

Student Achievement Outcome Results Report 2017-2018

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	33% 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	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.
Program - Biology (including Minor and Secondary Education Certification) - 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 13% of the students (2/16) scored above the 50th percentile ranking on the nationally-administered major fields test in biology.
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	<p>33% of General Business students passed the Ethics Exam with a 70 or above.</p> <p>50% of MIS students passed the Ethics Exam with a 70 or above.</p> <p>67% of Management students passed the Ethics Exam with a 70 or above.</p> <p>100% of Marketing students passed the Ethics Exam with a 70 or above</p>

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Program - Business Administration (including Minors and Certificates) - 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	<p>33% of General Business students passed the Ethics Exam with a 70 or above.</p> <p>50% of MIS students passed the Ethics Exam with a 70 or above.</p> <p>67% of Management students passed the Ethics Exam with a 70 or above.</p> <p>100% 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.	Inconclusive	Results were not reported by the assessment coordinator for this academic program.
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 2018. The student took the Chemistry Major Fields Test (MFT) during the semester of his graduation. He scored in the 42nd 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 93.6 on a 100-point scale using the departmental Communication Student Portfolio rubric. Of the 11 portfolios sampled, 11 scored 80 or better, for a total of 100 percent. Overall, these results are very positive and indicate students near completion of the program have amassed a body of professional work

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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	and demonstrated the ability to organize this work into a coherent portfolio. One potential area of improvement is in the breadth of work presented (some portfolios suffered because prior work had been misplaced or not saved).
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 thesis students are actively publishing, as evidenced by the list of accomplishments we keep on our website. The Thesis Survey for Summer 2018 graduates will be conducted in June. However, 5 of the 5 have listed publications on our accomplishments list.
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	33 out of 40 students (83%) were awarded the ServSafe Certificate.
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	Of the 40 students given the ServSafe certification exam, 33 (83%) passed.
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.	Inconclusive	No candidates were assessed during the academic year, as none were eligible for the SLLA national exam.
Program - Elementary Education - BS {2016-2017}	Candidates demonstrate an understanding of	1.1 (SAO & GEO 5.a.)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their	Candidates will be able to demonstrate an understanding of content knowledge and skills to	Target Not Met	The InTASC #4 artifact should show that the student understands the central concepts, tools of inquiry, and

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Program - Elementary Education - BS {2016-2017}	and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1).	1.1 (SAO & GEO 5.a.)	discipline by developing and teaching an interdisciplinary unit.	their discipline by the assignment on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	Target Not Met	<p>structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. For the spring 2018 semester there were seven students who completed the InTasc #4 artifact assignment. Out of the seven students, four students scored a 2.0 or higher average on the assignment. Two students received an average of 0 due to not completing the assignment accurately. One other student scored below the 2.0 desired average. All students passed the course associated with the assignment. The average total score for all students was 1.91.</p> <p>For the fall 2017 semester, scores measuring InTASC #4 were not collected on the AAC&U Lifelong Learning Value Rubric.</p>
	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 Not Met	<p>For the fall 2016 semester the methods block students scored an average of 2.42 on the Teaching Intern Assessment Instrument for the 100 hours of field experience within a K-6 classroom. The spring 2017 methods block students scored an average of 2.48 on the Teaching Intern Assessment Instrument for the 100 hours of field experience within a K-6 classroom. While fifteen of the students scored a 2.0 or higher, there were three students who scored below a 2.0 on the Teaching Intern Assessment Instrument.</p> <p>Due to the Teaching Intern Assessment Instrument reporting cycle, reports are distributed in the</p>

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	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 Not Met	Summer, which means that data collected for this university assessment cycle will be on students from the prior academic year, in order to remain on schedule for reporting results in May.
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 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, Achievement Target 25% of students participating in the Alumni Survey will state that they are enrolled in graduate/professional degree program.
		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	<p>We actually have an anecdotal document of comments from students as far back as 2013 (see related documents), but have also managed to track most 2017-2018 graduates through their career and graduate school activities. (see attached data table).</p> <p>We now have a baseline percentage of 90 percent, which will be our new target . Of this group of 20 graduates, May 2017 to 2018, 18 are working in their related field or have been accepted to or are in graduate school in English or a related field (one is in Women's Studies, and one is working on a Master's degree in Library</p>

