

Student Achievement Outcome Results Report 2018-2019

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	74% of Accounting students passed the ethics exam in the capstone course with a 70 or above.	Target Not Met
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.	The overall average of all four was a 2.75 which met the assessment target, with individual scores of 2.75 each.	Target Met
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. Only 48% (7/16) of the students taking the Major Fields Test in biology scored above the 50th percentile.	Target Not Met
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.	74% of Accounting students passed the ethics exam in the capstone course with a 70 or above. 55% of General Business students passed the ethics exam in the capstone course with a 70 or above. 53% of Management students passed the ethics exam in the capstone course with a 70 or above. 71% of Marketing students passed the ethics exam in the capstone course with a 70 or above.	Target Not Met

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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.	70% of Marketing students passed the ethics exam in the capstone course with a 70 or above.	Target Not Met
Program - Business Administration (including Minors and Certificates) - BS, BBA {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.	74% of Accounting students passed the ethics exam in the capstone course with a 70 or above. 55% of General Business students passed the ethics exam in the capstone course with a 70 or above. 53% of Management students passed the ethics exam in the capstone course with a 70 or above. 71% of Marketing students passed the ethics exam in the capstone course with a 70 or above. 70% of Marketing students passed the ethics exam in the capstone course with a 70 or above.	Target Not Met
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.	2 of the 5 students admitted in the Fall 2016 semester successfully completed the MBA program. 4 of the 4 students admitted in the Spring 2017 semester successfully completed the MBA program. 3 of the 3 students admitted in the Summer 2017 semester successfully completed the MBA program. It should be noted that the 3 students that were admitted in the Fall 2016 semester and have not yet completed the program are still successfully progressing through the program. Those students are employed full time and are taking longer to complete the program.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	There were two Chemistry majors who graduated in May 2019. The students took the Chemistry Major Fields Test (MFT) during the semester of their graduation. They both scored in the 34th percentile. Target was met.	Target 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.	The mean score for the sampled student portfolios was 96 on a 100-point scale using the departmental Communication Student Portfolio rubric. Of the 10 portfolios sampled, 10 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 and demonstrated the ability to organize this work into a coherent portfolio. Once again, a potential area of improvement is in the breadth of work presented (some portfolios suffered because prior work had been misplaced or not saved).	Target Met
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.	All students who completed the Thesis Survey (6 out of 8) indicated that they had published creative work and listed several publications. A review of other information posted on social media about publications by our students reveals that the other two student who did not complete the survey also had publications while in the program. Two of the students who graduated this year were recognized in AWP's Intro Journals Project: Allison Chestnut with an honorable mention in Poetry and C. T. Salazar with an award and publication in Tampa Review in Poetry. Since receiving the MFA, these students have all continued to publish as well.	Target Met
Program - Culinary Arts (including Minor) - BS, BAS {2016-2017}	Students will gain an appropriate understanding of	1.2 (SAO & SLO)	Students will successfully become ServSafe certified by passing the ServSafe examination.	60% of students will be awarded a Servsafe certificate.	Out of 26 students tested, 24 (92.3%) passed the ServSafe national certification exam.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Culinary Arts (including Minor) - BS, BAS {2016-2017}	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.	Out of 26 students tested, 24 (92.3%) passed the ServSafe national certification exam.	Target Met
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.	No students were enrolled and none were admitted because IHL deleted the program October 2018 (Fall 2018).	Inconclusive
Program - Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019}	Students will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to the Master's of Education in Education so that professional development of those individuals will provide opportunities for P-12 students (Council of Accreditation for Educator Preparation, CAEP 1.1).	1.3 (SAO)	Students will successfully complete the Master's of Education in Education degree program in a timely manner, within six years.	At least 80% of students who graduate from the Master's of Education in Education will have completed the degree program within six years.	No students graduated with the M.Ed. in Education during the 2018-2019 academic year, in the August 2018, December 2018, or May 2019 graduation cycles; No students completed the Gifted Studies Certification or Reading Literacy Certification during this same period of time.	Inconclusive
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.	For the 2018-2019 year, the program had six students to graduate. Of those six students, four passed the School Leadership Exam coded 6011 with scores of 173, 160, 170, and 159. One student passed the School Leadership Exam coded 6990 with a score of 153. There was one student who already had the administrator endorsement on her license so she was not required to retake the test. Five of six students, or 83%, who attempted the exam passed the SLLA	Target Met

