

Student Achievement Outcome Results Report 2016-2017

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|--|---|---------------------|--|--|----------------|--|
| Program - Accounting (including Minor) - BS {2016-2017} | Students will engage in relevant, industry-based, value-added learning activities for the purpose of acquiring employment immediately upon graduation. | 5.1 (SAO) | Students will be able to demonstrate the role of ethics and understand the implications of their actions on themselves, their colleagues, their profession, the business community and society as a whole. | 80% of students will pass an ethics exam administered in the capstone course with a 70 or above. | Target Not Met | 50% of Accounting students passed the ethics exam in the capstone course with a 70 or above. |
| Program - Art Education - BFA {2016-2017} | Students will anticipate desirable outcomes for 21st century art teachers including skills, knowledge, understanding, and values/dispositions . | 7.1 (SAO & PO 2.c.) | Students will prepare for a position as an art educator at a public school or private school, art museum, or community organization. | Students will have an average score of at least a 2 or higher on a 0-3 scale on the Resume Rubric. | Inconclusive | I have not taught this course yet. I plan to do so in Fall 2017 semester. |
| Program - Biology (including Minor and Secondary Education Certification) - BA, BS {2016-2017} | The student will tap into the interdisciplinary nature of science, in both understanding material across disciplines and in communicating and collaborating across disciplines. | 2.2 (SAO) | In keeping with the University Mission to provide “a high-quality undergraduate education” and in keeping with the Biology program goal of having students understand “material across disciplines,” the student will learn the concepts covered by a commercial, nationally-administered Major Fields Test in biology, taken in their final semester before graduation. | More than 50% of the students taking the Major Fields Test will score above the 50th percentile ranking when comparing their performance to those of students across the nation taking the same test in the same year. | Target Not Met | Target not met. Only 12% of the students (2/17) scored above the 50th percentile ranking in the assessed activity. |
| Program - Business Administration (including Minors and Certificates) - BAS {2016-2017} | Students will engage in relevant, industry-based, value-added learning activities for the purpose of acquiring employment immediately upon graduation. | 5.1 (SAO) | Students will be able to demonstrate the role of ethics and understand the implications of their actions on themselves, their colleagues, their profession, the business community and society as a whole. | 80% of students will pass an ethics exam administered in the capstone course with a 70 or above. | Target Not Met | 53% of General Business students passed the Ethics Exam with a 70 or above 47% of MIS students passed the Ethics Exam with a 70 or above. Please note this data contains both BAS and BS students since both are administered the Ethics exam. |
| Program - Business Administration | Students will engage in relevant, | 5.1 (SAO) | Students will be able to demonstrate the role of ethics and understand the | 80% of students will pass an Ethics Exam administered in the capstone | Target Not Met | 53% of General Business students passed the Ethics Exam with a 70 or |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|--|--|---------------------|--|--|----------------|---|
| (including Minors and Certificates) - BS {2016-2017} | industry-based, value-added learning activities for the purpose of acquiring employment immediately upon graduation. | 5.1 (SAO) | implications of their actions on themselves, their colleagues, their profession, the business community and society as a whole. | course with a 70 or above. | Target Not Met | <p>above.</p> <p>47% of MIS students passed the Ethics Exam with a 70 or above.</p> <p>33% of Management students passed the Ethics Exam with a 70 or above.</p> <p>0% of Marketing students passed the Ethics Exam with a 70 or above.</p> |
| Program - Business Administration - MBA {2016-2017} | Students enrolled in the MBA program will complete the program. | 3.1 (SAO) | Students will be able to successfully complete the MBA program. | 50% of students who enroll in the MBA program will graduate from the program. | Target Met | As measured at 150% time to degree completion, 100% of students admitted in the Fall 2014 semester had graduated by conclusion 2016-2017 academic year. |
| Program - Chemistry (including Minor) - BS {2016-2017} | Chemistry majors will effectively connect concepts covered in both general and upper-level chemistry courses. | 3.1 (SAO & SLO) | TSW demonstrate a general knowledge of the major branches of chemistry covered on the Chemistry Major Field Test (MFT) from the Educational Testing Service (ETS). | 90% of Chemistry majors taking the Chemistry MFT will score in the satisfactory level (25th percentile) or higher. | Target Met | There was one Chemistry major who graduated in May 2017. The student took the Chemistry Major Fields Test (MFT) during the semester of his graduation. He scored in the 37th percentile. Target was met. |
| Program - Communication (including Minor) - BA, BS {2016-2017} | During their time in the Communication program, students will be prepared for professional work or graduate studies. | 3.1 (SAO) | Students will complete professional portfolios that showcase their skills for potential employers or graduate schools. | At least 90 percent of assessed student portfolios will score at least 80 on the 100-point Communication Student Portfolio rubric. | Target Met | The mean score for the sampled student portfolios was 92.5 on a 100-point scale using the departmental Communication Student Portfolio rubric. Of the 10 portfolios sampled, 9 scored 80 or better, for a total of 90 percent. Overall, these results are very positive and indicate students near completion of the program have amassed a substantial body of professional work and demonstrated the ability to organize this work into a coherent portfolio. |
| Program - Creative Writing - MFA {2016-2017} | Students will demonstrate familiarity with the literary marketplace and other outlets for creative writers. | 3.1 (SAO & PO 2.d.) | Students will publish their work in appropriate publications for their genres. | 90% of students participating in the Master's Thesis Survey will report that by the time they defend their thesis they have published at least one work in a literary journal or had a play published or produced or had their writing published in another outlet appropriate to the genre. | Target Met | Our students have published their work in many journals. The 2 students who are completing their theses both have published at least one work. One of our students recently signed a 3-book contract for a sci-fi trilogy. Our other student recently had an essay published in Ninth Letter. These are only the two most recent |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|---|--|---------------------|---|--|----------------|--|
| Program - Creative Writing - MFA {2016-2017} | Students will demonstrate familiarity with the literary marketplace and other outlets for creative writers. | 3.1 (SAO & PO 2.d.) | Students will publish their work in appropriate publications for their genres. | 90% of students participating in the Master's Thesis Survey will report that by the time they defend their thesis they have published at least one work in a literary journal or had a play published or produced or had their writing published in another outlet appropriate to the genre. | Target Met | publications by these writers. |
| Program - Culinary Arts (including Minor) - BS, BAS {2016-2017} | Students will gain an appropriate understanding of acceptable food safety and sanitation procedures. | 1.2 (SAO & SLO) | Students will successfully become ServSafe certified by passing the ServSafe examination. | 60% of students will be awarded a Servsafe certificate. | Target Met | Of the 36 students who took the ServSafe certification during the 2016-2017 academic year, 28 students received a Passing score and earned a SerSave certificate. See related document for spreadsheet of score breakdowns. |