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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.	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	Information Systems.) The anecdotal document about satisfaction suggests that some students who finished with teacher certification have left that field not because of lack of preparation, but because of financial difficulties.
		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 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, Achievement Target 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.
		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	100% of MSN graduates passed either the AANPCB or ANCC Certification Exam
		1.3 (SAO & SLO)	Provide leadership in practice to promote high quality, safe, cost-effective, culturally appropriate, and ethical patient care.	All students (100%) will complete the final clinical check off with a minimum grade of B prior to graduation according to the course and program guidelines.	Target Met	100% of MSN students completed the final clinical check off with a minimum grade of B prior to graduation. Twenty eight students made an A and three students made a B.
Program - Family Studies (including	Students will conduct	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	Target Met	100% of students earned a grade of A (30/30) on the supervisor's form

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Minor) - BS {2016-2017}	themselves in a professional and an ethical manner when working with families.	2.2 (SAO)	Students will experience clinical practice to become qualified CFLEs.	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 a grade of A (30/30) on the supervisor's form
		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 30/30 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	100% of students in FS 499 rated the FS program as a 9 out of 10 in terms of preparation to work ethically upon graduation; 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	100% of students in FS 499 rated the program a 9 out of 10 in terms of professional preparation to work in the field upon graduation; 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.	Inconclusive	Results were not reported by the assessment coordinator for this academic program.
		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.	Inconclusive	Results were not reported by the assessment coordinator for this academic program.
		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.	Inconclusive	Results were not reported by the assessment coordinator for this academic program.
Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	To prepare students for professional careers and graduate studies	5.1 (SAO)	Students successfully complete the capstone Senior Exhibition.	75% of participating students will score "Satisfied" on the Senior Exit Survey.	Target Met	78% of the students from both fall and spring scored satisfied on the exit survey. 8 students were surveyed in Fall 2107 with 56% and 6 students in Spring scored 100%. The lowest score

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Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	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	was question #4, were students evaluate the usefulness of the ART 100 Art Fundamentals seminar to their educational experience.
		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 began the fall with the faculty deciding to change to number of areas to be assessed from 6 total to 5, therefore we would see a change to the target: from 4 'meet expectations' out of 6 measures to 3 out of 5.The fall average of the scores for 10 students were 3.18 and the spring average for 4 students were 3.7.
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 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”	Target Met	in FLF 101 - 0 students scored below a minimum (16 completed) in FLF 102 - 1 students scored below a minimal (16 completed)
						Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 101 & 102 Students – no French minors**** 2017-18* Department Rubric (Oral) AAC&U Intercul. Knowledge & Competence Rubric A FLF 101 1.04 (Exemplary) 4 FLF 102 1.00 (Exemplary) 4 B FLF 101 1.12 (Exemplary) 4 FLF 102 1.36 (Exemplary) 4 C FLF 101 – Assessment data missing for FLF 101. Additional information: Student completed FLF 101 with an A grade

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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 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”	Target Met	FLF 102	
						D	
						FLF 101	1.08
						(Exemplary)	
						3.7	
						FLF 102	1.2
						(Exemplary)	
						4	
						E	
						FLF 101	2.84
						(Proficient)	
						1.5	
						FLF 102***	3.08
						(Minimal)	
						1	
						F	
						FLF 101	2.48
						(Proficient)	
						2.1	
						FLF 102	1.84
						(Exemplary)	
						3	
						G	
						FLF 101	2.44
						(Proficient)	
						2	
						FLF 102	
						H	
						FLF 101	1.76
						(Exemplary)	
						3	
						FLF 102	1.68
						(Exemplary)	
						3.7	
						I	
						FLF 101	2.84
						(Proficient)	
						1.2	
						FLF 102	2.64
						(Proficient)	
						1.5	
						J	
						FLF 101	2.92
						(barely Proficient)	
						1.3	
						FLF 102	2.72

