

College of Arts and Sciences: 2024-2025

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Art (including Graphic Design and Studio Art Minors; formerly Fine Arts) - 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 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.	The average score of students assessed will be at least 5 “meets expectations” out of the seven total areas using the departmental Foundation Portfolio Review rubric.	2024 - 2025	Target Met	The average scores of the 14 portfolio review participants over fall and spring semesters were 6.1 therefore we met out target assessment. 13 of the 14 students were passed, 1 was deferred.	We will continue to review our students in a portfolio review and continue to prep them in the class structure of Art 200. We will return to a discussion of whether we should adopt a new assessment goal since we are achieving this one with regularity.
	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	The benchmark of the assessment will be 80% of students should achieve a multi component average of 2.5 or higher.	2024 - 2025	Target Met	82.5% of students met the target	We will establish more critiques in individual classes in the two weeks ahead of Saturday Critique to better ensure the student improvement.

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	1.2 (SLO)	Advanced student progress will be evaluated each semester during the Saturday critiques.	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.	2024 - 2025	Target Met	82.5% of students met the target	We will establish more critiques in individual classes in the two weeks ahead of Saturday Critique to better ensure the student improvement.
	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 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.	2024 - 2025	Target Met	The students in the drawing and oil painting classes were sampled and they met the target. They achieved an average of 3.125 for score 1, 2.875 for score 2, and 3.375 for score 3. Two students averaged a perfect 4 for all three criteria, and even the lowest student averaged a 2.16 for all three criteria.	We will make sure that we teach this assignment and use this assessment in a wider group of 100 and 200 level classes.
	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.	2024 - 2025	Target Met	<p>We met the target; on each of the 7 questions we scored over a 2.5 (the lowest score was a 2.79). Each of the students average of all 7 questions was also over 2.5- the highest average was a 3.86 and the lowest average was a 3.0.</p> <p>Question #3 continues to be our lowest score (the 2.79). This is the question to list design concepts other than the art elements or the design principles. Our high scores</p>	We will continue our efforts to expand the use of the design literacy quiz to every art foundations class and also some 200 level classes. This will ensure that the students are applying and carrying over the learning from the design 1 and 2 classes to their other classes. We should also put more emphasis on Design Thinking (beyond the memorization of the basics) and that will include more discussions/lessons on design concepts that do not fit into the categories of "art elements" and "design principles".

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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.	2024 - 2025	Target Met	still tend to be Question #1, #6, and #7 (#7 was our highest average with a 3.93).	We will continue our efforts to expand the use of the design literacy quiz to every art foundations class and also some 200 level classes. This will ensure that the students are applying and carrying over the learning from the design 1 and 2 classes to their other classes. We should also put more emphasis on Design Thinking (beyond the memorization of the basics) and that will include more discussions/lessons on design concepts that do not fit into the categories of "art elements" and "design principles".
	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.	2024 - 2025	Target Met	<p>The students in the Art 300 class met the target for this assessment: all of the question based averages were above a 2 and all of the student averages were above a 2.</p> <p>Once again the lowest average went to question #5, the innovative thinking question with an average of 2.4 The highest scores went to Q1, acquiring competencies, Q4, embracing contradictions, and Q6, synthesizing and transforming, all with an average of 3.6.</p> <p>The lowest student average was a 2.3 and the highest student average was a 3.6</p>	We will work on two main goals: 1) to increase the number of students in ART 300 who do the assignment, and 2) to increase the number of conversations/ discussions about the innovative thinking issue and how it relates to artist confidence and the tendency of young artists to undermine themselves.
	4.1 (SLO)	Students enrolled in 300-level art history courses (ART 313	Using the AAC&U Written Communication Rubric,	The average score of students enrolled in 300-level art history	2024 - 2025	Target Not Met	The average for these three was 2.46, almost meeting Target 4.1.	The department will assist the art historian in developing a more precise and targeted set of

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	4.1 (SLO)	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.	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.	courses will be 2.5 using the course rubric.	2024 - 2025	Target Not Met	The average for these three was 2.46, almost meeting Target 4.1.	questions to assess this learning.
	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 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 average score of students assessed will be at least 4 "meets expectations" out of the six total areas using the departmental Senior Exhibition Review rubric.	2024 - 2025	Target Met	Assessing the 8 students participating in senior exhibition in the fall and spring, the students met the target; the average score was a 2.59, strongly above the goal of 2.0. The average for each criteria was also above the target. The lowest averages were for Q#1 (application of design), 2.435, and Q#5 (artist's portfolio), 2.44. The highest averages were for Q#3 (professional body of work), 2.75, and Q#4 (exhibition statement), 2.7. Seven of the eight students scored with an average over 2. One student averaged 1.9. Six of the students averaged a 2.6 or higher- 2 students scored a perfect 3.	The department will continue to prep our students for senior show readiness in ART 300, in ART 498, and in Saturday Critiques. We will work on raising the standard of senior show preparedness for some of weakest graphic design students. Having a new Graphic Design faculty should help greatly.
			Students participating in ART 499 Concept to Exhibition: Senior Seminar will be given the Senior Exit Survey to indirectly evaluate	75% of participating students will score "Satisfied" on the Senior Exit Survey.	2024 - 2025	Target Met	The students participating in senior exhibition and doing the senior survey met the target; they averaged "satisfied" or above on every question.	The department will work more on integrating the goals of the ART 498 class with other classes. We will motivate more graduating seniors to participate in the senior exit survey. We will

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			their learning, experience as a student, and provide the department with data for evaluating effectiveness. The department faculty will evaluate the surveys.	75% of participating students will score “Satisfied” on the Senior Exit Survey.	2024 - 2025	Target Met	The lowest scores were for Question #4 (on ART 100), Question #11 (on attending conferences), and Question #15 (on preparation for employment). These low scores were 4s (which means "more than satisfied"). The rest of the scores were 5s (which means very satisfied).	try to develop through lines (from Art 100 through all of the seminar classes and some of the studio classes) to help senior students re-see the value of the ART 100 class.
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.	2024 - 2025	Inconclusive	Low enrollment year 2 2024-2025. Data for the minor was not available due to no enrolled students in the art history minor.	Low enrollment year 2 2024-2025. We will actively promote the art history minor to students in the women's college and to students in public history. We will also consider modifying the structure of our art appreciation course to include an 'introduction to art history'.
	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.	2024 - 2025	Inconclusive	Low enrollment year 2 2024-2025. Data for the minor was not available due to no enrolled students in the art history minor.	Low enrollment year 2 2024-2025. We will actively promote the art history minor to students in the women's college and to students in public history. We will also consider modifying the structure of our art appreciation course to include an 'introduction to art history'.
	3.1 (SAO &	Students will	The art history faculty	80% of the students	2024 - 2025	Inconclusive	Low enrollment year 2,	Low enrollment year 2, 2024-
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	SPG A.1)	successfully complete the minor course requirements.	will review the student GPAs of required minor courses each year.	will have an average minor GPA of 2.5	2024 - 2025	Inconclusive	2024-2025. We were unable to collect data due to no enrolled students in the art history minor	2025. We will actively promote the art history minor to students in the women's college and to students in public history. We will also consider modifying the structure of our art appreciation course to include an "introduction to art history" unit.
	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 on their final exam.	Using a course rubric, students will be assessed as to how well they defended their thesis statement by discussing a) the 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.	2024 - 2025	Inconclusive	Low enrollment year 2, 2024-2025. We were unable to collect data due to no enrolled students in the art history minor.	Low enrollment year 2, 2024-2025. We will actively promote the art history minor to students in the women's college and to students in public history. We will also consider modifying the structure of our art appreciation course to include an "introduction to art history" unit.
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.	2024 - 2025	Target Met	<p>Target was met.</p> <p>100% (14/14) of the students scored satisfactory or better on the assessed activity. 79% (11/14) were ranked proficient.</p> <p>These numbers are very similar to last year when 90% reached the achievement target and 80% were ranked proficient.</p>	<p>Assessment results were discussed in a dept meeting on 13 Jan 2025, a biology unit meeting in August 2024, and in various emails throughout the semester.</p> <p>We are evidently having success in preparing our students in this area, so we will continue along the same path, including figures as part of lectures, incorporating figure interpretation in assignments and exams, and having students plot and analyse graphical representations of data in labs.</p> <p>As the BSB 410 graph in the BioAssessments_1.1_BSB 230_BSB 410_Trends_2025 file shows, other than a dip in 2020, we have been achieving our achievement target in this assessment since 2017. It may be</p>

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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.	2024 - 2025	Target Met	<p>Target was met.</p> <p>100% (14/14) of the students scored satisfactory or better on the assessed activity. 79% (11/14) were ranked proficient.</p> <p>These numbers are very similar to last year when 90% reached the achievement target and 80% were ranked proficient.</p>	that instructors' familiarity with this target is causing them to unconsciously prepare students specifically for it. When a measure becomes a goal, it ceases to be a good measure. We will meet in Fall 2025 and discuss revamping our assessments, perhaps substituting this assessment for a new one that measures some other skill we wish to teach our majors.
			Work done by students in this sophomore-level class (BSB 230) will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 230 General Genetics will score satisfactory or better (as measured by the departmental assessment rubric) in an assignment question interpreting a single table or figure taken from a scientific paper.	2024 - 2025	Target Met	<p>Target was met.</p> <p>100% (6/6) of the students scored satisfactory or better on the assessed activity. 17% (1/6) were ranked proficient.</p> <p>The percentage meeting the target increased over last year (100% vs. 73%), but the number of students scoring proficient went down (17% vs. 64%)</p>	<p>Assessment results were discussed in a dept meeting on 13 Jan 2025, a biology unit meeting in August 2024, and in various emails throughout the semester.</p> <p>We are evidently having success in preparing our students in this area, so we will continue along the same path, including figures as part of lectures, incorporating fiure interpretation in assignments and exams, and having students plot and analyse graphical representations of data in labs.</p> <p>As the BSB 230 graph in the BioAssessments_1.1_BSB 230_BSB 410_Trends_2025 file shows, other than a dip in 2022, we have been achieving our achievement target in this assessment since 2018. It may be that instructors' familiarity with this target is causing them to unconsciously prepare students specifically for it. When a measure becomes a goal, it</p>

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			Work done by students in this sophomore-level class (BSB 230) will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 230 General Genetics will score satisfactory or better (as measured by the departmental assessment rubric) in an assignment question interpreting a single table or figure taken from a scientific paper.	2024 - 2025	Target Met	<p>Target was met.</p> <p>100% (6/6) of the students scored satisfactory or better on the assessed activity. 17% (1/6) were ranked proficient.</p> <p>The percentage meeting the target increased over last year (100% vs. 73%), but the number of students scoring proficient went down (17% vs. 64%)</p>	ceases to be a good measure. We will meet in Fall 2025 and discuss revamping our assessments, perhaps substituting this assessment for a new one that measures some other skill we wish to teach our majors.
	1.2 (SLO, GEO 4.c.)	The student will apply the scientific method to a research question. This reflects the General Education Goal 4.c “To demonstrate understanding of self, society, and the natural world, students will demonstrate the ability to apply the scientific method to solve problems.” It also reflects the Biology program’s mission to develop students with “the ability to apply the process of science”, as stated in the Biology Mission Statement above.	Work done by students in the biology capstone course will be assessed by faculty using the AAC&U VALUE Inquiry & Analysis rubric.	Students in BS 400 Senior Seminar will average “2.5” or higher on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate a capstone project in which each students selects a published journal article and writes a research proposal based on the research in the article.	2024 - 2025	Inconclusive	No results gathered.	<p>Due to a revamping of what we have students do in BS 400, we no longer do the activity that the VALUE rubric assesses in this category.</p> <p>We will meet in the Fall and revamp our assessment outcomes in general, but one item we will definitely address is finding an assessable activity in BS 400 that can be assessed by a VALUE rubric and add it to our assessments going forward.</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	More than 75% of the students in BSB 410 General Ecology will score satisfactory or better (as measured by the departmental	2024 - 2025	Target Met	<p>Target was met.</p> <p>93% (13/14) students scored satisfactory or better. 64% (9/14) scored proficient.</p>	Assessment results were discussed at a dept meeting on 13 Jan 2025, in a biology unit meeting in Aug 2024, and throughout the semester by email.

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	2.1 (SLO)	The student will apply concepts from previous courses to current courses.	learning outcome.	assessment rubric) on activities requiring the application of knowledge gained in first-year general biology and quantitative chemistry courses.	2024 - 2025	Target Met	<p>29% (3/14) scored satisfactory. 7% (1/14) scored unsatisfactory.</p> <p>The percentage meeting the achievement target was largely unchanged from last year (93% vs 90%), but the percentage scoring proficient went down slightly (64% vs 80%.)</p>	<p>Except for 2018, the students have met this assessment target for all of the past nine years. . We will continue to do what we have tried to do previously, as that seems to have worked. 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 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.</p> <p>However, it may be time to find a new assessment measure for this Student Learning Outcome, and perhaps most of the others as well. After several years of measuring these particular targets, it may be that meeting the target levels on these specific activities have become goals we are unconsciously preparing our students for. It may be that we are now measuring how well we prepare these students for these specific activities, and not measuring more general student learning outcomes. One a measure becomes the goal, it ceases to be a good measure.</p> <p>The Biology unit will meet in the early Fall to discuss which Student Learning Outcomes we wish to assess going forward, and</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.	2024 - 2025	Target Met	<p>Target was met.</p> <p>93% (13/14) students scored satisfactory or better. 64% (9/14) scored proficient. 29% (3/14) scored satisfactory. 7% (1/14) scored unsatisfactory.</p> <p>The percentage meeting the achievement target was largely unchanged from last year (93% vs 90%), but the percentage scoring proficient went down slightly (64% vs 80%.)</p>	which assessment measures we wish to continue to use, and which ones we wish to replace with new ones.
			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.	2024 - 2025	Target Met	<p>Target was met.</p> <p>100% of the assessed students scored satisfactory or better. 100% scored proficient (9/9).</p>	<p>Assessment results were discussed at a dept meeting on 13 Jan 2025, in a biology unit meeting in Aug 2024, and throughout the semester by email.</p> <p>For the ninth year in a row, the students met the assessment target. Also, this was the first year 100% of the students scored proficient in the assessed activity. We will continue to do what we have tried to do previously, as that seems to have worked. 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</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.	2024 - 2025	Target Met	Target was met. 100% of the assessed students scored satisfactory or better. 100% scored proficient (9/9).	<p>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.</p> <p>However, it may be time to find a new assessment measure for this Student Learning Outcome, and perhaps most of the others as well. After several years of measuring these particular targets, it may be that meeting the target levels on these specific activities have become goals we are unconsciously preparing our students for. It may be that we are now measuring how well we prepare these students for these specific activities, and not measuring more general student learning outcomes. One a measure becomes the goal, it ceases to be a good measure.</p> <p>The Biology unit will meet in the early Fall to discuss which Student Learning Outcomes we wish to assess going forward, and which assessment measures we wish to continue to use, and which ones we wish to replace with new ones.</p>
	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,”	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	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	2024 - 2025	Target Not Met	<p>The target was not met.</p> <p>23% (3/13) of the assessed students scored above the 50th percentile. This was down from 40% last year, but still better than any year other than 2024 since 2019. The average percentile was the 29th percentile, which was also</p>	<p>We discussed Biology assessment results in a dept meeting on 13 Jan 2025, in a biology unit meeting in Aug 2024, and in emails throughout the year.</p> <p>We would like to implement strategies to rebound next year to the 2024 levels or higher, but this assessment, unlike most of the others, is really a reflection of</p>

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	2.2 (SAO)	the student will learn the concepts covered by a commercial, nationally-administered Major Fields Test in biology, taken in their final semester before graduation.	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.	in the same year.	2024 - 2025	Target Not Met	<p>down from last year (37th percentile average) but still better than any year other than 2024 since 2019. Trends in Major Fields Test scores over the past 20 years are graphed in the BioAssessment_2.2_MajorFieldsTest_Trends file.</p> <p>This assessment, more than most of the others, reflects the students' entire time in the major, as it is an assessment of the entire range of biology knowledge. Changes we make in instruction take several years to trickle through to tangible results in the Major Fields Test.</p>	<p>the students' entire experience in the major. The Major Fields Test assesses them on material from throughout the curriculum, so changes made in instruction often take multiple years to show up in this assessment.</p> <p>Nonetheless, we will continue with strategies we have used in the past few years. These include teaching students study strategies that lead to stronger retention, especially focusing on doing this in lower-year courses. And we will continue to try to incorporate into all classes explicit mentions of when material connects to material seen in other courses, teaching students to connect information across sub-disciplines within biology.</p> <p>We will continue to use this assessment, even if we revamp the rest of our assessment learning outcomes and goals, as this is an entirely objective test, entirely outside the hands of the instructors and so impossible to consciously or unconsciously prep the students for, except by teaching for better retention.</p>
	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	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	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.	2024 - 2025	Target Not Met	<p>Target not met.</p> <p>36% (5/14) of the seniors surveyed participated in two or more service activities.</p> <p>36% (5/14) had a single service activity.</p> <p>28% (4/14) had no service activities. The four</p>	We are still working on communicating to our majors when there are opportunities for service activities, and the benefits of participating in them. Often such opportunities are only announced a short period before they happen, making it less likely even students without part-time jobs can fit them into their

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	2.3 (SPG C.3)	student will participate in community service opportunities while enrolled in the department.	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.	2024 - 2025	Target Not Met	<p>students scored as having no service activities did not fill out this section of the Exit Interview form.</p> <p>The percentage of students meeting the assessment goal was down almost 50% from last year (36% vs. 67%.) A persistent problem with achieving this assessment goal is that most (although not all) service activities happen off-campus outside of instruction hours. A significant number of our students take on part-time work, which limits their opportunities (or desire, in a lot of cases) to participate in the service activities, even when they are aware of them. The number of biology majors with part-time jobs fluctuates every year, and this well may the cause for the fluctuation downward of our participation rate.</p> <p>A graph of student performance on this assessment since 2017 is provided in the file BioAssessment_2.3_Survey of Seniors_Trends_2025 excel file.</p>	<p>schedules. We will try to publicize opportunities with more lead time.</p> <p>The unit will also discuss whether we can incorporate service activities into our classes and labs as part of the instruction. Finding service opportunities that fit in with the courses will require a bit of creativity and trial-and-error attempts, but if we can do this, it will increase participation by students who are otherwise engaged outside of course meeting times.</p> <p>We will continue to assess this Strategic Priority & Goal even after we revamp our Biology assessments, but we may choose a different way of assessing it.</p>
Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to electronic concepts, bonding, thermodynamics/qua	Electronic concepts, structure and bonding, and basic analysis/thermodynamics/quantum mechanics questions from quizzes and exams in PSC 111	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	2024 - 2025	Target Met	<p>Low-Enrolled Year 3 2024-2025. 39 PSC 111 students across five lecture sections and two semesters (4 sections in fall 2024, 1 section in spring 2025) were assessed on their</p>	<p>Low-Enrolled Year 3 2024-2025. The target was met.</p> <p>This is our first year assessing student knowledge of electronic concepts. Our result was 2.95, which we are rounding to 3. This</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	ntum mechanics, and quantitative analysis techniques.	will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	answering questions related to electronic concepts.	2024 - 2025	Target Met	knowledge of electronic concepts. Electronic concepts questions (from quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 39 students evaluated was "2.95" with the following breakdown (8 students, score = 1; 6 students, score = 2; 5 students, score = 3; 20 students, score = 4). Target was achieved.	<p>is our baseline, which we will compare with future results. Since we barely met the target this year, we will look for ways to improve this result in the upcoming year.</p> <p>One way that we will attempt to improve this result will be to better plan the timing of our lecture quizzes. This year we, unfortunately, gave our quizzes on electronic concepts as we were beginning to cover the topic, due to poor planning. Next year, we will give our students more time to learn the material before we assess their knowledge.</p> <p>Another way that we will attempt to improve this result will be to spend a PSC 111 lab period covering electronic concepts. Unfortunately, we only have a short amount of time in lecture to cover the required material. By adding an electronic concepts activity to the PSC 111 lab schedule, we will be able to give the students more exposure to this important topic.</p> <p>The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.</p>
			Electronic concepts, structure and bonding, and basic analysis/thermodynamics/quantum mechanics questions from quizzes and exams in PSC 112	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	2024 - 2025	Target Not Met	Low-Enrolled Year 3 2024-2025. 16 PSC 112 students across two lecture sections in spring 2025 were assessed on their knowledge of the basic concepts of structure and	<p>Low-Enrolled Year 3 2024-2025. Target was not met.</p> <p>This is our first year assessing student knowledge of electronic concepts. Our result was 2.7. This is our baseline, which we will</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	answering questions related to structure and bonding.	2024 - 2025	Target Not Met	<p>bonding. Conceptual questions on structure and bonding (on quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 16 students evaluated was "2.7" with the following breakdown (3 students, score = 1; 3 students, score = 2; 5 students, score = 3; 5 students, score = 4). Target was not achieved.</p>	<p>compare with future results. Since we did not meet the target this year, we will look for ways to improve this result in the upcoming year.</p> <p>We cover material related to structure and bonding at the beginning of the semester in PSC 112. We observed that, on the assessments (quizzes and exams) given at the beginning of the semester (while we were covering the material), the students performed well. However, on the final exams, at the end of the semester, the students did not perform well on structure and bonding. If the concept of structure and bonding is important to us, we must keep this concept fresh in the students' minds throughout the semester, with activities and assessments.</p> <p>Another way that we will attempt to improve this result will be to spend a PSC 112 lab period covering structure and bonding. Unfortunately, we only have a short amount of time in lecture to cover the required material. By adding a structure and bonding activity to the PSC 112 lab schedule, we will be able to give the students more exposure to this important topic. In scheduling the structure and bonding lab activity, we will try to schedule it toward the middle or end of the semester so that students will be prepared for the final exam.</p> <p>The chemistry faculty will share</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis		Action
			Electronic concepts, structure and bonding, and basic analysis/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 answering questions related to structure and bonding.	2024 - 2025	Target Not Met	Low-Enrolled Year 3 2024-2025. 16 PSC 112 students across two lecture sections in spring 2025 were assessed on their knowledge of the basic concepts of structure and bonding. Conceptual questions on structure and bonding (on quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 16 students evaluated was "2.7" with the following breakdown (3 students, score = 1; 3 students, score = 2; 5 students, score = 3; 5 students, score = 4). Target was not achieved.		all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.
			Electronic concepts, structure and bonding, and basic analysis/thermodynamics/quantum mechanics questions from quizzes and exams in PSC 312/450/451 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 basic analysis/thermodynamics/quantum mechanics.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. The assessment was not done because PSC 450/451 were not offered due to low enrollment.		Low-Enrolled Year 3 2024-2025. Inconclusive Since these courses will not be taught in 2025-26, PSC 312 will be used in assessment of this learning outcome. The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.
	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	2024 - 2025	Target Met	Low-Enrolled Year 3 2024-2025. 17 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		Low-Enrolled Year 3 2024-2025. Target was met 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