| Program - Culinary Science/Culinology - BS {2016-2017} | Students will gain an appropriate understanding of acceptable food safety and sanitation procedures. | 1.2 (SAO & SLO) | Students will successfully become ServSafe certified by passing the ServSafe examination. | 60% of students will be awarded a Servsafe certificate. | Target Met | While none of the students in this course are declared Culinology majors, this course is also a required course of the BS in Culinary Arts degree. Of the 36 students who took the ServSafe certification during the 2016-2017 academic year, 28 students received a Passing score and earned a SerSave certificate. See related document for spreadsheet of score breakdowns. |
| Program - Educational Leadership - ME {2016-2017} | Candidates demonstrate leadership skills for organizing and managing a K-12 environment for the academic success and well-being of all students. | 2.1 (SAO) | Candidates demonstrate leadership skills for organizing and managing a K-12 environment for the academic success and well-being of all students by successfully completing the School Leaders Licensure Assessment (SLLA) exam. | Candidates demonstrate leadership skills for organizing and managing a K-12 environment for the academic success and well-being of all students by successfully completing the SLLA exam. 80% of students will pass the SLLA exam. | Target Not Met | 73% of candidates passed the SLLA exam |
| Program - Elementary Education - BS {2016-2017} | Candidates demonstrate an understanding of and are able to apply knowledge and skills specific | 1.1 (SAO & SLO) | Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit. | Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit and by scoring | Target Met | All candidates scored 80% or above on the Interdisciplinary Unit |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|---|--|-----------------|--|---|--------------|---|
| Program - Elementary Education - BS {2016-2017} | to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1). | 1.1 (SAO & SLO) | Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit. | an average of 80% or above on the Interdisciplinary Unit Rubric. | Target Met | All candidates scored 80% or above on the Interdisciplinary Unit |
| | Candidates demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards for P-12 learners (Council of Accreditation for Educator Preparation, CAEP 1.4). | 2.1 (SAO & SLO) | Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by successfully teaching K-6 students. | Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career- supportive environments by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on the Teacher Intern Assessment Instrument. | Target Met | 100% of the candidates scored 2 or above on the TIAI |
| Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017} | The English program will meet students’ needs by preparing them for graduate or professional school and/or the workforce. | 3.2 (SAO) | Students will be actively engaged utilizing their English degrees. | 25% of students participating in the Alumni Survey will state that they are enrolled in graduate/professional degree program. | Inconclusive | The Alumni survey will not be sent out again until 2019 |
| | | 3.2 (SAO) | Students will be actively engaged utilizing their English degrees. | 5% increase from the previous academic year of English alumni students participating in the Official Departmental Social Media Survey stating that they are either employed in their field of study or in a field where they regularly use the skills acquired in the English program or are enrolled in a graduate/professional program. | Inconclusive | We did not compose an official social media survey, which makes our data more anecdotal than specific. This was a mistake we will not make again. However, we do keep up with our students' employment and graduate school successes. And two 2015 graduates who took a year off this year have now been accepted to graduate school for the fall in English and Creative Writing. All of last year's students who completed teacher certification are now in teaching jobs. Two of the Four TC students who just graduated in May 2017 have teaching |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|--|--|-----------------|---|---|--------------|--|
| | | 3.2 (SAO) | Students will be actively engaged utilizing their English degrees. | 5% increase from the previous academic year of English alumni students participating in the Official Departmental Social Media Survey stating that they are either employed in their field of study or in a field where they regularly use the skills acquired in the English program or are enrolled in a graduate/professional program. | Inconclusive | jobs already. Those who are working out of their field (such as one in management of a store) indicate that our degree prepared them to do well on writing reports and creating resumes and letter. In May, 2017, a 2009 graduate completed her Ph.D in English. One of our May, 2017 graduates was awarded a prestigious Strode English Assistantship at the University of Alabama--fully funded with a stipend and research travel money. Two 2015 graduates have completed Master's in Teaching degrees and have taught English in Mississippi public schools for two years. One 2015 graduate has been teaching English in China for a year and has signed a contract for next year. |
| | | 3.2 (SAO) | Students will be actively engaged utilizing their English degrees. | 85% of students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the English program. | Inconclusive | The Alumni Survey will not be sent out again until 2019. |
| Program - Family Nurse Clinician (including Certificate) - MSN {2016-2017} | Prepare advanced practice nurses who demonstrate mastery of expected national competencies including the abilities to assess, diagnose, and manage a broad scope of acute and chronic health issues in primary care. | 1.1 (SAO & SLO) | Participate as a member and leader of interprofessional teams to manage and coordinate safe and quality patient care. | 90% of graduates are successful in passing the FNP Certification exam (either ANCC or AANPCP) on graduation of the program. | Target Met | MSN: AANPCB certification body reported 22 attempts overall with 19 passes first write (90%) and 20 total passes (95%); ANCC reported 20 examinees with 17 passes (85%). 33 total sat for exams and all 33 passed either AANPCB or ANCC certification exams (100%). Post-Graduate APRN: ANCC reported 1 examinee and 1 pass (100%); no post-graduates took the AANPCB exam reported 1 examinee but did not report pass rate, however, the graduate reported passing and she is currently licensed and practicing (100%) |
| | | 1.3 (SAO & SLO) | Provide leadership in practice to promote high quality, safe, cost-effective, culturally appropriate, and | All students (100%) will complete the final clinical check off with a minimum grade of B prior to | Target Met | 100% of MSN students completed the final clinical check off with a minimum grade of B prior to graduation. |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|---|--|-----------------|--|--|-------------|---|
| Program - Family Studies (including Minor) - BS {2016-2017} | Students will conduct themselves in a professional and an ethical manner when working with families. | 1.3 (SAO & SLO) | ethical patient care. | graduation according to the course and program guidelines. | Target Met | 100% of Post-Graduate APRN students completed the final clinical check off with a minimum grade of B prior to graduation. |
| | | 2.2 (SAO) | Students will experience clinical practice to become qualified CFLEs. | 100% of students will earn at least a grade of B on the Worksite Supervisor's Evaluation Rubric form from their internship site supervisor for the FS 499, Field Experience in Family Studies Occupations Course. | Target Met | 100% of students in FS 499 earned a grade of A from their site supervisors; thus, the target was met. |
| | | 2.2 (SAO) | Students will experience clinical practice to become qualified CFLEs. | 100% of students will earn at least an average score of 24 on the Worksite Supervisor's Evaluation Rubric form from their internship site supervisor for the FS 499, Field Experience in Family Studies Occupations Course. | Target Met | 100% of students earned an average score of 30 on the rubric; thus, the target was met. |