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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 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”	Target Met	(Proficient)	
						2.2	
						K	
						FLF 101	2.84
						(Proficient)	
						2	
						FLF 102	1.00
						(Exemplary)	
						4	
						L	
						FLF 101	1.12
						(Exemplary)	
						4	
						FLF 102	1.00
						(Exemplary)	
						4	
						M	
						FLF 101	1.04
						(Exemplary)	
						3.8	
						FLF 102	
						N	
						FLF 101	2.64
						(Proficient—Spanish major**)	
						3.4	
						FLF 102	
						O	
						FLF 101 Student did not take FLF 101 at MUW	
						FLF 102	3.08
						(Minimum)	
						1	
						p****	
						FLF 101 Student did not take FLF 101 at MUW	
						FLF 102	1.00
						(Exemplary)	
						4	
						Q	
						FLF 101 Student did not take FLF 101 at MUW	
						FLF 102	1.28
						(Exemplary)	
						3.5	
						FLF 101 Notes: two students	

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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 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”	Target Met	<p>withdrew and received WP’s. The data covers 14 successful completers, although one of them, student C, is missing rubric data</p> <p>FLF 101 range: Department Rubric – from 1.04 to 2.92 (all above target of 3, which is “minimal”)</p> <p>FLF 101 average: Department Rubric - - 2.01 (well above target average)</p> <p>Department Rubric – six students scored “Exemplary” category—between 1 and 1.99)</p> <p>seven students scored “Proficient” category—between 2 and 2.99 – presumably</p> <p>student C, who earned an A in the course, would also have scored at least</p> <p>“Proficient” on the Departmental Rubric</p> <p>zero students scored minimal (3), or below (N/U, N/R, or I)</p> <p>FLF 101 range: AAC&U Intercultural Rubric—1.3 – 4 (all above target of 1)</p> <p>FLF 101 average: AAC&U Intercultural Rubric—2.77 (well above the target of 1)</p> <p>AAC&U Rubric – 3 students scored a perfect 4; 4 students scored between 3 and 3.99; 3 students scored</p> <p>between 2 and 2.99, and 3 scored above a 1. All exceeded the target of 1.</p> <p>FLF 102 Notes: one student withdrew and received a WP, leaving 12 students who finished the semester. One student actually failed the semester, but did not score very poorly on the two rubrics. This student will have the option of beginning 201 without having passed 102, so next year’s assessment follow through may reveal interesting information in this student’s progress.</p>

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Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
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 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”	Target Met	<p>Intercultural Rubric. Three of the ten scored the same on the AAU&C rubric—all 4’s—and therefore could not move up any higher. The one student whose score dropped on this rubric also dropped in the department rubric score. She or he should be looked at closely and offered intervention if he or she begins to flag in FLF 201 next fall. This student earned an F in the class, but still can register for FLF 201 with teacher permission. Since this student’s rubric scores are not below “Minimal” or “Benchmark,” he or she still has the ability to move into the second year of French.</p> <p>*Although the majority of academic assessment covers a calendar year, foreign language (for trending data purposes) assesses the students from fall to spring, since that is the order that the typical student takes FLF 101 and FLF 102. From this assessment year forward, as much as possible, data will track individual students (not by name, but by an alphabetic code) all the way through the four course sequence.</p> <p>**Spanish majors are expected to take electives from one other language in ou</p>
		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 intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	Target Met	<p>Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 201 & 202 Students – NO FRENCH MINORS 2017-18*</p> <p>Department AAC&U Intercul. Rubric (Oral) Knowledge & Competence Rubric AA</p> <p>FLF 201 1.56 (Exemplary)</p> <p>4</p>

