consider increasing our achievement target. We will also continue thinking of ways to assess critical thinking that are less susceptible to AI plagiarism, especially in online classes.
	1.2 (SLO)	Students in ethics courses will be able to thoughtfully respond to an ethical dilemma using logical reasoning and relevant ethical theories.	In ethics courses (PHL 204, 206, 207, 298, 305, 306, 307, 465), students will be given an assignment that requires the evaluation of an ethical dilemma using the tools of logic and ethical reasoning. A sample of 5 submissions from each class will be graded by the instructor using the AAC&U Ethical Reasoning VALUE Rubric.	The average score of students in an ethics course will be a '3' on the 0-4 scale used in the AAC&U Ethical Reasoning VALUE Rubric on the ethical dilemma assignment.	2023 - 2024	Target Met	The average score of students assessed for the 2023-2024 academic year was 3.5. This is above the Achievement Target of 3 and a slight improvement over last year's 3.42. Of 30 student submissions assessed, 26 (86.7%) met the target. This is a slight decrease from 91% the last academic year. These metrics suggest that students in ethics classes are gaining skills relevant to ethical reasoning.	We will discuss these results at our August meeting. We will also discuss assignments that may be useful to assess ethical reasoning while avoiding AI plagiarism, especially in online classes.
	1.3 (SAO & SPG D.4)	The philosophy department will support students in successfully completing philosophy courses to fulfill the critical thinking general education requirement.	At the end of each semester, the percentage of D and F grades assigned out of all non-W grades will be calculated.	Of students who complete philosophy classes, 17% or fewer will receive a grade of D or F.	2023 - 2024	Target Met	Out of 212 students who completed philosophy classes without withdrawing in the 2023-2024 academic year, 18 (8.5%) earned either a D or an F. This is better than our Achievement Target of 17% and a significant improvement over last year's DF rate of 13%. This suggests that our program is successfully supporting students in completing philosophy classes to meet the critical thinking general education requirement.	We will discuss these results at our August meeting. Since most of the students who fail our courses are doing so because of missed work and/or multiple absences, we may consider ways to support students earlier in the term.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SAO & SPG A.1)	Because studying philosophy is enriching both for one's personal and academic life, the philosophy program will seek to increase enrollment in the philosophy minor and the certificate program in applied and professional ethics.	Data will be collected by the philosophy department on the number of students pursuing the philosophy minor and the Applied and Professional Ethics Certificate.	An increase in students pursuing the Applied and Professional Ethics Certificate from 5 to 7 over the next three years.	2023 - 2024	Target Met	Seven (7) students actively pursued the certificate during the 2023-2024 school year. This meets our target. However, one (1) student graduated in December of 2023, one (1) graduated in May, and another (1) will graduate in August. This means we will start the 2024-2025 academic year with four (4) students pursuing the certificate.	We will continue advertising the certificate to students across campus, especially those who express an interest in one of our ethics classes. We will also be more consistent about advertising classes that fulfill the certificate requirements during registration windows.
			Data will be collected by the philosophy department on the number of students pursuing the philosophy minor and the Applied and Professional Ethics Certificate.	An increase in students pursuing the philosophy minor from 4 to 6 over the next three years.	2023 - 2024	Target Met	A total of seven (7) students actively pursued the minor during the 2022-2023 academic year. This exceeds our target of 6 minors. However, two (2) of those students graduate in either May or August of 2024, so we will begin the next academic year with five (5) minors.	We will continue to recruit minors by reaching out to students who express an interest in our courses. We will also be more consistent about advertising our classes during the registration window each semester.
	3.1 (SPG E.4)	Students in philosophy courses will demonstrate an understanding of diverse authors, issues, and/or perspectives.	In each philosophy class, there will be at least one assignment that requires students to demonstrate an understanding of a perspective or issue concerning historically underrepresented groups in the U.S. Grades for these submissions will be collected. If more than one assignment in a course addresses this outcome, the instructor will choose one to collect grades from.	80% of submissions will receive a passing grade.	2023 - 2024	Target Met	Of 199 student submissions for the selected assignments, 191 (96%) received passing grades. At the program level, this exceeds our Achievement Target of 80%. Each individual course also met the Achievement Target. These results suggest that we are successfully exposing students to ideas from diverse perspectives and that students are demonstrating an understanding of these ideas.	We will discuss these results at our August 2024 meeting. One possibility is to raise the target since we have successfully met this goal each year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	1.1 (SAO)	Students will demonstrate knowledge of principles, theories, laws in the physical sciences as well as educational theory, expectations and practices as state licensing requirements dictate.	(Chemistry) Prior to internship, students will take the Praxis® Subject Assessments test to assess content knowledge in the field of physical sciences and the corresponding Principles of Learning and Teaching (PLT) Test to assess educational theory and knowledge. Faculty will review and analyze the results to determine if achievement target was met.	90% of the students evaluated in the program will pass the Praxis Subject Assessments Test in Chemistry: Content Knowledge with a score of 151 or above.	2023 - 2024	Inconclusive	Low enrollment program. 1st year. Data will be entered in year 3.	We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.
			(Physics) Prior to internship, students will take the Praxis® Subject Assessments test to assess content knowledge in the field of physical sciences and the corresponding Principles of Learning and Teaching (PLT) Test to assess educational theory and knowledge. Faculty will review and analyze the results to determine if achievement target was met.	90% of the students evaluated in the program will pass the Praxis Subject Assessments Test in Physics: Content Knowledge with a score of 139 or above.	2023 - 2024	Inconclusive	Low enrollment program. 1st year. Data will be entered in year 3.	We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.
			(PLT) Prior to internship, students will take the Praxis® Subject Assessments test to assess content knowledge in the field of physical sciences and the corresponding Principles of Learning and Teaching (PLT) Test to assess educational	90% of the students evaluated in the program will pass the Principles of Learning and Teaching (PLT) Test with a score of 157 or above.	2023 - 2024	Inconclusive	Low enrollment program. 1st year. Data will be entered in year 3.	We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			theory and knowledge. Faculty will review and analyze the results to determine if achievement target was met.	90% of the students evaluated in the program will pass the Principles of Learning and Teaching (PLT) Test with a score of 157 or above.	2023 - 2024	Inconclusive	Low enrollment program. 1st year. Data will be entered in year 3.	We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.
	1.2 (SLO)	In PS 313, students will successfully apply different pedagogical methods in the teaching of science.	In PS 313, students will develop a detailed Science Unit Plan. Faculty will review and analyze the Science Unit Plan using the Science Unit Plan Scoring Rubric.	90% of PS 313 students evaluated in the program will score at least an “80” on the 0-114 scale used in the Science Unit Plan Scoring Rubric (placed in documents folder) in developing a Science Unit Plan.	2023 - 2024	Inconclusive	Low enrollment program. 1st year. Data will be entered in year 3.	We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.
	2.1 (GEO 1.b.)	Students will successfully analyze and test standard experimental methods and suggest improvements.	In PS 313, faculty will use the AAC&U Critical Thinking Value Rubric to assess the student’s evaluation of an existing experimental procedure.	PS 313 students evaluated in the program will average a score of at least a “3” on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric in evaluating an existing experimental procedure.	2023 - 2024	Inconclusive	Low enrollment program. 1st year. Data will be entered in year 3.	We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.
	2.2 (GEO 1.b.)	Students will successfully select techniques, apparatus and materials in the designing of experiments.	In BSB 304, faculty will use the AAC&U Critical Thinking Value Rubric to assess the student’s design of an experimental procedure.	PS 313 students will average a score of at least a “3” on the 0 - 4 scale used in the AAC&U Critical Thinking Value Rubric in designing an experimental procedure in BSB 304 Research Methods.	2023 - 2024	Inconclusive	Low enrollment program. 1st year. Data will be entered in year 3.	We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.
	3.1 (SLO)	Students will successfully research	In PS 313, faculty will use the Safety and	90% of PS 313 students evaluated	2023 - 2024	Inconclusive	Low enrollment program. 1st year. Data will be	We had 0 students, so we continue recruitment efforts at

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO)	safety aspects and first aid protocol in a chemistry lab.	Welfare Module Scoring Rubric to assess student’s Safety and Emergency Lesson Plan and Safety Policies and Procedures.	in the program will develop a Safety and Emergency Lesson Plan and score at least a “8” on the 0 - 12 scale used in the Safety and Welfare Module Scoring Rubric (placed in documents folder) in developing 1. Hazardous Inventory List, 2. Storage Floor Plan for Chemical Storage, 3. Discussion of Safe and Proper Techniques for Preparation, Storage, Dispensing, Supervision, and Disposal of Inventory Items, 4. Discussion of Safety Policies and Procedures as Established by State and/or National Guidelines, and 5. Learning Activities that Demonstrate Maintenance of Safety Equipment.	2023 - 2024	Inconclusive	entered in year 3.	college fairs and recruitment events.
	4.1 (GEO 1.b.)	Students will demonstrate various management techniques for the classroom.	In PS 313, faculty will use the AAC&U Critical Thinking Value Rubric to assess the students’ evaluation of a webinar on classroom management.	PS 313 students evaluated in the program will evaluate a webinar in relevance to classroom management and average a score of at least a “3” on the 0 – 4 used in the AAC&U Critical Thinking Value Rubric in an evaluation of the	2023 - 2024	Inconclusive	Low enrollment program. 1st year. Data will be entered in year 3.	We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (GEO 1.b.)	Students will demonstrate various management techniques for the classroom.	In PS 313, faculty will use the AAC&U Critical Thinking Value Rubric to assess the students’ evaluation of a webinar on classroom management.	webinar.	2023 - 2024	Inconclusive	Low enrollment program. 1st year. Data will be entered in year 3.	We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.
	5.1 (SPG C.1)	Students will actively engage in local K – 12 school events that provide real-life experiences for students.	In PS 313, faculty will use the Professional Development Module Scoring Rubric to assess the student’s participation in local K – 12 school events that provides real-life experiences for students.	100% of the PS 313 students evaluated in the program will do K-12 outreach and score at least a “2” on the 0 – 3 Professional Development Module Scoring Rubric (placed in documents folder).	2023 - 2024	Inconclusive	Low enrollment program. 1st year. Data will be entered in year 3.	We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.
	5.2 (SPG C.3)	Students will participate in university or community activities that strengthen and expand K-12 partnership.	Students will complete an Exit Survey during the semester before their professional teaching internship. On the Exit Survey, students will answer questions concerning their participation in K-12 outreach activities. Faculty will review and analyze the results determine if achievement target was met.	100% of the PS 313 students participating in the Exit Survey will report that they participated in at least one outreach activity.	2023 - 2024	Inconclusive	Low enrollment program. 1st year. Data will be entered in year 3.	We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.
Program - Political Science (including Minors: Political Science and Nonprofit Advocacy) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	Students will demonstrate the ability to think critically as they explain issues, use evidence, understand influence and context of assumptions, position, and conclusions in analyzing sources	Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 390 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2023 - 2024	Target Met	Six students completed the major assignment--Policy Proposal--for POL 250 World Politics in the fall of 2023. Four of the six students scored above a 3.0 on the AAC&U Critical Thinking Communication VALUE Rubric, and the class average was a 3.3, above the target. Students clearly benefited	Instructors will continue to use scaffolding to help students build toward their final papers, requiring early drafts and stages and providing feedback and opportunities for improvement. In addition, elements of this assignment--such as the policy focus and the requirements for a video response to imagined Q&A (using a menu of potential questions) from the organization