| | | 2.3 (SAO) | Students will feel that the Family Studies program has prepared them to work professionally and ethically upon graduating. | Participating students' will report that they feel the Family Studies program has prepared them to work ethically upon graduating by having an average rate of satisfaction on the Senior Exit Survey as a 6 on a scale of 1 to 10. | Target Met | Students rated their preparation for ethical behavior a 9.2 on a scale of 1 to 10; thus, the target was met. |
| | | 2.3 (SAO) | Students will feel that the Family Studies program has prepared them to work professionally and ethically upon graduating. | Participating students' will report that they feel the Family Studies program has prepared them to work 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. | Target Met | The average satisfaction rating for students in the course was a 9 on a scale of 1 to 10; thus, the target was met. |
| Program - Film Studies - Minor {2016-2017} | Students will exhibit the ability to understand and critically assess films. | 1.2 (SAO) | Students will demonstrate awareness of films from a variety of genres, cultures, and time periods. | At least 80 percent of students surveyed will report having viewed films from another country. | Target Met | 100 percent of students surveyed (from FLM 101, COM 303 & FLM 301) reported viewing at least one film from another country. |
| | | 1.2 (SAO) | Students will demonstrate awareness of films from a variety of genres, cultures, and time periods. | At least 80 percent of students surveyed will report having viewed films from more than two distinct time periods. | Target Met | 83.7 percent of students surveyed reported watching films from more than two distinct time periods. (93 percent reported two or more time periods.) Results indicate students are being exposed to a broad variety of |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|---|--|--------------|--|---|-------------|---|
| | | 1.2 (SAO) | Students will demonstrate awareness of films from a variety of genres, cultures, and time periods. | At least 80 percent of students surveyed will report having viewed films from more than two distinct time periods. | Target Met | films. |
| | | 1.2 (SAO) | Students will demonstrate awareness of films from a variety of genres, cultures, and time periods. | At least 90 percent of students surveyed will report having viewed films from more than two genres. | Target Met | 100 percent of surveyed students (from FLM 101 and COM 303) reported viewing films from more than two genres. These courses feature a broad mix of films, and students were aware of the genres they viewed. (FLM 301 was excluded from this analysis because this special topics course was focused exclusively on horror films in Spring 2017. Thus, there was no expectation of multiple-genre viewing in the course.) |
| Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017} | To prepare students for professional careers and graduate studies via the creation of a portfolio or body of work. | 5.1 (SAO) | Students successfully complete the capstone Senior Exhibition. | 75% of participating students will score "Satisfied" on the Senior Exit Survey. | Target Met | This outcome features data collected from 14 students- Fall 2016 (5 students) and Spring 2017 (9 students) who participated in the Senior Capstone Exhibition the Exit Surveys with a Total Average Score: 4.65. This Met our Target results shows we are doing a good job in meeting the perception of satisfaction within the department. Questions 9 (dealing with engagement in the department) and 10 (connecting with students via social media) proved to cause issues of misinterpretation and should either be changed or eliminated from future surveys. For both classes the one that scored 5 was question 11 about the ability to create independent and original artwork in the department. |
| | | 5.1 (SAO) | Students successfully complete the capstone Senior Exhibition. | The average score of students assessed will be at least 4 "meets expectations" out of the six total areas using the departmental Senior Exhibition Review rubric. | Target Met | We are glad we Met the Target. This outcome features data collected from 14 students- Fall 2016 (5 students) and Spring 2017 (9 students) who participated in the Senior Capstone Exhibition with the Total Average for both being - 6.3785 well above the 4 score we were seeking. The breakdown for both semesters Total |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|--------------------------------------|---|-----------------|--|---|-------------|--|
| | | 5.1 (SAO) | Students successfully complete the capstone Senior Exhibition. | The average score of students assessed will be at least 4 “meets expectations” out of the six total areas using the departmental Senior Exhibition Review rubric. | Target Met | Averages are as follows: Question 1 Technical Mastery- 1.3094; Question 2 Independent Body of Work- 1.45385; Question 3 Problem Solving in Layout- 1.4285; Question 4 Unified Artistic Goals- 1.375 ; and Question 5 Communicate in the Artist Statement 1.10775. One area that concerns the department is Question 3 about exhibiting the ability to solve problems independently in the layout and display of works. The faculty felt that this is problematic-and should be reviewed by the instructor of the course alone since we have no way to determine if the works were hung by the student alone or with the help of others. |
| Program - French - Minor {2016-2017} | Students will use verbal skills to communicate in French. | 3.1 (SAO & SLO) | Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation. | 70% of non-French minors taking the following FLF elementary and intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 101 – no lower than an average of “minimal” In FLF 102 – no lower than an average of “minimal” In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient” | Target Met | No student in FLF 101 scored below a "minimal" on the conversation rubric in the final exam one on one conversation. Two students in FLF 102 scored lower than minimal on the conversation rubric in the final exam one on one conversation. One student in FLF 201 scored below "proficient" on the conversation rubric in the final exam one on one conversation. No students in FLF 202 scored below "proficient" on the conversation rubric in the final exam one on one conversation. One student in FLF 203 scored below "proficient" on the conversation rubric in the final exam one on one conversation. |
| | | 3.1 (SAO & SLO) | Students will have a five to ten minute one on one conversation in French with a French faculty member as a part of the assessment of student learning in FLF 101, 102, 201 and 202. The Departmental Conversation Rubric will | 90% of French minors taking the following FLF elementary and intermediate French courses will score the following averages on the Department Conversation Rubric. In FLF 101 – no lower than an | Target Met | one minor took FLF 201 in this academic year. She scored above proficient on her one on one conversation. |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|---|--|-----------------|---|--|----------------|--|
| | | 3.1 (SAO & SLO) | be applied to the conversation. | average of “minimal” In FLF 102 – no lower than an average of “minimal” In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient” | Target Met | one minor took FLF 201 in this academic year. She scored above proficient on her one on one conversation. |
| Program - General Studies - BA, BS {2016-2017} | To adequately prepare students to enter the 21st Century workforce by transferring knowledge and skills acquired through the General Studies focus groups selected. | 2.2 (SAO) | Students will apply knowledge and skills through employment in the modern workforce. | 75% of General Studies graduates participating in the Graduate Satisfaction Survey will report employment within an area that is consistent with her/his General Studies preparation. | Inconclusive | Graduating senior survey will be administered during the summer 2017, which will be reported in next year's results. |
| Program - Gifted Studies (including Certificate) - ME {2016-2017} | Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1). | 2.1 (SAO & SLO) | Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeted at an audience of appropriate stakeholders. | Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline by creating a comprehensive presentation highlighting evidence-based knowledge and strategies related to a relevant issue/topic in gifted education targeted at an audience of appropriate stakeholders by scoring “Acceptable or above” on the Advocacy Plan Rubric. | Target Met | 100% of students met the achievement target of scoring acceptable or above on the advocacy rubric. |
| | Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards (Council of Accreditation for Educator Preparation, CAEP | 1.1 (SAO & SLO) | Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards by planning and implementing an interdisciplinary unit that includes a use of differentiated assessment to measure and report the impact on student learning. | Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards by planning and implementing an interdisciplinary unit by scoring an average of 86% or above on the Interdisciplinary Unit Rubric in ED 598, Internship in Gifted Studies. | Target Not Met | Only 50% of candidates met the achievement target of demonstrating skills and commitment to creating supportive environment that afford all P-12 students access to rigorous college and career ready standards. |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|--|--|-----------------|---|--|----------------|---|
| | 1.4). | 1.1 (SAO & SLO) | Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards by planning and implementing an interdisciplinary unit that includes a use of differentiated assessment to measure and report the impact on student learning. | Candidates will demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards by planning and implementing an interdisciplinary unit by scoring an average of 86% or above on the Interdisciplinary Unit Rubric in ED 598, Internship in Gifted Studies. | Target Not Met | Only 50% of candidates met the achievement target of demonstrating skills and commitment to creating supportive environment that afford all P-12 students access to rigorous college and career ready standards. |
| Program - Health Education - MS {2016-2017} | Students graduating from this program will be able to assess individual and group health education and promotion needs. | 2.2 (SAO) | Students will demonstrate a knowledge of all health education competencies. | 70% of HED 597, HED 598, HED 599 (collectively) students completing the comprehensive exam will get a passing score (70%) on all competency areas of the comprehensive exam on their first attempt. | Target Not Met | On the first attempt, 7 out of 21 students passed the comprehensive exam. The remaining students passed it on the second attempt. |
| Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017} | Graduating seniors will report improved knowledge and skills. | 5.1 (SAO) | Students in the Capstone course will successfully show improvement in their knowledge and skills in the areas of historical content, critical thinking, communication, and inquiry. | The overall average for HIS 499 students completing the Capstone Survey will be that students report seeing an increase of at least “3.0” on a 1-5 Likert scale, regarding the degree to which their knowledge and skills improved in historical content, critical thinking, communication, and inquiry. | Target Met | In Fall 2016 history faculty emailed the Capstone survey to the 4 students in the class. One responded to the survey. In that one response, the overall average for all questions on the survey was a 4.8. That one student certainly believed their knowledge and skills had improved; however, the larger problem is that only one student responded to the survey. |
| Program - Honors College {2016-2017} | The Honors College will support students graduating with Honors to enter graduate school or a position in the student's chosen profession upon graduation. | 4.1 (SAO) | The Director of the Honors College and Honors Faculty Advisors will advise and support students who graduate with Honors as they apply for graduate school, internships, or professional positions. | 80% of Honors graduates participating in the Honors Exit Survey will report that they have been accepted into graduate school or have obtained an internship or a position in the student's chosen profession upon graduation. | Target Not Met | Of the 12 students graduating in 2016-2017, 25% (3) reported acceptance into graduate school and 50% (6) reported taking an internship or professional position upon graduation, for a total rate of 75%. This is below the target rate of 80%. However, the remaining three (3) students all plan to take praxis exams (2 in Nursing and 1 in Music Therapy) within weeks of graduation and upon receiving a passing rate will be able to apply for professional positions. Future survey of students should reflect this possibility of delayed |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|---|---|---------------------|---|--|----------------|---|
| Program - Honors College {2016-2017} | The Honors College will support students graduating with Honors to enter graduate school or a position in the student's chosen profession upon graduation. | 4.1 (SAO) | The Director of the Honors College and Honors Faculty Advisors will advise and support students who graduate with Honors as they apply for graduate school, internships, or professional positions. | 80% of Honors graduates participating in the Honors Exit Survey will report that they have been accepted into graduate school or have obtained an internship or a position in the student's chosen profession upon graduation. | Target Not Met | employment due to exams. Students are also obviously being supported well within their degree programs, so the Honors College could simply try to gauge how much additional support students think it has provided in preparing them for post-graduation study or employment. |
| Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017} | Students will demonstrate the ability to integrate multiple academic disciplines into a single project while honoring the basic conventions, restrictions, and requirements of each discipline. | 4.1 (SAO & PO 3.e.) | Students enrolled in IS 499 will successfully complete their Capstone project, which involves collaborating with faculty from multiple academic disciplines in order to intentionally combine those fields into a significant research project focused on the student's interests and academic needs. | 100% of students enrolled in IS 499 Capstone will pass the course. | Target Met | Between fall and spring 2016-7, five students attempted and successfully completed IS 499 Capstone. No student dropped, withdrew, or failed the class. |
| Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017} | The MUW Health & Kinesiology Exercise Science programs will successfully prepare students to enroll in graduate programs by providing internship opportunities to gain practical experience. | 3.1 (SAO) | The MUW Health & Kinesiology Exercise Science students will successfully enroll in a doctorate of physical therapy (DPT) programs. | Out of the students participating in the three most recent graduating classes' Exit Interview an average of 2 students per academic year will report that they have enrolled in a DPT program. | Target Met | In the previous two years, 8 students have successfully been accepted to and enrolled in DPT. |
| Program - Kinesiology (including K-12 Education Certification) - BS {2016-2017} | Students will gain the knowledge, skills, and dispositions needed to become licensed physical educators in K – 12 school settings. | 3.1 (SAO) | Students will successfully demonstrate the knowledge, skills, and dispositions needed to become a licensed K – 12 physical educator during their ED 407 Internship. | During their ED 407 Internship, each student's aggregate score from all of the indicators in the Teacher Intern Assessment Instrument evaluations for the semester will average at least a 2 on a 0 – 3 scale. | Target Met | The one teacher candidate in ED 407 internship was graded four time on 33 teacher competency indicators using the Teacher Intern Assessment Instrument. On a scale of 0-3, the student scored an average of 2.74. |
| Program - Legal Studies (including | Students will pursue | 3.1 (SAO) | To continually improve knowledge, skill and competence as a legal team | 45% of graduating students from the previous academic year | Target Met | Ten Legal Studies' students graduated in 2015-2016. Three graduates (30%) |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|--|--|--------------|---|--|----------------|---|