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	report.	2024 - 2025	Target Met	<p>Communication VALUE rubric. An average of 88% of PSC 112L students scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric.</p> <p>On the first lab report (17 students evaluated; 2 at level 1, 1 at level 2, 3 at level 3, 11 at level 4). 82% at "3" or higher</p> <p>On the second lab report (17 students evaluated; 1 at level 1, 0 at level 2, 9 at level 3, 7 at level 4). 94% at "3" or higher</p> <p>The average of the two results is 88%. Target was met.</p>	<p>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 the first lab report and extensive assistance with the second lab report allow the students to meet the target.</p> <p>It is encouraging that the percentage of students meeting the target on the second lab report was higher than the percentage of students meeting the target on the first lab report. This shows that students are improving their written communication.</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 stereochemistry.	Questions (on quizzes, exams, assignments) related to stereochemistry will be evaluated by faculty.	75% of PSC 211 students should be at the satisfactory level (70%) or higher in answering questions related to stereochemistry.	2024 - 2025	Target Not Met	<p>Low-Enrolled Year 3 2024-2025. 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>Low-Enrolled Year 3 2024-2025. Target was not met.</p> <p>This is our first year assessing student knowledge of stereochemistry. Our result was 73% of students scoring at the satisfactory level (70%) or higher. This is our baseline, which we will compare with future results. We did not meet the target this year, but we believe that, with a greater emphasis on the topic,</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO)	TSW demonstrate competency in both theoretical and practical aspects of stereochemistry.	Questions (on quizzes, exams, assignments) related to stereochemistry will be evaluated by faculty.	75% of PSC 211 students should be at the satisfactory level (70%) or higher in answering questions related to stereochemistry.	2024 - 2025	Target Not Met	15 PSC 211 students were evaluated using the rubric attached in the "Related documents" section. 73% of PSC 211 students scored at least "satisfactory" on the rubric. 15 students were evaluated (on a quiz and an exam) with questions related to stereochemistry (4 at unsatisfactory, 7 at satisfactory, 4 at proficient). Target of 75% was not achieved.	we will be able to reach the target next year. The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.
	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 organic chemistry reactions and synthesis.	2024 - 2025	Target Met	<p>Low-Enrolled Year 3 2024-2025. 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>14 PSC 211 students and 10 PSC 212 students (24 total) were evaluated using the rubric attached in the "Related Documents" section. An average of 92% of PSC 211/212 students scored at least "satisfactory" on the rubric.</p> <p>14 PSC 211 students were evaluated (on one quiz and one exam) with questions related to organic reactions and synthesis (2</p>	<p>Low-Enrolled Year 3 2024-2025. The target was met.</p> <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 and Mathematics Chair and faculty.</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 organic chemistry reactions and synthesis.	2024 - 2025	Target Met	<p>at unsatisfactory, 10 at satisfactory, 2 at proficient). 86% of students met the target.</p> <p>10 PSC 212 students were evaluated (on three quizzes) with questions related to organic reactions and mechanisms (0 at unsatisfactory, 6 at satisfactory, 4 at proficient). 100% of students met the target.</p> <p>The average percentage of students meeting the target was 92%.</p> <p>Target of 60% was achieved.</p>	<p>Low-Enrolled Year 3 2024-2025. The target was met.</p> <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 and Mathematics Chair and faculty.</p>
	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.	2024 - 2025	Target Met	<p>Low-Enrolled Year 3 2024-2025. 13 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 (13 students evaluated on one presentation; 0 at level 1, 0 at level 2, 4 at level 3, 9 at level 4). Target was achieved.</p>	<p>Low-Enrolled Year 3 2024-2025. Target was met.</p> <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	75% of PSC 211L students should score at least a “3”	2024 - 2025	Target Met	Low-Enrolled Year 3 2024-2025. 13 PSC 211L students across two lab	Low-Enrolled Year 3 2024-2025. Target was met.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			the AAC&U Written Communication VALUE Rubric.	on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric in writing a formal lab report.	2024 - 2025	Target Met	sections were assessed on their written communication using one formal lab report. The lab report was evaluated using the AAC&U Written Communication VALUE rubric. 100% of PSC 211L students scored at least a "3"on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric (13 students evaluated on one lab report; 0 at level 1, 0 at level 2, 0 at level 3, 13 at level 4). Target was achieved.	Instruction will continue in this manner. The chemistry faculty will share all of our results and analyses with the Department of Sciences 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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. There were no graduating chemistry majors in 2025, so no chemistry majors took the Chemistry Major Fields Test.	Low-Enrolled Year 3 2024-2025. Inconclusive Graduating chemistry majors will take the Chemistry Major Fields Test. 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	100% of Exit Survey participants (Chemistry majors) will participate in at least one outreach activity.	2024 - 2025	Inconclusive	I was told not to complete this part of the report because the word "diverse" is in the goal.	Inconclusive I was told not to complete this part of the report because the word "diverse" is in the goal. 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
	4.1 (SPG C.2)	Chemistry majors will participate in activities that serve diverse populations of our communities.	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.	2024 - 2025	Inconclusive	I was told not to complete this part of the report because the word "diverse" is in the goal.	<p>Inconclusive</p> <p>I was told not to complete this part of the report because the word "diverse" is in the goal.</p> <p>The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.</p>
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.	2024 - 2025	Target Met	The overall mean score was 3.37 (n = 8) on the 4-point Written Communication rubric. The mean score for COM 307 was 3.4 (n = 5) and for COM 465 was 3.33 (n = 3). These results meet the target threshold but demonstrate how small sample size can affect means (as the mean for COM 465 was lower than the mean for COM 307).	Department will continue assessing as planned.
			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.	2024 - 2025	Target Met	The overall mean score was 2.72 on the 4-point Written Communication rubric. The mean for writing samples from COM 200 was 2.57 (n = 7), and the mean for COM 250 was 3.0 (n = 4). These results meet the target threshold of 2 or greater on the 4-point scale.	Department will continue assessing as planned.
	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.	2024 - 2025	Target Met	The overall mean score on the Video Production rubric was 3.29 on a 4-point scale. The mean for COM 103 was 3.11 (n = 9), and the mean for COM 431 was 3.6 (n = 5). Twelve out of 14 production samples	Department will continue assessing as planned.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2024 - 2025	Target Met	scored at least 3 out of 4, which is 85.7 percent of the total sampled. This is above the threshold of 80 percent.	Department will continue assessing as planned.
	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.	2024 - 2025	Target Met	The overall mean score on the Audio Production rubric was 3.14 on a 4-point scale. The mean for COM 103 was 3.0 (n = 9), and the mean for COM 431 was 3.4 (n = 5). Twelve out of 14 production samples scored at least 3 out of 4, which is 85.7 percent of the total sampled (above the threshold of 80 percent). The scores show a pattern of improvement as students moved from COM 103 to COM 431, as well as a slight improvement from the prior year.	Department will continue assessing as planned.
	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.	2024 - 2025	Target Met	The mean score for the sampled student portfolios was 90.0 on a 100-point scale using the departmental Communication Student Portfolio rubric. Of the 3 portfolios sampled, 3 scored 80 or better, for a total of 100 percent (above the 80 percent threshold).	Department will continue assessing as planned.
	3.2 (SPG C.3)	Students will engage in meaningful, real-life experiences within the Communication field.	Students in Communication Internship (COM 460) will complete an Exit Survey at the end of their internship. Departmental faculty will review and analyze	At least 85 percent of students participating in the Exit Survey will rate their internship experience positively as defined by a score of 4 or greater, on a	2024 - 2025	Target Met	Students enrolled in COM 460 (Internship) were asked to evaluate their internship experience at the end of the course. On a scale of 1 - 7, with 1 being least positive and 7 being most	Department will continue assessing as planned.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SPG C.3)	Students will engage in meaningful, real-life experiences within the Communication field.	the results to determine if the achievement target was met.	scale of 1-7.	2024 - 2025	Target Met	positive, 100 percent of students rated their internship experience 4 or greater, with a mean of 6.8 (n = 5). This is above the target threshold of 85 percent rating the internship experience 4 or greater. Data includes Fall and Spring enrollments.	Department will continue assessing as planned.
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.	2024 - 2025	Target Met	5 students defended their thesis this year. All five finished in June 2025, none in December. Of those, three scored 15 and two scored 14 on the MFA Writing Skills rubric. Each wrote extensive book-length theses of publishable quality.	Since writing is the main skill of the MFA in Creative Writing graduate, it is important to continue to assess this. Though we consistently meet our goal, it is important to discuss together how we can continue to improve the support we give students during the thesis process and to continue to push them to grow as writers.
			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.	2024 - 2025	Target Met	Only one student scored lower than 12 on the MFA Writing Assessment rubric. This student was actually in the MFA in Theatre Education program, but we assess them with our own students. He earned a 6, so there were clearly issues with his writing. Of the rest, 6 students scored a 12, 9 scored 13, 6 scored 15, and 43 scored 15. The scores in the spring were consistently higher than in the fall, suggesting that new students who entered in the fall showed improvement. We do have some new students in the spring semester as well.	Once again, we met our target, but since we constantly see new students and since writing is the most important skill developed in our program, it is important to continue to assess. MFA faculty will review assessment data and decide whether to raise our target, either raising the percentage of students from 80% to 85% or 90% or raising our target score from 80& to 85%. A review of past years' results will be helpful in determining whether raising the target will make sense.
	2.1 (RO & SLO)	Students will conduct research in literary scholarship,	Students completing Masters Theses will include a bibliography	Students will achieve on their Thesis Bibliographies an	2024 - 2025	Target Met	Of the five students who defended their theses this year, 100% earned 88% on	Because writing a thesis informed by research is an important aspect of earning the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (RO & SLO)	pedagogy, or the craft of writing and produce essays or other projects based on that research.	of works related to the genre of the thesis. Faculty will assess the students' thesis bibliographies using the MFA Research Skills Rubric.	average of at least 88% on the MFA Research Skills Rubric.	2024 - 2025	Target Met	the rubric or higher. 2 earned 14 and 3 earned 15 out of 15.	MFA in Creative Writing, we will continue to assess thesis students on this after they have completed. We will continue to discuss how we can better incorporate research into the Thesis course and encourage students to do quality research alongside their creative writing. To that end, we will add the paragraph about the thesis essay to the program's description of thesis. It has been listed on the Thesis syllabus.
			Students in Forms and Literature classes will be assessed with a rubric that measures their use of scholarly sources appropriate to their topic. Each instructor will complete the MFA Research Skills Rubric after grading the designated project for the class.	80% of students assessed will achieve on their Forms and Literature project an average of 80% on the MFA Research Skills Rubric.	2024 - 2025	Target Met	36 out of 38 students assessed (95%) earned a 12 or higher on the MFA Research Rubric. One student earned a 0 because she did not turn in any work. Another student earned 11. All other students scored 15/15 on the rubric.	We can be pleased that so many students scored 15/15 on this year's research assessment. It is more common that we don't quite meet our goal on this rubric, so we need to continue to assess for research. This may have been a particularly strong class. It is also possible that some of the strategies we implemented this year were helpful. MFA faculty will meet and discuss what worked and how they can implement these and other strategies to train students in research again next year.
	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	2024 - 2025	Target Not Met	Of the six students who completed the Thesis Survey, 5 reported that they had published work prior to graduation. The one student who reported that they had not published, indicated that they had been diligently submitting their work, but had not placed it yet.	MFA faculty will continue to promote students who publish work in literary magazines, and we will continue to discuss strategies for encouraging students to submit their work and target appropriate publications. This can often mean highly individualized advising and mentoring.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	the genre.	2024 - 2025	Target Not Met	Of the six students who completed the Thesis Survey, 5 reported that they had published work prior to graduation. The one student who reported that they had not published, indicated that they had been diligently submitting their work, but had not placed it yet.	MFA faculty will continue to promote students who publish work in literary magazines, and we will continue to discuss strategies for encouraging students to submit their work and target appropriate publications. This can often mean highly individualized advising and mentoring.
	3.2 (SLO)	Students will understand the literary marketplace and other career options for writers.	Students in EN 502 Full 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.	85% of EN 502 students participating in the Professional Knowledge Survey will have an average score of greater than 3 (Satisfied) on a scale on 1-5.	2024 - 2025	Target Met	Of the 18 students surveyed, 16 reported an average score above 3 on the survey. One student reported an average satisfaction level of 3, and one student reported a 2.2. Of those above 3, 2 ranked us a 3.6, 11 ranked us a 4.2 - 4.8, and 3 ranked us a 5. All students ranked us higher for knowledge of literary magazines than for book publishing, so we still have considerable work to do on that. This may reflect students' anxiety about publishing a book, however. Surprisingly this year we scored considerably lower for information about other careers for writers. This may reflect anxiety about the job market or it may suggest that we need to focus more on careers for writers.	Once again, we have strong satisfaction about literary magazine publishing. We need to continue to discuss how we can provide more information on book publishing and other careers for writers. It will help that we will offer Professional Writer again this year, and that we have offered Creative Writing Pedagogy. We will also discuss more ways to incorporate professional development in classes other than the Full Writing Residency.
			Students participating in the Master's Thesis Survey will answer the same questions as on the	90% of students participating in the Master's Thesis Survey will have an average score of	2024 - 2025	Target Met	100% of students reported an average score greater than 3 with the lowest score (1 instance) 4.2 and the highest score (3	Because professional knowledge is integral to the success of our graduates and our program, we will continue to assess graduating students' satisfaction. MFA

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	greater than 3 (Satisfied) on a scale of 1-5 on the "Professional Knowledge" portion of the Master's Thesis Survey.	2024 - 2025	Target Met	instances) of 5. As we have come to expect, the lowest scores were related to book publishing, though only one student reported "neither satisfied or dissatisfied" and the others were either Satisfied or Very Satisfied. This is an improvement over the scores from the residency, which the thesis students mostly took part in so are part of those scores. This indicates that as students are in the program longer, their satisfaction increases. This makes sense, since they have had more opportunities to take classes and be exposed to more professional knowledge. Though there is always room for improvement, especially with communicating about the process of book publishing and alternate careers for writers, we can be proud that we are doing a good job with this content.	faculty will discuss the results of this assessment and ways that we can continue to expose students to the profession, especially to book publishing and careers for writers. Relying on alumni stories, as we did when we brought in Lauren Rhoades to the Full Residency recently, may be one way to add to our knowledge base. It is valuable for current students to see and learn from the examples of their peers who are recent graduates, and we now have several who are successfully publishing books and moving forward in their careers.
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	Students (on average) will earn a C or higher in the class.	2024 - 2025	Inconclusive	Low enrolled year 2. Next year (spring 2026) will be low-enrolled year 3. Data will not be collected and analyzed until spring of next year.	Will continue to recruit minors through emails, flyer, and presence at major/minor fair, and will explore cross-listing LIB 201 with other departments that have courses with similar objectives.