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Political Science (including Minors: Political Science and Nonprofit Advocacy) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	and making arguments.	Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 390 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2023 - 2024	Target Met	from feedback on earlier outlines of the paper and from the clear structure of the prompts and assignment scenario created by the instructor.	hearing the proposal--will be used as a model for other versions of this course.
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The Political Science faculty will use the AAC&U Written Communication VALUE Rubric to assess the analytical writing assignment required of students in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2023 - 2024	Target Met	Six students completed the major assignment--Policy Proposal--for POL 250 World Politics in the fall of 2023. Four of the six students scored above a 3.0 on the AAC&U Written Communication VALUE Rubric, and the class average was a 3.5, comfortably above the target. The scores were highest for Genre and Disciplinary Conventions and Context (class average of 3.7) and Purpose of Writing (class average of 3.6). The average for all other dimensions was the same, at 3.4. Gaps in achievement were largest for Context and Purpose of Writing (highest score of 4, lowest of 2) and Syntax and Mechanics (highest score of 4, lowest of 2.6). Students clearly benefited from feedback on earlier outlines of the paper and from the clear structure of the prompts and assignment scenario created by the instructor. In addition, a policy focus seemed to help the	Instructors will continue to use scaffolding to help students build toward their final papers, requiring early drafts and stages and providing feedback and opportunities for improvement. In addition, elements of this assignment--such as the policy focus and the requirements for a video response to imagined Q&A (using a menu of potential questions) from the organization hearing the proposal--will be used as a model for other versions of this course.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The Political Science faculty will use the AAC&U Written Communication VALUE Rubric to assess the analytical writing assignment required of students in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2023 - 2024	Target Met	students better imagine their audience. The achievement gaps mostly reflect the determination of one student to continue relying on ChatGPT to write the bulk of her paper despite warnings from the instructor on earlier submissions that this approach would not result in a good paper. Beyond directly confronting students about their use of generative AI and encouraging them to use feedback to redraft and rework what AI has generated, there is little to be done on this front.	Instructors will continue to use scaffolding to help students build toward their final papers, requiring early drafts and stages and providing feedback and opportunities for improvement. In addition, elements of this assignment--such as the policy focus and the requirements for a video response to imagined Q&A (using a menu of potential questions) from the organization hearing the proposal--will be used as a model for other versions of this course.
	2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The Political Science faculty will use the AAC&U Oral Communication VALUE Rubric to assess the oral presentation required of students in POL 250 World Politics, POL 301 Southern Politics, or POL 202 Affecting Political Change.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2023 - 2024	Target Met	Six students completed the major assignment--Policy Proposal--for POL 250 World Politics in the fall of 2023. Three of the six students scored above a 3.0 on the AAC&U Oral Communication VALUE Rubric, and the class average was a 3.3, above the target. The scores were lowest for organization, but that was the result of two students ignoring assignment instructions that strictly limited the time allotted for their responses. Setting that aside, students differed most in their ability to provide supporting material--this is also where the largest gap appeared (aside from organization). This	Faculty will continue providing guides and rehearsals to help students improve their oral communication skills over the course of each class requiring an oral presentation. In addition, more assignments will follow the model used here, using prompts to help students focus their message.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The Political Science faculty will use the AAC&U Oral Communication VALUE Rubric to assess the oral presentation required of students in POL 250 World Politics, POL 301 Southern Politics, or POL 202 Affecting Political Change.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2023 - 2024	Target Met	assignment was especially challenging on this front because it pushed students to think strategically about which sorts of evidence would be most impactful as a support to what they'd already said in their written proposals. This is very challenging but also a very realistic assignment that will no doubt improve students' ability to think on their feet and deliver a coherent message across multiple modes of communication.	Faculty will continue providing guides and rehearsals to help students improve their oral communication skills over the course of each class requiring an oral presentation. In addition, more assignments will follow the model used here, using prompts to help students focus their message.
	3.1 (SPG C.3)	Students will gain "real world" experiences (through internships, fellowships, and similar opportunities) that are valuable for their personal and professional development.	The department chair or Political Science faculty will distribute the Internship Survey to students who have completed POL 490 Internship. Faculty will then analyze the results from 1-5 Likert-scale questions that ask the degree to which students agree with the following statements: 1) This was a valuable learning experience that contributed to my personal growth, and 2) This experience provided professional development that makes me feel more prepared to begin my career.	Among students completing the Internship Survey, the mean response will be at least "4.0" on a 1-5 Likert scale for questions assessing the degree to which they experienced personal growth and professional development.	2023 - 2024	Target Met	One student completed POL 490 Internship during his last semester, the Summer 2023 term. He completed the survey on May 10, 2024 and "strongly agree[d]" that the experience contributed to his personal growth and provided professional development that made him feel more prepared to begin his career. "Strongly Agreed" is a 5 on the Likert scale (1=Strongly Disagreed), so the target was exceeded. In the open-ended survey question asking whether "there [is] anything else [the intern] would like the department to know about [their] internship experience," he wrote the following: "I enjoyed the opportunity to work for the Center of Women's Research and Public Policy.	The coordinator will discuss results with the Chair in August 2024 and will suggest that the survey be linked directly in the syllabus and in the Canvas course for the internship. They will discuss whether to make it a requirement alongside the internship supervisor's evaluation. This should ensure surveys are completed on time, though it may reduce the value of student responses since they do not have much time to reflect on the experience and will be rushing through many course evaluations at the end of the semester.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG C.3)	Students will gain “real world” experiences (through internships, fellowships, and similar opportunities) that are valuable for their personal and professional development.	The department chair or Political Science faculty will distribute the Internship Survey to students who have completed POL 490 Internship. Faculty will then analyze the results from 1-5 Likert-scale questions that ask the degree to which students agree with the following statements: 1) This was a valuable learning experience that contributed to my personal growth, and 2) This experience provided professional development that makes me feel more prepared to begin my career.	Among students completing the Internship Survey, the mean response will be at least “4.0” on a 1-5 Likert scale for questions assessing the degree to which they experienced personal growth and professional development.	2023 - 2024	Target Met	My experience greatly helped my transition into the work I am doing now."	The coordinator will discuss results with the Chair in August 2024 and will suggest that the survey be linked directly in the syllabus and in the Canvas course for the internship. They will discuss whether to make it a requirement alongside the internship supervisor's evaluation. This should ensure surveys are completed on time, though it may reduce the value of student responses since they do not have much time to reflect on the experience and will be rushing through many course evaluations at the end of the semester.
	3.2 (SPG B.5)	Students completing internships, fellowships, and similar opportunities will feel prepared for these experiences by coursework and supported in these positions by advisors.	The department chair or Political Science faculty will distribute the Internship Survey to students who have completed POL 490 Internship. Faculty will then analyze the results from 1-5 Likert-scale questions that ask the degree to which students agree with the following statements:, 1) In the courses I’ve taken for my political science major, I have gained knowledge and skills that helped me succeed and make the most of this opportunity, and 2) When I had questions,	Among students completing the Internship Survey, the mean response will be at least “4.0,” or “agree” on a 1-5 Likert scale for questions assessing the degree to which they felt prepared and supported.	2023 - 2024	Target Met	One student completed POL 490 Internship during his last semester, the Summer 2023 term. He completed the survey on May 10, 2024 and "strongly agree[d]" that courses in the political science program provided knowledge and skills that helped him succeed in the internship and that he felt supported by his POL 490 Instructor. "Strongly Agreed" is a 5 on the Likert scale (1=Strongly Disagreed), so the target was exceeded. In the open-ended survey question asking whether "there [is] anything else [the intern] would like the	The chair and coordinator will discuss these results and how best to administer surveys in August 2024. On the one hand, it would be simplest to administer if the survey were made a course requirement and linked in the course syllabus and in Canvas. On the other hand, requiring students to complete the survey at the end of the semester may reduce the value of student responses since they do not have much time to reflect on the experience and will be rushing through many course evaluations at the same time. In addition, it is not uncommon for students to intern with Dr. Chanley Rainey at the Center for Women's Research & Public Policy. In these situations, she is the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SPG B.5)	Students completing internships, fellowships, and similar opportunities will feel prepared for these experiences by coursework and supported in these positions by advisors.	concerns, or issues related to my internship (or fellowship or similar experience), I felt supported by my POL 490 instructor.	Among students completing the Internship Survey, the mean response will be at least “4.0,” or “agree” on a 1-5 Likert scale for questions assessing the degree to which they felt prepared and supported.	2023 - 2024	Target Met	department to know about [their] internship experience," he wrote that he "had an amazing supervisor. She was always available when I had questions regarding the work."	instructor for POL 490 as well as the internship supervisor/evaluator, and it is especially problematic to have her administering the survey. Still, the student in question this year grew tremendously in his professionalism and work readiness, and he is now employed as the director of the therapy department at the Kosciusko VA nursing home. His experience at the Center clearly shows the value of this option for students.
	4.1 (GEO 4.b. / SLO 4 / SAO)	Students will demonstrate the knowledge, skills, values, and commitment necessary for civic engagement.	Political Science faculty will use the AAC&U Civic Engagement VALUE Rubric to assess student performance on a civic engagement assignment in POL 202 Making Democracy Work.	The overall average score for students completing a major civic engagement assignment will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	2023 - 2024	Inconclusive	We could not assess this target because POL 202 Making Democracy Work was not taught in 2023-2024. The instructor was on sabbatical in Fall 2023 and as all graduating seniors in the program had already taken the course, there was no need to hire an adjunct to offer it.	POL 202 Making Democracy Work is scheduled for Fall 2024 and the suggestions from the 2022-2023 assessment will be carried forward.
Program - Pre-Law - Minor {2019-2020}	1.1 (GEO 1.b.)	Students will demonstrate the ability to analyze the arguments and points of view of others.	The pre-law coordinator will use the Critical Thinking VALUE Rubric to evaluate the analytic assignment submission of each pre-law minor who completes one of the Logic & Moral Reasoning courses in an assessment year.	The overall average score of students completing the analytical assignment required in one of the Logic & Moral Reasoning courses in the minor curriculum (PHL 204 Ethics and PHL 205 Logic) will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2023 - 2024	Inconclusive	While there are two new students in the program, it is still the case that none took PHL 204 or 205 in Summer 2023, Fall 2023, or Spring 2024, preventing assessment.	The program coordinator has proposed The program coordinator has proposed that the Critical Thinking and Written Communication VALUE Rubrics be used to evaluate the analytic assignment submissions of ALL students who complete the major assignment in one of the “Research & Writing Elective” courses (HIS 211, PLG 330, or POL 390) each year. One section of each course is routinely offered each year, and students in the Pre-Law Minor must take one of the courses but may take more than one as they complete the open “Pre-Law Electives” portion of the program.