| Minor) - BA, BS {2016-2017} | opportunities to further their career to become an effective legal team member. | 3.1 (SAO) | member. | participating in the follow-up Legal Studies Exit Survey will report that they have taken steps to become a certified paralegal or taken steps to further their education with graduate programs or law school. | Target Met | are pursuing a law degree, three students (30%) are working as paralegals and have indicated they are preparing for the Certified Paralegal exam, and one student (10%) is pursuing a masters degrees for a total of 70% of recent graduates that are taking steps to further education and enhance their career. |
| | | 3.1 (SAO) | To continually improve knowledge, skill and competence as a legal team member. | 45% of graduating students participating in the Legal Studies Exit Survey will report that they have taken steps to become a certified paralegal or taken steps to further their education with graduate programs or law school. | Target Met | Seven students in 2016-17 PLG 440 Practical Legal Lab completed the exit survey. Two of those students (~29%) intend to pursue law school, and three students (~43%) indicated they intend to take a certified paralegal exam, for a total of 72% of graduating seniors that indicated they will be taking steps to further education and enhance their career. |
| Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017} | Students will communicate using proper mathematical notation and vocabulary. | 1.4 (SAO) | Students will successfully complete MA 301. MA 301 is the gateway course to many of the upper level MA courses. | 75% of all MA 301 students will earn a semester grade of C or better. | Target Not Met | 71% of students earned a semester grade of C or better. |
| Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017} | Students will exhibit knowledge and understanding of Classical Music works from both instrumental and vocal genres, and of the major historical periods and trends in the Western Classical Music. | 1.1 (SAO) | Students will perform works from multiple musical periods on their major instrument at the end of their sophomore year. | 80% of the students will receive at least a satisfactory rating (given by the music faculty) during their Sophomore Exit Interview. | Target Met | The students were given an exit interview following their "Sophomore Barrier Jury". All students gave solid answers to the questions posed, and also embraced some of the music faculty's suggestions on how to further grow their musical and academic careers. The music faculty concluded that all students met the "satisfactory" ranking at the conclusion of their exit interviews. |
| | | 1.1 (SAO) | Students will perform works from multiple musical periods on their major instrument at the end of their sophomore year. | 90% of the students will score at least an 80 (on the 1-100 scale used in the "Sophomore Barrier Rubric). | Target Met | There were 12 music majors who have completed the "Sophomore Barrier Jury" at the They were assessed by the entire music faculty. Each faculty member graded the students' performances. After averaging the scores, we have |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|--|--|-----------------|--|---|----------------|---|
| | | 1.1 (SAO) | Students will perform works from multiple musical periods on their major instrument at the end of their sophomore year. | 90% of the students will score at least an 80 (on the 1-100 scale used in the “Sophomore Barrier Rubric). | Target Met | concluded that 11 out of 12 students have scored 80% or better on their "Sophomore Barrier Jury" |
| Program - Nursing - ASN {2016-2017} | ASN graduates will be able to practice as competent health care professionals. | 1.1 (SAO & SLO) | ASN Students will successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX- RN). | The ASN graduate’s NCLEX-RN pass rate will be at least 80% of all first-time test-takers during the same 12-month period. | Target Met | 38 of the 41 2016 ASN graduates passed on the first attempt of the NCLEX-RN test for an average of 92.7. The national average for Associate Degree nursing programs for 2016 was 81.68%. |
| Program - Nursing - BSN {2016-2017} | BSN graduates will be able to practice as competent health care professionals. | 1.1 (SAO & SLO) | BSN generic Students will successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX- RN). | The BSN graduate’s first write NCLEX-RN pass rate shall be no less than 95% of that year’s national average as reported by the Institutions of Higher Learning. | Target Met | 56 students graduated in May 2016. Of those students, 55/56 successfully completed the NCLEX examination on the first write. (98.21%). The national average was 87%. |
| Program - Nursing Practice - (DNP) {2016-2017} | Produce clinical scholars who are committed to lifelong learning, ongoing leadership, and the improvement of healthcare delivery in the local community, Mississippi, in the United States, and across the globe. | 3.1 (SAO & SLO) | Provide leadership in the analysis, development, and implementation of health care policy on local, regional, national, and global levels. | At least 70% of all DNP students will submit a scholarly work (eg. poster, podium, publication, etc.) to a state, regional, national, or international journal or conference during their plan of study. | Target Not Met | At the time of reporting, 50% of graduating DNP students have submitted a scholarly work to a state, regional, national, or international journal or conference during their plan of study. |
| | Produce Nurse Practitioner leaders who will utilize the theoretical and scientific underpinnings for nurse practitioner practice to provide acute and chronic health care that is ethical, safe, evidence-based, culturally sensitive, interdisciplinary, technically sagacious, and | 1.1 (SAO & SLO) | Practice at the highest level of advanced practice nursing through integration of knowledge from nursing, science, ethics, and the biophysical, analytical, and organizational sciences. | 100% of DNP students are successful in passing FNP Certification exam (either ANCC or AANPCP) during the program (Post BSN to DNP) or prior to entry into the program students hold a national certification as an APRN (MSN to DNP). | Target Met | 100% of Post BSN to DNP students passed FNP certification exam (either ANCC or AANPCB) prior to entry into the DNP portion of the program |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|--|--|-----------------|---|---|--------------|--|
| | appropriate for a diverse range of individuals and aggregates. | 1.1 (SAO & SLO) | Practice at the highest level of advanced practice nursing through integration of knowledge from nursing, science, ethics, and the biophysical, analytical, and organizational sciences. | 100% of DNP students are successful in passing FNP Certification exam (either ANCC or AANPCP) during the program (Post BSN to DNP) or prior to entry into the program students hold a national certification as an APRN (MSN to DNP). | Target Met | 100% of Post BSN to DNP students passed FNP certification exam (either ANCC or AANPCB) prior to entry into the DNP portion of the program |
| Program - Nutrition and Health - Minor {2016-2017} | Students will engage in nutrition-related activities to gain practical experience. | 2.2 (SAO) | Students will apply nutrition principles into their major discipline. | 60% of students participating in the Exit Survey will state that their involvement in nutrition activities in the minor coursework was beneficial to enhancing their major. | Inconclusive | Exit survey wasn't administered as there were no students completing their required coursework in the Health and Nutrition minor. |
| Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017} | Philosophy students will learn and apply critical thinking and philosophical reasoning skills. | 1.3 (SAO) | Due to the fact that critical thinking—and more specifically, the ability to analyze the views of oneself and others—is a general education requirement (see also 1.1. GEO outcome above), all MUW students will be expected to successfully complete a course in philosophy. | The average score of the philosophy minors in each course included in the sample will be 85% (grade of B) or higher to indicate the successful completion of the philosophy course. | Target Met | There was only one philosophy minor in a lower-level philosophy course that could be evaluated. That student received a final grade of 86% (B) in PHL 202 Aesthetics (Fall 2016). |