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.	questions.	Students (on average) will earn a C or higher in the class.	2024 - 2025	Inconclusive	Low enrolled year 2. Next year (spring 2026) will be low-enrolled year 3. Data will not be collected and analyzed until spring of next year.	Will continue to recruit minors through emails, flyer, and presence at major/minor fair, and will explore cross-listing LIB 201 with other departments that have courses with similar objectives.
			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.	2024 - 2025	Inconclusive	Low enrolled year 2. Next year (Spring 2026) will be low enrolled year 3, and cumulative data will be collected and analyzed.	Will compile cumulative enrollments and completions of the MIS requirement since Fall 2023. Will continue to recruit minors through emails, flyer, and presence at major/minor fair, and will explore cross-listing LIB 201 with other departments that have courses with similar objectives.
	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.	2024 - 2025	Inconclusive	Low enrolled year 2. Next year (Spring 2026) will be low enrolled year 3, and cumulative data will be collected and analyzed.	Data will be compiled for number of student practicum projects in LIB 401 and student narrative projects in LIB 201 between Fall 2023 - Spring 2026 that have been uploaded to a public site (or the AthenaCommons repository).
	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 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.	2024 - 2025	Inconclusive	Low enrolled year 2. 3 students have enquired about or declared the minor, and none have taken LIB 201 or LIB 401 to date.	Will collect data for student who have declared the minor and completed LIB 401. Will continue to recruit students via flyers and emails. Will also continue to recruit additional instructors of LIB 201 and 401 through the Digital Scholarship Teaching Circle.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 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	Students participating in the exit survey will rate an average of 3 or higher (out of 5) on the exit survey questions 6-8.	2024 - 2025	Inconclusive	Low enrolled year 2. 0 students have enrolled in LIB 401 since 2022.	Will collect exit surveys for students who complete LIB 401 and have declared the minor between Fall 2023 - Spring 2026. Will continue to recruit minors through flyers, emails, and presence at major/minor fair.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	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.	2024 - 2025	Inconclusive	Low enrolled year 2. 0 students have enrolled in LIB 401 since 2022.	Will collect exit surveys for students who complete LIB 401 and have declared the minor between Fall 2023 - Spring 2026. Will continue to recruit minors through flyers, emails, 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.	2024 - 2025	Target Met	12 out of 12 students were scored higher than 2 on the Written Communication rubric by two faculty. The lowest score (1 instance) was 2.6. Because we did not meet last year's target, we did not change our target; however, this year we met our official target of 2 and also met the proposed new target of 2.5.	Because we again met our goal and also met the proposed goal of 2.5, the department should discuss changing the target from 2 to 2.5. In the past, the biggest obstacle to doing this has been remembering to get the assessment plan changed for the next year. English faculty will also discuss the curriculum guidelines together and help new faculty strategize about how to implement appropriate levels of writing in literature surveys and upper-level classes by level.
			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 (at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	2024 - 2025	Target Met	8 out of 8 Capstone students assessed were scored with an average of 2.5 or higher. Though our target was a score of 2 or higher, we would have met the proposed higher target, which is a good indication that 2.5 may be an appropriate target. The lowest score was 2.7, followed by one score of 2.8, 2 scores of 3, and one each of 3.4, 3.7, and 3.8. The assignment used for assessment, a 14-20-page research project, really tests students' writing skills in ways that shorter projects they have	English faculty will discuss the newly documented English Curriculum Guidelines and discuss appropriate ways to incorporate writing in surveys and upper-level classes, helping new faculty to plan assignments that meet these guidelines. Faculty will also discuss implementing the higher target of a score of 2.5 (or possibly selecting a target of 2.4 instead). It will be important to communicate that change so that it gets implemented in the new assessment plan next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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 (at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	2024 - 2025	Target Met	completed earlier in their careers would not.	English faculty will discuss the newly documented English Curriculum Guidelines and discuss appropriate ways to incorporate writing in surveys and upper-level classes, helping new faculty to plan assignments that meet these guidelines. Faculty will also discuss implementing the higher target of a score of 2.5 (or possibly selecting a target of 2.4 instead). It will be important to communicate that change so that it gets implemented in the new assessment plan next year.
	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.	2024 - 2025	Target Met	12 out of 12 students were scored higher than an average of 2. All were also scored higher than the proposed target of 2.5, though that target was not implemented this year. Scores ranged from 2.9 to 4, with most scores between 3 and 4, suggesting that a higher target would be reasonable.	English faculty will again discuss our assessment results and help new faculty implement assignments involving textual analysis and research using literary scholarship as appropriate by the level of classes outlined in the the English Curriculum Guidelines. We will also discuss raising our target from 2 to 2.5, given that we often meet our current target. It will be important to communicate the new target to the assessment team so that our plan can be updated.
			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	In a sample group of 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	2024 - 2025	Target Met	All students met the current target of an average of 2 or higher and the proposed target of a 2.5 or higher. The range of scores were 2.6 and 2.8 (1 instance each) , 3 (3 instances), 3.6 (2 instances), and 3.8. These are very good scores, given that the assignment used for this assessment is a 14-20 page research project	English faculty will again discuss our assessment results and help new faculty implement assignments involving textual analysis and research using literary scholarship as appropriate by the level of classes outlined in the the English Curriculum Guidelines. We will also discuss raising our target from 2 to 2.5, given that we often meet our current target. It will be important to communicate the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			work.	and defend arguments using textual evidence.	2024 - 2025	Target Met	that really tests students' ability. We find that students who can perform relatively well on shorter assignments are challenged by the longer and more involved research in a major project like this. Though they rise to the occasion, it is fitting for their English Capstone to challenge them to this level.	new target to the assessment team so that our plan can be updated.
	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.	2024 - 2025	Target Met	Two faculty assessed each of 24 student papers from EN 102 using the Written Communication Value Rubric. The average score for each student was 2.0 or higher with one student earning a 2, The median score as 3.1 and the mean score was 2.97.	Given that we met our proposed higher target, we will make sure to get the assessment plan changed to reflect this target of 2.0. English faculty will meet to discuss this year's results and to help new faculty implement assignments in EN 101 and EN 102 as outlined in the English Curriculum Guidelines that foster improved written communication. Given that written communication is important to the Enlight Core assessment as well as to our English program, we will continue this assessment with the revised target.
	3.1 (SPG A.1)	Students will receive a quality English education meeting students' expectations satisfactorily.	At the end of the academic year, departmental faculty will review and analyze EN 499 course evaluations for the Capstone curriculum question results to determine if achievement target was met.	80% of students participating in the EN 499 Capstone course evaluations will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the English department’s curriculum and instruction quality.	2024 - 2025	Target Met	87.5% answered Very Satisfied or Somewhat Satisfied 4 out of 8 (50%) Students answered Very Satisfied 3 out of 8 (37.5%) of students answered Somewhat Satisfied 1 out of 8 (12.5% of students answered Neither Satisfied nor Dissatisfied	It is important to continue to assess student satisfaction with the breadth and depth of the English curriculum. Going forward, it will be important to give new faculty opportunities to offer upper-level classes and to identify faculty who can take on courses that were not directly addressed by our recent hires. Professional Writing, Pop Culture, and Greek and Roman Mythology are some of the courses we need someone to

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	3.1 (SPG A.1)	Students will receive a quality English education meeting students' expectations satisfactorily.	At the end of the academic year, departmental faculty will review and analyze EN 499 course evaluations for the Capstone curriculum question results to determine if achievement target was met.	80% of students participating in the EN 499 Capstone course evaluations will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the English department’s curriculum and instruction quality.	2024 - 2025	Target Met	87.5% answered Very Satisfied or Somewhat Satisfied 4 out of 8 (50%) Students answered Very Satisfied 3 out of 8 (37.5%) of students answered Somewhat Satisfied 1 out of 8 (12.5% of students answered Neither Satisfied nor Dissatisfied	teach. As always, we will need to balance the need for a variety of upper-level offerings against the demands of current students needs and the number of students.
	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.	2024 - 2025	Inconclusive	We have not received any results from the Alumni Survey. It should have been administered this year, but may not have been done.	We will check on the status of the alumni survey and update our results if information can be obtained.
			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.	2024 - 2025	Inconclusive	We have not received any results from the Alumni Survey. It should have been administered this year, but may not have been done	We will check on the status of the Alumni survey and update our results if it has been done.
			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	2024 - 2025	Target Not Met	This year 0 students reported that they had secured employment in their field, though we know of at least 1 student who had already been hired to teach secondary ed, and we expect others will be able to report that	The department chair will meet with the Career Center to explore other possible surveys we could use. The department will consider ways that we can promote internships and other experiences in conjunction with the QEP.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	graduate school in their field or related field.	2024 - 2025	Target Not Met	as well. 3 reported that they were searching for full-time employment and 4 reported that they were currently employed full-time. There may be some confusion about what it means to be 'employed in their field,' or students may have full-time employment in an unrelated field. 5 intend to go on to graduate studies. It is not clear from the survey how their answers might overlap, since we can't see who answered each of the questions, only how many students did. As we have said previously, this is not an ideal assessment instrument. It would be better if we could administer a survey like this after six months or after a year or two, as it often takes that long for students to find work in their field, given that there aren't a lot of jobs in the Columbus area that students would consider to be in the field of English. We continue to look for a better instrument, and we hope that one may become available through the Career Center or in conjunction with the QEP.	The department chair will meet with the Career Center to explore other possible surveys we could use. The department will consider ways that we can promote internships and other experiences in conjunction with the QEP.
	4.1 (SLO)	Students will complete a portfolio of work that demonstrates a command of grammar, syntax,	Students in EN 312 Creative Writing will be assessed with a rubric that measures creative use of language: the mechanics of grammar	Students in EN 312 will achieve on their Final Portfolios an average of at least 80% on the Writing Skills Rubric.	2024 - 2025	Target Met	100% of students met the target of a 12 or higher on the Writing Skills Rubric. One student earned a 12, two students earned 14, and three students earned	Since creative writing is the most important aspect of the creative writing concentration, it is important to continue to assess this in the introductory class. Given that one student earned a

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	and aesthetic use of language (CW).	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.	2024 - 2025	Target Met	15/	score of 12, it still seems appropriate to use this as our target. We often have one or two students who score lower than this, and not all students will continue on with Creative Writing, so this is appropriate.
			Students in EN 419 Senior Portfolio 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 Senior Portfolios for the class.	Students in EN 419 will achieve on their Senior Portfolios an average of at least 85% on the Writing Skills Rubric.	2024 - 2025	Target Met	One student took EN 419 Senior Portfolio. Her writing was assessed with the rubric, resulting in a score of 14.	Since creative writing is the most important aspect of the creative writing concentration, it is important to continue to assess this in the introductory class.
	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.	2024 - 2025	Target Not Met	Of the 9 English majors who graduated this year, none earned the TESL Certificate. We did have a student graduate with the certificate, but she was an Interdisciplinary Studies major.	Given low enrollments in recent years, it is not surprising that we did not see an English major graduate with the TESL Certificate. We did have students in the classes, so we hope to see better results in the future. When English faculty meet to discuss assessment results, we will discuss how we can promote the TESL program through advising. The TESL program coordinator will also consider ways to promote the program. It will help when the program has been approved by MDE for add-on certification in English as a Second Language.
Program - Family Science (including CAST	1.1 (SLO, GEO 1.c.)	Students will demonstrate effective written	Assessment of this achievement target will be completed by the	(Foundation Level) The average score of FS/PSY 290 students	2024 - 2025	Target Met	The average score for students (n = 26) in FSC/PSY 290 for the 24-25	The FSC faculty, and later the entire PFSC department, met to discuss this AT and student

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Certificate) - BS {2016-2017}	1.1 (SLO, GEO 1.c.)	communication skills.	instructor of the course; this course is a cross-listed course—both sections are taught at the same time in the same location.	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.	2024 - 2025	Target Met	AY was 2.968 on the Written Communication Value Rubric; thus, the target was met	writing, respectively, on 5/12/25. Although only FSC assesses student writing, everyone in the department has noted that students struggle to write coherent sentences, let alone literature reviews, which form the basis of scholarly writing in our fields. Drs. Berglund, Brooks, and Krogh (of the department) have created a FSC/PSY 290 instructor's manual for use by all departmental faculty who will teach this class. We have created modules that are ready for faculty to copy into their courses and as related to the major writing assignment (writing a brief lit review). Faculty can, thus, provide common writing experiences for all students that can be easily adapted to online or F2F sections of this course. These materials are based on Writing Across the Curriculum (WAC) materials and to those related to scaffolding and support for discipline-specific writing. In addition, faculty in higher level classes (i.e., any upper-level FSC courses) will be able to access the same materials and related assignments so that they can provide reinforcement for student learning in FSC/PSY 290. This way, we can ensure consistency of experiences across faculty and courses to ensure that students develop skills in all areas of writing assessed by the rubric.
			Assessment of this achievement target will be completed by the instructor of this	(Baccalaureate level) The average score of FSC 465 students will be at least 3.2 (a	2024 - 2025	Target Met	The average score of students (n = 6) on the Written Communication Value Rubric was 3.57;	The FSC faculty met during the morning of 12 May 2025 to discuss these results. The students performed quite well on

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			course.	grade of B, as measured by the rubric) on a key stakeholder writing assignment.	2024 - 2025	Target Met	thus, the target was met.	this assessment; even so, two students failed to meet the target, and, even though their scores exceeded the target for the subscales of convention and syntax (indicating that they have mastered how to write for different audiences--noting that this assignment requires them to create an executive summary--and grammar, respectively), they continued to struggle with content development and APA citation and referencing style. They are challenged by having to adapt academic writing for different audiences. We plan to adapt assignments in other courses that require writing for different audiences (e.g., other professionals, policymakers, grant funders) AND to require APA citation and referencing for ALL written assignments (no matter how brief) in ALL classes. The best way to improve performance in an area is to practice (or, to use Scholarship of Teaching and Learning terminology, redundancy and repetition). As noted, the foundation for all writing in FSC is the literature review, which the students complete in FSC/PSY 290; thus, we plan to have students complete a literature review as the basis for these related writing assignments. Doing so will require them to use peer-reviewed literature as the basis for the assignments they are completing, noting that family science in general, and family life education specifically, are research-based and evidence-informed disciplines.

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.	2024 - 2025	Target Met	The average score of students (n = 6) on the Written Communication Value Rubric was 3.57; thus, the target was met.	Our practice is informed by research rather than opinion.
	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.	2024 - 2025	Target Met	Students rated ethical practice at 9.3/10 on average; thus the target was met.	Last year, we focused on ethics in professional issues (FSC 203) and in pre-internship (FSC 497); because their ratings of this area improved as compared to last year, we plan to continue to provide them with opportunities to respond to ethical dilemmas.
			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.	2024 - 2025	Target Met	Students rated their professional preparation at 8.8/10 on average on the Senior Exit Survey; thus, the target was met.	FSC faculty met on 5/16/25 to discuss our assessment results. Students continue to meet this AT, as they have done in the past. We have noticed that, although students meet this AT every year, this AT has been rated lower than the other two over the past several years. We think that students do so because they have not yet graduated when they complete this survey--they are still students, noting that they complete the survey during their internship course (FSC 499). Thus, they might not know if they are prepared to work professionally upon graduation if they have not yet graduated. Students in FSC can take internship if they are juniors or seniors and have completed at

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.	2024 - 2025	Target Met	Students rated their professional preparation at 8.8/10 on average on the Senior Exit Survey; thus, the target was met.	least 28 credit hours in the major, which means that sometimes students enter internship during the summer between their junior and senior years of college. We plan to add a question to the senior exit survey which will better capture what we are trying to assess with this question: Has your internship experience pushed you toward or away from the type of work you are engaging in at the site (noting that we have, for quite some time, used general and family life education related career inventories to help students focus on a particular concern or population)? Why or why not?
	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.	2024 - 2025	Target Not Met	No graduates (n = 15) over the past two years have become provisional CFLEs.	FSC faculty met on 5/12/25 to discuss assessment results. Last year, we added a question to the Senior Exit Survey to determine the barriers for students applying for their credential. Five of six students indicated they would seek the CFLE, noting that (see raw data) we are unsure of whether or not that student selected the wrong button, noting that a later response by the same student indicated they needed the CFLE for their job. In any case, the majority (n = 4) of students indicated that a barrier was being unsure on how to apply; three out of five students reported that finances were a major concern for applying (noting that applying for provisional status if they are not a member of NCFR costs \$200 as of this writing). Last summer, I

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2024 - 2025	Target Not Met	No graduates (n = 15) over the past two years have become provisional CFLEs.	(Berglund) contacted NCFR about reinstating an idea they had used several years ago, in which students could apply for provisional CFLE status while still a student and pay half the fee then and the other half upon graduation. We worked last summer with NCFR and in the fall with the W Foundation to develop a plan to help students with both concerns, noting that no students interned during spring 2025. Note that NCFR CFLE offers scholarships to new, first time applicants, and that the organization uses a rubric to evaluate those applications. In FSC 497, for the current AY (24-25), students completed the NCFR application form, and the instructor used the NCFR CFLE rubric to evaluate their responses. In FSC 499, students will resubmit their applications to the instructor, and we will all evaluate them on their responses. The top student will be given a FSC Professional Development Foundation Account scholarship in the amount of half the fee. Foundation will pay NCFR, a known vendor, the fee directly. Once we receive a key code from NCFR, students will complete the application process using the key code. They will have to pay the remaining costs and submit their final official transcript showing the degree when they graduate from the W. Thus, we will be able to remove two barriers at once. Note that students also reported wanting a reminder to apply following graduation, so we will

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2024 - 2025	Target Not Met	No graduates (n = 15) over the past two years have become provisional CFLEs.	ask them for their personal email in the Exit Survey. At first, we will likely be able to scholarship only one student into the credential, but we hope that this account, which we have had for some years now, will grow so that we can provide as many students as possible with the necessary funds.
	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).	2024 - 2025	Inconclusive	The FLEA was not given this spring term of 2025 as the exam was discontinued by NCFR	Because the email came to us from NCFR in January, FSC faculty discussed this concern in January 2025. We decided to return to our prior assessment which involves using site supervisor evaluations to measure their knowledge, skills, and abilities as CFLEs. We did not initiate this process for spring, as we did not have any students interning for spring 2025. Furthermore, the FLEA was included as part of the FSC 465. program planning, course, which is only offered in the spring. Thus, for summer 2025 and moving forward, we will use the site supervisor evaluation form scores to measure this goal, noting that this measure can provide an indication of the validity of their self-rating on the Senior Exit Survey (regarding their preparation to work professionally and ethically upon graduation.
	4.1 (SLO)	CAST students will demonstrate "Child	Assessment of this	The average score (on the reflection	2024 - 2025	Inconclusive	Results indicated that students earned an	Students complete their assignment through Qualtrics;

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	First” methodologies when faced with potentially child abusive situations in their Second Module Submission.	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.	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.	2024 - 2025	Inconclusive	average of 3.08/5 on the DEAL rubric, thus indicating that the target was met.	while this tool is useful, we have found that, if students complete surveys offered through Qualtrics while on campus in WNET,, their IP address appears to be the same, so the system reads the data as having come from the same student. Thus, results are bootet each time a new campus participant completes the survey. As the survey generates a unique code that students share with the instructor, we know that all students completed the survey. In the future, we will direct students to complete this survey in a computer lab on campus via a wired connection, or off campus. We also plan to use the AAC & U Critical thinking value rubric to assess their responses in the future given that new faculty have joined CAST. We discussed these results via email in the last weeks of class in spring 2025.

		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.	2024 - 2025	Inconclusive	Students (n = 5) scored an average of 2.764 on the Describe subscale; thus, the target was not met.	Students complete their assignment through Qualtrics; while this tool is useful, we have found that, if students complete surveys offered through Qualtrics while on campus in WNET,, their IP address appears to be the same, so the system reads the data as having come from the same student. Thus, results are bootet each time a new campus participant completes the survey. As the survey generates a unique code that students share with the instructor, we know that all students completed the survey. In the future, we will direct students to complete this survey in a computer lab on campus via
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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 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.	2024 - 2025	Inconclusive	Students (n = 5) scored an average of 2.764 on the Describe subscale; thus, the target was not met.	a wired connection, or off campus. We also plan to use the AAC & U Critical thinking value rubric to assess their responses in the future given that new faculty have joined CAST. We discussed these results via email in the last weeks of class in spring 2025.
	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.	2024 - 2025	Inconclusive	Results indicated that students earned an average AL subscale score of 3.33/5; thus the target was met.	Students complete their assignment through Qualtrics; while this tool is useful, we have found that, if students complete surveys offered through Qualtrics while on campus in WNET,, their IP address appears to be the same, so the system reads the data as having come from the same student. Thus, results are booted each time a new campus participant completes the survey. As the survey generates a unique code that students share with the instructor, we know that all students completed the survey. In the future, we will direct students to complete this survey in a computer lab on campus via a wired connection, or off campus. We also plan to use the AAC & U Critical thinking value rubric to assess their responses in the future given that new faculty have joined CAST. We discussed these results via email in the last weeks of class in spring 2025.
			Assessment of this	The average score	2024 - 2025	Inconclusive	The examine subscale	Students complete their

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	(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.	2024 - 2025	Inconclusive	score was 3.07/5; thus, the target was not met.	assignment through Qualtrics; while this tool is useful, we have found that, if students complete surveys offered through Qualtrics while on campus in WNET,, their IP address appears to be the same, so the system reads the data as having come from the same student. Thus, results are booted each time a new campus participant completes the survey. As the survey generates a unique code that students share with the instructor, we know that all students completed the survey. In the future, we will direct students to complete this survey in a computer lab on campus via a wired connection, or off campus. We also plan to use the AAC & U Critical thinking value rubric to assess their responses in the future given that new faculty have joined CAST. We discussed these results via email in the last weeks of class in spring 2025.
			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.	2024 - 2025	Inconclusive	Results indicated that students earned an average of 3.135/5 on the DEAL rubric for the Describe subscale; thus, the target was not met.	Students complete their assignment through Qualtrics; while this tool is useful, we have found that, if students complete surveys offered through Qualtrics while on campus in WNET,, their IP address appears to be the same, so the system reads the data as having come from the same student. Thus, results are booted each time a new campus participant completes the survey. As the survey generates a unique code that students share with the instructor, we know that all students completed the survey. In the future, we will direct students to complete this survey