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
		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 intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	Target Met	FLF 202 (Exemplary) 1 (Benchmark) BB FLF 201 (Exemplary) 2.5 FLF 202 (Proficient) 3.8 (Upper Milestone CC FLF 201 (Exemplary) 3 FLF 202 (Exemplary) 2.2 (Lower Milestone) DD FLF 201 (Exemplary) 4 FLF 202 (Exemplary) 4 (Capstone) EE FLF 201 (Exemplary) 3 FLF 202 (Exemplary) 4 (Capstone) FF FLF 201 (Exemplary) 2.5 FLF 202 (Exemplary) 3.5 (Upper milestone) GG FLF 201* FLF 202 (Proficient) 3.5 HH FLF 201** Community College (Hinds)
						1.92
						1.92
						2.72
						1.8
						1.92
						1.0
						1.0
						1.28
						1.0
						1.56
						1.32
						2.32

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis	
		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 intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	Target Met	FLF 202 (Exemplary) 4	1.0
						<p>Notes on the second year sequence FLF 201-202. Traditionally, the second year of French enrolls fewer students than the first year. There could be several reasons for this trend. First, Honors College BS students are required to take only one year of foreign language, unlike the students who are completing four semesters for a BA degree. Twelve students completed FLF 102, who could have enrolled in FLF 201 the following fall. But two of the twelve were Nursing majors who completed the first year of French as an Honors College requirement. One of the twelve graduated with a BA in May, 2018, but completed the equivalent of the second year of French at another university. Two of the twelve were on academic probation in the fall of 2017, and the limited number of hours they were allowed to take could not include the three hour French class. This left seven BA students who should have enrolled in and completed FLF 201 and 202. Seven students enrolled in FLF 201, but one immediately withdrew because of academic issues. The six remaining students who had taken French I and II at MUW all completed FLF 201 and 202 successfully. Of the two “extra” students who enrolled in and completed FLF 202 in the spring of 2018, one transferred in French I, II, and III from a community college, and one completed FLF 201 in the fall of 2016 and was not included in this year’s FLF 201 analysis.</p> <p>Analysis of data for FLF 201 and 202: In looking at the data collected from</p>	

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
		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 intermediate French courses will score the following averages on the departmental conversation rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	Target Met	the department oral communication rubric over both semesters, the differences are slight, although one already in the “Exemplary” category increased to a perfect 1.0 in FLF and another kept the same 1.0 the student earned in FLF 201. Two students dropped slightly in scores for FLF 202, but not enough to push them below the “Exemplary” category. Only one student dropped significantly in the FLF 202 score—from Exemplary to “Proficient,” but still completed the semester successfully. The AAC&U Intercultural rubric data seems overall to reflect success, but there was one outlier who scored only a 1 (Benchmark) in FLF 202 after scoring a 4 in the fall semester. Two of the six finished the 4 course sequence with scores of “Capstone,” and two increased from “Lower Milestone” to “Upper Milestone.” The last of the six who completed 201 & 202 dropped from Upper Milestone to Lower Milestone. I do not think that there is enough data here to suggest a trend in the AAC&U Intercultural rubric scores, so I label them “inconclusive.”
		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.	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 average of “minimal” In FLF 102 – no lower than an average of “minimal”	Inconclusive	We have no French minors this year, therefore could not test anyone
		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	90% of French minors taking the following FLF elementary and intermediate French courses will score the following averages on the	Inconclusive	We had NO MINORS this year, but it is important to note that 14 of 15 non-minors met the targets set for French minors.

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
		3.1 (SAO & SLO)	101, 102, 201 and 202. The Departmental Conversation Rubric will be applied to the conversation.	Department Conversation Rubric. In FLF 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	Inconclusive	We had NO MINORS this year, but it is important to note that 14 of 15 non-minors met the targets set for French minors.
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	The General Studies Graduate Satisfaction Survey was not distributed this year. Therefore, to gain data, the department pull from the University's Graduation Survey, which stated that nine of eleven (81%) General Studies graduates reported that they planned to look for new employment or attend graduate school. Result deemed inconclusive since the data reported was not true to the assessment method or achievement target.
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	Student scores; 44/50, 42/50, 0/50, 46/50, 48/50, 48/50 One student did not submit the assignment. All of the other students scored acceptable (42) or above.
	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 1.4).	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 Met	Candidate 1 5.0; Candidate 2 4.8/5.0 Candidates scored 96% or better on the assessment