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Program - Pre-Law - Minor {2019-2020}	1.1 (GEO 1.b.)	Students will demonstrate the ability to analyze the arguments and points of view of others.	The pre-law coordinator will use the Critical Thinking VALUE Rubric to evaluate the analytic assignment submission of each pre-law minor who completes one of the Logic & Moral Reasoning courses in an assessment year.	The overall average score of students completing the analytical assignment required in one of the Logic & Moral Reasoning courses in the minor curriculum (PHL 204 Ethics and PHL 205 Logic) will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2023 - 2024	Inconclusive	While there are two new students in the program, it is still the case that none took PHL 204 or 205 in Summer 2023, Fall 2023, or Spring 2024, preventing assessment.	The faculty will meet in Fall 2024 to discuss the draft assessment plan and vote on the proposed changes.
	1.2 (GEO 1.c.)	Students will demonstrate the ability to present information, arguments, and ideas in written forms.	The pre-law coordinator will use the Written Communication VALUE Rubric to evaluate the major writing assignment submission of each pre-law minor who completes one of the Research & Writing courses in an assessment year.	The overall average score of students completing the major writing assignment required in one of the Research & Writing courses in the minor curriculum (HIS 211 Intro. to Historical Thinking and Research, PLG 330 Legal Writing, and POL 390 Southern Politics) will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2023 - 2024	Target Not Met	Target Not Met. As was the case in 2022-2023, only one pre-law student completed a Research & Writing course in the 2023-2024 academic year. That student completed such a paper in HIS 211 Introduction to Historical Thinking and Research, and their score on the major writing assignment (Research Proposal) was a 2.6 on the Written Communication VALUE Rubric, below our goal of 3.0. While the accomplishments of a single student are insufficient to draw conclusions regarding an entire program, the student's performance does suggest that the program is helping students to identify relevant sources and use them effectively. Most impressive in this paper is	The Pre-Law Teaching Circle and LSAC advisors will meet again in the Fall 2024 semester to discuss recruitment for this low-enrolled program, given that the results of one student are insufficient for assessing program quality. Preliminary conclusion that more attention is needed to genre and disciplinary conventions will be shared, but no concrete action will be recommended until additional data is analyzed.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 1.c.)	Students will demonstrate the ability to present information, arguments, and ideas in written forms.	The pre-law coordinator will use the Written Communication VALUE Rubric to evaluate the major writing assignment submission of each pre-law minor who completes one of the Research & Writing courses in an assessment year.	The overall average score of students completing the major writing assignment required in one of the Research & Writing courses in the minor curriculum (HIS 211 Intro. to Historical Thinking and Research, PLG 330 Legal Writing, and POL 390 Southern Politics) will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2023 - 2024	Target Not Met	the identification of a variety of evidentiary sources that the student proposes to use in the research project. Not only are high quality primary and secondary sources identified, but the student also demonstrates awareness of how different sources can speak to different dynamics at play in her subject; for instance, she discusses the importance of gathering public statements from the leaders of nations with permanent seats on the United Nations Security Council in order to gauge the political context in which the International Court of Justice is operating when it considers a dispute. On the other hand, the student fell short of expectations along several other dimensions, earning a 2.0 for Genre and Disciplinary Conventions. The student did not use in-text parenthetical citations (which would be required if using Chicago Author-Date) or footnotes (Chicago Footnote-Bibliography) at any point in the paper, though the bibliography demonstrates clear knowledge (if inconsistent application) of proper formatting according to the Chicago Manual of Style. In	The Pre-Law Teaching Circle and LSAC advisors will meet again in the Fall 2024 semester to discuss recruitment for this low-enrolled program, given that the results of one student are insufficient for assessing program quality. Preliminary conclusion that more attention is needed to genre and disciplinary conventions will be shared, but no concrete action will be recommended until additional data is analyzed.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 1.c.)	Students will demonstrate the ability to present information, arguments, and ideas in written forms.	The pre-law coordinator will use the Written Communication VALUE Rubric to evaluate the major writing assignment submission of each pre-law minor who completes one of the Research & Writing courses in an assessment year.	The overall average score of students completing the major writing assignment required in one of the Research & Writing courses in the minor curriculum (HIS 211 Intro. to Historical Thinking and Research, PLG 330 Legal Writing, and POL 390 Southern Politics) will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2023 - 2024	Target Not Met	addition, the student used incorrect formatting for the titles of works in the paper and made mistakes like referring to a term or name by its acronym in the first instance, sometimes never providing the full name and sometimes doing so in parentheses (the reverse of what is required). These mistakes and omissions may suggest that the course instructors need to spend additional time helping students learn the style manual, or it may simply reflect the rushed nature of this student’s submission. Again, it bears repeating that this analysis is based on the performance of a single student. Therefore, the conclusions are extremely preliminary and will only be worth considering if reinforced by future assessment results. Along these lines, it is noteworthy that last year’s assessment showed poor performance in Sources and Evidence but strong performance in Genre and Disciplinary Conventions—exactly the opposite of the conclusions we might draw from this year’s results.	The Pre-Law Teaching Circle and LSAC advisors will meet again in the Fall 2024 semester to discuss recruitment for this low-enrolled program, given that the results of one student are insufficient for assessing program quality. Preliminary conclusion that more attention is needed to genre and disciplinary conventions will be shared, but no concrete action will be recommended until additional data is analyzed.
	2.1 (SLO & SAO)	Students will demonstrate progress toward successful law school admissions and	The instructor for each section of IS 101 Law School Preparation will review law school admissions portfolios	No fewer than 80% of students who complete IS 101 Law School Preparation will submit	2023 - 2024	Inconclusive	Inconclusive. IS 101 Law School Preparation was not offered in 2023-2024.	IS 101 Law School Preparation is scheduled for Fall 2024, and the program coordinator has reminded the instructor of the assessment goals tied to the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO & SAO)	knowledge of the law school admissions process as well as the specific components required in the typical law school application.	produced by students in the course and report those results to the pre-law coordinator.	completed admissions portfolios, each containing a personal statement, a resume, a list of references, and an annotated list of the student's three most-preferred law schools.	2023 - 2024	Inconclusive	Inconclusive. IS 101 Law School Preparation was not offered in 2023-2024.	course and the commitments made to continue emphasizing the portfolio. The LSAC advisors will meet in the Fall 2024 semester to discuss improvements to recruitment, including the creation of an advisors' guide.
			The instructor for each section of IS 101 Law School Preparation will review law school admissions portfolios produced by students in the course and report those results to the pre-law coordinator.	The average score for completed admissions portfolios will be no lower than 70/100.	2023 - 2024	Inconclusive	Inconclusive. We were not able to conduct this part of the assessment because IS 101 Law School Preparation was not taught in 2023-2024.	IS 101 Law School Preparation is scheduled for Fall 2024, and the program coordinator has reminded the instructor of the assessment goals tied to the course and the commitments made to continue emphasizing the portfolio. The LSAC advisors will meet in the Fall 2024 semester to discuss improvements to recruitment, including the creation of an advisors' guide.
	2.2 (SPG D.2)	The program will contribute to the University's retention, completion and student success by providing pre-law advising, mentoring, and support services to all students in the pre-law minor.	The HPG department chair or one of the University's Law School Admissions Council (LSAC) advisors will survey IS 101 students, asking students 1) to identify their LSAC advisor and 2) the extent to which (on a 1-5 Likert scale) they feel supported and confident in their ability to gain admission to law school.	At least 70% of the IS 101 students completing the Pre-Law Advising Survey will "agree" or "strongly agree" that they feel supported and confident in their ability to navigate the law school admissions process.	2023 - 2024	Inconclusive	Inconclusive. We were not able to conduct this part of the assessment because IS 101 Law School Preparation was not taught in 2023-2024.	IS 101 Law School Preparation is scheduled for Fall 2024, and the program coordinator has reminded the instructor of the assessment goals tied to the course and the commitments made to continue emphasizing the portfolio. The LSAC advisors will meet in the Fall 2024 semester to discuss improvements to recruitment, including the creation of an advisors' guide.
			The HPG department chair or one of the University's Law School Admissions Council (LSAC) advisors will	At least 70% of the IS 101 students completing the survey will be able to name one of the	2023 - 2024	Inconclusive	Inconclusive. We were not able to conduct this part of the assessment because IS 101 Law School Preparation was not	IS 101 Law School Preparation is scheduled for Fall 2024, and the program coordinator has reminded the instructor of the assessment goals tied to the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			survey IS 101 students, asking students 1) to identify their LSAC advisor and 2) the extent to which (on a 1-5 Likert scale) they feel supported and confident in their ability to gain admission to law school.	University's official LSAC advisors as their personal pre-law advisor.	2023 - 2024	Inconclusive	taught in 2023-2024.	course and the commitments made to continue emphasizing the portfolio. The LSAC advisors will meet in the Fall 2024 semester to discuss improvements to recruitment, including the creation of an advisors' guide.
Program - Psychology (including Minor) - BA, BS {2016-2017}	1.1 (SLO, GEO 1.a)	Psychology students will demonstrate effective use of critical-thought skills on a written assignment.	Students enrolled in PSY 290 will complete an assignment to be evaluated by a psychology faculty member using the AAC&U Critical Thinking VALUE Rubric.	The average score of students will be at least a 2.0 on the 0-4 scale used in the AAC&U Critical Thinking VALUE Rubric.	2023 - 2024	Target Met	Third year of data collection for target. Assessment conducted in Spring 2024. A random sample of final papers in PSY 290 were used for the assessment. Average score on the rubric was 2.4. Scores were again higher this year (2022-2023 M = 1.7; 2021-2022 M = 1.34). Scores ranged from 1.5 (student's position) to 3.63 (explanation of issues).	Psychology faculty met on 5/9/2024. Although overall scores met our target, students performed poorly when taking their own position on and evaluating assumptions in past research. Faculty teaching PSY 290 next year will build in additional practice on critical thinking and communicating critical thought through writing. Assessment will be maintained.
	1.2 (SLO)	Psychology students will effectively apply critical-thought skills to problems in the domain of psychological science.	Students enrolled in PSY 101 will complete our internal, departmental, critical-thought scale. Results will be evaluated by a psychology faculty member based on scoring guidelines for the scale.	The average score of the PSY 101 students on this scale will be at least 50%.	2023 - 2024	Target Met	Third year of data collection for target. Assessment conducted in Spring 2024. Average score on the scale was 50%.	Psychology faculty met on 5/9/2024. We met our target, but scores were again lower this semester. This may reflect changes to course content and different testing conditions rather than critical thought skills per se. The first year of assessment, the average was at ceiling (M = 90%). To correct for the possibility of students having referred to online resources when completing the scale, it was administered in person as part of a regular exam the second year and the mean score was lower (M =84%). This year, the scale was also administered in the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	Psychology students will effectively apply critical-thought skills to problems in the domain of psychological science.	Students enrolled in PSY 101 will complete our internal, departmental, critical-thought scale. Results will be evaluated by a psychology faculty member based on scoring guidelines for the scale.	The average score of the PSY 101 students on this scale will be at least 50%.	2023 - 2024	Target Met	Third year of data collection for target. Assessment conducted in Spring 2024. Average score on the scale was 50%.	<p>classroom, but as a standalone extra credit activity. Students may have perceived the activity as more of a pop quiz, which could have negatively impacted their performance.</p> <p>Faculty will adjust presentation of the scale to emphasize it being a low-stakes activity. We will also begin review of the current measure in September. It is over 40 questions long, and we may be able to shorten it while maintaining the same reliability and validity. Assessment will be maintained.</p>
	2.1 (SLO)	Upon completion of the program, psychology majors will demonstrate a fundamental understanding of psychological science.	A sample of graduating seniors in psychology will complete the Psychology ACAT for the following content areas: Abnormal, Developmental, Experimental Design, Statistics, Human Learning and Cognition, Social, and Personality.	The average, overall Psychology ACAT score for a sample of graduating seniors in psychology will fall no more than 1 standard deviation below the national average.	2023 - 2024	Target Met	<p>The overall score on the eight content areas tested fell within 1 standard deviation (i.e., -1 SD) of the national average. For this test, scores range from 200 to 800 with a mean of 500 and a standard deviation of 100. Our three students' overall score was 416, which puts them in the 20th percentile.</p> <p>It should also be noted that our score on personality was above average at 513. The overall score on abnormal was next highest at 492.</p>	Psychology faculty met on 5/9/2024 to discuss the target generally because final scores had not yet been received. In October, faculty will review the subareas covered by the test version currently being used because it no longer matches our program requirements as well as it did when first used. For example, we now require a course on physiological psychology. Assessment will be maintained.
	2.2 (SPG D.4)	The psychology program will prepare students for the job market by training them in skills that prepare them for their chosen careers.	Faculty will review and evaluate student responses to the item on the MUW Graduation Survey requesting they rate MUW's effectiveness in providing preparation for employment.	At least 75% of graduating seniors in psychology who complete the MUW Graduation Survey will indicate MUW's effectiveness at providing preparation for	2023 - 2024	Inconclusive	Graduation survey results were published after the assessment deadline and were not broken down by major. Ergo, we are unable to complete our assessment as intended. That said, we launched our exit survey in May with	Psychology faculty met on 5/9/2024 to discuss the target generally because the graduation survey results had not yet been published. Our own exit survey data (see documents) indicated no attendance at job fairs during students' time at MUW. Starting in the fall, faculty will share