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.	2024 - 2025	Inconclusive	Results indicated that students earned an average of 3.135/5 on the DEAL rubric for the Describe subscale; thus, the target was not met.	in a computer lab on campus via a wired connection, or off campus. We also plan to use the AAC & U Critical thinking value rubric to assess their responses in the future given that new faculty have joined CAST. We discussed these results via email in the last weeks of class in spring 2025.
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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).	Coordinator did not provide for the second year in a row (admin).
	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).	Coordinator did not provide for the second year in a row (admin).
	2.1 (SAO)	Students will demonstrate awareness of films from a variety of cultures.	Departmental faculty will assess students' breadth of film viewing in relevant courses with a survey.	At least 80 percent of students surveyed will report having viewed films from more than two film genres.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).
			Departmental faculty will assess students' breadth of film viewing in relevant courses with a survey.	At least 80 percent of students surveyed will report having viewed films originating in (or	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Departmental faculty will assess students’ breadth of film viewing in relevant courses with a survey.	produced in) a country other than the United States.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).
	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).
	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).
Program - Foreign Language (Minor) {2022-23}	1.1 (SLO)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students	1.1A FLF and FLS 102 and 201 students will produce a written and oral text that will be graded by the	The class average on the written and oral presentational tasks will be the equivalent of an 80%	2024 - 2025	Target Met	Low-Enrolled Year 3 2024-2025 (Previous years carried over from French Minor)	Low-Enrolled Year 3 2024-2025 (Previous years carried over from French Minor) Using the ACTFL Presentation rubrics for Written and Oral
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Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Foreign Language (Minor) {2022-23}	1.1 (SLO)	will know the basic verbal system of the target language (tenses, moods, aspects) and be able to produce practical content.	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.	on the ACTFL Presentational Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Impact, Comprehensibility, and Language Control.	2024 - 2025	Target Met	<p>FLS 102 Written Task average score = 86%</p> <p>FLS 102 Oral Task average score = 86%</p> <p>FLS 201 Written Task average score = 85%</p> <p>FLS 201 Oral Task average score = 81%</p> <p>Total average = 85%</p> <p>French</p> <p>FLF 201 Written Task average score 89.75</p> <p>FLF 201Oral Task average score 85.5</p> <p>Total average = 87.63</p> <p>Results from FLF 102 were not reported for Spring 2025.</p>	presentation has proven effective in assessing language skills. We will continue to use this method. We have seen improvement in French reporting, though it will be necessary to also report scores for FLF 102. Foreign Language faculty will discuss the results and compare strategies for implementing these assignments.
			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	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.	2024 - 2025	Target Met	<p>Low-Enrolled Year 3 2024-2025 (Previous years carried over from French Minor)</p> <p>FLS 202 Written Task average score = 81%</p> <p>FLS 202 Oral Task average score = 85%</p> <p>Total average = 83%</p> <p>FLF 202 Written Average 93.33</p> <p>FLF 202 Oral Average 92</p> <p>Total average = 92.67%</p> <p>The class average for both FLS 202 and FLF 202 was over 80%. Though it does not make sense to combine the two averages</p>	Low-Enrolled Year 3 2024-2025 (Previous years carried over from French Minor) Foreign Languages faculty will meet to discuss assessment results. Though we met our target for the overall class averages, it will be worth discussing how we can bring more students in Spanish up to the target. Since the average is above the target, it seems like those who didn't attain an 80% on the rubric must have been close.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2024 - 2025	Target Met	since the classes are very different, both languages performed up to the target.	Low-Enrolled Year 3 2024-2025 (Previous years carried over from French Minor) Foreign Languages faculty will meet to discuss assessment results. Though we met our target for the overall class averages, it will be worth discussing how we can bring more students in Spanish up to the target. Since the average is above the target, it seems like those who didn't attain an 80% on the rubric must have been close.
	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 are relevant to themselves or others.	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 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.	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.	2024 - 2025	Target Met	<p>Low-Enrolled Year 3 2024-2025 (Previous years carried over from French Minor)</p> <p>FLS 102 Interpersonal Task average score = 90.5% FLS 201 Interpersonal Task average score = 85% FLF 201 Interpersonal Task average score 89%</p> <p>All three classes had an average score of above 80%</p>	Low-Enrolled Year 3 2024-2025 (Previous years carried over from French Minor) Foreign languages faculty will meet again to discuss implementation of this assignment in all classes. This year, no results were given for FLF 102 in Spring 2025, so we will emphasize the need to report for that class as well.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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 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.	2024 - 2025	Target Met	<p>Low-Enrolled Year 3 2024-2025 (Previous years carried over from French Minor)</p> <p>FLS 202 Interpersonal Task average score = 83% FLF 202 Interpersonal Task average score = 93.25</p> <p>Both classes met the target of a class average over 80%. French has fewer students, so there will likely be greater swings in the average depending on the individual strengths of the students. This was clearly a good group, though there are also benefits to having small class sizes.</p>	Low-Enrolled Year 3 2024-2025 (Previous years carried over from French Minor) Foreign language faculty will meet to discuss our assessment results and compare notes on how they implement this assignment and the rubric. It has clearly been helpful to use ACTFL rubrics, which are designed for foreign language instruction and tailored to each language.
	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	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 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,	2024 - 2025	Target Met	<p>Low-Enrolled Year 3 2024-2025 (Previous years carried over from French Minor)</p> <p>FLS 102 Interpersonal Task average score = 90.5% FLS 201 Interpersonal Task average score = 85% FLF 201 average score = 96.25%</p>	Low-Enrolled Year 3 2024-2025 (Previous years carried over from French Minor) Foreign language faculty will meet to discuss the assessment results and how to implement this assignment and the use of the Cultural Knowledge rubric. Since no data was reported for FLF 102, it will be emphasized that we need to have scores from that class as well. This is already

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO & GEO 2.c)	awareness of cultural differences and be able to make comparisons between other cultures and their own.	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.	and supporting details) and Interpretive Comprehension (organizational features, guessing meaning from context, inferences, author’s perspective, and cultural perspectives).	2024 - 2025	Target Met	The class average for all sections of 201 met the target of 80%. In French, scores were not reported for FLF 102, so we are missing some data.	an improvement over last year, when we did not get French data, but we need to make sure we're doing the right assessment for the right classes going forward.
	2.2 (SPG A.1)	The completion of 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.	2.2A Enrollment Report Number of minors from Enrollment Reports and student advisors.	An increase in minors over the next three years, a total of 5 students.	2024 - 2025	Target Not Met	Low-Enrolled Year 3 2024-2025 (Previous years carried over from French Minor) The most recent list of minors lists 4 Foreign Languages minors Emmalee Harmon, Kayla Jefferson, Abby Romig, Amberianna Shorter We were close to meeting our goal of 5 students enrolled in the minor.	Low-Enrolled Year 3 2024-2025 (Previous years carried over from French Minor) We will continue to recruit students for the Foreign Languages Minor. Given that the language of thie target does not reference when 3 years began or what the number of minors was at the start of that period, it would make sense to change this target to "a total of 5 students will be enrolled in the minor." Once we start regularly achieving that goal, we could increase it incrementally.
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	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	2024 - 2025	Target Met	FSC 250 Introduction to Aging Spring 2025: Average score of Foundations and Skills for Lifelong Learning Value: 3.02	<FSC 250> The average assessment result was 3.02 and met the target. Although the same teaching strategies (regularly promoting and emphasizing the importance of the assignments through

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.	works.	Rubric in Reaction Paper.	2024 - 2025	Target Met	FSC 250 Introduction to Aging Spring 2025: Average score of Foundations and Skills for Lifelong Learning Value: 3.02	<p>announcements and a quiz that reviews the assignment regarding its objectives/learning outcomes) were continued to be adopted, it was dropped from the previous year (3.18), but similar results in 2023 (3.05). Two students did not complete the parts of the assignment, leading to a drop average.</p> <p><Certificate in Interdisciplinary Aging Studies (CIAS)> Although the courses for the Gerontology minor were constantly offered with good enrollment numbers, the Gerontology minor program is no longer viable, with no students in the program. It was proposed to inactivate the program and approved. Instead, as discussed and planned for the last couple of years, the new certificate program was proposed and approved by the UCC in April 2025. The program will be introduced in the fall of 2025 as a Certificate in Interdisciplinary Aging Studies. The new assessment plan will be needed with the faculty of the new certificate program. As a coordinator of the Certificate of Interdisciplinary Aging Studies (CIAS), I plan to request the CIAS faculty to add CIAS information to the course syllabus. Since the certificate program is not added to students' degree works, we will discuss a way to track students who take CIAS courses.</p>
	1.2 (SAO & SLO)	Students will be able to utilize the knowledge on end-	Students participating in NU 453 Death, Dying, and	The average score of NU 453 students will be at least 70% on	2024 - 2025	Target Met	Fall 2024: The average score of NU 453 students was 86.7% on the final	The result of Spring 25 (70.7%) was lower than the previous years. The instructor reported

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SAO & SLO)	of-life issues and explain the ways of the concepts of death can change over time, place, and culture.	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 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:	2024 - 2025	Target Met	exam, focusing on three pertinent questions (the average score for the final exam, including all questions, is 87.6%) Spring 2025: The average score of NU 453 students was 70.7% on the final exam, focusing on three pertinent questions (the average score for the final exam, including all questions, is 81%)	that he was not exactly sure, but this group of students did not seriously put the work into the course, and their grades were lower than most semesters, with many zeros on some questions due to them not taking the exam. The NU 453 will be an elective course (alternate with FN 355 Nutrition through the Life Cycle) in the CIAS. The instructor, who taught NU 453 and was the initial teaching circle member developing the Gerontology minor, retires this month (May 2025). I will inform the new faculty teaching NU 453 that the course is a part of the CIAS and discuss the new assessment plan.
	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.	2024 - 2025	Target Met	FSC 250 Introduction to Aging Spring 2025: Average score of Intercultural Knowledge & Competence value: 3.28	The average assessment result of 3.28 has slightly improved from the previous year's result of 3.26 and has met the target. This year, I introduced new reading posts, and students engaged well in the discussion and integrated their knowledge of current aging issues in their discussion. As mentioned, the new assessment plan will be discussed among the faculty, and we will decide if the assessment goals, methods, and targets of FSC 250 will be continued.
	3.1 (SPG D.4)	After completing HED 301 Aging and Public Health, students will get interested in the gerontology	Students participating in HED 301 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest	2024 - 2025	Target Met	HED 301 Survey Sp 2025: 88% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the jobs.	88% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the jobs, which was lower than previous years (94%), but it is still high and met the goal.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG D.4)	discipline and gerontology related jobs.	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.	in related jobs.	2024 - 2025	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>As in previous years, I continued sending the survey link after spring break and encouraged the instructor to collect the survey data.</p> <p>I plan to discuss with the instructor the assessment for the new program, especially students' competency in aging-related career areas, a part of the MUW QEP goals.</p>
			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.	2024 - 2025	Target Met	<p>HED 301 Survey Sp 2025: 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>85% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the discipline, which was higher than previous years (79%).</p> <p>Notably, 84% of students rated 4 or 5 regarding acknowledgment of the MUW Gerontology minor program, which is higher than the previous years (51%). As noted in the follow-up 2023-2024, the instructor was actively engaged in the new program (CIAS) and informed students of the importance of aging studies and program changes from minor to certificate.</p> <p>I will also discuss the CIAS assessment plan with HED 301, one of the required CIAS courses, and expect the instructor to inform the CIAS actively to promote students' enrollments.</p>
	3.2 (SLO)	After completing NU 453 Death, Dying, and Bereavement, students will get interested in the gerontology discipline and	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	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	2024 - 2025	Target Met	<p>NU 453 Survey Fall 2024 & Spring 25: 85% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the jobs.</p> <p>- Throughout this course, I</p>	<p>85% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the jobs, which was lower than the previous year (100% fall 23, 93% Sp 24).</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SLO)	gerontology 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.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	2024 - 2025	Target Met	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.	Since the instructor of NU 453 retires this year, I will contact a new instructor teaching NU 453 to discuss the CIAS assessment, especially about aging-related career areas, a part of the MUW QEP goals.
			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.	2024 - 2025	Target Met	NU 453 Survey Fall 2024 & Spring 25 : 78% 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.	78% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the discipline, which is lower than in previous years (80% fall 23, 85% sp 24). Regarding acknowledgment of the MUW Gerontology minor program, 60% of students rated 4 or 5, similar to 62% in the previous year. Due to the low participation numbers, I put the Fall 24 and Sp 25 dates together. As in previous years, the survey link was available four weeks before the semester ended. The total number of students participating in the survey was lower than the previous years (34 students), and the instructor was not certain about it but reported that students this year didn't do serious work and didn't respond to announcement messages very much despite the statement emphasizing the importance of doing the survey.
Program - History (including Minor and Secondary Education Certification in History and	1.1 (SLO)	Students will successfully relate the complexity of the human experience across time and space by studying past societies and	At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year for temporal depth to	100% of graduating seniors will complete at least one pre modern (pre 1500) course (3 credit hours) with a passing grade.	2024 - 2025	Target Met	Eight students graduated in August, December, or May 2024-25 with a history degree. All had at least 3 hours and a passing grade in premodern	The history faculty will continue to monitor this target and make sure that students are receiving a breadth of coursework. No action will be taken and we will keep this as an advising issue and continue to monitor. We will

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Social Studies) - BA {2016-2017}	1.1 (SLO)	cultures.	determine if achievement target was met.	100% of graduating seniors will complete at least one pre modern (pre 1500) course (3 credit hours) with a passing grade.	2024 - 2025	Target Met	history.	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.	2024 - 2025	Target Not Met	<p>In Spring 2025, HIS 211 had 4 students enrolled. 2 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.</p> <p>S1: 3 S2: 1.4 S3: 2.2 S4: 3.2</p> <p>This course is taught on a 4 year faculty rotation, which is not working for the faculty or the students. Some faculty have more experience with research methods than others, so students get varying levels of instruction quality depending on the faculty who teaches. This is definitely something we will need to address</p>	The department will discuss these results in our August meeting. We will discuss a standardized syllabus as well as a different faculty rotation.
	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and	The History department faculty will use the AAC&U Oral Communication VALUE	The overall average score for HIS 211 students completing the Research	2024 - 2025	Target Not Met	In Spring 2025, HIS 211 had 4 students enrolled. Two averaged a score of 3.0 or higher on the Oral	The department will discuss these results in our August meeting. We will discuss a standardized syllabus as well as a

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (GEO 1.c.)	professionally in oral and written formats.	Rubric to assess the Research Presentation required of HIS 211 students (fall).	Presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2024 - 2025	Target Not Met	<p>Communication VALUE rubric for their final presentation. The assignment requires students to present on an independent research proposal. All students completed the project. Student 3 changed their project considerably a couple days before the presentation, and Student 2 did not take feedback into consideration when revising their project.</p> <p>Of the categories, only Organization met target with a 3.25 average. All other categories in the VALUE rubric did not meet the target.</p> <p>S1: 3 S2: 1.4 S3: 2.4 S4: 3.4</p> <p>This course is taught on a 4 year faculty rotation, which is not working for the faculty or the students. Some faculty have more experience with research methods than others, so students get varying levels of instruction quality depending on the faculty who teaches. This is definitely something we will need to address.</p>	different faculty rotation.
			The History department faculty will use the departmental Historical Inquiry and	The overall average score for HIS 499 students completing the Research Paper	2024 - 2025	Target Met	This year 7 students enrolled in HIS 499 and 3 completed research paper in Fall 2024. This was a	We will discuss these results in our August meeting and finish standardizing our HIS 499 syllabus, and discuss adding an

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2024 - 2025	Target Met	<p>phenomenal group of students who excelled in their studies more generally and their capstone projects specifically. All students scored above a 4.5 on the Historical Inquiry Rubric, and all questions scored above a 3.0.</p> <p>S1: 4.5 S2: 4.5 S3: 4.33 S4: 5.5 S5: 5.17 S6: 4.5 S7: 5.33</p> <p>Most of these students took their HIS 211 course directly before taking their HIS 499 course, and so were prepared for the project. Many of them worked on their projects over the summer with the help of advisors.</p>	additional project option for students who are interested in going into teaching.
	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).	2024 - 2025	Target Not Met	<p>4 students were enrolled in HIS 211 in Spring 2025, and all students completed the final research project. 3 students averaged above 3.0 on the Historical Inquiry Rubric. Overall students had most difficulty with interpretative differences and interpretation based on sources.</p> <p>Student 2 missed class meetings for health reasons and fell behind. The faculty notes that the</p>	The department will discuss these results in our August meeting. We will discuss a standardized syllabus as well as a different faculty rotation.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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).	2024 - 2025	Target Not Met	<p>student recognizes that his topic needs work. Student 1 chose a topic that did not have much historiography to demonstrate awareness of interpretive differences. Student 3 altered her topic just before turning in her final paper, so was not able to do as thorough a job as she otherwise would.</p> <p>S1: 3.86 S2: 2.14 S3: 3.29 S4: 4.43</p> <p>This course is taught on a 4 year faculty rotation, which is not working for the faculty or the students. Some faculty have more experience with research methods than others, so students get varying levels of instruction quality depending on the faculty who teaches. This is definitely something we will need to address.</p>	The department will discuss these results in our August meeting. We will discuss a standardized syllabus as well as a different faculty rotation.
	4.2 (SLO)	Students will successfully understand, synthesize, and engage with the ideas of others and accept and/or resolve differing perspectives or conflicting evidence responsibly.	The 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.	2024 - 2025	Target Met	<p>This year 7 students enrolled in HIS 499 and all completed research paper in Fall 2024. All students received above a 3.0 on the Historical Inquiry and Argument Rubric. This tells me that students are getting the experience in research and writing in their coursework not just in HIS 211.</p> <p>The students excelled in</p>	The department will discuss these results in our August meeting. We will discuss a standardized syllabus as well as a different faculty rotation.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.2 (SLO)	Students will successfully understand, synthesize, and engage with the ideas of others and accept and/or resolve differing perspectives or conflicting evidence responsibly.	The 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.	2024 - 2025	Target Met	<p>there interpretation of historical facts and context (4.43 average), but did worst in their discussion in interpretive differences (3.0). Much of the reason for this is the topics that students chose did not have a robust historiography to draw on for comparison. Students who worked on MUW history or very modern history had less to work with and so scored lower. Students who worked on larger topics, like the Civil War, had more to draw on and thus scored higher.</p> <p>S1: 3.7 S2: 3.8 S3: 3.7 S4: 4.5 S5: 4.4 S6: 3.8 S7: 4.4</p>	The department will discuss these results in our August meeting. We will discuss a standardized syllabus as well as a different faculty rotation.
	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.	2024 - 2025	Target Met	<p>This year 7 students enrolled in HIS 499 and all completed research paper in Fall 2024. All students received above a 3.0 on the Historical Inquiry and Argument Rubric. This tells me that students are getting the experience in research and writing in their coursework not just in HIS 211.</p> <p>The students excelled in interpreting their evidence (4.43 average), but scored lower on the framing of their historical question</p>	The department will discuss these results in our August meeting. We will discuss a standardized syllabus as well as a different faculty rotation

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2024 - 2025	Target Met	and choosing a broad range of sources (4.0 for both). However, even the lower score is still above our target and is good. S1: 3.7 S2: 3.8 S3: 3.7 S4: 4.5 S5: 4.4 S6: 3.8 S7: 4.4	The department will discuss these results in our August meeting. We will discuss a standardized syllabus as well as a different faculty rotation
	5.1 (SAO)	Students in the Capstone course will successfully show improvement in their knowledge and skills in the areas of historical content, critical thinking, communication, and inquiry.	The History 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).	The overall average for HIS 499 students completing the Capstone Survey will be that students report seeing an increase of at least "3.0" on a 1-5 Likert scale, regarding the degree to which their knowledge and skills improved in historical content, critical thinking, communication, and inquiry.	2024 - 2025	Target Met	Using the survey given to capstone students after their in-class presentation, we found that of the 5 students who filled out the survey, all reported above a 3.0 on a 1-5 Likert scale. S1: 4.8 S2: 5 S3: 5 S4: 5 S5: 5 2 left substantive comments focusing on the skills they learned like research, critical thinking, and analysis	We will continue to use the survey to assess students' views of the history program as a whole. We will discuss these results in our August meeting.
	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.	2024 - 2025	Target Met	Eight students graduated in August, December, or May 2024-25 with a history degree. Six had 3 or more hours in internship and/or study abroad and some had more than 3 hours. Student 1: HIS 401, and Honors Study Abroad S2: HIS 464 and HIS 401 - Summer Scholars	We will continue to advise students into these enrichment programs, as opposed to making it a requirement for all majors. We will discuss this at our August meeting.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2024 - 2025	Target Met	S3: No internship or study abroad S4: HIS 464 and HIS 401 S5: HIS 401 - Summer Scholars S6: HIS 409 S7: No Internship or study abroad S8: HIS 401, Study Abroad	We will continue to advise students into these enrichment programs, as opposed to making it a requirement for all majors. We will discuss this at our August meeting.
	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 achievement target was met.	100% of students in HIS 410 will complete the class with an average grade of C (70 %) or above.	2024 - 2025	Target Met	In AY 2024-25, we had only one student complete the traditional pathway to teacher certification by taking HIS 410: Methods and Materials in Secondary History and Social Studies. We have data for only that one student. Student 1 average for the class: 100%	We will coordinate with the new Education chair and the TEC coordinator to create a new assessment rubric for HIS 410
	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	100% of student teachers will receive a 2 or above evaluation from the mentor teacher on the TIAI metric (on a 0-3 scale).	2024 - 2025	Target Met	Student 1 received 3.0 average on the TIAI metric. This was above the goal of a 2.0 average.	We will discuss these results in our August meeting

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.	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 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).	2024 - 2025	Target Met	Student 1 received 3.0 average on the TIAI metric. This was above the goal of a 2.0 average.	We will discuss these results in our August meeting
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.	2024 - 2025	Target Not Met	<p>2024-2025 = Low-enrolled Year 1 Low-enrolled Year 1: GEO 318 was taught during Fall 2024, and the 9 students enrolled in that course were assessed. GEO 314 was not taught during the 2024-25 school year.</p> <p>GEO 318 students did not meet the target, but were just under the 3.0 average target with 2.84. One student (Student 9 on supporting documentation) likely plagiarized or used AI to complete a large portion of the discussion post, so did not score well on the critical thinking rubric. Without considering that student's scores, the other students averaged 3.1 and did meet the target. Because of this specific student situations, I would</p>	Low enrolled program: Collect 3 years of data before analyzing and determining an appropriate action.