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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.	exam in the 2018-2019 academic year. (Please note that the School Leadership Exam was updated within in the 2018-2019 time frame; hence, the two different codes.)	Target Met
Program - Elementary Education - BS {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 & GEO 5.a.)	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 content knowledge and skills to 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.	Residency 3 students were assessed on a Video Assignment Rubric to score their level of understanding of content knowledge and skills to their discipline. Out of 21 students, 20 scored a 2 or higher on the InTASC #4 items on the rubric. A more detailed listing of the scores are in the related document, TRACDAT 1.1 DATA. The assignment guidelines and rubric can also be located in the related documents.	Target Met
	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.	For the 2018-2019 academic year 17 out of the 22 students who took the Residency 3 course scored a 2.00 or higher on the Teaching Intern Assessment Instrument (TIAI). The semester breakdown was 4 out of 9 students scored a 2.00 or higher on the TIAI in the fall 2018 and 13 out of 13 students scored a 2.00 or higher on the TIAI in the spring 2019. While it did not appear that our target would be met in the fall 2018, we showed a turn around in the spring 2019 in which all students scored a 2.00 or higher on the TIAI. Please see the related document, TRACDAT 2.1, to see a further breakdown of the data.	Target Met
	Candidates will be competent in reading, writing, and math to demonstrate their	4.1 (SAO & SLO)	Candidates admitted to the Teacher Education Program will have the basic skill set to successfully complete the program and obtain a teaching license.	80% of candidates attempting to be admitted into the Teacher Education Program will have passing Praxis Core test scores or a composite score of 21 or higher on	For the 2018-2019 academic year, there were 42 applicants to the Teacher Education Program. Of the 42 applicants 39 obtained a composite score of 21 or higher and 2	Target Met

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	skill set for teaching (Title II - National Standard).	4.1 (SAO & SLO)	Candidates admitted to the Teacher Education Program will have the basic skill set to successfully complete the program and obtain a teaching license.	the ACT.	obtained passing Praxis Core scores. One applicant did have an SAT score that overly met the Mississippi Department of Education's requirement do be exempt from the Praxis Core and the ACT. Please see that related document TRACDAT 4.1 DATA for a breakdown of the scores.	Target Met
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.	2019 Alumni Survey Results participation (3 English Alumni) "In which type of degree program have you enrolled since receiving your degree indicated at the beginning of this survey?" 2/3 - 66.67%: I have enrolled/graduated in a master's degree program. 1/3 - 33.33%: Not Applicable Target Met at 66.67%	Target Met
		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.	2019 Alumni Survey Results participation (3 English Alumni) "What are you currently doing?" 1/3 - 33.33%: I am working full-time for pay in my field of study. 1/3 - 33.33%: I am working part-time for pay. 1/3 - 33.33%: I am pursuing further education. "Please indicate your level of agreement for each statement. - The curriculum for my degree was relevant to the position I now hold." 1/3 - 33.33%: Strongly Agree 2/3 - 66.67%: Agree Collectively, both statements meet the 85%, since all three alumni indicate that the curriculum was relevant to their current position. It's important to note the only one out the three indicate that they are	Target Met

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		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.	working in their field of study, though.	Target Met
		3.2 (SAO)	Students will be actively engaged utilizing their English degrees.	One year after graduation, 90% of English graduates will be employed in their field or a related field or in graduation school in their field or related field.	<p>Due to changes in the administration of the social media survey, we are transitioning to using the Senior Exit Survey for graduating seniors. At the time of graduation out of 11 respondents:</p> <p>1 had secured full-time employment in the field of study 3 were searching for full-time employment in the field of study 2 were currently employed full-time in the field of study 4 were currently employed part-time 2 responded n/a (likely attending graduate school) 3 indicated plans to continue their education: 1 at MUW, 1 at MUW or MSU, and 1 didn't know where yet.</p> <p>In addition, we conducted a social media survey of alumni (only) with very limited results: 6 respondents. Of those, two listed 'teacher,' one listed librarian, one runs a family business, one waits tables and manages a restaurant, and one (who was a psychology double-major) is a counselor.</p> <p>To gain better insight, we also searched social media for the careers of our alumni. Of 51 who listed employment on their profiles: 5 listed writer, 1 editor, 8 college instructor, 11 teacher, 3 librarian</p>	Inconclusive
Program - Family Nurse Clinician (including Certificate) - MSN {2016-2017}	Prepare advanced practice nurses who demonstrate mastery of	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.	100% passed ANCC and 82% percent passed on first write of AANP. 100% passed on second write of AANP.	Target Not Met