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SPG D.4)	The psychology program will prepare students for the job market by training them in skills that prepare them for their chosen careers.	Faculty will review and evaluate student responses to the item on the MUW Graduation Survey requesting they rate MUW's effectiveness in providing preparation for employment.	employment as either excellent or good.	2023 - 2024	Inconclusive	two graduating majors. Discussion of related items is provided under Action.	campus job fair advertisements among themselves to be announced in all courses. Data indicated one of the two respondents to our exit survey had applied for (three) jobs. No job offers were noted. Moving forward, we expect graduating seniors to report attending at least one job fair while at the W and applying to at least two jobs for after graduation. Assessment will be maintained until new assessment software is in place; assessment may be updated then.
	2.3 (SAO)	The psychology program will prepare students for graduate study.	Social media and other communications will be monitored by faculty to identify students accepted into graduate programs.	Each year a minimum of three alums in psychology will enter graduate programs in psychology or a related discipline.	2023 - 2024	Inconclusive	Faculty were unaware of any students being accepted to graduate programs since our last report. Our exit survey indicated that one student applied to two programs and was accepted to one.	Psychology faculty met on 5/9/2024. Current faculty do not monitor student social media. Ergo, moving forward two questions on our exit survey will be used to assess the number of graduate programs applied to and the number of acceptances received. Once all graduating seniors are required to take the exit exam, which should occur within the next 2 years, these data will provide a more accurate picture of graduate acceptances. Assessment will be maintained until new assessment software is in place; assessment may be updated then.
Program - Religious Studies - Minor {2016-2017}	1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic	In any religious studies course involving direct analysis of a particular religion, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After further discussion with the Department Chair, it was agreed again that the goals for Religious Studies assessment should be revised to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. This will provide a basis for evaluating student knowledge and skills

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Religious Studies - Minor {2016-2017}	1.1 (GEO 2.c.)	practices of a particular world religion.	member for the class and the lead faculty member in religious studies will assess the student's work.	concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Exam.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	more broadly related to the content area. As we revise, we can also be attentive to the achievement targets in related disciplines (history, literary studies, philosophy, and political science) so that this broader assessment of all students in particular courses correlates well with those disciplinary assessments and does not unduly increase faculty members' workload. The coordinator of the religious studies minor can continue to undertake the bulk of the direct assessment, but since this is a cross-disciplinary minor, gathering student materials will still fall to faculty in these associated courses and we should be mindful to protect their time.
			In any religious studies course involving direct analysis of a particular religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Mid-Term Essay.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After further discussion with the Department Chair, it was agreed again that the goals for Religious Studies assessment should be revised to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. This will provide a basis for evaluating student knowledge and skills more broadly related to the content area. As we revise, we can also be attentive to the achievement targets in related disciplines (history, literary studies, philosophy, and political science) so that this broader assessment of all students in particular courses correlates well with those disciplinary assessments and does not unduly increase faculty members' workload. The coordinator of the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			In any religious studies course involving direct analysis of a particular religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Mid-Term Essay.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	religious studies minor can continue to undertake the bulk of the direct assessment, but since this is a cross-disciplinary minor, gathering student materials will still fall to faculty in these associated courses and we should be mindful to protect their time.
	1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	In any religious studies course involving direct analysis of at least two world religions, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Exam.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After further discussion with the Department Chair, it was agreed again that the goals for Religious Studies assessment should be revised to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. This will provide a basis for evaluating student knowledge and skills more broadly related to the content area. As we revise, we can also be attentive to the achievement targets in related disciplines (history, literary studies, philosophy, and political science) so that this broader assessment of all students in particular courses correlates well with those disciplinary assessments and does not unduly increase faculty members' workload. The coordinator of the religious studies minor can continue to undertake the bulk of the direct assessment, but since this is a cross-disciplinary minor,

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	1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	In any religious studies course involving direct analysis of at least two world religions, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Exam.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	gathering student materials will still fall to faculty in these associated courses and we should be mindful to protect their time.
			In any religious studies course involving direct analysis of at least two world religions, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Mid-Term Essay.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After further discussion with the Department Chair, it was agreed again that the goals for Religious Studies assessment should be revised to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. This will provide a basis for evaluating student knowledge and skills more broadly related to the content area. As we revise, we can also be attentive to the achievement targets in related disciplines (history, literary studies, philosophy, and political science) so that this broader assessment of all students in particular courses correlates well with those disciplinary assessments and does not unduly increase faculty members' workload. The coordinator of the religious studies minor can continue to undertake the bulk of the direct assessment, but since this is a cross-disciplinary minor, gathering student materials will

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			In any religious studies course involving direct analysis of at least two world religions, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Mid-Term Essay.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	still fall to faculty in these associated courses and we should be mindful to protect their time.
	2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	In any religious studies course involving direct analysis of one or more texts from a particular world religion, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Exam.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After further discussion with the Department Chair, it was agreed again that the goals for Religious Studies assessment should be revised to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. This will provide a basis for evaluating student knowledge and skills more broadly related to the content area. As we revise, we can also be attentive to the achievement targets in related disciplines (history, literary studies, philosophy, and political science) so that this broader assessment of all students in particular courses correlates well with those disciplinary assessments and does not unduly increase faculty members' workload. The coordinator of the religious studies minor can continue to undertake the bulk of the direct assessment, but since this is a cross-disciplinary minor,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	In any religious studies course involving direct analysis of one or more texts from a particular world religion, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Exam.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	gathering student materials will still fall to faculty in these associated courses and we should be mindful to protect their time.
			In any religious studies course involving direct analysis of one or more texts from a particular world religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Mid-Term Essay.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After further discussion with the Department Chair, it was agreed again that the goals for Religious Studies assessment should be revised to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. This will provide a basis for evaluating student knowledge and skills more broadly related to the content area. As we revise, we can also be attentive to the achievement targets in related disciplines (history, literary studies, philosophy, and political science) so that this broader assessment of all students in particular courses correlates well with those disciplinary assessments and does not unduly increase faculty members' workload. The coordinator of the religious studies minor can continue to undertake the bulk of the direct assessment, but since this is a cross-disciplinary minor,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			In any religious studies course involving direct analysis of one or more texts from a particular world religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Mid-Term Essay.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	gathering student materials will still fall to faculty in these associated courses and we should be mindful to protect their time.
	3.1 (SAO & SPG D.2)	Religious studies minors will receive advising in the minor each semester to ensure the successful completion of the minor's requirements.	Each semester, the Lead Faculty will complete both the department's internal audit sheet for the minor and the audit sheet provided by the Registrar and will provide a copy of the internal audit sheet to the student. The Lead Faculty will also keep the completed audit sheets on file for review at the end of each academic year.	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.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After further discussion with the Department Chair, it was agreed again that the goals for Religious Studies assessment should be revised to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. However, it is unclear if there will be an appropriate and useful goal for this SAO and SPG given that we have no declared minors. The coordinator of the religious studies minor continue to discuss with the Department Chair and with associated faculty to determine if a corollary for all students who take REL courses or related cross-listed sections is possible. who take REL courses or related cross-listed sections rather than just religious studies minors. However, it is unclear if there will be an appropriate and useful goal for this SAO and SPG given that we have no declared minors. The coordinator of the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO & SPG D.2)	Religious studies minors will receive advising in the minor each semester to ensure the successful completion of the minor's requirements.	Each semester, the Lead Faculty will complete both the department's internal audit sheet for the minor and the audit sheet provided by the Registrar and will provide a copy of the internal audit sheet to the student. The Lead Faculty will also keep the completed audit sheets on file for review at the end of each academic year.	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.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	religious studies minor will further discuss with the Department Chair and with associated faculty to determine if a corollary for all students who take REL courses or related cross-listed sections is possible.
			The Lead Faculty will map out the student's remaining coursework at each advising session, will conduct a final advising session with the student once all requirements have been met, and will confirm that the student will graduate with the minor. At the end of the academic year, the Lead Faculty will review the students' documents/audit sheets.	90% of students will attend a final audit confirming that all requirements of the minor have been met and will graduate with the minor.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After further discussion with the Department Chair, it was agreed again that the goals for Religious Studies assessment should be revised to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. However, it is unclear if there will be an appropriate and useful goal for this SAO and SPG given that we have no declared minors. The coordinator of the religious studies minor will further discuss with the Department Chair and with associated faculty to determine if a corollary for all students who take REL courses or related cross-listed sections is possible.
	4.1 (SLO)	Religious studies minors will report that they have gained a broad understanding of religion as a human phenomenon and they understand the history and	A written Exit Survey using a five-point scale on each of five questions will be given to the student in the final semester before completion. The Lead Faculty will review and analyze the Exit Survey	90% of students participating in the Exit Survey will report at least a 3 rating (satisfied) on a five-point scale that they have gained a broad understanding of religion as a	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After further discussion with the Department Chair, it was agreed again that the goals for Religious Studies assessment should be revised to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. For this particular indirect