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.	2024 - 2025	Target Not Met	like to continue with this target and hope that scores remain at 3.0 or above.	Low enrolled program: Collect 3 years of data before analyzing and determining an appropriate 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.	2024 - 2025	Target Not Met	<p>2024-2025 = Low-enrolled Year 1 Low-enrolled Year 1: GEO 318 was taught during Fall 2024, and the 9 students enrolled in that course were assessed. GEO 314 was not taught during the 2024-25 school year.</p> <p>GEO 318 students did not meet the target, with a 2.67 average. However, three students likely used AI to compose their papers (i.e. information in papers was not supported by information from sources listed), so did not score well on these assessment items. The average without counting these three students (Students 4, 7, and 9 in supporting documentation) is 3.5, so the students who made honest efforts to write their papers did meet the target.</p>	Low enrolled program: Collect 3 years of data before analyzing and determining an appropriate action.
	2.2 (SLO)	Students will interpret intercultural experience from the perspectives of their	The Geography faculty will use the AAC&U Intercultural Knowledge and Competence VALUE	The overall average score for students in an upper-level GEO class completing the analytical writing	2024 - 2025	Target Not Met	2024-2025 = Low-enrolled Year 1 Low-enrolled Year 1: GEO 318 was taught during Fall 2024, and the 9 students	Low enrolled program: Collect 3 years of data before analyzing and determining an appropriate action.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	own and more than one worldview.	Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2024 - 2025	Target Not Met	<p>enrolled in that course were assessed. GEO 314 was not taught during the 2024-25 school year.</p> <p>GEO 318 students did not meet the target, with a 2.67 average. However, three students likely used AI to compose their papers (i.e. information in papers was not supported by information from sources listed), so did not score well on these assessment items. The average without counting these three students (Students 4, 7, and 9 in supporting documentation) is 3.5, so the students who made honest efforts to write their papers did meet the target.</p>	Low enrolled program: Collect 3 years of data before analyzing and determining an appropriate action.
	3.1 (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.	2024 - 2025	Target Not Met	<p>2024-2025 = Low-enrolled Year 1 Low-enrolled Year 1: GEO 318 was taught during Fall 2024, and the 9 students enrolled in that course were assessed. GEO 314 was not taught during the 2024-25 school year.</p> <p>GEO 318 students did not meet the target, with a 2.67 average. However, three students likely used AI to compose their papers (i.e. information in papers was not supported by information from sources listed), so did not score well on these assessment</p>	Low enrolled program: Collect 3 years of data before analyzing and determining an appropriate action.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (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.	2024 - 2025	Target Not Met	items. The average without counting these three students (Students 4, 7, and 9 in supporting documentation) is 3.5, so the students who made honest efforts to write their papers did meet the target.	Low enrolled program: Collect 3 years of data before analyzing and determining an appropriate 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.	2024 - 2025	Target Not Met	<p>2024-2025 = Low-enrolled Year 1 Low-enrolled Year 1: GEO 318 was taught during Fall 2024, and the 9 students enrolled in that course were assessed. GEO 314 was not taught during the 2024-25 school year.</p> <p>GEO 318 students did not meet the target, with a 2.67 average. However, three students likely used AI to compose their papers (i.e. information in papers was not supported by information from sources listed), so did not score well on these assessment items. The average without counting these three students (Students 4, 7, and 9 in supporting documentation) is 3.5, so the students who made honest efforts to write their papers did meet the target.</p>	Low enrolled program: Collect 3 years of data before analyzing and determining an appropriate action.
	4.1 (SPG E.4)	Students will indicate that they have a greater interest in	The GEO faculty will survey students in GEO 318 Population	The overall average goal for students in an upper-level GEO	2024 - 2025	Inconclusive	N/A	N/A

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SPG E.4)	the field of geography and the study of spatial relationships and cultural similarities and differences around the world as a result of geography coursework.	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.	class completing survey will be no lower than a “3.0” on a 1-5 Likert scale, with no neutral or “N.A” categories	2024 - 2025	Inconclusive	N/A	N/A
	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.	2024 - 2025	Inconclusive	2024-2025 = Low-enrolled Year 1 Low-enrolled Year 1: No students minoring in Human Geography were graduating seniors during the 2024-25 school year, so there are no results to report.	Low enrolled program: Collect 3 years of data before analyzing and determining an appropriate 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.	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.	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.	2024 - 2025	Target Met	One student enrolled in IS 499 in the 2024-2025 Academic Year. The student had a two-person committee representing her two disciplines: Philosophy and English. Each gave her scores of 4 on every item measured by the AAC&U Inquiry and Analysis VALUE Rubric. The philosophy professor on her committee commented that the student’s performance on the “Existing Knowledge, Research, and/or Views” dimension was especially laudable. She wrote, “I’m most impressed with	Target was met, no further action is needed as the program will be closed.

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.	<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 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</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.	2024 - 2025	Target Met	<p>Mariah's research. When she started looking into Kristeva, a hard philosopher to read, I told her that Josh was a Kristeva scholar, so she took the initiative to speak with him and read one of his works that she incorporated into her paper. I also suggested several other readings (i.e., Freud, Arendt, Stryker) that Mariah read and wove into her paper."</p>	Target was met, no further action is needed as the program will be closed.

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.	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 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.	2024 - 2025	Target Met	One student enrolled in IS 499 in the 2024-2025 Academic Year. The student had a two-person committee representing her two disciplines: Philosophy and English. Each gave her scores of 4 on every item measured by the AAC&U Inquiry and Analysis VALUE Rubric. The philosophy professor on her committee commented that the student's performance on the "Existing Knowledge, Research, and/or Views" dimension was especially laudable. She wrote, "I'm most impressed with Mariah's research. When she started looking into Kristeva, a hard philosopher to read, I told her that Josh was a Kristeva scholar, so she took the initiative to speak with him and read one of his works that she incorporated into her paper. I also suggested several other readings (i.e., Freud, Arendt, Stryker) that Mariah read and wove into her paper."	Target was met, no further action is needed as the program will be closed.
	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	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	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.	2024 - 2025	Target Met	This is our assessment year of a 3 year cycle. We did have one Medieval and Renaissance Studies minor graduate in May 2025. She was a history major and scored a 5.0 on the Interdisciplinary Studies Minors Inquiry and Analysis Survey. We	The department, along with Barry Smith, will be updating the American Studies minor to better align with courses currently taught. This minor has not been updated in over a decade.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	disciplines while making connections between those disciplines.	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.	2024 - 2025	Target Met	currently have 1 American Studies minor who will be graduating in the next couple years	The department, along with Barry Smith, will be updating the American Studies minor to better align with courses currently taught. This minor has not been updated in over a decade.
	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.	2024 - 2025	Target Met	One student enrolled in IS 499 in the 2024-2025 Academic Year. The student had a two-person committee representing her two disciplines: Philosophy and English. Each gave her scores of 4 on every item measured by the AAC&U Written Communication VALUE Rubric. The philosophy professor noted that the student had improved her writing over the course of the semester. Her final product reflects the strong writing that comes from drafting, receiving faculty feedback, and redrafting.	Target was met, no further action is needed as the program will be closed.
	3.1 (SLO, GEO 1.c.)	Students will orally communicate the academic value of one's advanced research in an effective manner.	Faculty committee members for each student enrolled in IS 499 will utilize the 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.	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 Oral Communication VALUE Rubric.	2024 - 2025	Target Met	One student enrolled in IS 499 in the 2024-2025 Academic Year. The student had a two-person committee representing her two disciplines: Philosophy and English; however, the philosophy professor on the committee was unable to attend the oral presentation. Luckily, the IS 499 advisor and the English committee member were both able to observe the presentation,	Target was met, no further action is needed as the program will be closed.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO, GEO 1.c.)	Students will orally communicate the academic value of one's advanced research in an effective manner.	Faculty committee members for each student enrolled in IS 499 will utilize the 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.	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2024 - 2025	Target Met	<p>so the philosophy professor scored the student based on the presentation slides and the advisor completed the remainder of the Oral Communication VALUE Rubric. As with the other assessments, the student scored 4 out of 4 on each dimension of the rubric.</p> <p>The Interdisciplinary Studies advisor noted that the student went above and beyond the course requirements in arranging to present her Capstone research as part of the Women's College Colloquium Series. This resulted in the largest and most diverse audience that the advisor has seen. Despite the added pressure this surely caused, the student was extremely well-prepared for audience questions and engaged with them confidently and effectively.</p>	Target was met, no further action is needed as the program will be closed.
	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	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.	2024 - 2025	Target Met	In AY 2024-25, there was one senior student who completed the IS 499 Capstone. That student passed the class with an A and graduated.	The faculty voted to remove the Interdisciplinary Studies major and it was approved by UCC. No other actions will be taken.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SAO & SPG A.1)	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.	2024 - 2025	Target Met	In AY 2024-25, there was one senior student who completed the IS 499 Capstone. That student passed the class with an A and graduated.	The faculty voted to remove the Interdisciplinary Studies major and it was approved by UCC. No other actions will be taken.
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.	2024 - 2025	Target Not Met	69% of work sampled from 2 students in MA 301 Concepts of Abstract Mathematics was at the satisfactory or higher level. MA 301 was taught in Spring 2025 with 2 students. A total of 16 items were assessed, with 10 items at proficient, 1 item at satisfactory, and 5 items at unsatisfactory level. Multiple items were assessed for each student.	Results were close to meeting the target. Instructor plans to change the textbook as the previous textbook had multiple typos and lacked various examples required for student understanding.
			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 304 / MA 455 / MA 461 student work sampled at the satisfactory level or higher.	2024 - 2025	Target Met	88% of work sampled in MA 461 General Topology was at satisfactory or higher level. MA 461 was taught in Fall 2024 with 2 students. A total of 16 items were assessed, with 8 items at proficient, 6 items at satisfactory, and 2 items at unsatisfactory level. Multiple items were assessed for each student.	Instructor will continue to encourage in-class participation by students to critic each other's proofs to improve proof-writing skills. Classes will continue to be student-inquiry based.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2024 - 2025	Target Not Met	70% of work sampled in MA 181 Calculus I was at level 2 or higher. One section was taught in Fall 2024, and one section was taught in Spring 2025. A total of 71 items were assessed, with 30 items at level 3, 20 items at level 2, and 21 items at level 1. Multiple items were assessed for each student. 6 students Fall 2024 and 5 students Spring 2025.	Results were close to meeting the target. Instructor will continue to emphasize understanding and interpreting concepts and solutions. Instructor will review and assess algebra skills earlier in the semester.
			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 306 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2024 - 2025	Target Met	79% of items assessed in MA 306 Differential Equations were at level 2 or higher. MA 306 was taught in Spring 2025 with 2 students. A total of 14 items were assessed, with 5 items at level 3, 6 items at level 2, and 3 items at level 1. Multiple items were assessed for each student.	Instructor will continue with various types of application problems and provide assignments for students to experience solution methods related to real-life applications.
	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	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.	2024 - 2025	Target Met	MA 319 Methods and Materials in Secondary Mathematics was taught Fall 2024. Average score = 2.95 for presentations of sample lessons and problem solutions. 4 presentations were assessed. 2 students.	Students will be guided to present required research-based problems with real-life applications.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO, GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	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.	2024 - 2025	Target Met	MA 319 Methods and Materials in Secondary Mathematics was taught Fall 2024. Average score = 2.95 for presentations of sample lessons and problem solutions. 4 presentations were assessed. 2 students.	Students will be guided to present required research-based problems with real-life applications.
	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.	2024 - 2025	Target Met	100% of students earned a semester grade of C or better in MA 301 Concepts of Abstract Mathematics. MA 301 was taught in Spring 2025 with 2 students. Grades; 1 B, 1 C.	All students, including students athletes, met the target. Instructor will continue to be rigorous about due dates, encourage in-class participation, and focus on the development of students' proof-writing skills.
	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 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.	2024 - 2025	Inconclusive	MA 284 was not taught in 2024-2025. There were no mathematics majors who required this course in 2024-2025.	MA 284 is planned to be offered in Spring 2026, based on course rotations student necessities. The action statement from 2023-2024 will be addressed in this next offering: "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	MA 306 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2024 - 2025	Target Not Met	Average score = 2.46 for items assessed in MA 306 Differential Equations. MA 306 was taught in Spring 2025 with 2 students. A total of 28 items were assessed, with 17 items at level 3, 7 items at level 2,	Instructor will continue to present real-life application problems to combine various mathematical concepts together. Instructor will lead students through a project researching application problems involving differential equations that match the students' interest.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2024 - 2025	Target Not Met	and 4 items at level 1. Multiple items were assessed for each student.	Instructor will continue to present real-life application problems to combine various mathematical concepts together. Instructor will lead students through a project researching application problems involving differential equations that match the students' interest.
	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.	2024 - 2025	Target Not Met	Only MA 303 Modern Geometry was taught during 2024-2025, based on course rotations. 43% of items assessed were at level 3 or higher. 10 items at level 3; 7 items at level 2; 6 items at level 1. Multiple items were assessed for each student. 3 students.	Instructor will find opportunities to assign research projects to combine mathematical concepts from multiple courses. Instructor plans to heavily emphasize student attendance and participation to meet the target in the next year. Course rotations will have an upper-level elective offered in Spring 2026.
			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.	2024 - 2025	Target Not Met	Only MA 303 Modern Geometry was taught during 2024-2025, based on course rotations. 74% of items assessed were at level 2 or higher. 10 items at level 3; 7 items at level 2; 6 items at level 1. Multiple items were assessed for each student. 3 students.	Instructor will find opportunities to assign research projects that combines mathematical concepts from multiple courses. Instructor plans to heavily emphasize student attendance and participation to meet the target in the next year. Course rotations will have an upper-level elective offered in Spring 2026.
	3.1 (SPG C.2)	The program will participate in	Review the Events Log and count the number	Host at least two outreach events	2024 - 2025	Target Met	1. Sonya Kovalevsky High School Mathematics Day,	The mathematics faculty plan to continue their annual hosting of

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG C.2)	outreach events for K-12 students.	of outreach events the Mathematics faculty hosts.	during the academic year.	2024 - 2025	Target Met	August 30, 2024. 35 young women and 3 teachers participated in the day's events, representing Pontotoc High School. The day included a keynote speaker, a competition exam for MUW scholarships, small group hands-on sessions, and lunch in the cafeteria. 2. Mississippi Regional Science Bowl, February 21, 2025. We had 28 teams from 14 schools compete with teams of four students in this quiz bowl formatted competition. The competition was an in-person on-campus event. 112 students and their associated coaches participated.	the Sonya Kovalevsky High School Mathematics Day and assisting as the Department of Sciences and Mathematics hosts the Mississippi Regional Science Bowl. The Sonia Kovalevsky High School Mathematics Day will now allow both male and female high students to participate in the event. The Sonia Kovalevsky High School Mathematics Day will be moved to October 24, 2025, as August was too early in the semester for schools to get approvals for participation.
	3.2 (SPG C.2)	Mathematics majors will participate in community outreach and service opportunities.	Departmental faculty will review and analyze the results of the Departmental Exit Survey, which is provided to all graduating majors in the department.	100% of graduates surveyed will indicate on the Departmental Exit Survey that they have participated in some community outreach and/or service opportunities while at MUW.	2024 - 2025	Inconclusive	There were no Mathematics or Mathematics with Teacher Certification graduates in 2024-2025.	Mathematics faculty will continue to encourage majors to participate in community and/or service opportunities. Faculty will continue to share information about opportunities for community service and volunteering with students.
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.	2024 - 2025	Target Met	We have had 5 students who completed an interview as part of the Sophomore Barrier Jury. All of them passed.	We will continue to administer this interview. The faculty cadre agreed that the questions may be revised if needed, in the future.
			At the end of MUS 222, students will perform a 20 minute recital for all	90% of the students will score at least an 80 (on the 1-100	2024 - 2025	Target Met	There were 5 students who have taken the Sophomore Barrier Jury	

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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 Rubric”, will evaluate the student’s performance.	scale used in the “Sophomore Barrier Rubric).	2024 - 2025	Target Met	this academic year. One has scored 92%, two have scored 91%, and two have scored 90%.	
	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.	2024 - 2025	Target Met	There were three students enrolled in MUS 302. They each wrote their papers on an individual composer, Scott Joplin, Sergei Rachmaninoff, and Johannes Brahms. Two students have scored a 4 and one student has scored a 3.	The The instructor of MUS 302 will continue to assign this project in the future, now allowing students to choose their own composer to research. This change inspired the current cohort, as they were able to write about composers whose music they enjoy.
	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”).	2024 - 2025	Target Not Met	There were four students in MUS 102. They received the following grades: 95, 78, 52, 0. (one student dropped out of school the last two weeks of class and did not submit an assignment)	We will continue to evaluate this specific assignment. This year’s results were affected by a student who did not complete the assignment. Nonetheless, we will assess how this project is presented to students, and if any changes are necessary, we will make them accordingly.
	2.2 (SLO)	Students will arrange a musical work of at least 4 measures using the common practice compositional techniques.	Students in MUS 102 (Music Theory 2) will write a four-part chorale in the style of J.S Bach work using the “figured bass” technique. The MUS 102 instructor will assess their work.	80% of the students will score at least an 80% on this assignment.	2024 - 2025	Target Met	There were four students in the MUS 102 course. Three have scored 88% on the assignment, while the last one scored a 0 (they did not complete the assignment).	The student who did not complete the assignment affected the final results. They did not return to the university after the Easter Break. Although the target for this assignment was not met, this was not due to a lack of student preparation, but rather a mathematical anomaly. It would have been beneficial to

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	Students will arrange a musical work of at least 4 measures using the common practice compositional techniques.	Students in MUS 102 (Music Theory 2) will write a four-part chorale in the style of J.S Bach work using the “figured bass” technique. The MUS 102 instructor will assess their work.	80% of the students will score at least an 80% on this assignment.	2024 - 2025	Target Met	There were four students in the MUS 102 course. Three have scored 88% on the assignment, while the last one scored a 0 (they did not complete the assignment).	see these results if all students enrolled in the course had completed the work. The music faculty has decided to continue with this assignment in MUS 102 Theory 2, hoping that next year will allow us to determine a more consistent outcome.
	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.	2024 - 2025	Target Not Met	There were 3 students enrolled in MUS 104. Two of them have scored 95% and 92% respectively. The third one scored a 0, because they have not attended the exam.	Similar to the 2.2 SLO, it is clear that the student who did not complete the assignment affected the final results. . Although the target for this assignment was not met, we are confident that the students actively participating show competency as far as this assignment is concerned (proven by their high marks on the exam). It would have been beneficial to see these results if all students enrolled in the course had completed the work. The music faculty has decided to continue with this assignment in MUS 104 Theory Lab 2, hoping that next year will allow us to determine a more consistent outcome
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.	2024 - 2025	Target Met	<p>[Actual Minors are Low-Enrolled Year 3 2024-2025.]</p> <p>The average score for samples evaluated was 3.48 on the 0-4 scale. This is slightly lower than the average for AY23-24 (3.5).</p> <p>Of the 30 samples evaluated, 26 (approx. 87%) met the target by scoring 3 or higher. This proportion is roughly the same as the ration in AY23-24.</p>	<p>[Actual Minors are Low-Enrolled Year 3 2024-2025.]</p> <p>We will discuss these results and share strategies for teaching and assessing critical thinking skills at our Fall 2025 meeting.</p>