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Program - Family Nurse Clinician (including Certificate) - MSN {2016-2017}	expected national competencies including the abilities to assess, diagnose, and manage a broad scope of acute and chronic health issues in primary care.	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.	100% passed ANCC and 82% percent passed on first write of AANP. 100% passed on second write of AANP.	Target Not Met
		1.1 (SAO & SLO)	Participate as a member and leader of interprofessional teams to manage and coordinate safe and quality patient care.	90% of Post-Graduate Advanced-Practice Registered Nurse Certificate students are successful in passing the FNP Certification exam (either ANCC or AANPCP) on the completion of the program.	One Post Grad FNP did not pass first write (AANP). The student retook and passed on the second write (AANP). Two Post Grad FNP passed on first write (ANCC).	Target Met
		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.	Thirty four students made an A and one student made a B.	Target Met
Program - Family Studies (including Minor) - BS {2016-2017}	Students will conduct themselves in a professional and an ethical manner when working with families.	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.	For AY 18-19, 86% of students earned at least a grade of B on the Worksite Supervisor's Evaluation Rubric; thus, the target was not met.	Target Not 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.	100% of students earned an average score of 28 on the Worksite Supervisor's Evaluation Rubric for from their internship site supervisor for the FS 499, Internship, course.	Target 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.	The average rating of satisfaction on the Senior Exit survey regarding ethical practice (question 3) was a 9 on a scale of 1 to 10; thus, the target was met.	Target Met
		2.3 (SAO)	Students will feel that the Family Studies program has prepared them to work	Participating students' will report that they feel the Family Studies	The average satisfaction rating for students completing the exit survey	Target Met

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		2.3 (SAO)	professionally and ethically upon graduating.	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.	was 9 on a scale of 1 to 10 for professional practice (question 2); thus, the target was met.	Target 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.	Departmental faculty surveyed films viewed by students in FLM 101, FLM 201, FLM 301, and COM/WS 303 to assess the country origin for films viewed by students in these courses. All students (100 percent) had viewed films from a country other than the United States. Great Britain, France, India, South Korea, and China were among the countries of origin for films viewed by students. (Student film viewing was surveyed per course, so total might reflect students enrolled in more than one course.)	Target Met
		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.	Departmental faculty surveyed films viewed by students in FLM 101, FLM 201, FLM 301, and COM/WS 303 to assess the time periods in which the films were made. All students (100 percent) had viewed films from more than two distinct time periods (early silent era, Hays production code era, post-Hays era, 1980s, 2000s). (Student film viewing was surveyed per course, so total might reflect students enrolled in more than one course.)	Target Met
		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.	Departmental faculty surveyed films viewed by students in FLM 101, FLM 201, FLM 301, and COM/WS 303 to assess the variety of film genres viewed by students in these courses. All students (100 percent) had viewed films from more than two genres. Comedy and drama were the two most common genres viewed (100 percent). Action, horror, and science fiction genre films were each viewed by at least 90 percent, and a variety of	Target Met

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		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.	other genres (Western, musical, crime, and war) were also viewed. (Student film viewing was surveyed per course, so total might reflect students enrolled in more than one course.)	Target Met
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.	We are pleased that we are meeting our target and that the majority of our graduates are pleased with their educational experience. Areas that were below target: Spring 2019 Part 1 Q4 – The Art Fundamentals Seminar provided useful information and aided you as a new student – we have been trying to evolve the ART 100 seminar to provide useful information for new students concerning departmental rules and art basic program requirements ; Spring 2019 Part 2 Q 3 – You were encouraged to participate with professionals and peers through conferences, organizations, and exhibitions, etc. –this result is not too concerning, student travel will always be affect by their access to funds ; Fall 2018 Part 2 Q5 – As you are now graduating you feel that you have developed a personal style of artmaking –we should modify this question to include graphic design emphasis students whose goal is not a personal style but a professional portfolio, this question may be excluding them for a favorable response; Fall 2018 Part 2 Q6- You understand how to edit, prepare, and exhibit artwork from your senior show experience –this result is not too low, the instructor of record and gallery staff are available to assist students when hanging their exhibition and the faculty sponsors encourage each senior to meet and discuss the works they plan to display in their exhibition also the data shows	Target Met

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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.	a wide range between fall 66% and spring at 90% which could be reflected by a particular student who was not engaged in the process; and Fall 2018 Part 2 Q7- You feel professionally prepared to enter the field of your choice –the data shows a wide range between fall 50% and spring at 90%, this is not alarming it could be an individual’s stress at facing a post undergraduate world , the faculty will watch the data in the next year to see if this is reflecting a new trend.	Target Met
		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.	NOTE: the rubric was revised from : The average score of students assessed will be at least 4 “meets expectations” out of the six total areas to The average score of students assessed will be at least 3 “meets expectations” out of the five total areas using the department Senior Exhibition Review rubric. Fall and spring 2018-2019 saw 16 students pass through the program, with 6 students in fall 2018 and 10 students in spring 2019. Fall students met with an 83% success rate while spring had a 90% success rate at meeting overall departmental goals for the senior exhibition. The faculty were pleased with the overall success rate of 88%. Both fall and spring students were strongest in technical mastery and independent works with the weakest category being artist statements. In fall 2018 the success rate for artist statements was 50%- after the fall results, the faculty of record reorganized the structure and requirements of the artist statements.	Target Met