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	contemporary expressions of world religious traditions.	results at the end of the academic year.	human phenomenon and they understand the history and contemporary expressions of world religious traditions.	2023 - 2024	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	assessment, we can consider administering a modified survey to students who take two or more REL courses or related cross-listed courses. Not all of the questions will be appropriate, but some can be retained and one or two additions may be appropriate. The coordinator of the religious studies minor will further discuss survey content and implementation with the Department Chair and will discuss with associated faculty. The coordinator would need to pinpoint students to survey by monitoring course rolls semester to semester.
Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	1.1 (SLO)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce practical content.	FLS 102 and 201 students will produce a written and oral text that will be graded by the instructor using the ACTFL Presentational Mode Rubric Novice Learner. These texts are performance based, a one-way communication of information with grammar and vocabulary that has been practiced and memorized with the purpose of explaining, persuading, or narrating content to members of the other culture. The topics are familiar and personally relevant. Random and blind scores from 10 pupils per class and per task, written and oral,	The class average on the written and oral presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Impact, Comprehensibility, and Language Control.	2023 - 2024	Target Met	[Major Low-Enrolled Year 2 2023-2024. Overall program is not low-enrolled.] FLS 102 Written Task average score = 87% FLS 102 Oral Task average score = 81% FLS 201 Written Task average score = 83% FLS 201 Oral Task average score = 82% Total average = 83%	(Dr. Vergara) This semester I had a variance in performance between students who had taken their 100-level Spanish classes online vs. those who took those courses face-to-face. I need to keep this in mind and provide more enhanced support that targets students transitioning to in-person formats. (Professor Holloway) We should implement a language level assessment before students make their schedules. This could be done at orientation or before they meet with their advisors to make their schedules for the following semester.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	1.1 (SLO)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce practical content.	will be included in the assessment for a total of 40 individual scores.	The class average on the written and oral presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Impact, Comprehensibility, and Language Control.	2023 - 2024	Target Met	[Major Low-Enrolled Year 2 2023-2024. Overall program is not low-enrolled.] FLS 102 Written Task average score = 87% FLS 102 Oral Task average score = 81% FLS 201 Written Task average score = 83% FLS 201 Oral Task average score = 82% Total average = 83%	(Dr. Vergara) This semester I had a variance in performance between students who had taken their 100-level Spanish classes online vs. those who took those courses face-to-face. I need to keep this in mind and provide more enhanced support that targets students transitioning to in-person formats. (Professor Holloway) We should implement a language level assessment before students make their schedules. This could be done at orientation or before they meet with their advisors to make their schedules for the following semester.
			FLS 202 students will produce a written and oral text that will be graded by the instructor using the ACTFL Presentational Mode Rubric Intermediate Learner. These texts are performance based, a one-way communication of information with the purpose of explaining, persuading, or narrating content to members of the other culture while also expressing own thoughts (i.e. emerging evidence of telling, re-telling, or providing additional description as applicable). The grammar, vocabulary, and topics are familiar and relevant to oneself	The class average on the written and oral presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Impact, Comprehensibility, and Language Control.	2023 - 2024	Target Not Met	[Major Low-Enrolled Year 2 2023-2024. Overall program is not low-enrolled.] FLS 202 Written Task average score = 78% FLS 202 Oral Task average score = 76% Total average = 77%	(Dr. Vergara) Most of the lowest scores came from students with non-traditional learning paths. These include athletes, who have competing time demands; students with gaps in their coursework; and those who have accelerated their language studies online at different institutions. These varied educational trajectories have affected their language proficiency and classroom performance. I will keep this in mind.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			or others. Random and blind scores from 10 pupils per class and per task, written and oral, will be included in the assessment for a total of 20 individual scores.	The class average on the written and oral presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Impact, Comprehensibility, and Language Control.	2023 - 2024	Target Not Met	[Major Low-Enrolled Year 2 2023-2024. Overall program is not low-enrolled.] FLS 202 Written Task average score = 78% FLS 202 Oral Task average score = 76% Total average = 77%	(Dr. Vergara) Most of the lowest scores came from students with non-traditional learning paths. These include athletes, who have competing time demands; students with gaps in their coursework; and those who have accelerated their language studies online at different institutions. These varied educational trajectories have affected their language proficiency and classroom performance. I will keep this in mind.
	1.2 (SLO)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with reasonable accuracy for their level on topics that are relevant to themselves or others.	FLS 102 and 201 students will complete an oral task that will be graded by the instructor using the ACTFL Interpersonal Mode Rubric Novice Learner. The task is performance based, a two-way communication of information with grammar and vocabulary that has been practiced and memorized with the purpose of the active negotiation of meaning between two people in the form of speaking and listening. The topics are familiar and personally relevant. Random and blind scores from 10 pupils per class will be included in the assessment for a total	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2023 - 2024	Target Met	[Major Low-Enrolled Year 2 2023-2024. Overall program is not low-enrolled.] FLS 102 Interpersonal Task average score = 80% FLS 201 Interpersonal Task average score = 84% Total average = 82%	(Dr. Vergara) I continue to see improvement between the midterm interpersonal task and the final one. So, this is something that I will keep doing in the future. (Professor Holloway) We should implement a language level assessment before students make their schedules. This could be done at orientation or before they meet with their advisors to make their schedules for the following semester.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with reasonable accuracy for their level on topics that are relevant to themselves or others.	of 20 individual scores.	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2023 - 2024	Target Met	[Major Low-Enrolled Year 2 2023-2024. Overall program is not low-enrolled.] FLS 102 Interpersonal Task average score = 80% FLS 201 Interpersonal Task average score = 84% Total average = 82%	(Dr. Vergara) I continue to see improvement between the midterm interpersonal task and the final one. So, this is something that I will keep doing in the future. (Professor Holloway) We should implement a language level assessment before students make their schedules. This could be done at orientation or before they meet with their advisors to make their schedules for the following semester.
			FLS 202 students will complete an oral task that will be graded by the instructor using the ACTFL Interpersonal Mode Rubric Intermediate Learner. The task is performance based, a two-way communication of information with the purpose of the active negotiation of meaning between two people in the form of speaking and listening, while handling appropriately short social interactions that approach everyday situations. The grammar, vocabulary, and topics are familiar and personally relevant to oneself or others. Random and blind scores from 10 pupils	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2023 - 2024	Target Not Met	[Major Low-Enrolled Year 2 2023-2024. Overall program is not low-enrolled.] FLS 202 Interpersonal Task average score = 75%	(Dr. Vergara) One of the areas that I noticed that was challenging for the students is comprehensibility. At the beginning of the semester, I cover a unit on pronunciation to help them review the basics. I will plan to spend more time on this in the following academic year. Since they're in Spanish IV, I don't practice this as much as I do in Spanish III, but given that they have a winter or summer break in between these classes, I should continue to reinforce it.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			per class will be included in the assessment for a total of 10 individual scores.	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2023 - 2024	Target Not Met	[Major Low-Enrolled Year 2 2023-2024. Overall program is not low-enrolled.] FLS 202 Interpersonal Task average score = 75%	(Dr. Vergara) One of the areas that I noticed that was challenging for the students is comprehensibility. At the beginning of the semester, I cover a unit on pronunciation to help them review the basics. I will plan to spend more time on this in the following academic year. Since they're in Spanish IV, I don't practice this as much as I do in Spanish III, but given that they have a winter or summer break in between these classes, I should continue to reinforce it.
	2.1 (SLO)	Cultural Knowledge: Students will explore the Hispanic cultures at a basic level through original oral or written texts. Students will provide evidence of a fundamental understanding of the target language and will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	FLS 102, 201 and 202 students will demonstrate an understanding of an oral or written text with visual support that will be graded by the instructor using the ACTFL Interpretive Mode Rubric. The student will interpret the text's meaning with the purpose of understanding its content. The topics of the texts are familiar, dependent upon course level, and based on the material covered in class. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 30 individual scores.	The class average on the interpretive task will be the equivalent of an 80% on the ACTFL Interpretive Mode Rubric, based on the following criteria: Literal Comprehension (word recognition, main idea detection, and supporting details) and Interpretive Comprehension (organizational features, guessing meaning from context, inferences, author's perspective, and cultural perspectives).	2023 - 2024	Target Met	[Major Low-Enrolled Year 2 2023-2024. Overall program is not low-enrolled.] FLS 102 Interpretive Task average score = 96.5 FLS 201 Interpretive Task average score = 90% FLS 202 Interpretive Task average score = 91% Total average = 92.5%	(Dr. Vergara) There was improvement in this area for FLS 201 from last year's grades. I'll keep being intentional about explaining the rubric to my students. I also gave them sample assessments that we worked on in class to reinforce their skills in this area. This all seemed to have worked well. (Professor Holloway) We should implement a language level assessment before students make their schedules. This could be done at orientation or before they meet with their advisors to make their schedules for the following semester.
	2.2 (SAO &	Students will	In FLS 102 & 202	The class average of	2023 - 2024	Target Met	[Major Low-Enrolled Year 2	(Dr. Vergara) Some students say