| | | 1.3 (SAO) | Due to the fact that critical thinking—and more specifically, the ability to analyze the views of oneself and others—is a general education requirement (see also 1.1. GEO outcome above), all MUW students will be expected to successfully complete a course in philosophy. | The average score of the students in each course included in the sample will be 75% (grade of C) or higher to indicate the successful completion of the philosophy course. | Target Met | A representative sampling of lower-level courses in philosophy (eight total) were assessed. The average score of students in the course was 82% (B-) and well over 80% of the students in each section received a grade of 'C' or higher in the class. |
| Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017} | Students will develop a strong knowledge base in physical sciences and education. | 1.1 (SAO) | Students will demonstrate knowledge of principles, theories, laws in the physical sciences as well as educational theory, expectations and practices as state licensing requirements dictate. | 90% of the students evaluated in the program will pass the Praxis Subject Assessments Test in Chemistry: Content Knowledge with a score of 151 or above. | Target Met | One student was in the program. He passed his exam with very high marks and was awarded recognition by TES. He got his endorsements for Chemistry, Physics, Biology, and Physical Science. |
| | | 1.1 (SAO) | Students will demonstrate knowledge of principles, theories, laws in the physical sciences as well as educational theory, expectations and practices as state licensing requirements dictate. | 90% of the students evaluated in the program will pass the Praxis Subject Assessments Test in Physics: Content Knowledge with a score of 139 or above. | Target Met | One student was in the program. He passed his exam with very high marks and was awarded recognition by TES. He got his endorsements for Chemistry, Physics, Biology, and Physical Science. |
| | | 1.1 (SAO) | Students will demonstrate knowledge of principles, theories, laws in the physical | 90% of the students evaluated in the program will pass the Principles | Target Met | One student was in the program. He passed his exam with very high marks |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|--|--|-----------------|--|--|----------------|--|
| | | 1.1 (SAO) | sciences as well as educational theory, expectations and practices as state licensing requirements dictate. | of Learning and Teaching (PLT) Test with a score of 157 or above. | Target Met | and was awarded recognition by TES. He got his endorsements for Chemistry, Physics, Biology, and Physical Science. |
| Program - Physical Theatre (including Certificate) - MFA {2016-2017} | Students will exhibit research skills developed throughout the two years of coursework upon completion of the degree. | 3.1 (SAO & RO) | Students will complete MFA Degree with a written thesis. | 75% of students who complete the two years of coursework will submit a completed thesis within 5 years of entering the program (2.5 years after final coursework). | Target Met | 87% of the students who have enrolled in thesis course and have had the full 5 years to complete the thesis have completed . |
| Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017} | Students will demonstrate effective progression through and preparedness for advanced coursework and discipline-specific research. | 4.1 (SAO & SLO) | Students will demonstrate that they possess a basic understanding of how to analyze and interpret discipline specific research and use it effectively as evidence. | The overall average of POL 350 students for the class will be no lower than a C+ (77 percent). | Target Met | In spring 2017, the POL 350 class had three students enrolled. At the end of the semester, the faculty instructor reported that the average class grade was a B- or 82%. |
| Program - Psychology (including Minor) - BA {2016-2017} | Psychology students will be prepared for graduate study and entry-level employment in the discipline. | 2.2 (SAO) | The psychology program will offer research opportunities to students. | At least 75% of graduating seniors in psychology who complete the MUW Graduation Survey will indicate MUW's effectiveness at providing research opportunities as either excellent or good. | Target Not Met | 2017 MUW Graduation Survey Results: Excellent - 37.5% Good - 25% Total - 62.5% Excellent - 6/16; 37.5% Good - 4/16; 25% Fair - 1/16; 6.25% Poor - 4/16; 25% N/A - 1/16; 6.25% |
| | | 2.2 (SAO) | The psychology program will offer research opportunities to students. | The PFS Lab will be used for research activities at least 150 hours during the fall and spring semesters combined. | Target Not Met | One research assistant working for Dr. Krogh completed a practicum on our measurement instruments. It involved 90 hours of work during the fall semester and approximately 20 hours of work during the spring semester. Most of his work was completed outside of the lab (i.e., in the library and archives). |
| | | 2.3 (SAO) | The psychology program will prepare students for graduate study. | Each year a minimum of three alums in psychology will enter | Target Met | During the current academic year, we have report of three alums being |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|---|--|-----------------|--|---|----------------|---|
| | | 2.3 (SAO) | The psychology program will prepare students for graduate study. | graduate programs in psychology or a related discipline. | Target Met | accepted to graduate programs: One has been admitted to three doctoral programs (Penn State, Rutgers, and Temple), another has been accepted to one masters program (Mississippi College), and the last one has been accepted to two masters programs (Mississippi State and Alabama). |
| Program - Public Health Education (including Minor) - BS, BAS {2016-2017} | Students graduating from this program will successfully advance their professional career. | 4.1 (SAO) | Students graduating from this program will obtain one of the following upon graduation: job promotion as a result of degree, a new job as a result of degree, or acceptance into a graduate program. | 75% of HED 498 students participating in the Exit Survey will state that they have obtained one of the following upon graduation: job promotion as a result of degree, a new job as a result of degree, or acceptance into a graduate program. | Target Not Met | Students in HED 498 completing the exit exam during the 2016-2017 years (n=39) indicated that 8 were attending graduate school, 4 received a job promotion, and 8 had accepted a new job at the time of the survey. 51.28% of students were attending graduate school, received a job promotion, or accepted a new job. |
| Program - Reading/Literacy (including Certificate) - ME {2016-2017} | Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1). | 1.1 (SAO & SLO) | Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and presenting a professional development workshop based on school data. | Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and presenting a professional development workshop based on school data by scoring an "Acceptable" on the Professional Development Rubric in ED 599, Internship in Reading Literacy. | Target Met | All candidates scored acceptable o the Professional Development Rubric for ED 599. |
| | Candidates demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards for P-12 learners (Council of Accreditation for Educator Preparation, CAEP 1.4). | 2.1 (SAO & SLO) | Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by developing a reading program specific to the needs of the school. | Candidates will be able to demonstrate skills a commitment to creating supportive environments that afford all students access to rigorous college and career- supportive environments by developing a reading program specific to the needs of the school by scoring an average of 86% or above on the Reading Program Rubric in ED 599, Internship in Reading Literacy. | Target Not Met | 66% of students scored 86% or above on the Reading Program Rubric. |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|---|---|---------------------|--|--|--------------|---|