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
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.	Inconclusive	The instructor for this course tried to survey students at the end of the semester by sending out an email with the survey attached. The result was an entire failure. No student responded to their email, likely because the email came in the last week of class when student email accounts are inundated with messages about graduation. Subsequent efforts to reach students likewise failed to net a single 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 22 students graduating in 2017-2018, 27% (6) reported acceptance into graduate school and 45% (10) reported taking an internship or professional position upon graduation, for a total rate of 72%. This is below the target rate of 80%. All three (3) students preparing to take praxis exams in Nursing reported already having secured a position pending a passing score on the exam. However, the exit survey was administered in the final week of the semester, with insufficient response (7 of 22) to accurately gauge students' perception of how much additional support students think the Honors College has provided in preparing them for post-graduation study or employment. As a result of the low survey response rate, the numbers of students entering graduate school and taking an internship or professional position were determined based on the Director of the Honors College's conversations with students throughout the semester and post-graduation.
Program - Interdisciplinary Studies (including American,	Students will demonstrate the ability to integrate multiple academic	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	100% of students enrolled in IS 499 Capstone will pass the course.	Target Met	Between fall and spring 2017-8, one student attempted and successfully completed IS 499 Capstone. No student dropped, withdrew, or failed

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	disciplines into a single project while honoring the basic conventions, restrictions, and requirements of each discipline.	4.1 (SAO & PO 3.e.)	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	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	A total of 12 students have been achieved acceptance into DPT programs over the last 3 years, giving an average of 4 students per year. In the previous 2 years, 8 students were accepted into DPT graduate programs. This year, 4 students were accepted into DPT programs.
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.	Inconclusive	No students enrolled. No data collected.
Program - Legal Studies (including Minor) - BA, BS {2016-2017}	Students will pursue opportunities to further their career to become an effective legal team member.	3.1 (SAO)	To continually improve knowledge, skill and competence as a legal team member.	45% of graduating students from the previous academic year 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	Ten Legal Studies' students graduated in 2016-17. Two (2) graduates are pursuing a graduate degree and three (3) students are employed as paralegals, for a total of 50% 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 Not Met	Fourteen students in 2017-18 PLG 440 Practical Legal Lab course completed an exit survey. Within the survey, the students were asked the following question: "Do you have plans to pursue a graduate degree such as a master's degree or law degree? If yes, what are your plans and what

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
		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 Not Met	<p>steps have you taken to reach this goal? If no, do you intend to pursue a career as a paralegal? If yes, then are you considering taking a certified paralegal exam (such as that given by NALA or NFPA?"</p> <p>Four (4) of those students, or 29%, intend to pursue law school or another graduate program, and two students (14%) indicated they intend to take steps to sit for the certified paralegal exam, for a total of 43% of graduating seniors that indicated they will be taking steps to further education and enhance their career.</p>
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 Met	63% of students earned a semester grade of C or better. Grades: 1 A; 3 B's; 1 C; 2 D's, 1 WP
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 Sophomore Exit Interview was administered to each of the 9 students who took the "Sophomore Barrier Jury" . All passed it successfully (they received a satisfactory rating). The students found the questions useful. Some of their answers served as an affirmation of the fact that the students were doing high quality work that would allow them continued success in this profession, while some other answers proved to serve as "food for thought" for students and made them reflect on what they could do better in their future musical and academic activities
		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	At the end of MUS 222, 9 students performed a Sophomore Barrier Jury. 3 students completed this at the end of the Fall 17 semester, while 6 of them completed it at the end of Spring 18 semester. The music faculty

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	assessed these performances using the "Sophomore Barrier Rubric". All of them scored over 80%, with 3 of them scoring 100%. Two students scored 95%, one scored 92%, while the rest scored 90%, 88%, 85% respectively.
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	39 of the 41 2017 ASN graduates passed on the first attempt of the NCLEX-RN test for an average of 95.1.
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	All students that graduated successfully completed the NCLEX on the first write. N=63. 100% pass rate.
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, 0% 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 and 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,	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).	Inconclusive	No students post BSN to DNP were admitted; no data collected