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	GEO 2.c.)	articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	students will complete the Cultural Differences Capstone Assignment that requires them to demonstrate an awareness of cultural complexities. This assignment will be graded by the instructor using the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The topics of the texts are familiar, dependent upon course level, and will reflect themes conveyed in class. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 20 individual scores.	students on the Cultural Differences Capstone Assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2023 - 2024	Target Met	2023-2024. Overall program is not low-enrolled.] FLS 102 Intercultural Capstone average score = 3.6 FLS 202 Intercultural Capstone average score = 2.5 Total average = 3	‘the right things’ on an assessment, but their attitudes and reactions show the opposite. My goal is to give students more targeted correction when they make errors of perception about others. (Prof. Holloway) I would like to include a TalkAbroad assessment so that the students can delve a little further into the topic with a person from another country. I would like them to share experiences and ideas about cultural norms and values so they can truly understand what may or may not be offensive to a person from that particular country and why.
	2.3 (SPG A.1)	The completion of four semesters of Spanish will encourage global thinking and perspectives through broadening of cultural and language-based knowledge among our students. In an effort to provide students with a “global perspective” and to prepare “them for the global workforce of the future,” the Spanish program will actively seek to increase	Number of majors collected from Annual Program Review Report	An increase in majors over the next three years, a total of 3 students.	2023 - 2024	Target Met	[Major Low-Enrolled Year 2 2023-2024. Overall program is not low-enrolled.] 5 majors	1. Culture Club: We’ll continue to look for reliable funding to support the Culture Club and to get active and sustained student involvement by possibly adding an honors and service component or connecting its members with similar groups at other institutions. 2. Promotion: Print updated marketing materials and increase our online presence. We’ll continue efforts to provide materials to faculty/staff who advise undergraduate students. We’d also like to connect with career counseling to inform them of marketable opportunities in our program, such as study abroad experiences, internships,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SPG A.1)	interest and enrollment in the Spanish minor and major.	Number of majors collected from Annual Program Review Report	An increase in majors over the next three years, a total of 3 students.	2023 - 2024	Target Met	[Major Low-Enrolled Year 2 2023-2024. Overall program is not low-enrolled.] 5 majors	and the certificate. In addition, we'll continue to find ways to celebrate our students' accomplishments in different forums. Finally, we hope to get the word out to undeclared students about our program, but in general, it's important for students to know how well Spanish works as a second major, a minor or a certificate. 3. Collaboration: Seek access to leadership in other departments and programs to understand potential collaborative benefits. 4. Alumni: Continue to support and work with our alumni to develop strong connections and engagement. 5. Environment: Continue to improve the welcoming aspects of our spaces where we meet students and guests, ensuring these areas are inviting and informative. 6. Engagement: Continue to work with the MFLA and its members.
			Number of minors from Enrollment Reports and student advisors.	An increase in minors over the next three years, a total of 5 students.	2023 - 2024	Target Met	[Major Low-Enrolled Year 2 2023-2024. Overall program is not low-enrolled.] 6 declared minors 2 undeclared	See the action statement above for recruiting majors.
Program - Theatre - BA (including minor) {2016-2017}	1.1 (SLO)	Students will increase their level of communication skills.	All first-year transfer students will be reviewed at the end of the Fall semester (last week of regular classes). They are given a four question Survey in advance that allows them to self-assess their own growth as	60% of transfers participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a "strong pass" in two of the three following categories:	2023 - 2024	Target Not Met	One student was assessed, and scored a "Weak Pass" according to the rubric, so the threshold was not met.	With such a small sample size, there doesn't seem to be a reason to implement any changes.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Theatre - BA (including minor) {2016-2017}	1.1 (SLO)	Students will increase their level of communication skills.	<p>theatre artists (see attached doc, “Questions for Sophomore Review.” The interviewees will be required to turn in written answers to reviewing faculty, but will be required to give an oral response as well. This method of assessment will allow the students to see what skills they need to focus on in the latter part of their college careers. The questions will be scored using the department’s own “SOPHOMORE/TRANSFER INTERVIEW/AUDITION PROJECT” Rubric.</p> <p>Originally, assessment was rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in even-numbered years. Until the number of students is sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two weeks of the Spring semester. The</p>	performance/presentation; craftsmanship; and interpretation.	2023 - 2024	Target Not Met	One student was assessed, and scored a "Weak Pass" according to the rubric, so the threshold was not met.	With such a small sample size, there doesn't seem to be a reason to implement any changes.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Theatre - BA (including minor) {2016-2017}	1.1 (SLO)	Students will increase their level of communication skills.	Department intends to assign a date for the “exit portfolio review.” On that date graduating seniors will present an “acting portfolio” and/or a “technical theatre portfolio” to the faculty. The Sophomore/Transfer Interview/Audition Project Rubric will be use to assess the level of expertise in the student’s chosen area of presentation.	60% of transfers participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a “strong pass” in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2023 - 2024	Target Not Met	One student was assessed, and scored a "Weak Pass" according to the rubric, so the threshold was not met.	With such a small sample size, there doesn't seem to be a reason to implement any changes.
			All sophomore students will be reviewed at the end of the Fall semester (last week of regular classes). They are given a four question Survey in advance that allows them to self-assess their own growth as theatre artists (see attached doc, “Questions for Sophomore Review.” The interviewees will be required to turn in written answers to reviewing faculty, but will be required to give an oral response as well. This method of assessment will allow the students to see what skills they need to focus on in the latter part of their college careers. The questions	75% of native sophomores (e.g. those who have matriculated solely at MUW) participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a “strong pass” in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2023 - 2024	Inconclusive	No sophomores to assess. We had hoped to have two sophomores, but one was expelled last Spring and one deferred a semester, so hopefully she'll be available to assess next year.	Since there were no students to review, no changes were made.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			will be scored using the department's own "SOPHOMORE/TRANSFER INTERVIEW/AUDITION PROJECT" Rubric. Originally, assessment was rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in even-numbered years. Until the number of students is sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two weeks of the Spring semester. The Department intends to assign a date for the "exit portfolio review." On that date graduating seniors will present an "acting portfolio" and/or a "technical theatre portfolio" to the faculty. The Sophomore/Transfer Interview/Audition Project Rubric will be use to assess the level of expertise in the student's chosen area of presentation.	75% of native sophomores (e.g. those who have matriculated solely at MUW) participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a "strong pass" in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2023 - 2024	Inconclusive	No sophomores to assess. We had hoped to have two sophomores, but one was expelled last Spring and one deferred a semester, so hopefully she'll be available to assess next year.	Since there were no students to review, no changes were made.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
				75% of native sophomores (e.g. those who have matriculated solely at MUW) participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a “strong pass” in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2023 - 2024	Inconclusive	No sophomores to assess. We had hoped to have two sophomores, but one was expelled last Spring and one deferred a semester, so hopefully she'll be available to assess next year.	Since there were no students to review, no changes were made.
			Oral interpretation (TH205) introduces students to voice and speech skills. The AAC&U Creative Thinking VALUE Rubric is used to measure specific technical proficiency. Monologues and scene work in the beginning through advanced acting classes (TH 219, TH 319, TH 419) offer students a wide variety of texts to hone skills. These texts span a number of eras and genres offering different stylistic material.	Each student is expected to improve upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is achieved by a score of “3” or better in all 5 categories.	2023 - 2024	Target Met	No sophomores to be assessed. Two seniors passed with an average grade of 3.25. 100% of the students met the threshold.	We will continue to use the Creative Thinking Rubric and assessing first-year transfers, sophomores and seniors in the same calendar year.
			Assessment forms are completed for each performance and expectations become more rigorous with					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			each advanced course. In Design and Directing (TH 275 and TH 320) students make oral presentations to support three-dimensional works. Because the sequence of the listed courses may vary for each student, each student is monitored individually for ongoing improvement. Since we are a small program, it is necessary to rotate the assessment of goals. In order to have a reasonable sampling of sophomores, a file will be kept on all students until there are enough sophomore files to review; likewise, for graduates.	Each student is expected to improve upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is achieved by a score of “3” or better in all 5 categories.	2023 - 2024	Target Met	No sophomores to be assessed. Two seniors passed with an average grade of 3.25. 100% of the students met the threshold.	We will continue to use the Creative Thinking Rubric and assessing first-year transfers, sophomores and seniors in the same calendar year.
			Originally, assessment was rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in even-numbered years. Until the number of students is sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			weeks of the Spring semester. The Department intends to assign a date for the “exit portfolio review.” On that date graduating seniors will present an “acting portfolio” and/or a “technical theatre portfolio” to the faculty. The AAC&U Creative Thinking VALUE Rubric will be use to assess the level of expertise in the student’s chosen area of presentation.	Each student is expected to improve upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is achieved by a score of “3” or better in all 5 categories.	2023 - 2024	Target Met	No sophomores to be assessed. Two seniors passed with an average grade of 3.25. 100% of the students met the threshold.	We will continue to use the Creative Thinking Rubric and assessing first-year transfers, sophomores and seniors in the same calendar year.
	2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	All sophomore and first-year transfer students will be reviewed at the end of the Fall semester (last week of regular classes). They are given a four question Survey in advance that allows them to self-assess their own growth as theatre artists (see attached doc, “Questions for Sophomore Review.” Departmental faculty will review and analyze the results of the Survey to determine if achievement target was met.	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.	2023 - 2024	Inconclusive	No sophomores to assess.	Inconclusive.
			At the end of the spring semester, the department chair will review transcripts of TH 360 students to determine if	The collective average of all TH 360 students' final grades will be 90%.	2023 - 2024	Target Met	One student enrolled in ED 407 (Student teaching) received a 95% final grade, so 100% of students met the threshold.	This one is difficult to analyze due to circumstances outside of the instructor's control. While the final result was achieved, there were a lot of gaps in scoring, due mostly to

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action	
				achievement target was met.	The collective average of all TH 360 students' final grades will be 90%.	2023 - 2024	Target Met	One student enrolled in ED 407 (Student teaching) received a 95% final grade, so 100% of students met the threshold.	problematic software used to grade some projects that were adapted by the Education Department. Hopefully, these kinks will be worked out soon.
				Attendance is strictly monitored in all departmental courses and for all rehearsals and work calls. All students enrolled in TH 400-The Theatre Practicum-will be evaluated using the AAC&U Teamwork VALUE Rubric.	It is expected that the freshmen, sophomores, first year transfers, juniors and seniors participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of “3” in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	2023 - 2024	Target Met	One freshman and one graduating senior were assessed, for an average score of 3.5. 100% met the threshold.	The assessment still works so no need for action.
				Attendance is strictly monitored in all departmental courses and for all rehearsals and work calls. Students are evaluated by the AAC&U Creative Thinking VALUE Rubric for their participation in the major productions of both the Fall and Spring semesters.	It is expected that 70% of freshmen, sophomores, first year transfers, juniors and seniors participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of “3” in at least 4 categories for freshmen, sophomores, first	2023 - 2024	Target Met	2 students, 1 senior and 1 freshmen, both met the criteria, with an average grade of 3.5.	No action needed at this time.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Attendance is strictly monitored in all departmental courses and for all rehearsals and work calls. Students are evaluated by the AAC&U Creative Thinking VALUE Rubric for their participation in the major productions of both the Fall and Spring semesters.	year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	2023 - 2024	Target Met	2 students, 1 senior and 1 freshmen, both met the criteria, with an average grade of 3.5.	No action needed at this time.
	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.	TH 400 is assessed jointly by 3 faculty members based on ability to meet project deadlines and collaborative skills. Post Mortems (of each theatre production team) are held to track effectiveness of collaboration and are all evaluated using the Creative Project Grading Rubric developed by the faculty.	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.	2023 - 2024	Inconclusive	No sophomores were available, so results for this year are inconclusive.	No actions since results were inconclusive.
			TH 400 is assessed jointly by 3 faculty members based on ability to meet project deadlines and collaborative skills. Post Mortems (of each theatre production team) are held to track effectiveness of collaboration and are all evaluated using the Creative Project Grading Rubric developed by the faculty.	90% of graduating Seniors should demonstrate proficiency in this area. Proficiency for graduating seniors in this area is defined as scoring at least a 90 (A-) in at least three categories and no lower than an 80 (B-) in the one other category on the Creative Project Grading Rubric.	2023 - 2024	Target Met	One graduating senior scored a 95% on the rubric so 100% of the students met the threshold.	There's no need to change the assessment method at this time.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SLO & SAO)	Students will effectively demonstrate their comprehension and developed abilities by synthesizing the sum of their knowledge gleaned in the Theatre curriculum to independently devise a creative piece with a unique point of view.	During the student’s Senior year, it is expected that the student will be able to independently craft a creative work in at least one area of practical Theatre production and performance. Examples include: acting, directing, scene painting and costume design. The student will utilize practical skills learned in second-year and some third-year classes (TH 217-Stage Crafts; TH 219-Beginning Acting; TH 275-Introduction to Design; TH 318-Stage Lighting, and TH 319-Intermediate Acting). These skills will be mastered in more advanced classes (TH 320-Directing; TH 419-Advanced Acting; and TH 400-Theatre Practicum). The individual achievement to be assessed will be chosen by the student, with the consent of the Theatre faculty, during the Senior Exit Project. The project will be graded using the departmental Senior Exit Project Rubric.	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at least 90% (A-) on the Senior Exit Project Rubric.	2023 - 2024	Target Met	One was a theatre student, and the other was a Theatre Education student. They both scored an "A", so 100% of students met the threshold.	Changing the achievement target from "scoring at least an A-.." to scoring an A". On this rubric, there's no A-, only an A or a B or less.
Program - Women's Gender, and Sexuality Studies	1.1 (SLO, GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the	1.1a In a sample group of at least 10 essays from students enrolled in WS 200 Introduction	Students will score an average of at least a 2 or higher on the AAC&U Value	2023 - 2024	Inconclusive	Two essays were collected and assessed. The range of responses was from 2.833 and 3.33	Low-Enrolled Year 1 2023-2024-2023. Because of low-enrollment, this program will analyze results every three years.] Data will be