| Program - Religious Studies - Minor {2016-2017} | Religious studies minors will receive advising in the minor each semester and will complete the minor. | 3.1 (SAO & PO 4.a.) | Religious studies minors will receive advising in the minor each semester to ensure the successful completion of the minor's requirements. | 100% of students will attend an advising session each semester with the Lead Faculty in Religious Studies and receive a copy of his/her internal audit sheet. | Target Met | In fall 2016, the program had one minor. The Lead Faculty met with this student for advising, provided a completed internal audit sheet to the student, and kept a completed audit sheet on file. In spring 2017, two additional students declared the minor. The Lead Faculty met with these students and the already-enrolled student for advising, provided completed internal audit sheets to the students, and kept completed audit sheets on file (for a total of three students). In reviewing the completed audit sheets and student transcripts at the end of the academic year, the Lead Faculty concluded that the students are on track to complete the requirements for the minor by graduation. |
| | | 3.1 (SAO & PO 4.a.) | Religious studies minors will receive advising in the minor each semester to ensure the successful completion of the minor's requirements. | 90% of students will attend a final audit confirming that all requirements of the minor have been met and will graduate with the minor. | Inconclusive | No Religious Studies minors graduated in 2016-2017, so no final advising sessions or final audits were completed. |
| Program - Secondary Teacher Education - MAT {2016-2017} | Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1). | 1.1 (SAO & SLO) | Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by successful completion of the Internship. | Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by scoring on average a 2 (Acceptable) or above on the Advanced Teacher Assessment Instrument in ED 566, Internship is MAT. | Inconclusive | No students enrolled. No data collected. |
| | Candidates demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous | 2.1 (SAO & SLO) | Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by developing a teaching unit. | Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career- supportive environments by developing a reading program specific to the | Inconclusive | No students enrolled. No data collected |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|---|---|------------------------------|--|---|----------------|--|
| | college and career-ready standards (Council of Accreditation for Educator Preparation, CAEP 1.4). | 2.1 (SAO & SLO) | Candidates will be able to demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards by developing a teaching unit. | needs of the school by scoring an average of 86% or above on the Teaching Unit Rubric in ED 566, Internship in MAT. | Inconclusive | No students enrolled. No data collected |
| Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017} | Students will be able to understand the meaning of simple cultural readings and advertisements and draw cultural comparisons between Hispanic cultures and their own. | 2.2 (SAO & GEO 2.c.) | Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons. | The average score of students on the Cultural Differences Capstone Assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric. | Target Not Met | Several students struggled to identify own cultural biases and to move beyond surface questions about Spanish speakers in the US. Language skills and major errors in oral expression made it difficult to determine the extent to which students were able to identify the specific needs of Spanish-speaking population in the US and the importance of bilingual speakers, generally. Average VALUE score: 2.7 |
| Program - Speech Language Pathology - BS {2016-2017} | SLP undergraduates will develop an ability to integrate principles of speech-language pathology with principles of clinical practice. | 1.3 (SAO) | Undergraduate students will complete 25 hours of clinical observation. | At least 90% of graduating students will complete at least 25 hours of clinical observation with the appropriate documentation. | Target Met | 100% of students graduating in speech-language pathology completed a minimum of 25 hours of clinical observation. |
| Program - Speech Language Pathology - MS {2016-2017} | The speech-language pathology graduate student will demonstrate knowledge of basic communication and swallowing processes and associated disorders. | 1.1 (SAO) | SLP graduate students will successfully complete the Praxis Examination in Speech-Language Pathology. | 80% of the cohort of students completing the M.S. degree will earn a passing score on the Praxis Examination in Speech-Language Pathology. | Target Met | 100% of students reported earned a passing score on the Praxis Examination in Speech-Language Pathology |
| Program - Theatre - BA {2016-2017} | To provide high quality theatrical production opportunities, creative activities, | 2.1 (GEO 5.a., PO 4.d., SAO) | Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality. | 100% of graduating students will complete an Internship with a professional theatre company. | Target Met | 1 out of 1 graduating Senior successfully completed the required internship. |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|------------------------------------|---|------------------------------|---|--|----------------|--|
| Program - Theatre - BA {2016-2017} | and practical experiences for our students. | 2.1 (GEO 5.a., PO 4.d., SAO) | Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality. | 100% of graduating students will complete an Internship with a professional theatre company. | Target Met | 1 out of 1 graduating Senior successfully completed the required internship. |
| | | 2.1 (GEO 5.a., PO 4.d., SAO) | Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality. | 90% graduating seniors who completed an Internship will receive favorable recommendation from their external internship supervisor. | Target Met | 1 out of 1 graduating Senior received a favorable recommendation from the internship supervisor. The Senior was hired for the following summer by the supervisor and received a promotion. |
| | | 2.1 (GEO 5.a., PO 4.d., SAO) | Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality. | 90% of Juniors and Seniors in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency for juniors and seniors is achieved by a score of “3” or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate. | Target Not Met | 31 out of 39 students (80%) gained proficiency, which does not meet the threshold of this assessment. Bear in mind that this assessment is done for two different productions, so most students were assessed twice. |
| | | 2.1 (GEO 5.a., PO 4.d., SAO) | Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality. | 90% of students participating in the Survey will state that their goal upon graduating the Theatre program is to have the skillset to gain employment or a long-term internship in theatre or a related field. | Target Not Met | 6 of 7 students (86%) stated that their goal was to have the skill set necessary for employment in a related field. This was gleaned from questions three and four on the survey. |
| | | 2.1 (GEO 5.a., PO 4.d., SAO) | Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality. | It is expected that 60% of freshmen, sophomores and first year transfers participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of “3” in at least 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate. | Target Met | 11 out of 15 students (73%) achieved proficiency in this assessment, which meets the benchmark. |
| | | 2.1 (GEO 5.a., PO 4.d., SAO) | Students will increase their skills of professionalism and work ethics by performing assigned tasks with | It is expected that the freshmen, sophomores and first year transfers participating in TH 400 will meet | Target Not Met | 8 of 12 students (62%) met the proficiency benchmark. The average score on the Teamwork Rubric for |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|---|--|------------------------------|--|---|----------------|---|
| | | 2.1 (GEO 5.a., PO 4.d., SAO) | diligence, reliability, and punctuality. | proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of “3” in at least 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate. | Target Not Met | Sophomores, Freshmen and 1st-Year Transfers was 2.4. |