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.	2024 - 2025	Target Met	These results suggest that our courses are successful at teaching critical thinking skills like questioning assumptions and considering evidence.	[Actual Minors are Low-Enrolled Year 3 2024-2025.] We will discuss these results and share strategies for teaching and assessing critical thinking skills at our Fall 2025 meeting.
	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.	2024 - 2025	Target Met	<p>[Actual Minors are Low-Enrolled Year 3 2024-2025.]</p> <p>The average score for samples evaluated was 3.64 on the 0-4 scale. This is slightly higher than the average score of 3.5 for AY23-24.</p> <p>Of the 26 samples evaluated, 24 (92%) scored a 3 or higher on the 0-4 scale. This is also a slight improvement over last year's 87%.</p> <p>Since ethical reasoning is an important part of our program, and a focus of the Certificate in Applied and Professional Ethics, it is good to have confirmation that our courses are effective at teaching related skills.</p>	[Actual Minors are Low-Enrolled Year 3 2024-2025.] We will discuss these results and share strategies for effectively teaching ethical reasoning skills at our meeting in Fall 2025.
	1.3 (SAO & SPG D.4)	The philosophy department will support students in successfully completing philosophy courses to fulfill the critical	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.	2024 - 2025	Target Met	<p>[Actual Minors are Low-Enrolled Year 3 2024-2025.]</p> <p>Of 227 students who completed PHL courses in AY24-25, 17 (7.5%) earned either a D or an F. This is</p>	[Actual Minors are Low-Enrolled Year 3 2024-2025.] We will discuss these results in our Fall 2025 meeting. Because we have consistently met this target, it may be a good idea to revise this achievement target or

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SAO & SPG D.4)	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.	2024 - 2025	Target Met	<p>better than our achievement target of 17% or less. It is also better than AY23-24 (8.5%).</p> <p>Of 13 PHL classes offered in AY24-25, 12 (92.3%) met the achievement target.</p> <p>This suggests that our program does a good job of supporting students toward completing their critical thinking requirement for the core curriculum. It may also be the case that the effects of the pandemic on study skills and preparedness are slowly diminishing.</p>	direct measure.
	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.	2024 - 2025	Target Not Met	<p>[Actual Minors are Low-Enrolled Year 3 2024-2025.]</p> <p>5 students actively pursued the Certificate in AY24-25, and one additional student has expressed interest. This falls short of our achievement target of 7 students. Additionally, one student graduated with their certificate in December 2024, and two graduated in May 2025. This means it will be important to continue recruiting students into the certificate program, especially from the professional programs on campus.</p>	<p>[Actual Minors are Low-Enrolled Year 3 2024-2025.]</p> <p>We will strategize ways to recruit into the certificate program in our Fall 2025 meeting.</p>
			Data will be collected by the philosophy department on the	An increase in students pursuing the philosophy minor	2024 - 2025	Target Met	[Actual Minors are Low-Enrolled Year 3 2024-2025.]	<p>[Actual Minors are Low-Enrolled Year 3 2024-2025.]</p> <p>It will be important to maintain</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			number of students pursuing the philosophy minor and the Applied and Professional Ethics Certificate.	from 4 to 6 over the next three years.	2024 - 2025	Target Met	During AY24-25, there were 8 total minors. This exceeds our goal achievement target of 6. However, 3 minors graduated in December 2024 and 3 graduated in May 2025. So while our efforts at recruitment have been successful, we will need to keep up these efforts in AY 25-26.	our recruitment efforts and perhaps find new ways to advertise our courses. Dr. Dohmen will make it a goal to make a list of Spring 2026 courses to advertise in Fall 2025. Other ideas may be discussed in our Fall 2025 meeting.
	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.	2024 - 2025	Inconclusive	N/A	N/A
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	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.	2024 - 2025	Inconclusive	This is year 2 of a 3-year cycle, thus we are collecting data. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	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
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.	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.	2024 - 2025	Inconclusive	This is year 2 of a 3-year cycle, thus we are collecting data. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	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 theory and knowledge. Faculty will review and analyze the results to determine if achievement target	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	Although we recruited a few students and had several transfer students enroll as Science Education majors, several have transferred to other majors and none have yet graduated in this program. 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
			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.	2024 - 2025	Inconclusive	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	Although we recruited a few students and had several transfer students enroll as Science Education majors, several have transferred to other majors and none have yet graduated in this program. 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.	2024 - 2025	Inconclusive	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	Although we recruited a few students and had several transfer students enroll as Science Education majors, several have transferred to other majors and none have yet graduated in this program. 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.	2024 - 2025	Inconclusive	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	Although we recruited a few students and had several transfer students enroll as Science Education majors, several have transferred to other majors and none have yet graduated in this program. 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.	2024 - 2025	Inconclusive	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	Although we recruited a few students and had several transfer students enroll as Science Education majors, several have transferred to other majors and none have yet graduated in this program. We continue recruitment efforts at college fairs and recruitment events.
	3.1 (SLO)	Students will	In PS 313, faculty will	90% of PS 313	2024 - 2025	Inconclusive	Low-Enrolled Year 2. We	Although we recruited a few

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO)	successfully research safety aspects and first aid protocol in a chemistry lab.	use the Safety and Welfare Module Scoring Rubric to assess student's Safety and Emergency Lesson Plan and Safety Policies and Procedures.	students evaluated in the program will develop a Safety and Emergency Lesson Plan and score at least a "8" on the 0 - 12 scale used in the Safety and Welfare Module Scoring Rubric (placed in documents folder) in developing 1. Hazardous Inventory List, 2. Storage Floor Plan for Chemical Storage, 3. Discussion of Safe and Proper Techniques for Preparation, Storage, Dispensing, Supervision, and Disposal of Inventory Items, 4. Discussion of Safety Policies and Procedures as Established by State and/or National Guidelines, and 5. Learning Activities that Demonstrate Maintenance of Safety Equipment.	2024 - 2025	Inconclusive	had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	students and had several transfer students enroll as Science Education majors, several have transferred to other majors and none have yet graduated in this program. We continue recruitment efforts at 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	2024 - 2025	Inconclusive	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	Although we recruited a few students and had several transfer students enroll as Science Education majors, several have transferred to other majors and none have yet graduated in this program. 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.	evaluation of the webinar.	2024 - 2025	Inconclusive	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	Although we recruited a few students and had several transfer students enroll as Science Education majors, several have transferred to other majors and none have yet graduated in this program. 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).	2024 - 2025	Inconclusive	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	Although we recruited a few students and had several transfer students enroll as Science Education majors, several have transferred to other majors and none have yet graduated in this program. 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.	2024 - 2025	Inconclusive	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	Although we recruited a few students and had several transfer students enroll as Science Education majors, several have transferred to other majors and none have yet graduated in this program. 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	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.	2024 - 2025	Target Met	Four students completed the major analytic assignment--Research Project--for POL 390 Southern Politics in the spring of 2025. Three of the four students scored a 3.0 or higher on the AAC&U Critical Thinking VALUE Rubric, and the	Instructors will continue to use scaffolding and course research & writing workshops to help students build toward their final papers and will continue focusing other instructional time on close readings and critical questioning of the data collection and interpretation offered by assigned authors.

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)	conclusions in analyzing sources 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.	2024 - 2025	Target Met	class average was a 3.1, just above the target. The scores were highest for Context & Assumptions and Student's Position (class average of 3.1 on each), and these were also the dimensions that had the largest gaps between the highest (a 4.0) and lowest (a 2) scores. The class average was a 3.0 for the other three dimensions. . Students benefited from instructional time spent closely questioning the data analyses offered by assigned authors and research workshops focused on crafting hypotheses and interpreting data in light of various theories covered in the class.	Instructors will continue to use scaffolding and course research & writing workshops to help students build toward their final papers and will continue focusing other instructional time on close readings and critical questioning of the data collection and interpretation offered by assigned authors.
	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.	2024 - 2025	Target Met	Four students completed the major assignment--Research Project--for POL 390 Southern Politics in the spring of 2025. Three of the four students scored above a 3.0 on the AAC&U Written Communication VALUE Rubric, and the class average was a 3.3, comfortably above the target. The scores were highest for Context and Purpose of Writing (class average of 3.8) and Sources and Evidence (class average of 3.5). The lowest class average was for Content Development (3.0).	Instructors will continue to use scaffolding and will maintain Q&A elements in both POL 250 and POL 390.

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.	2024 - 2025	Target Met	Students clearly benefited from instructional time spent closely examining the data choices made in assigned readings and research workshops focused on locating, downloading, cleaning, and analyzing quantitative data. However, the time it took students to do this work left too little time for feedback on and redrafting of conclusions and overall writing. Requiring students to show their work--having them walk the class through their data collection and analysis process--also alleviated concerns with Chat GPT usage.	Instructors will continue to use scaffolding and will maintain Q&A elements in both POL 250 and POL 390.
	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.	2024 - 2025	Target Met	Four students presented their research projects in POL 390 Southern Politics as part of the course's final examination in the spring of 2025. Three of the four students scored above a 3.0 on the AAC&U Oral Communication VALUE Rubric, the only student below that scored a 2.9, and the class average was a 3.6, comfortably above the target. The scores were highest for the Delivery and Central Message dimensions (class average of 3.8 on each) and lowest for Language (3.3). A notable gap of 1.5 points separated the lowest scoring student (with a 2.5) from the two	Faculty discussed the results with the department chair in May 2025. All agreed that instructors should continue to use guides and as much scaffolding as possible to help students build toward their final presentations, requiring an early draft and participation in a presentation workshop that provide feedback and opportunities for improvement.

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.	2024 - 2025	Target Met	highest scoring students (each with a 4) on the Supporting Material dimension, which is likely attributable to the fact that the former student was a working mother who attended the class via Zoom and could not participate as fully in the workshops as the others. Scoring on this dimension closely followed student engagement in the workshops. Students benefited from Fant Memorial Library LibGuides and instructor-provided poster templates as well as research workshops focused on data visualization and discussion of descriptive statistics and their interpretation.	Faculty discussed the results with the department chair in May 2025. All agreed that instructors should continue to use guides and as much scaffolding as possible to help students build toward their final presentations, requiring an early draft and participation in a presentation workshop that provide feedback and opportunities for improvement.
	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	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.	2024 - 2025	Target Met	One of the three students who completed POL 490 Internship/Practicum in 2024-2025 submitted an evaluation of the experience. The student strongly agreed (score of 5.0) that the experience was valuable and contributed to their personal growth and that it provided professional development that left them feeling more prepared for their career. In open comments, the student said that their POL 490 instructor provided “valuable feedback and encouragement that	The survey will continue to be linked in the course syllabus and in Canvas, and students will now be required to submit a screenshot of the form submission page or face a grade penalty.

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.	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.	2024 - 2025	Target Met	<p>promoted [the student’s] flourishing.” This submission is likely from one of the two students who completed their internship at the Center for Women’s Research and Public Policy (CWRPP), which means that their POL 490 Instructor was also their internship supervisor (Dr. Rainey teaches POL 490 and is the CWRPP Director).</p> <p>UPDATE - May 29, 2025 After emailing students again to ask that they complete the internship survey, an additional response was received. This student also strongly agreed with both statements.</p>	The survey will continue to be linked in the course syllabus and in Canvas, and students will now be required to submit a screenshot of the form submission page or face a grade penalty.
	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)	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.	2024 - 2025	Target Met	<p>One of the three students who completed POL 490 Internship/Practicum in 2024-2025 submitted an evaluation of the experience. The student strongly agreed that POL courses had helped prepare them for their internship and that they felt supported in the internship by their POL 490 instructor. In open comments, the student said that their POL 490 instructor “was extremely helpful in ensuring that I succeeded.”</p> <p>UPDATE - May 29, 2025 After emailing students</p>	The survey will continue to be linked in the course syllabus and in Canvas, and students will now be required to submit a screenshot of the form submission page or face a grade penalty.

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.	When I had questions, 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.	2024 - 2025	Target Met	again to ask that they complete the internship survey, an additional response was received. This student also strongly agreed with both statements.	The survey will continue to be linked in the course syllabus and in Canvas, and students will now be required to submit a screenshot of the form submission page or face a grade penalty.
	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.	2024 - 2025	Target Met	POL 202 Making Democracy Work was taught in the fall and spring semesters, with twenty students completing the course. The average score on the Civic Engagement Rubric was a 3.2, and though eight students scored below the target of 3.0, most of these were very close to achieving the target: three scored a 2.9 and another two earned a 2.8. The highest average score was for Civic Identity and Commitment (3.5), and the lowest was for Analysis of Knowledge (2.1). Scores on this dimension were much higher in the fall semester, when the six students taking the course for their major or minor scored an average 3.3. In the spring, the class average was only a 1.6, and this was a reflection of the fact that the course was taught to Honors students in their second semester of college. This dimension of the rubric, which aims for	The increased emphasis on the importance of attendance in the syllabus and course introduction-including a reorganization of readings that frontloaded a book that students love and that stresses the damage done to group relationships when one member fails to invest a similar amount of time as everyone else-seemed to help and will be retained. Given the ill fit between the Analysis of Knowledge Dimension (AKD) and the student demographic being served by the course (freshmen in the residential Honors program), the program coordinator and department chair will discuss whether revisions to the assessment plan are warranted. Suggestions to consider include excluding freshmen Honors students from the AKD or creating a revised rubric that amends the AKD to allow for connection and extension of knowledge from one’s own socioeconomic background and lived experience OR academic study/field/discipline to civic engagement and one’s own participation in civic life, politics,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2024 - 2025	Target Met	an outcome in which a student “connects and extends knowledge (facts, theories, etc.) from [their] own academic study/field/discipline to civic engagement and to [their] own participation in civic life, politics, and government,” is not an appropriate goal post for freshmen.	and government.
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.	2024 - 2025	Target Not Met	<p>Low-Enrolled Year 2 2024-2025. Because of low-enrollment, this program will analyze results every three years. To document data for this year:</p> <p>Three students in the pre-law minor program completed the Logic & Moral Reasoning requirement in the 2024-2025 AY, all in the spring. Two completed analytic assignments for PHL 204 Ethics; another completed an analytic assignment for PHL 465 Contemporary Ethical Problems, which she took with prior approval as a substitute for Ethics because that course was full. While the average score for the three students was just shy of the target at 2.9, this was due to an outlier. Two of the students each scored 3.7, well above the target. The other student, who missed several assignments and performed poorly in the</p>	<p>Low-Enrolled Year 2 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action.</p> <p>The mode and median for these observations meet the target score of 3.0; the fact that the mean fell below the target is the result of that measure's sensitivity to outliers, particularly with small datasets. Recruitment is an ongoing concern and discussion, and faculty will continue trying to grow the program.</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	2024 - 2025	Target Not Met	course, scored a mere 1.2.	Low-Enrolled Year 2 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action. The mode and median for these observations meet the target score of 3.0; the fact that the mean fell below the target is the result of that measure's sensitivity to outliers, particularly with small datasets. Recruitment is an ongoing concern and discussion, and faculty will continue trying to grow the program.
	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.	2024 - 2025	Target Met	Low-Enrolled Year 2 2024-2025. Because of low-enrollment, this program will analyze results every three years. To document data for this year: One student in the pre-law program completed the major writing assignment required in POL 390 Southern Politics in Spring 2025. The student's overall score was a 3.4, above the 3.0 target. Her highest scores were for Context & Purpose and Sources & Evidence (4.0 on each dimension); her lowest was for Syntax & Mechanics and was below the 3.0 target at only 2.5. This is likely a result of 1) the course workshops' emphasis on research design and analysis rather than grammar and writing and 2) the student's background as a non-	Low-Enrolled Year 2 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action. The program coordinator and department chair discussed the results in May 2025 and agreed that the three course options available to students completing the Research & Writing requirement remain the most appropriate. They also noted that enrollment in the program is up, with one graduate in May 2025 and four continuing students headed into the 2025-2026 Academic Year. Still, the program coordinator will reconvene the pre-law faculty group in Fall 2025 to discuss ways to build on this momentum and to consider amendments to the assessment plan that could result in more observations.

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.	2024 - 2025	Target Met	<p>native English speaker.</p> <p>While this student's performance met the target, it is notable that one other pre-law student completed POL 390 Southern Politics but did not complete the major writing assignment. This resulted in the student earning a D in the course. The student was chronically absent and did not attend any of the research workshops used to scaffold the assignment. Missing each of these low-stakes submissions, she let the task build until it was overwhelming and there was no more time for her to realistically complete the work, much less benefit from instructor guidance and peer examples. This student's poor performance was not particular to this course or this semester, however, and is not something that course or program design can be expected to overcome.</p>	<p>Low-Enrolled Year 2 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action.</p> <p>The program coordinator and department chair discussed the results in May 2025 and agreed that the three course options available to students completing the Research & Writing requirement remain the most appropriate. They also noted that enrollment in the program is up, with one graduate in May 2025 and four continuing students headed into the 2025-2026 Academic Year. Still, the program coordinator will reconvene the pre-law faculty group in Fall 2025 to discuss ways to build on this momentum and to consider amendments to the assessment plan that could result in more observations.</p>
	2.1 (SLO & SAO)	Students will demonstrate progress toward successful law school admissions and knowledge of the law school admissions process as well as the specific components required in the typical law school	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.	No fewer than 80% of students who complete IS 101 Law School Preparation will submit completed admissions portfolios, each containing a personal statement, a resume, a list of	2024 - 2025	Target Met	<p>Low-Enrolled Year 2 2024-2025. Because of low-enrollment, this program will analyze results every three years. To document data for this year:</p> <p>Three students enrolled in IS 101 Law School Preparation in Spring 2025, the only semester IS 101</p>	<p>Low-Enrolled Year 2 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action.</p> <p>The instructor and program coordinator discussed the results and agreed that the assignment and grading structure of the course is working as intended, encouraging students to work on</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO & SAO)	application.	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.	references, and an annotated list of the student's three most-preferred law schools.	2024 - 2025	Target Met	was offered. Though one student failed to submit her list of references when it was first assigned, all three students submitted completed portfolios by the end of the semester.	the components of their law school admissions portfolios early but rewarding them for following through and completing the components by the end of the semester even if they miss early deadlines. The instructor will continue to emphasize the benefits of early submission and the ability to redeem grades by submitting completed portfolios at the end of the term.
			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.	2024 - 2025	Target Met	Low-Enrolled Year 2 2024-2025. In 2024-2025, IS 101 was offered only in Spring 2025 and was taken by three students. The average score for their completed admissions portfolios was an 85, and the lowest individual score was a 70.	The instructor and program coordinator discussed assessment results and, as with the portfolio completion, agreed that the structure and timing of the portfolio assignment is working well and will be maintained.
	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.	2024 - 2025	Target Met	<p>Low-Enrolled Year 2 2024-2025. Because of low-enrollment, this program will analyze results every three years. To document data for this year:</p> <p>One of the three students completing IS 101 in the 2024-2025 AY responded to the course survey. The student successfully identified Wesley Garrett as one of the LSAC advisors and strongly agreed that they felt supported and confident in their ability to gain admission to law school programs.</p>	<p>Low-Enrolled Year 2 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action.</p> <p>The instructor and program coordinator will collaborate to embed the survey in the IS 101 Canvas course as a way to improve the survey response rate.</p>
			The HPG department chair or one of the University's Law School	At least 70% of the IS 101 students completing the	2024 - 2025	Target Met	Low-Enrolled Year 2 2024-2025. Because of low-enrollment, this program	Low-Enrolled Year 2 2024-2025. Collect 3 years of data before analyzing and determining an