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
	technically sagacious, and 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).	Inconclusive	No students post BSN to DNP were admitted; no data collected
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 no students completed coursework for 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 were 3 philosophy minors in a lower-level philosophy course that could be evaluated. Three minors in PHL 204 scored 91% for fall and spring.
		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 Not 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. Fall 2017 87% of students in the 8 classes scored C or higher. 164 total students. 142 students met target. (142/164) Spring 2018 70% of students in the 6 classes scored C or higher. 170 total students. 119 students met target. (119/170) For 18-19 AY, 261/334=0.78 or 78%
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.	Inconclusive	No students enrolled for this academic year. Therefor, no students took the Praxis.

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
		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.	Inconclusive	No students enrolled for this academic year. Therefor, no students took the PLT.
		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 Principles of Learning and Teaching (PLT) Test with a score of 157 or above.	Inconclusive	No students enrolled for this academic year. Therefor, no students took the PLT.
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	As of May 2018, 100% of Cohort III (12 students) , and 100% Cohort II (7 students) have completed their thesis and will graduate.
Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	Students will demonstrate the ability to make a difference in the civic life of communities by showing evidence of the necessary knowledge, skills, values, and motivation to make that difference.	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	The overall average score for students in completing the Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	Inconclusive	This course was not offered in the academic year as we are revising the Political Science curriculum. While in August we thought this class would be a required part of the course rotation in the major, since then the faculty have reconsidered. Currently, we are on hold as we try to figure out whether this assessment can be moved to a class that will be taught annually.
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	2017-2018 MUW Graduation Survey Results: Excellent - 33.33% Good - 40% Total - 73.33% Excellent - 5/15; 33.33% Good - 6/15; 40% Fair - 2/15; 13.33% Poor - 2/15; 13.33% N/A - 0/15; 0%
		2.2 (SAO)	The psychology program will offer research opportunities to students.	At least one student will work as a research assistant each semester (e.g., through PSY 449).	Target Met	During Spring 2018, Dr. Wood conducted a research practicum (i.e., PSY 449) with two students.

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.	Each year a minimum of three alums in psychology will enter graduate programs in psychology or a related discipline.	Target Not Met	Two May graduates were accepted into graduate school in Spring 2018. One to a masters program at University of Southern Mississippi; one to another masters program at Jackson State University.
Program - Public Health - MPH {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 (74%) on all competency areas of the comprehensive exam on their first attempt.	Target Met	Eight students were assessed, and all met the 70% target (the passing score is 74%, however, so all did not pass). The scores were as follows: 70%, 74%, 76%, 84%, 87%, 88%, 88%, 90% Therefore, 100% of students made at least 70%.
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 Met	Students in HED 498 completing the exit exam during the 2017-2018 years (n=1) indicated that 0 were attending graduate school, 1 received a job promotion, and 0 had accepted a new job at the time of the survey.
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.	Inconclusive	The assessment coordinator for this academic program was a departing faculty member who erroneously reported data on the wrong course. ED 599 was not taught in the 2017-2018 AY. (See data below) ---- "Student 1, 5; Student 2, 5; Student 3, 5; Student 4, 5. All students scored 5 of 5 (Excellent) on the assessment." ----
	Candidates demonstrate skills and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards for	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	Inconclusive	ED 599 was not offered during the assessment period.

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
	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.	Reading Program Rubric in ED 599, Internship in Reading Literacy.	Inconclusive	ED 599 was not offered during the assessment period.
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 2017-2018, the program had three minors. The Lead Faculty met with these student for advising, provided completed internal audit sheets to the students, and kept the completed audit sheets on file. In reviewing the completed audit sheets and student transcripts (one at the end of the fall semester in preparation for the student to graduate in spring 2018 and the other two at the end of the academic year), the Lead Faculty concluded that the students were/are on track to complete the requirements for the minor by graduation.
		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.	Target Met	The Lead Faculty conducted a final advising session with the student once all requirements were met and confirmed through the internal audit sheets and the university degree audit that the student would graduate with the minor.
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 Teacher Intern Assessment Instrument in ED 566, Internship is MAT.	Target Met	Student 1 2.0; Student 2 3.0. Candidates both met the target; however, the ATAI was not used, but rather the TIAI.
	Candidates demonstrate skills	2.1 (SAO & SLO)	Candidates will be able to demonstrate skills and commitment to creating	Candidates will be able to demonstrate skills and	Target Met	Student 1 2/3; Student 2 3/3 Students were evaluated as