| | | 2.1 (GEO 5.a., PO 4.d., SAO) | Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality. | Juniors and Seniors in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency for juniors and seniors is defined by averaging a score of “3” or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate. | Target Not Met | 16 out of 21 students (76%) met proficiency in this assessment. The average score on the Teamwork Rubric for Juniors and Seniors was 2.9. |
| | | 2.3 (SLO & SAO) | Students will effectively demonstrate their comprehension and developed abilities by synthesizing the sum of their knowledge gleaned in the Theatre curriculum to independently devise a creative piece with a unique point of view. | 90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at least 90% (A-) on the Creative Project Grading Rubric. | Target Met | 1 out of 1 graduating Seniors met this proficiency. Other seniors were not added because this is based solely on the Senior Exit Project-which is only done by graduating Seniors. |
| Program - Women's Leadership - MA {2016-2017} | The Women’s Studies program will meet students’ needs by preparing them for further graduate/professional school and/or leadership in the workforce. | 4.2 (SAO) | Students will be actively engaged using their master’s degrees in Women’s Leadership. | 15% of students participating in the Alumni Survey will state that they are enrolled in a higher level graduate/professional degree program connected with their master’s degree in women’s studies. | Inconclusive | The MUW Alumni Survey is set to be issued next in 2019, and we look forward to the data which will be collected. |
| | | 4.2 (SAO) | Students will be actively engaged using their master’s degrees in Women’s Leadership. | 5% increase from the previous academic year of Women’s Studies alumni students participating in the Official Departmental Social Media Survey stating that they are either employed in a field where they regularly use the skills acquired in the master’s program or are enrolled in a higher level | Inconclusive | We have not yet completed a full year since the first graduate completed her degree. We plan to begin collecting this data beginning in May of 2018, when we should have three graduates. |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|--|---|--------------|--|--|--------------|--|
| | | 4.2 (SAO) | Students will be actively engaged using their master's degrees in Women's Leadership. | graduate/professional program connected with women's leadership. | Inconclusive | We have not yet completed a full year since the first graduate completed her degree. We plan to begin collecting this data beginning in May of 2018, when we should have three graduates. |
| | | 4.2 (SAO) | Students will be actively engaged using their master's degrees in Women's Leadership. | 75% of former students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the master's program. | Inconclusive | The MUW Alumni Survey is set to be issued next in 2019, and we look forward to the data which will be collected. |
| Program - Women's Studies (including Minor) - BA {2016-2017} | The students, through critical examination, will become cognizant of the status of women in diverse cultural contexts and time periods. | 1.2 (SAO) | By the completion of the minor or major program in women's studies, the students will complete a direct mentor or internship experience with a woman who works in a non-traditional field, in a non-profit organization with a connection to improving women's lives, or in a field which documents women's lives and experiences. | 90% of students will be able to provide at least two specific examples of personal or intellectual growth in their knowledge about women's experiences which was gained during their mentoring or internship experience. | Target Met | Two students who graduated in 2016-7 finished with a student (student one) who completed a minor in women's studies with her BSN degree and one (student 2) who finished with an emphasis in women's studies in her Interdisciplinary Studies BA. Student 1 completed a transcribed diary, including historical research on the period of the diary, under the mentorship of the Director of Women's Studies. Among other things, in her reflection she pointed out how her WS 400 work had helped her to understand more about women's health problems in the past, and how to be more empathetic about people who live in poverty and can't afford health care. Student 2 completed WS 400 under the guidance of our University Archivist and the Chair of History, Political Science and Geography. Her project resulted in a paper and a public presentation about the experiences of the first six women who desegregated MUW in 1966. She presented her reflection paper at 2016 Homecoming, and talked about how, as an African American student, she had discovered more about "her" history in the institution from which |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|--|---|--------------|--|--|--------------|--|
| Program - Women's Studies (including Minor) - BA {2016-2017} | The students, through critical examination, will become cognizant of the status of women in diverse cultural contexts and time periods. | 1.2 (SAO) | By the completion of the minor or major program in women's studies, the students will complete a direct mentor or internship experience with a woman who works in a non-traditional field, in a non-profit organization with a connection to improving women's lives, or in a field which documents women's lives and experiences. | 90% of students will be able to provide at least two specific examples of personal or intellectual growth in their knowledge about women's experiences which was gained during their mentoring or internship experience. | Target Met | she was graduating. Student 1 has a rubric score of "proficient" in both categories for her reflection paper, and Student 2 has a rubric score of "exemplary" on her reflection. (see rubric in attached document) |
| | The Women's Studies program will meet students' needs by preparing them for graduate/professional school and/or the workforce. | 3.2 (SAO) | Students will be actively engaged using their Women's Studies degrees. | 25% of students participating in the Alumni Survey will state that they are enrolled in a graduate/professional degree program connected with their degree in Women's Studies. | Inconclusive | This year was not a year to collect data for an alumni survey, so there is nothing to report from the Office of Institutional Research and Assessment. The next alumni survey will be in 2019. |
| | | 3.2 (SAO) | Students will be actively engaged using their Women's Studies degrees. | 5% increase from the previous academic year of Women's Studies alumni students participating in the Official Departmental Social Media Survey stating that they are either employed in their field of study or in a field where they regularly use the skills acquired in the Women's Studies program or are enrolled in a graduate/professional program connected with women's studies or women's leadership. | Target Met | There was one graduate in 2015, and she indicated high satisfaction with her women's studies degree, and was then working to increase access to health care for poor women in Nepal. The May 2016 graduate in Women's Studies has just successfully completed her first year of law school and is active in campus women's organizations. A May 2017 women's studies minor graduate has already been hired as a nurse, and is interested in women's geriatrics. The May 2015 graduate has now been accepted to a graduate program in Health Informatics at George Mason University, and will begin in the fall of 2017. She plans to go back to Nepal and work in Women's Public Health. The IS student has been accepted into an MFA program at Purdue, and will be starting in the fall of 2017. She continues to write poetry about women's issues. Since we had one report in 2015-16 and four reports in 2016-17, we are satisfied that our contact with our graduates is increasing by more than five percent. |

| Unit Name | Goal | Outcome Name | Outcome | Achievement Target | Result Type | Result and Analysis |
|-----------|------|--------------|--|--|--------------|--|
| | | 3.2 (SAO) | Students will be actively engaged using their Women's Studies degrees. | 75% of students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the Women's Studies program. | Inconclusive | This year was not a year to collect data for an alumni survey, so there is nothing to report from the Office of Institutional Research and Assessment. The next alumni survey will be in 2019. |