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	survey will be able to name one of the University's official LSAC advisors as their personal pre-law advisor.	2024 - 2025	Target Met	will analyze results every three years. To document data for this year: One of the three students completing IS 101 in the 2024-2025 AY responded to the course survey. The student successfully identified Wesley Garrett as one of the LSAC advisors and strongly agreed that they felt supported and confident in their ability to gain admission to law school. In fact, the student--a May graduate--also shared that they had already gained admission to the schools of law at the University of Alabama, University of Mississippi, and Stanford University. They plan to attend the University of Alabama, where they will have the benefit of in-state tuition and a \$9,000 tuition scholarship. A reminder was sent to the other two students as well, and this assessment will be updated if they submit responses.	appropriate action. In Fall 2025, faculty will discuss survey results, including a comment from the student that they would have liked to receive more information about the cost of law school and the scholarships available.
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.	2024 - 2025	Target Met	Fourth year of data collection for target. Assessment conducted in Fall 2024. Final papers in PSY 290 were used for the assessment. Average score on the rubric was 2.5. Scores were similar to last year's and higher than the preceding years (2023-2024 M = 2.4;2 2022-2023	Results discussed by psychology faculty on 5/12/2025. Last year's program changes will be continued. Writing instruction focusing on idea synthesis will likely be added to the course in the next year. This may also impact critical thinking skills. Assessment will be maintained.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	2024 - 2025	Target Met	<p>M = 1.7; 2021-2022 M = 1.34). Component scores ranged from 1.9 (context and assumptions) to 2.9 (explanation of issues).</p> <p>The average scores of two students were low (i.e., 1.0 and 1.2), which pulled the overall mean down from 2.9. Students who performed better may have benefited more from the changes instituted this year: clarified assignment expectations and increased direct instruction on reading journal articles. Because this is a formative assessment, these results may be at ceiling for students who are starting the program.</p>	Results discussed by psychology faculty on 5/12/2025. Last year's program changes will be continued. Writing instruction focusing on idea synthesis will likely be added to the course in the next year. This may also impact critical thinking skills. 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%.	2024 - 2025	Target Met	<p>Fourth year of data collection for target. Assessment conducted in Spring 2025. Average score on the scale was 57%.</p>	<p>Psychology faculty met on 5/12/2025. Average score was up from last year by 7%, possibly due to clearer presentation of the assessment as a low-stakes class activity. Students were told that they may not recognize the content, that the questions were designed to be answerable using critical thinking skills, and that they were to choose the best answer. However, students were a bit rushed, and some remained after class had ended to complete the measure. Next year faculty will ensure at least 1 minute per question is allotted.</p> <p>Faculty include course content on critical thinking skills at the beginning of the semester. If time permits, they will revisit the</p>

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	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%.	2024 - 2025	Target Met	Fourth year of data collection for target. Assessment conducted in Spring 2025. Average score on the scale was 57%.	topic before the assessment is given. Assessment will be maintained.
	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.	2024 - 2025	Inconclusive	<p>This year, group scores were not available for fewer than five students. (I believe the cutoff in past years was three.) We had four students complete the ACAT. Ergo, the assessment could not be completed.</p> <p>We did discuss changes to the assessment for next year.</p> <p>Psychology faculty met on 5/12/2025 to confirm changes to the areas being tested. History and Systems and Personality are being dropped so that only those areas that match up with one of our required, dedicated courses will be retained: Abnormal, Developmental, Experimental Design, Statistics, Human Learning and Cognition, and Social. History and Systems was dropped from our curriculum a few years ago and Personality is an elective psychology course that not all students take.</p>	

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2024 - 2025	Inconclusive	Starting next year, we will modify Achievement Target 2.1 as follows: A sample of graduating seniors in psychology will complete the Psychology Area Concentration Achievement Test (ACAT) for the following content areas: Abnormal, Developmental, Experimental Design, Statistics, Human Learning and Cognition, and Social. 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. Assessment will be modified as noted.	
	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 employment as either excellent or good.	2024 - 2025	Target Not Met	Graduation survey results are not broken down by major and we are unable to conduct this particular assessment. We intend to replace this target in next year's plan. Discussion of related items is provided under Action.	Psychology faculty met on 5/12/2025 to discuss our own exit survey data. Last year we considered setting a new target based on job fair attendance, but our investigation this year indicated that campus fairs have few psychology-related opportunities and students may be uninterested in such activities. For example, this year's exit survey showed that only one of the four graduating students reported having attended a job fair during their time at MUW. That said, we do have survey data related to job applications and offers. Two of the respondents to our exit survey had applied for two jobs, one for

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.	At least 75% of graduating seniors in psychology who complete the MUW Graduation Survey will indicate MUW's effectiveness at providing preparation for employment as either excellent or good.	2024 - 2025	Target Not Met	Graduation survey results are not broken down by major and we are unable to conduct this particular assessment. We intend to replace this target in next year's plan. Discussion of related items is provided under Action.	<p>six, and one for more than 10. Two students reported receiving two job offers and one reported having received three.</p> <p>Starting next year, we will replace Achievement Target 2.2 with the following: Faculty will review and evaluate student responses to an item on our exit survey requesting they report career development activities (e.g., internship, job fair, apprenticeship) undertaken during their time at MUW. At least 66% of graduating seniors in psychology who complete our exit survey will report engaging in at least one career development activity.</p> <p>Assessment will be modified as noted.</p>
	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.	2024 - 2025	Target Not Met	Faculty do not monitor these types of informal channels and did not find out about any students being accepted to graduate programs in this manner. Our exit survey indicated that three students applied to graduate programs (range = 0–4); one student has been accepted to two.	<p>Psychology faculty met on 5/12/2025. Our exit survey indicated that three of the four graduating students applied to at least one program. One student was accepted to two programs; no other student reported program acceptance.</p> <p>Faculty expressed concerns about the usefulness of this assessment due to most students applying to graduate school after graduation. We decided that it would be more useful to focus on activities undertaken at MUW that are likely to strengthen graduate applications.</p> <p>Starting next year, we will modify Achievement Target 2.3 as follows: Faculty will review and</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2024 - 2025	Target Not Met	Faculty do not monitor these types of informal channels and did not find out about any students being accepted to graduate programs in this manner. Our exit survey indicated that three students applied to graduate programs (range = 0–4); one student has been accepted to two.	<p>evaluate student responses to an item on our exit survey requesting they report research-related activities (e.g., research assistantships, data collection in courses, assigned research papers) undertaken during their time at MUW. At least 66% of graduating seniors in psychology who complete our exit survey will report engaging in at least one research-related activity.</p> <p>Assessment will be modified as noted.</p>
Program - Religious Studies - Minor {2016-2017}	1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	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 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 Exam.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	Low-Enrolled Year 3 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action. The goals for Religious Studies assessment can be revised to focus on all students who take REL courses or cross-listed sections rather than just religious studies minors. However, actual assessment will be contingent on REL courses and cross-listed sections being taught, and none are scheduled for fall 2025. Goals can be revised and data collection planned if REL courses or cross-listed sections are planned for the spring 2026 semester. Keeping the demands on faculty's workloads in mind, we can also work to rebuild the program by recruiting faculty to teach cross-listed courses and recruiting students into the minor from those courses. Additionally, we can encourage and gauge student interest for planning to schedule core courses like REL 213 Religions of the World and REL 308 Women and Gender in

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.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	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 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 Exam.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	Western Religion with the hope that we can offer those more frequently and recruit students from those courses into the minor.
			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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	Low-Enrolled Year 3 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action. The goals for Religious Studies assessment can be revised to focus on all students who take REL courses or cross-listed sections rather than just religious studies minors. However, actual assessment will be contingent on REL courses and cross-listed sections being taught, and none are scheduled for fall 2025. Goals can be revised and data collection planned if REL courses or cross-listed sections are planned for the spring 2026 semester. Keeping the demands on faculty's workloads in mind, we can also work to rebuild the program by recruiting faculty to teach cross-listed courses and recruiting students into the minor from those courses. Additionally, we can encourage and gauge student interest for planning to schedule core courses like REL

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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	213 Religions of the World and REL 308 Women and Gender in Western Religion with the hope that we can offer those more frequently and recruit students from those courses into the minor.
	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	Low-Enrolled Year 3 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action. The goals for Religious Studies assessment can be revised to focus on all students who take REL courses or cross-listed sections rather than just religious studies minors. However, actual assessment will be contingent on REL courses and cross-listed sections being taught, and none are scheduled for fall 2025. Goals can be revised and data collection planned if REL courses or cross-listed sections are planned for the spring 2026 semester. Keeping the demands on faculty's workloads in mind, we can also work to rebuild the program by recruiting faculty to teach cross-listed courses and recruiting students into the minor from those courses. Additionally, we can encourage and gauge student interest for planning to

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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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	schedule core courses like REL 213 Religions of the World and REL 308 Women and Gender in Western Religion with the hope that we can offer those more frequently and recruit students from those courses into the minor.
			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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	Low-Enrolled Year 3 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action. The goals for Religious Studies assessment can be revised to focus on all students who take REL courses or cross-listed sections rather than just religious studies minors. However, actual assessment will be contingent on REL courses and cross-listed sections being taught, and none are scheduled for fall 2025. Goals can be revised and data collection planned if REL courses or cross-listed sections are planned for the spring 2026 semester. Keeping the demands on faculty's workloads in mind, we can also work to rebuild the program by recruiting faculty to teach cross-listed courses and recruiting students into the minor from those courses. Additionally, we can encourage and gauge student interest for planning to schedule core courses like REL

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			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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	213 Religions of the World and REL 308 Women and Gender in Western Religion with the hope that we can offer those more frequently and recruit students from those courses into the minor.
	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	Low-Enrolled Year 3 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action. The goals for Religious Studies assessment can be revised to focus on all students who take REL courses or cross-listed sections rather than just religious studies minors. However, actual assessment will be contingent on REL courses and cross-listed sections being taught, and none are scheduled for fall 2025. Goals can be revised and data collection planned if REL courses or cross-listed sections are planned for the spring 2026 semester. Keeping the demands on faculty's workloads in mind, we can also work to rebuild the program by recruiting faculty to teach cross-listed courses and recruiting students into the minor from those courses. Additionally, we can encourage and gauge student interest for planning to

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	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	schedule core courses like REL 213 Religions of the World and REL 308 Women and Gender in Western Religion with the hope that we can offer those more frequently and recruit students from those courses into the minor.
			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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	Low-Enrolled Year 3 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action. The goals for Religious Studies assessment can be revised to focus on all students who take REL courses or cross-listed sections rather than just religious studies minors. However, actual assessment will be contingent on REL courses and cross-listed sections being taught, and none are scheduled for fall 2025. Goals can be revised and data collection planned if REL courses or cross-listed sections are planned for the spring 2026 semester. Keeping the demands on faculty's workloads in mind, we can also work to rebuild the program by recruiting faculty to teach cross-listed courses and recruiting students into the minor from those courses. Additionally, we can encourage and gauge student interest for planning to

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			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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	schedule core courses like REL 213 Religions of the World and REL 308 Women and Gender in Western Religions with the hope that we can offer those more frequently.
	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	Low-Enrolled Year 3 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action. The goals for Religious Studies assessment can be revised to focus on all students who take REL courses or cross-listed sections rather than just religious studies minors. Keeping the demands on faculty's workloads in mind, we can also work to rebuild the program by recruiting faculty to teach cross-listed courses and recruiting students into the minor from those courses. Additionally, we can encourage and gauge student interest for planning to schedule core courses like REL 213 Religions of the World and REL 308 Women and Gender in Western Religions with the hope that we can offer those more frequently. This will be an appropriate and useful goal for this SAO and SPG if we have declared minors, but 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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	coordinator and Department Chair will need 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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The goals for Religious Studies assessment can be revised to focus on all students who take REL courses or cross-listed sections rather than just religious studies minors. Keeping the demands on faculty's workloads in mind, we can also work to rebuild the program by recruiting faculty to teach cross-listed courses and recruiting students into the minor from those courses. Additionally, we can encourage and gauge student interest for planning to schedule core courses like REL 213 Religions of the World and REL 308 Women and Gender in Western Religions with the hope that we can offer those more frequently. This will be an appropriate and useful goal for this SAO and SPG if we have declared minors, but the coordinator and Department Chair will need to determine if a

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			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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	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 contemporary expressions of world religious traditions.	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 results at the end of the academic year.	90% of students participating in the Exit Survey will report at least a 3 rating (satisfied) on a five-point scale that they have gained a broad understanding of religion as a human phenomenon and they understand the history and contemporary expressions of world religious traditions.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	Low-Enrolled Year 3 2024-2025. Collect 3 years of data before analyzing and determining an appropriate action. The goals for Religious Studies assessment can be revised to focus on all students who take REL courses or cross-listed sections rather than just religious studies minors. However, actual assessment will be contingent on REL courses and cross-listed sections being taught, and none are scheduled for fall 2025. Goals can be revised and data collection planned if REL courses or cross-listed sections are planned for the spring 2026 semester. Keeping the demands on faculty's workloads in mind, we can also work to rebuild the program by recruiting faculty to teach cross-listed courses and recruiting students into the minor from those courses. Additionally, we can encourage and gauge student interest for planning to

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	4.1 (SLO)	Religious studies minors will report that they have gained a broad understanding of religion as a human phenomenon and they understand the history and contemporary expressions of world religious traditions.	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 results at the end of the academic year.	90% of students participating in the Exit Survey will report at least a 3 rating (satisfied) on a five-point scale that they have gained a broad understanding of religion as a human phenomenon and they understand the history and contemporary expressions of world religious traditions.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	schedule core courses like REL 213 Religions of the World and REL 308 Women and Gender in Western Religions with the hope that we can offer those more frequently. For this particular indirect 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 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.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 FLS 102 Written Task average score = 86% FLS 102 Oral Task average score = 86% FLS 201 Written Task average score = 85% FLS 201 Oral Task average score = 81% Total average = 85%	Low Enrolled Year 3 2024-25 Dr. Vergara: Moving forward, I will continue to include enhanced, structured support specifically designed to assist students transitioning from online to in-person Spanish instruction and those who start farther behind than the rest of their peers. One of the strategies will include working closely with the new Spanish Peer Mentor to help her see the ways in which she can provide assistance to students outside of class. A challenge remains which is motivating these struggling students to seek help (to show up and do the work). Professor Holloway: The goal was met. We will continue the following: I find that some of my students have a very high level of Spanish when they enter my class and this may affect the high

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.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 FLS 102 Written Task average score = 86% FLS 102 Oral Task average score = 86% FLS 201 Written Task average score = 85% FLS 201 Oral Task average score = 81% Total average = 85%	outcomes achieved. I would like to be more assertive when it comes to meeting their needs and those of their fellow classmates by being thoughtful in moving them to appropriate levels that would benefit them more. I will discuss these changes with my colleague and the student’s advisor. If we determine there is a possibility that the student should be moved, my colleague and I will meet with the student and conduct further assessment prior to making the final recommendation. Also, I teach many honors students who have a different motivation to earn high marks.
			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,	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.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 FLS 202 Written Task average score = 81% FLS 202 Oral Task average score = 85% Total average = 83%	Low Enrolled Year 3 2024-25 Dr. Vergara: This year’s return to goal-level averages suggests that the adjustments made in response to last year’s challenges were effective. I plan to continue integrating both a detailed review of the ACTFL rubric and a dedicated practice session into the course structure, ensuring that students of varied backgrounds receive both clear expectations and guided opportunities to rehearse their skills. I will also continue monitoring patterns in student preparedness to adapt instruction and maintain consistent performance across sections.

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			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.	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.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 FLS 202 Written Task average score = 81% FLS 202 Oral Task average score = 85% Total average = 83%	Low Enrolled Year 3 2024-25 Dr. Vergara: This year’s return to goal-level averages suggests that the adjustments made in response to last year’s challenges were effective. I plan to continue integrating both a detailed review of the ACTFL rubric and a dedicated practice session into the course structure, ensuring that students of varied backgrounds receive both clear expectations and guided opportunities to rehearse their skills. I will also continue monitoring patterns in student preparedness to adapt instruction and maintain consistent performance across sections.
	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	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.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 FLS 102 Interpersonal Task average score = 90.5% FLS 201 Interpersonal Task average score = 85% Total average = 88%	Low Enrolled Year 3 2024-25 Dr. Vergara: As mention earlier, I plan to collaborate more intentionally with the new peer mentor to align her conversation practice sessions with our assessment goals. I will also explore opportunities for students to receive more structured feedback after the midterm assessment to help guide targeted improvement in real time. Professor Holloway: The goal was met. I find that some of my students have a very high level of Spanish when they enter my class and this may affect the high outcomes achieved. I would like to be more assertive when it comes to meeting their needs and those of their fellow classmates by being thoughtful in moving them to appropriate levels that would benefit them

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	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.	per class will be included in the assessment for a total 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.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 FLS 102 Interpersonal Task average score = 90.5% FLS 201 Interpersonal Task average score = 85% Total average = 88%	more. I will discuss these changes with my colleague and the student's advisor. If we determine there is a possibility that the student should be moved, my colleague and I will meet with the student and conduct further assessment prior to making the final recommendation. Also, I teach many honor students who have a different motivation to earn high marks.
			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.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 FLS 202 Interpersonal Task average score = 83%	Low Enrolled Year 3 2024-25 Dr. Vergara: : I will continue refining this balance of review and real-world interaction opportunities. In general, I can see that the detailed reinforcement of pronunciation, vocabulary, and rubric familiarity has showed measurable benefits, along with peer support (the peer mentor) and external resources (Talk Abroad). In addition, notable gains between midterm and final interpersonal tasks have helped inform my instruction and interventions.

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			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.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 FLS 202 Interpersonal Task average score = 83%	Low Enrolled Year 3 2024-25 Dr. Vergara: : I will continue refining this balance of review and real-world interaction opportunities. In general, I can see that the detailed reinforcement of pronunciation, vocabulary, and rubric familiarity has showed measurable benefits, along with peer support (the peer mentor) and external resources (Talk Abroad). In addition, notable gains between midterm and final interpersonal tasks have helped inform my instruction and interventions.
	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).	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 FLS 102 Interpretive Task average score = 95% FLS 201 Interpretive Task average score = 82% FLS 202 Interpretive Task average score = 88% Total average = 88%	Low Enrolled Year 3 2024-25 Dr. Vergara: FLS 201 saw a notable decline to 82%. I have been raising the bar for this assessment, which could explain the score. In which case, this signals an increase need to revisit strategies for teaching contextual guessing and inference. I plan to incorporate additional scaffolded reading activities, create clearer connections between classroom practice and rubric expectations to better support students’ interpretive development and reinforce metacognitive reading strategies (think-aloud modeling; pre-reading strategy discussions; annotation tasks to help them and I better understand their thinking; problem solving when comprehension breaks down; group discussions on strategy use & self-reflection). Professor Holloway: The goal was met. I find that some of my students have a very high level of

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	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).	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 FLS 102 Interpretive Task average score = 95% FLS 201 Interpretive Task average score = 82% FLS 202 Interpretive Task average score = 88% Total average = 88%	Spanish when they enter my class and this may affect the high outcomes achieved. I would like to be more assertive when it comes to meeting their needs and those of their fellow classmates by being thoughtful in moving them to appropriate levels that would benefit them more. I will discuss these changes with my colleague and the student's advisor. If we determine there is a possibility that the student should be moved, my colleague and I will meet with the student and conduct further assessment prior to making the final recommendation. Also, I teach many honor students who have a different motivation to earn high marks.
	2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	In FLS 102 & 202 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	The class average of students on the Cultural Differences Capstone Assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 FLS 102 Intercultural Capstone average score = 3.7 FLS 202 Intercultural Capstone average score = 2.5 Total average = 3	Low Enrolled Year 3 2024-25 Dr. Vergara: This year, I participated of the Faculty Undergraduate Research Mentor institute to find a way to better align the AAC&U rubric with my class objectives and student requirements (outcomes) through Course-based Undergraduate Research Experiences. I plan to implement this upcoming academic year the specific intercultural project that I've been working on, an intercultural visual representation of hope from the U.S. and Spanish-speaking countries. Professor Holloway: The goal was

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	2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	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.	The class average of students on the Cultural Differences Capstone Assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 FLS 102 Intercultural Capstone average score = 3.7 FLS 202 Intercultural Capstone average score = 2.5 Total average = 3	met. This particular assignment has two graded parts. The TalkAbroad Global Experiences assessment allowed the students to delve a little further into the cultural topic with a person from primarily Spanish-speaking country. They did very well sharing experiences and ideas about cultural norms and values with their TalkAbroad partners. I believe the cultural information covered during the year really came full circle when they were able to talk with someone from Latin America or Spain. They were better able to understand why certain situations were viewed in a particular way.
	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 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.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 6 majors (in BA or Spanish Teaching)	Low Enrolled Year 3 2024-25 Dr. Vergara: With six students now majoring in Spanish or Spanish Education, my aim is to maintain and build upon this progress. One issue that we do have to keep in mind is that majors require at some point that we offer them 12-15 credits per semester in order to graduate on time. We typically offer 9 upper-level credits (3 courses). I hope that we remain open to the possibility of offering summer courses or independent studies to move these students along. If we don’t, we won’t be able to sustain a major in Spanish. In addition, I’d like for us to continue working on last year’s actions. For now, funding has been an issue. This summer, I’ve started looking for possible partnerships or ways to support a similar endeavor on campus that might already be established or