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
	and commitment to creating supportive environments that afford all students access to rigorous college and career-ready standards (Council of Accreditation for Educator Preparation, CAEP 1.4).	2.1 (SAO & SLO)	supportive environments that afford all students access to rigorous college and career-ready standards by developing a teaching unit.	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 2 or above on the Teaching Unit Rubric in ED 566, Internship in MAT.	Target Met	acceptable or safe to practice rather than as a percentage.
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	Students prepared an assignment on a cultural event/area related to Spanish-speaking world. Topics were chosen in consultation with professor and worked on throughout last third of semester. Presentations were made to the class. Part of the students' grades were based on their own presentation and on their response to the presentations by others (in the form of questions or comments). This facilitated an awareness of the differences among Spanish speakers from different countries and regions. With the presentations, students did not progress to level 3 on the Intercultural Competence and Awareness Rubric. As stated earlier, this seems to be too lofty a goal for students coming to the end of 4 semesters of language. 14 students earned a 2 on the rubric 4 students remained at the benchmark level, earning a 1. Total Average - $1.78 = 2$
Program - Speech Language Pathology - BS {2016-2017}	SLP undergraduates will develop an ability to integrate principles of speech-language	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 with a B.S. in SLP earned 25 hours of clinical observation hours. Accrual of hours are verified by faculty. Documentation of individual students' hours are on file in the SLP Program

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
Program - Speech Language Pathology - BS {2016-2017}	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	office.
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	92% of students earning the M.S. successfully completed the national examination in Speech-Language Pathology. One score is not known at the date of this report.
Program - Theatre - BA {2016-2017}	To provide high quality theatrical production opportunities, creative activities, 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	Based on final scores in TH 360-Internship, the Avg. Final grade was a score of 97.5 out of 100. Scoring Breakdown: 100: 1 95: 1 100 % (2 out of 2) completed an internship and satisfied the requirements for graduation. One was with a professional theatre company, the other was a student teacher with the Starkville School District.
		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.	75% of Juniors and Seniors in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency for juniors and seniors is achieved by a score of “3” or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate.	Target Met	The cumulative score was 3.15, taking the average of the top scores in three categories for each student. Scoring Breakdown: 2.0: 1 2.3: 1 3.0: 2 3.2: 1 3.7: 1 4.0: 2 75% of students met the target, which is keeping with our new threshold. Also keep in mind that due to the show schedule, students were evaluated for only one show this year.
		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	Based on the final grade of TH 360-Internship, The average Final grade was 96 out of 100 (A+) Scoring Breakdown: 90: 1 95: 2 100: 2 100% of the students successfully completed their internships. Two were even asked back the following summer.
		2.1 (GEO 5.a.,	Students will increase their skills of	90% of students participating in the	Target Met	It was an unusually small sample size

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
		PO 4.d., SAO)	professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	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 Met	but the answers to the survey were consistent with past results so for now, we are satisfied that this is an adequate Assessment method (see "Student 1" and "Student 2" attachments for student responses).
		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	The cumulative avg. was 3.16, taking the average of the top scores in three categories for each student. Scoring Breakdown: 1.3: 1 2.0: 1 2.3: 1 3.0: 3 3.3: 1 4.0: 5 75% of students met the requirement, which is almost identical to last year.
		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 the freshmen, sophomores and first year transfers participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of “3” in at least 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate.	Target Met	The average cumulative score was 3.4 Scoring Breakdown: 2.0: 1 2.5: 1 2.6: 1 2.8: 1 3.5: 1 3.8: 2 4.0: 6 69% of students met the threshold for success in this category.
		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	That is just below the threshold which, in this case, amount to 1 student. The average was around 2.8, so we find this to be encouraging. Scoring Breakdown: 1.0: 1 1.5: 1 3.0: 2 3.4: 1 3.8: 1 4.0: 1 71% of students met the criteria for success in this category
		2.3 (SLO & SAO)	Students will effectively demonstrate their comprehension and developed abilities by synthesizing the sum of their	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at	Target Met	The average score is 1000 (A+) Breakdown: 1000 (3 A's): 2