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
(including Minor) - BA {2016-2017}	1.1 (SLO, GEO 1.b. & 2.c.)	global, historical, political, psychological, sociological, biological, and/or religious aspects of women’s lives.	to Women’s Studies, students will demonstrate the ability to write an essay demonstrating the historical and current global and intercultural roles of women in society. Two Women’s Studies faculty members will apply the AAC&U VALUE rubric on Intercultural Knowledge and Competence.	Rubric on Intercultural Knowledge and Competence.	2023 - 2024	Inconclusive	The mean of the responses was 3.1 and 3.1	analyzed and recommendations given in the 2025 Assessment report.
			1.1b In a sample group of at least 10 essays from WS 200 Introduction to Women’s Studies, students will demonstrate the ability to write an essay analyzing two or more of the global historical, political, psychological, sociological, biological, and/or religious aspects of women’s lives. Two women’s studies faculty members scoring the essays using the AAC&U VALUE Rubric on Critical Thinking.	Students will score an average of at least 2 (lower milestone level) or higher using the AC&U Value rubric on Critical Thinking	2023 - 2024	Inconclusive	[Low-Enrolled Year 1 2023-2024-2023. Because of low-enrollment, this program will analyze results every three years.] Two essays were collected from WS 200 and the Critical Thinking Rubric was applied. The range of the responses was: 2.8-3.4 The median of the responses was as follows: 3.1 and 3.2 According to the target, the results indicate that, on average, 2 students meet the target. [less] # Students Assessed: 2 # Students Met Target: 2	Low-Enrolled Year 1 2023-2024-2023. Because of low-enrollment, this program will analyze results every three years.] The data will be analyzed and recommendations given in the 2025 report.
	1.2 (SAO)	By the completion of the minor or major program in women's studies, the students will complete a direct mentor or internship experience with a woman who works in a non-traditional field, in a non-profit	At the end of their mentoring or internship experience, students will complete a “Reflective Essay” including evidence of intellectual and personal growth in their hands-on knowledge of both the	90% of students will be able to provide at least two specific examples of personal or intellectual growth in their knowledge about women’s experiences which was gained during	2023 - 2024	Inconclusive	[Low-Enrolled Year 1 2023-2024. Because of low-enrollment, this program will analyze results every three years.] This course was not offered, so there is no data to assess at this time. When we have students progress to this stage in the program, we	[Low-Enrolled Year 1 2023-2024. Because of low-enrollment, this program will analyze results every three years. Reporting and recommendations will be given in 2025 report

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SAO)	organization with a connection to improving women’s lives, or in a field which documents women’s lives and experiences.	diversity and commonalities of women’s experiences. Faculty will review and analyze the students’ essays to determine if achievement target was met.	their mentoring or internship experience.	2023 - 2024	Inconclusive	will offer the course and record the assessment materials. [less] # Students Assessed: 0 # Students Met Target: 0	[Low-Enrolled Year 1 2023-2024. Because of low-enrollment, this program will analyze results every three years. Reporting and recommendations will be given in 2025 report
	2.2 (SLO)	Students will demonstrate that they can conduct research in women’s studies or gender studies	Two women’s studies faculty members will apply the AAC&U the Inquiry and Analysis Value Rubric to a sample set of at least six research or analytic essays from upper-level women’s studies undergraduate courses (excluding papers from WS 499.)	The collective average score for those students' assessed papers will be a 2 on the AAC&U Inquiry and Analysis Value Rubric.	2023 - 2024	Target Met	Low-Enrolled Year 2023-2024. Because of low-enrollment, this program will analyze results every three years.] Six essays from the upper-level Women's Studies courses were collected. Two faculty members applied the Value rubric on Inquiry and Analysis, and the averages of both scores on the essays were as follows: Scores range from 2.3-3.5 Mean-3.17, 2.33, 3.0, 3.33, 3.2, 2.67 6 students met the target score of 2	Low-Enrolled Year 2023-2024. Because of low-enrollment, this program will analyze results every three years.] The target was met based on the rubric data. We will continue to apply this rubric and continue program practices. More recommendations will be given in the 2025 report.
			Two women’s studies faculty members will apply the Value Rubric on Critical Thinking to a sample set of at least six research or analytic essays from upper-level women’s studies undergraduate courses (excluding papers from WS 499).	A sample set of at least six research or analytic essays from upper-level women’s studies undergraduate courses (excluding papers from WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	2023 - 2024	Target Met	[Low-Enrolled Year 1 2023-2024. Because of low-enrollment, this program will analyze results every three years.] Six essays from the upper-level Women's Studies courses were collected. Two faculty members applied the Value rubric on Critical Thinking, and the averages of both scores on the essays were as follows: Six essays collected and assessed ranging from 2.4-3.6	Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] Based on the essays received, we will continue to apply the rubric and continue program practices in upper level courses. In the 2025 assessment report, we will revisit recommendations.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Two women’s studies faculty members will apply the Value Rubric on Critical Thinking to a sample set of at least six research or analytic essays from upper-level women’s studies undergraduate courses (excluding papers from WS 499).	A sample set of at least six research or analytic essays from upper-level women’s studies undergraduate courses (excluding papers from WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	2023 - 2024	Target Met	The Mean of those collected essays is -3.3, 2.3, 3.2, 3.3, 3.4, 2.8 6 students met the target score of 2	Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] Based on the essays received, we will continue to apply the rubric and continue program practices in upper level courses. In the 2025 assessment report, we will revisit recommendations.
	2.3 (PO 4.d.)	Students will exhibit information literacy and research skills.	A committee of at least three women’s studies faculty members will assess all WS 499 final projects using the AAC&U VALUE rubric on Information Literacy.	100% of students’ WS 499 final projects will score at least a 3 or higher (upper milestone level) on the AAC&U VALUE rubric on Information Literacy.	2023 - 2024	Inconclusive	[Low-Enrolled Year 1 2023-2024 Because of low-enrollment, this program will analyze results every three years.] This course was not offered, so there is no data to assess at this time. When we have students progress to this stage in the program, we will offer the course and record the assessment materials. # Students Assessed: 0 # Students Met Target: 0	[Low-Enrolled Year 1 2023-2024. Because of low-enrollment, this program will analyze results every three years.] This course was not offered, so there is no data to assess at this time. When we have students progress to this stage in the program, we will offer the course and record the assessment materials. Recommendations will be given in 2025 report
	3.1 (SPG A.1)	Students will receive a quality women’s studies education.	At the end of the academic year, departmental faculty will review and analyze the Capstone Survey results to determine if achievement target was met.	90% of students participating in the Capstone Survey will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the women’s studies curriculum, hands-on learning opportunities and quality of instruction.	2023 - 2024	Inconclusive	[Low-Enrolled Year 2023-2024 Because of low-enrollment, this program will analyze results every three years.] There were no Senior Capstone students, so this course was not offered, and there is no data to assess at this time	[Low-Enrolled Year 2023-2024 Because of low-enrollment, this program will analyze results every three years.] There were no Senior Capstone students, so this course was not offered, and there is no data to assess at this time. When we have students enrolled in Capstone. the survey will be administered, and the results will be reported.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			faculty (a group of at least three faculty) who attend the students' Capstone presentations and review the final projects will score the students' work using the AAC&U VALUE rubrics on Critical Thinking, Oral Communication, and Information Literacy.	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.	2023 - 2024	Inconclusive	2024 Because of low-enrollment, this program will analyze results every three years.] The capstone survey was not circulated because there were no students presenting Capstone presentations.	Because of low-enrollment, this program will analyze results every three years.] The capstone survey was not circulated because there were no students presenting Capstone presentations. When we have students presented capstone projects, we will administer surveys and report the data.
	3.2 (SAO)	Students will be actively engaged using their Women's Studies degrees.	The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	75% of students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the Women's Studies program.	2023 - 2024	Inconclusive	[Low-Enrolled Year 2023-2024. Because of low-enrollment, this program will analyze results every three years.] This survey is sent out every three years. The survey will be administered next in 2025	[Low-Enrolled Year 2023-2024. Because of low-enrollment, this program will analyze results every three years.] This survey is sent out every three years. The survey will be administered next in 2025
			The Alumni Survey is sent out every three years. The next rotation will be in 2022, 2025, 2028 and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	25% of students are enrolled in graduate programs	2023 - 2024	Inconclusive	[Low-Enrolled Year 2023-2024 Because of low-enrollment, this program will analyze results every three years.] This survey is sent out every three years. The survey will be administered next in 2025	Coordinator did not provide.
			The Departmental Survey will be circulated at the end of the academic year. Departmental faculty will analyze and compare the survey	75% of students are enrolled in graduate programs, employed in the field, or employed in a field where they regularly utilize the skills	2023 - 2024	Inconclusive	[Low-Enrolled Year 1 2023-2024. Because of low-enrollment, this program will analyze results every three years.] No departmental Surveys were circulated at the end	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] No departmental Surveys were circulated at the end of this year because we had no graduates of