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	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 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.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 6 majors (in BA or Spanish Teaching)	have more funding. Professor Holloway: We continue to work on recruitment and funding to provide high quality programs or activities to help us recruit and retain students to complete at least 4 semesters of Spanish which would give them the Certificate of Competencies in Spanish Language and Culture.
			Number of minors from Enrollment Reports and student advisors.	An increase in minors over the next three years, a total of 5 students.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 5 declared minors 2 undeclared	Low Enrolled Year 3 2024-25 Dr. Vergara: With six Spanish majors and seven total minors this year, we met our goals for both categories. To build on this momentum, we will continue promoting the value of Spanish as a complement to other majors by enhancing our presence and increasing visibility. I'll also look into developing a first-year outreach strategy and to emphasize the versatility and marketability of a Spanish minor or second major. This is one of the reasons why I have accepted the request to be a UN 101 instructor this coming fall semester. Professor Holloway: We continue to work on recruitment and

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Number of minors from Enrollment Reports and student advisors.	An increase in minors over the next three years, a total of 5 students.	2024 - 2025	Target Met	Low Enrolled Year 3 2024-25 5 declared minors 2 undeclared	funding to provide high quality programs or activities to help us recruit and retain students to complete at least 4 semesters of Spanish which would give them the Certificate of Competencies in Spanish Language and Culture.
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 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.	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 1 2024-2025. No transfer students met the criteria for this assessment.	Low-Enrolled Year 1 2024-2025. Since there were no students to review, no changes were made.
			Originally, assessment was rotated with graduating Seniors being reported in odd-					

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.	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.	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 1 2024-2025. No transfer students met the criteria for this assessment.	Low-Enrolled Year 1 2024-2025. Since there were no students to review, no changes were made.
			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	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	2024 - 2025	Target Met	Low-Enrolled Year 1 2024-2025. 1 student received a "Strong Pass" on the rubric	Low-Enrolled Year 1 2024-2025. This assessment has been consistent, so we will continue to use it. (

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			<p>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 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</p>	<p>Interview/Audition Project Rubric a “strong pass” in two of the three following categories: performance/presentation; craftsmanship; and interpretation.</p>	2024 - 2025	Target Met	<p>Low-Enrolled Year 1 2024-2025. 1 student received a "Strong Pass" on the rubric</p>	<p>Low-Enrolled Year 1 2024-2025. This assessment has been consistent, so we will continue to use it. (</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2024 - 2025	Target Met	Low-Enrolled Year 1 2024-2025. 1 student received a "Strong Pass" on the rubric	Low-Enrolled Year 1 2024-2025. This assessment has been consistent, so we will continue to use it. (
			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.	2024 - 2025	Target Met	Low-Enrolled Year 1 2024-2025. 1 senior and 1 sophomore assessed for an average score of 3.5	Low-Enrolled Year 1 2024-2025. 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					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			more rigorous with 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.	2024 - 2025	Target Met	Low-Enrolled Year 1 2024-2025. 1 senior and 1 sophomore assessed for an average score of 3.5	Low-Enrolled Year 1 2024-2025. 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					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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 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.	2024 - 2025	Target Met	Low-Enrolled Year 1 2024-2025. 1 senior and 1 sophomore assessed for an average score of 3.5	Low-Enrolled Year 1 2024-2025. 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.	2024 - 2025	Target Met	Low-Enrolled Year 1 2024-2025. 1 out of 1 (100%) answered questions #3 and #4 satisfactorily, showing an understanding of the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related document on Student responses	Low-Enrolled Year 1 2024-2025. We will continue to use this assessment method.
			At the end of the spring semester, the department chair will review transcripts of TH 360 students to	The collective average of all TH 360 students' final grades will be 90%.	2024 - 2025	Inconclusive	Low-Enrolled Year 1 2024-2025. There were no students enrolled in TH 360 or ED 407 to evaluate.	Low-Enrolled Year 1 2024-2025. Since there were no students enrolled, there was no action s taken on the assessment method.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			determine if achievement target was met.	The collective average of all TH 360 students' final grades will be 90%.	2024 - 2025	Inconclusive	Low-Enrolled Year 1 2024-2025. There were no students enrolled in TH 360 or ED 407 to evaluate.	Low-Enrolled Year 1 2024-2025. Since there were no students enrolled, there was no action s taken on the assessment method.
			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.	2024 - 2025	Target Met	Low-Enrolled Year 1 2024-2025. 1 freshmen, 1 transfer and 1 junior were evaluated for an average grade of 3.5	Low-Enrolled Year 1 2024-2025. The assessment still works so we see no need to change it.
			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, first	2024 - 2025	Target Met	Low-Enrolled Year 1 2024-2025. One freshman, one junior and one transfer were evaluated for an average score of 3.25.	Low-Enrolled Year 1 2024-2025. We will continue to use this assessment method.

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.	2024 - 2025	Target Met	Low-Enrolled Year 1 2024-2025. One freshman, one junior and one transfer were evaluated for an average score of 3.25.	Low-Enrolled Year 1 2024-2025. We will continue to use this assessment method.
	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 1 2024-2025. No sophomores were available for assessment	Low-Enrolled Year 1 2024-2025. Since there was no data, no actions were taken this year.
			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.	2024 - 2025	Target Met	Low-Enrolled Year 1 2024-2025. One graduating senior reached the minimum threshold, scoring a 90 in three categories and an 82 in the fourth.	Low-Enrolled Year 1 2024-2025. This method of assessment works well so we will not be changing it 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.	2024 - 2025	Target Met	Low-Enrolled Year 1 2024-2025. One student was analyzed and scored a 92 on the rubric	Low-Enrolled Year 1 2024-2025. WE will continue to use this method of assessment for graduating seniors.
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	2024 - 2025	Target Met	Low-Enrolled Year 3 2024-2025. Ten essays were collected and assessed by two faculty members with	Low-Enrolled Year 3 2024-2025. It is advised to either reevaluate the rubric being used for this target or to reconsider the

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.	2024 - 2025	Target Met	<p>varying methods and results. The range of responses was from : 1.8-3.0 The mean of the responses was unclear because of the inconsistency in the assessment data.</p> <p># Students Assessed: 10 # Students Met Target: For evaluator 1 and the criteria they were able to assess on the rubric, 7 out of 10 students met the target. Evaluator 2 did not offer a complete assessment in most of the targets on the rubric, there is not enough information to fully determine if the students met this target. Evaluator 1 was able to assess 3.5 out of the 6 categories, with some essays meeting some of the criteria that Evaluator 2 left blank.</p> <p>Notes: Although the enrollment has greatly improved in this course, the evaluators had difficulty applying the rubric consistently because some of the points for assessment either did not align with the paper assignment or the essay did not clearly address some components of the rubric.</p> <p>I took the information that was available and tried to determine averages across areas where both</p>	assignments that are used for this target. It would be worth considering using a different rubric that better aligns with the assignments going forward.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Women's Gender, and Sexuality Studies (including Minor) - BA {2016-2017}	1.1 (SLO, GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	1.1a In a sample group of at least 10 essays from students enrolled in WS 200 Introduction 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.	Students will score an average of at least a 2 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	2024 - 2025	Target Met	evaluators provided data.	Low-Enrolled Year 3 2024-2025. It is advised to either reevaluate the rubric being used for this target or to reconsider the assignments that are used for this target. It would be worth considering using a different rubric that better aligns with the assignments going forward.
			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	2024 - 2025	Target Met	Low-Enrolled Year 3 2024-2025. The range of the responses was: 1.6-3.6 The median of the responses was as follows: 2.64 and 2.38 According to the target, the results indicate that, on average, 2 students meet the target.	Low-Enrolled Year 3 2024-2025. We will continue to recruit actively from the Women's College cohort into this WGS course and the major and minor. We will continue to use the Critical Thinking Value Rubric to assess written essays and report the data.
	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	At the end of their mentoring or internship experience, students will complete a "Reflective Essay" including evidence of	90% of students will be able to provide at least two specific examples of personal or intellectual growth in their	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. This course was not offered as there were no students enrolled in the program who had progressed to this stage.	Low-Enrolled Year 3 2024-2025. When there are students who progress to this stage of the program, we will collect, assess, and report the data.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SAO)	experience with a woman who works in a non-traditional field, in a non-profit organization with a connection to improving women's lives, or in a field which documents women's lives and experiences.	intellectual and personal growth in their hands-on knowledge of both the diversity and commonalities of women's experiences. Faculty will review and analyze the students' essays to determine if achievement target was met.	knowledge about women's experiences which was gained during their mentoring or internship experience.	2024 - 2025	Inconclusive	There is no data to assess	Low-Enrolled Year 3 2024-2025. When there are students who progress to this stage of the program, we will collect, assess, and report the data.
	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.	2024 - 2025	Target Met	<p>Low-Enrolled Year 3 2024-2025. Nine essays from the upper-level Women's Studies courses were collected. Two faculty members applied the Inquiry and Analysis Value Rubric, and the averages of both scores on the essays were as follows:</p> <p>Nine essays collected and assessed, ranging from 1.2-4.0 across both assessments. Because one set of scores was very high and the other was consistently lower, I took the mean of both assessments and used that data to determine the result.</p> <p>The Mean of those collected essays is: 2.42 For one assessment, five students met the target score. With the other assessment, 9 students met the target score of 2.</p> <p>This poses a dilemma: either the assessments are</p>	Low-Enrolled Year 3 2024-2025. We will continue to collect the essays and apply the Inquiry and Analysis Value Rubric. Because of the large gaps in scoring, I do recommend adding a third assessment evaluator to ensure accuracy in applying the rubric.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2024 - 2025	Target Met	off, or the interpretation of the rubric benchmarks needs to be reassessed. In either case, I averaged the scores for both assessments, and based on that, only 9 students met the target score of 3.	Low-Enrolled Year 3 2024-2025. We will continue to collect the essays and apply the Inquiry and Analysis Value Rubric. Because of the large gaps in scoring, I do recommend adding a third assessment evaluator to ensure accuracy in applying the rubric.
			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.	2024 - 2025	Target Not Met	<p>Low-Enrolled Year 3 2024-2025. Nine 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:</p> <p>Nine essays collected and assessed ranging from 0.8-4.00 across both assessments. Because one set of scores was very high and the other was very low, I took the mean of both assessments and used that data to determine the result.</p> <p>The Mean of those collected essays is 2.31 For one assessment, no students met the target score. With the other assessment, 8 students met the target score of 3.</p> <p>This poses a dilemma, either the assessments are off, or the the</p>	Low-Enrolled Year 3 2024-2025. We will continue to collect upper level WGS essay and apply the Value rubric on Critical Thinking. We should make sure that the rubric benchmarks are clear as to prevent such vastly different scoring. It might be useful to have another faculty member assess.

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.	2024 - 2025	Target Not Met	interpretation of the rubric benchmarks needs to be reassessed. In either case, I averaged the scores for both assessments, and based on that, only 3 students met the target score of 3.	Low-Enrolled Year 3 2024-2025. We will continue to collect upper level WGS essay and apply the Value rubric on Critical Thinking. We should make sure that the rubric benchmarks are clear as to prevent such vastly different scoring. It might be useful to have another faculty member assess.
	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. 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.	Low-Enrolled Year 3 2024-2025. 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.
	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. 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 3 2024-2025. When there are students enrolled who progress to the Capstone Stage, we will collect, assess, and report the data.
			Women’s Studies faculty (a group of at least three faculty) who attend the students’ Capstone presentations and review the final projects will score the	100% of all WS Capstone students will average a score of at least a 3 (upper level milestone) or higher on all three AAC&U VALUE	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. There were no Senior Capstone students to present final projects, so there is no data to assess at this time	Low-Enrolled Year 3 2024-2025. Because there were no Capstone projects, there were no Capstone presentations to review. When we have Capstone projects and presentations, the data will be collected, assessed, and

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			students' work using the AAC&U VALUE rubrics on Critical Thinking, Oral Communication, and Information Literacy.	rubrics applied to their final projects. An average of the faculty scores will be used to determine the students' final scores.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. There were no Senior Capstone students to present final projects, so there is no data to assess at this time	recorded.
	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.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. The 2025 survey was not administered. The office of Assessment will no longer administer this survey, so there are no results to assess.	Low-Enrolled Year 3 2024-2025. Since the survey will no longer be administered by the assessment office, the department should utilize its own interdepartmental survey to track program efficiency. This additional survey is not needed.
			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	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. The 2025 survey was not administered. There is no data to collect or assess.	Low-Enrolled Year 3 2024-2025. Since the survey will no longer be administered by the assessment office, the department should utilize its own interdepartmental survey to track program efficiency. This additional survey is not needed.
			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.	75% of students are enrolled in graduate programs, employed in the field, or employed in a field where they regularly utilize the skills acquired in the Women's Studies program.	2024 - 2025	Inconclusive	Low-Enrolled Year 3 2024-2025. No departmental Surveys were circulated at the end of this year because we had no graduates of 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.	Low-Enrolled Year 3 2024-2025. We will administer a survey when we have graduates of the program. The survey will be sent via email instead of social media platforms.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	2024 - 2025	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 assignment 3.5 written assignment	Although this course is low enrolled, it is heavily attended with international students. We will continue to collect annotated bibliographies and apply the rubric. The results will be analyzed and recorded. Enrollment for the upcoming term has increased a bit, so there should be more data in the next reporting cycle.
	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.	2024 - 2025	Target Met	Two essays were collected and analyzed for the article review assignment. The average results are as follows: 3.5 3.0	We will continue to collect the assignments and use the rubric to assess the materials. The data will be recorded. Although this course was low enrolled, the enrollment numbers for the upcoming term are increasing.
	1.3 (SLO & RO)	The student will produce a master’s level project/thesis with a review of relevant literature and analysis of primary and secondary sources, based on an original idea connected with the development of leadership in women and girls.	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 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.	2024 - 2025	Target Met	Two 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 using the Integrative Learning Value Rubric to assess theses. Also, the course title and number is WS 599 Thesis.
	2.1 (SLO)	The students will complete direct mentor or internship experience with a	At the end of their mentoring or internship experience, students will complete	100% of students who complete WS 510 (required practicum) will be	2024 - 2025	Target Met	In the Fall 2024 and Spring 2025, two students completed internships and submitted a reflection	We will continue to collect reflective essays, weekly journals, and evaluation letters and assess them accordingly. The

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	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.	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.	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.	2024 - 2025	Target Met	<p>essay, weekly journals, and an evaluation letter. I 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.</p> <p>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</p>	results will be recorded
			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 range from 1 Unsatisfactory, 2 Slightly dissatisfied, 3 Satisfactory to 4 Highly Satisfactory) from their mentor/supervisor.	2024 - 2025	Target Met	<p>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: 4 4</p> <p>All students received highly satisfactory comments and reviews from their internship supervisors</p>	We will continue to collect evaluation letters from internship supervisors. The results will be analyzed and recorded.
	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	100% of MA in Women’s Leadership graduates will complete graduate level coursework in at least three other areas with prefixes other than WS.	2024 - 2025	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. Our international student interest is still	We will continue to offer diverse and interdisciplinary courses to satisfy the women's leadership degree. We are also actively recruiting faculty to joining the program as adjuncts and affiliates. This will help us maintain the interdisciplinary nature of the degree program.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	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.	2024 - 2025	Target Met	significant, but there are some concerns that fewer of them are getting through the Visa process for face to face study. So, those enrolled online from their home countries need additional support. Students are responding well to offerings inside the department as well as the options in other departments. This makes our interdisciplinary program appealing to a range of students. 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 offer diverse and interdisciplinary courses to satisfy the women's leadership degree. We are also actively recruiting faculty to joining the program as adjuncts and affiliates. This will help us maintain the interdisciplinary nature of the degree program.
	3.2 (SPG A.1)	Students who take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature will complete papers or projects in those classes with either a direct or indirect focus on women's issues or women's	The program director will apply a simple check off rubric to a sample group of at least five papers from at least three graduate level courses taken in other disciplines by Women's Leadership graduate students over the academic year.	The program director will collect a sample set of at least five papers from at least three graduate level courses taken in other disciplines by program students over the academic year, and using a simple check off method (1. Paper or project DOES MEET the women's issues content expectations of the MS in Women'	2024 - 2025	Target Met	Five papers were collected across three courses. Those papers were assessed with a simple check off rubric to 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	We will continue to collect papers from Women's Leadership Courses to ensure that those essays meet the requirements of the check off rubric.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SPG A.1)	leadership.	The program director will apply a simple check off rubric to a sample group of at least five papers from at least three graduate level courses taken in other disciplines by Women's Leadership graduate students over the academic year.	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.	2024 - 2025	Target Met	All student papers meet the expected requirements of the program	We will continue to collect papers from Women's Leadership Courses to ensure that those essays meet the requirements of the check off rubric.
	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.	2024 - 2025	Target Met	<p>The written exit survey was created and sent via email to recent completers of the program.Two students were sent surveys, and they were returned by the time of this report. The results of the survey are as follows:</p> <ol style="list-style-type: none"> 1. Very satisfied 2. Very satisfied <p>The students who returned the survey were the last two graduates of the program, and they all had positive things to say about their time in the program and their prospects since completing it</p>	The exit survey will continue to be used to determine effectiveness of the program.
			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	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	2024 - 2025	Target Met	Two students completed and defended their thesis projects in May 2025. After completing the defenses, both students were assessed using the Rubric. The average results are as follows: Range: 3.6-3.8 Mean: 3.7	One student was a new member of the Women's College Fellows class and she presented her thesis research to the Women's College undergraduate cohort in preparation for her thesis defense. This practice will continue with Women's College Fellows in Women's Leadership. We will also continue using the AAC&U Value Rubrics on Critical

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			Rubrics on Critical Thinking, Oral Communication, and Integrative Learning.	faculty committee's scores will be used to determine the students' final scores.	2024 - 2025	Target Met	3.6 written 3.8 written	Thinking to assess theses.
	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	2024 - 2025	Inconclusive	Per the Director of Institutional Research & Assessment, the Office of Institutional Research & Assessment will no longer conduct/administer the alumni survey. The hope is that the MUW Alumni Affairs office will take on this task. There is no data to assess.	Per the Director of Institutional Research & Assessment, the Office of Institutional Research & Assessment will no longer conduct/administer the alumni survey. The hope is that the MUW Alumni Affairs office will take on this task. Since we cannot be sure that another office will assume this task, this target needs to be re-evaluated. Since the Department already circulates a survey of program graduates each year, this three year survey was redundant in many ways and could be eliminated or replaced with a different metric. The Assessment director will discuss this with the department chair in the hopes of finding a solution.
			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.	75% are employed in the field or employed in a field where they regularly utilize the skills acquired in the master's of Women's Leadership program.	2024 - 2025	Inconclusive	Per the Director of Institutional Research & Assessment, the Office of Institutional Research & Assessment will no longer conduct/administer the alumni survey. The hope is that the MUW Alumni Affairs office will take on this task. So, there is no data to collect and assess.	Per the Director of Institutional Research & Assessment, the Office of Institutional Research & Assessment will no longer conduct/administer the alumni survey. The hope is that the MUW Alumni Affairs office will take on this task. Since we cannot be sure that another office will assume this task, this target needs to be re-evaluated. Since the Department already circulates a survey of program graduates each year, this three year survey was redundant in many ways and could be eliminated or replaced

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	75% are employed in the field or employed in a field where they regularly utilize the skills acquired in the master's of Women's Leadership program.	2024 - 2025	Inconclusive	Per the Director of Institutional Research & Assessment, the Office of Institutional Research & Assessment will no longer conduct/administer the alumni survey. The hope is that the MUW Alumni Affairs office will take on this task. So, there is no data to collect and assess.	with a different metric. The Assessment director will discuss this with the department chair in the hopes of finding a solution.
			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.	2024 - 2025	Target Met	A written exit survey was submitted to the recent graduates of the program. Of the 2 students who were sent surveys, 2 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. The student is an entrepreneur and plans to pursue a doctoral degree after a year's break. Student 2- Student is starting a full-time teaching position in the fall, and will be a soccer coach. This student is currently working full-time on a work Visa . 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	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 issue the survey at the completion of the thesis defense/graduation and provide support to those students as they transition into their careers and other educational pursuits.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			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.	2024 - 2025	Target Met	there has been an increase in program completers who find employment and continue their educational pursuits in doctoral programs or related master's programs.	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 issue the survey at the completion of the thesis defense/graduation and provide support to those students as they transition into their careers and other educational pursuits.