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
		2.3 (SLO & SAO)	knowledge gleaned in the Theatre curriculum to independently devise a creative piece with a unique point of view.	least 90% (A-) on the Senior Exit Project Rubric.	Target Met	The average score is 1000 (A+) Breakdown: 1000 (3 A's): 2
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	I suspect that this achievement target needs to be increased, but we will wait for the first data year in spring, 2019.
		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 graduate/professional program connected with women's leadership.	Target Met	We now have four graduates from the program and all indicate that they are very satisfied with the program and that the degree has either prompted them to begin something different in a current career, such as run for public office, or manage an office differently. One says the program gave her the confidence to open her own business. Another credits her new administrative job in development for a K-12 school to the preparation the MA in WL gave her.
		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 official alumni survey will be administered in 2019.
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	This year five students, four graduates with the equivalent of a women's studies minor (21 hours in WS classes), and one WS minor completed reflective papers or gave a formal vocal reflection on their experiences in addition to their completed final project. WS faculty assessed their reflections using the departmental Rubric on Mentoring or Internship Experience. One graduate in Interdisciplinary Studies, with

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	women's studies as one of her three emphases, was under the supervision of Erin Kempker, a historian. Under her guidance, she completed oral histories of seven women who have suffered from domestic violence and then wrote a play, identities hidden, based on their descriptions of the abuse. She performed the play with one other actor to an audience of faculty and students. She reflected on the experience in a detailed manner as she answered questions from the audience for half an hour after her play concluded. Another graduate completed her senior Honors Thesis on male and female sexuality as represented in Medieval Irish manuscripts. She was mentored by at least one faculty member at her university in Ireland, where she spent a year researching her subject. In the spring of 2018, she presented the final project, reflecting on what she had been taught, and what she had learned from her guided research. (Both final presentations earned these graduates a top grade from 90-98 percent--and A) from a large committee of Honors faculty reviewers. Another graduate (an English major with 21 hours in WS classes), was mentored by a marketing faculty member to complete an Honors Project examining the effect of differently designed covers on male and female consumers. She specifically talked about how her marketing mentor made her paper have a real focus, and taught her how to use surveys, focus groups, and to analyze data. She also earned a 90-100 percent grade from the Honors faculty committee observing her presentation. A junior minor took a class under the guidance

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	of a psychology faculty member (Research in Human Behavior) and her final reflective paper described in detail how she had learned from her mentor how to observe and then analyze through research many types of human behavior, including behavior which was connected to violence against women. A final graduate, a women's studies minor, completed two WS 400 Special Topics classes, one on Women's Rebellion and one on Gender and Sexuality. Both required final projects which reflected on what she had gained from examining "historical mentors" whose information was presented as part of the class content.
	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	Next year (2019) will be the first year we can analyze data from the MUW Alumni Survey.
		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	We did a more formal social media/text and email survey of our graduates this year and had five responses. One of our 2018 graduate minors is beginning a Women's Psychology master's degree at Memphis State in the fall; another graduate minor will enter our own MA in Women's Leadership in the fall of 2018. A 2015 graduate is completing a fully funded Master's degree in Health Informatics at George Mason University. She plans to return to her home country and be an advocate for women's public health. Another graduate minor will continue her students at a MA graduate program in Ireland, continuing her Honors Thesis research

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		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	in sexuality as depicted in Medieval Irish documents. A 2016 graduate is going into her third year of law school at UM and has been involved in pro bono work helping vulnerable populations, including women. Another graduate minor is a Registered Nurse at a local hospital and has regularly mentioned to me that her women's studies courses prepared her to deal with many issues which come up in her duties as a nurse.
		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.