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			results to the previous academic year to determine if there was an increase or decrease in employment or graduate enrollment.	acquired in the Women’s Studies program.	2023 - 2024	Inconclusive	of this year because we had no graduates of the program	the program. We will administer a survey when we have graduates of the program. The survey will be sent via email instead of social media platforms.
Program - Women's Leadership - MA {2016-2017}	1.1 (RO)	Through finding, examining and analyzing primary and secondary sources, the students will practice graduate level research skills on both assigned and self-generated topics on women’s leadership.	Graduate students will complete at least one Annotated Bibliography demonstrating research and source quality assessment skills on a self-selected topic. Either the director or a designated WS faculty member will assess the annotated bibliography using the AAC&U VALUE Rubric on Information Literacy.	In a sample set of at least three annotated bibliographies from either WS 500 or WS 501 sections, each of the essays will earn an average score of 3.5 or higher on the AAC&U Rubric on Information Literacy.	2023 - 2024	Target Met	For this target, 2 sample assignments were collected and the AAC &U Value Rubric was applied to the Annotated Bibliography assignment. The medium of the assignments was both written and digital. I have recorded the written results for this target. The results were as follows: 3.5 written 3.5 written	We will continue to assign the annotated bibliography and use the AAC&U VALUE Rubric to assess the results. The size of this course fluctuates, but there are increasingly more international students enrolled in this program
	1.2 (SLO & RO)	Through analysis of secondary sources the students will learn to assess the quality of secondary research on both assigned and self-generated topics in women’s leadership.	The director of the program will assess a completed WS 500 or WS 502 article review assignment using AAC&U VALUE Rubric on Inquiry and Analysis.	Each of the students completing the assignment for “Article Review II” in the graduate course WS 500 or any of the article review or critique assignments in WS 501 will average at least a 3.5 using the AAC&U VALUE Rubric for Inquiry and Analysis.	2023 - 2024	Target Not Met	Two essays were collected and analyzed for the article review assignment. The average results are as follows: 3.0 2.0	The courses are low enrolled and include international students. We will continue working to assign article reviews and applying the rubric to assess the skills necessary to complete this degree. The target score from the rubric wasn't met, but the enrollment was also very low in this course.
	1.3 (SLO & RO)	The student will produce a master’s level project/thesis with a review of relevant literature and analysis of primary and secondary sources, based on an original idea connected with the development of	The students Capstone/Thesis committee (consisting of a director and two other faculty members) will assess the completed project in WS 512: Capstone/Thesis using the AAC&U VALUE Rubric on Integrative	A student’s WS 512 Capstone/Thesis project will score an average of no less than 3.5 on the AAC&U VALUE RUBRIC on Integrative Learning.	2023 - 2024	Target Met	Three students completed the Women's Leadership Thesis requirement, and the AAC&U Value Rubric on Integrative Learning was applied to the thesis. The average scores for the theses are as follows: 3.8 3.8	We will continue assessing completed Theses using the AAC&U Value Rubric and recording the data.

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	1.3 (SLO & RO)	leadership in women and girls.	Learning.	A student’s WS 512 Capstone/Thesis project will score an average of no less than 3.5 on the AAC&U VALUE RUBRIC on Integrative Learning.	2023 - 2024	Target Met	3.8	We will continue assessing completed Theses using the AAC&U Value Rubric and recording the data.
	2.1 (SLO)	The students will complete direct mentor or internship experience with a woman who works in a non-traditional field, in a political, educational or non-profit organization with a connection to improving women’s lives, or in a field which documents women’s lives and experiences.	At the end of their mentoring or internship experience, students will complete a “Reflective Essay” including evidence of intellectual and personal growth in their hands-on knowledge of both the diversity and commonalities of women’s experiences. The Director of the Program will assess the reflection essays.	100% of students who complete WS 510 (required practicum) will be able to describe at least two specific examples of personal or intellectual growth in their knowledge about women’s leadership skills gained during their mentoring or internship experience.	2023 - 2024	Target Met	In the Summer 2023, one student completed an internship (with the United Nations) and submitted a reflection essay, weekly journals, and an evaluation letter. In Fall 2023, one student completed internship and submitted weekly journals, a reflection essay, and an evaluation letter. Those essays were analyzed and assessed based on the thoroughness of the content, the range of the hours logged (120), and the timeliness of the submission. The results of that assessment indicated that both students met the required targets of two examples of personal or intellectual growth in their knowledge of women's leadership	Coordinator did not provide.
			The women leaders who act as mentors or as supervisors in WS 510 will complete a Satisfaction Survey about the student’s participation.	At least 85% of students who complete the WS 510 practicum will earn a score of 3 “satisfactory” or 4 “highly satisfactory” (on a four point	2023 - 2024	Target Met	For the two students who completed the Internship requirement, each supervisor was asked to submit an evaluation letter. Those letters were submitted, analyzed, and the results are as follows:	Coordinator did not provide.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			The women leaders who act as mentors or as supervisors in WS 510 will complete a Satisfaction Survey about the student's participation.	range from 1 Unsatisfactory, 2 Slightly dissatisfied, 3 Satisfactory to 4 Highly Satisfactory) from their mentor/supervisor.	2023 - 2024	Target Met	4 4 All students received highly satisfactory comments and reviews from their internship supervisors.	Coordinator did not provide.
	3.1 (SPG A.1)	Students will take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature.	The student course schedule in which the student is registered in Banner Web during every semester of the program after the first semester. After the first semester of graduate work, which will generally consist of enrollment in WS 500, WS 501 and WS 502, the student and advisor will work together to select for registration in at least one mutually agreeable course per semester in other graduate programs at MUW which do not have the WS prefix, but also offer significant women's issues or women's leadership content.	100% of MA in Women's Leadership graduates will complete graduate level coursework in at least three other areas with prefixes other than WS.	2023 - 2024	Target Met	Students have continued to show engaged participation and enrollment in a variety of offerings in the Women's Leadership Program. Our enrollment is steady, and our graduation rate is as well. We have also seen a marked increase in international student applications and acceptance rates. This semester we added offerings with a Philosophy focus, while also bringing in a new professor to the program. Students reacted well and did well in the course. Our rotating offerings are still doing well with enrollment in the Women's Leadership program as well as graduate students in other departments like Education, Business, and Health. Offering a range of courses also creates more opportunities for thesis-level students to find second readers in related disciplines.	We will continue to recruit widely for this program. Offering a diverse range of courses ensures that our students stay engaged and excited about the program. We will continue to monitor students' progress in the program.
	3.2 (SPG A.1)	Students who take a variety of graduate level coursework in Education, Business	The program director will apply a simple check off rubric to a sample group of at	The program director will collect a sample set of at least five papers from at least	2023 - 2024	Target Met	Five papers were collected across two courses. Those papers were accessed with a simple check off rubric to	We will continue to collect essays across the curriculum to assess students' writing and research abilities.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SPG A.1)	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.	least five papers from at least three graduate level courses taken in other disciplines by Women's Leadership graduate students over the academic year.	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.	2023 - 2024	Target Met	determine if students were meeting the expectations of the Women's Leadership Master's program. The results of that rubric are as follows: DOES MEET DOES MEET DOES MEET DOES MEET DOES MEET All student papers meet the expected requirements of the program	We will continue to collect essays across the curriculum to assess students' writing and research abilities.
	4.1 (SPG A.1)	Students will receive a quality women's studies education.	he Departmental Survey will be circulated at the end of the academic year. Surveys will be taken of program completers. Departmental faculty will analyze the survey results to determine if target was met.	90% of the students completing the survey will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the women's leadership curriculum, learning opportunities, and quality of instruction.	2023 - 2024	Target Met	A new written exit survey was created and sent via email to recent completers of the program. Of the 3 surveys that were sent, 3 surveys were returned by the time of this report. The results of the survey are as follows: 1. Very satisfied 2. Very satisfied 3. Very satisfied. The students who returned the survey were the last three graduates of the program, and they all had positive things to say about their time in the program and their prospects since completing	We will continue to circulate this exit survey and record the results.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SPG A.1)	Students will receive a quality women's studies education.	he Departmental Survey will be circulated at the end of the academic year. Surveys will be taken of program completers. Departmental faculty will analyze the survey results to determine if target was met.	90% of the students completing the survey will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the women's leadership curriculum, learning opportunities, and quality of instruction.	2023 - 2024	Target Met	it.	We will continue to circulate this exit survey and record the results.
			Women's Studies faculty (a group of at least three faculty) who attend the students' Graduate Capstone/Thesis presentations and review the final projects will score the students' work using the AAC&U VALUE Rubrics on Critical Thinking, Oral Communication, and Integrative Learning.	100% of students completing WS 512: Capstone/Thesis will average least a 3.5 (upper level milestone) score or higher on all three AAU&C VALUE rubrics applied to their final projects. An average of the faculty committee's scores will be used to determine the students' final scores.	2023 - 2024	Target Met	One student successfully completed and defended her thesis in April 2023. Two students successfully completed and defended their thesis projects in December 2023. After completing the defenses, both students were assessed using the Rubric. The average results are as follows: 3.6 3.6 3.8	We will continue to assess completed theses according to the rubric and record the results.
	4.2 (SAO)	Students will be actively engaged using their master's degrees in Women's Leadership.	The Alumni Survey is sent out every three years. The next rotation will be in 2022, 2025, 2028 and so on. At the end of the academic year, the program director will review and analyze the results to determine if achievement target was met.	15% of students participating in the Alumni Survey will state that they are enrolled in a higher level graduate programs	2023 - 2024	Inconclusive	The next iteration of this survey is 2025. There is no data to assess at this time	The next iteration of this survey is 2025. We will assess and report the data after the 2025 survey has been circulated.
			The Alumni Survey is sent out every three years. The next rotation will be in 2022, 2025, 2028 and so on.	75% are employed in the field or employed in a field where they regularly utilize the skills	2023 - 2024	Inconclusive	The next iteration of this survey is 2025. There is no data to assess at this time	The next iteration of this survey is 2025. We will assess and record the data after the 2025 survey has been circulated

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action	
				At the end of the academic year, the program director will review and analyze the results to determine if achievement target was met.	acquired in the master’s of Women’s Leadership program.	2023 - 2024	Inconclusive	The next iteration of this survey is 2025. There is no data to assess at this time	The next iteration of this survey is 2025. We will assess and record the data after the 2025 survey has been circulated
				The Departmental Survey will be circulated at the end of the academic year. Departmental faculty will analyze and compare the survey results to the previous academic year to determine if there was an increase or decrease in employment or graduate enrollment among alumni.	5% increase from the previous academic year of Women’s Studies alumni students participating in the Survey stating that they are either employed in a field where they regularly use the skills acquired in the master’s program of Women’s Leadership program or are enrolled in a higher level graduate/professional program connected with women’s leadership.	2023 - 2024	Target Met	A written exit survey was submitted to the recent graduates of the program. Of the 3 students who were sent surveys, 3 of them were returned by the time of this report. The results of that survey are as follows: Student 1-Working full-time employment in the field of Leadership after graduation. Student 2- Applying to doctoral programs in the US and abroad. This student is currently working full-time on a work Visa while they apply for more programs. Student 3- completed the program while working full time. She started a doctoral program in her concentration to continue her work in Leadership of women in Tech. The results indicate that there has been an increase in program completers who find employment and continue their educational pursuits in doctoral programs or related master's programs.	We will continue to circulate the survey and be a resource for program graduates in need of recommendation letters and other career and academic needs.