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		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.	<p>For spring 2019, the results jumped to 90%, resulting in the increased success rate. The spring students had an overall improvement in scores across the board, with a significant increase in the scoring for artist statements.</p> <p>We also are pleased that the advanced studio critiques held each semester has proved very beneficial to the graduating student in solidifying their advanced work and professional portfolio. Students are critiques by the faculty and peers.</p>	Target Met
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.	75% 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”	All students assessed in FLF 101 and 102 earned scores lower than 3 (minimal), where 1 is Exemplary, 2 is Proficient, and 3 is minimal. Scores ranged from 2.5-1.04 in 101 and 2.68-1.04 in 102.	Target Met
		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.	75% 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”	10 students assessed met the target of 2 or lower on this assessment with 1 being Exemplary and 2 being Proficient. Eight students did not meet the target, though of those many were close. non-proficient scores were: 2.32, 2.24, and 2.16 in FLF 201 and 2.16, 2.16, 2.52, 2.24, 2.28 in FLF 202. Of these, all but one would round down to 2, meaning they are closer to proficient than to minimal. We may need to consider how we view average scores between Proficient and Minimal. Only 56% of non-majors met the target score.	Target Not Met
		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	There were no minors this year in FLF 101 and 102.	Inconclusive

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		3.1 (SAO & SLO)	be applied to the conversation.	average of “minimal” In FLF 102 – no lower than an average of “minimal”	There were no minors this year in FLF 101 and 102.	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 201 – no lower than an average of “proficient” In FLF 202 – no lower than an average of “proficient”	The department had 1 minor this year, who scored a perfect score of 1 on the department Conversation Rubric.	Target Met
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.	12 Graduates who marked General Studies as their major/degree participated in the Graduation Survey. Of those 12, 2 (16.67%) are employed in their field of study. Secured Full-Time Employment in Field of Study - 0/12 Searching for Full-Time Employment in Field of Study - 3/12 Currently Employed Full-Time in Field of Study - 2/12 Currently Employed Full-Time - 3/12 Currently Employed Part-Time - 4/12 N/A - 2 This program has been inactivated and most of the students have transitioned to the BPS Degree. This program will no longer be assessed.	Target Not Met
Program - Gerontology - Minor {2018-2019}	Students will transfer learning to their majors and complex situation.	1.2 (SAO & SLO)	Students will be able to utilize the knowledge on end-of-life issues and explain the ways of the concepts of death can change over time, place, and culture.	The average score of NU 453 students will be at least 70% on the final exam.	NU 453 Spring 2019 Average Score of Final Exam: 94.67 NU 453 was not offered Fall 18	Target Met
Program - Gifted Studies (including	Candidates demonstrate an	2.1 (SAO & SLO)	Candidates demonstrate an understanding of and are able to apply	Candidates demonstrate an understanding of and are able to	ED 595 was not offered this past year.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Certificate) - ME {2016-2017}	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)	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.	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.	ED 595 was not offered this past year.	Inconclusive
	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.	Six students were enrolled in the course in which this assignment took place and was assessed. One student was not graded on this assignment (as a drop grade). Three of the five students earned 100% and two earned 0% credit: Student A: 100%, Student B: 0%, Student C: 0%, Student D: 100%, Student E: 100%. The average for the five students assessed is 60%.	Target Not Met
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.	In Fall 2019 six students completed the Capstone class and four completed the Capstone survey. Of the four who completed the survey, all self-reported that they increased their knowledge and skills in history (Question 1, average 4.75), critical thinking (Question 2, average 5.0), communication skills (Question 3, average 5.0), and historical inquiry (Question 4, 5.0). In addition to scoring their learning highly on the numeric scale, some students wrote qualitative comments, which supported their scoring. One student explained that it was the Capstone class (HIS 499) that really cemented much of this learning for them: "The capstone project was exponentially helpful in exposing me to primary	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	source work, and was a deeply important process in helping me crystallize everything that I had learned to this point as a history major. History coursework has taught me to analyze a problem, find appropriate sources, analyze sources both textually and contextually, and how to ask and answer questions that were relevant to and shaped the world around me."	Target Met
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.	Of the 14 students graduating in 2018-2019, 29% (4) reported acceptance into graduate school and 50% (7) reported taking an internship or professional position upon graduation, for a total rate of 79%. This is just below the target rate of 80%. Administering the survey earlier in the semester and on paper led to a full response rate. However, the findings simply indicate that some students are graduating uncertain of what they are doing next.	Target Not Met
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.	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	Inconclusive
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	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.	Two students reported being accepted into DPT programs for the 2018/2019 school year. This gives us a 3 year total of 11 and an average of 3.7 students per year.	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017}	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.	Two students reported being accepted into DPT programs for the 2018/2019 school year. This gives us a 3 year total of 11 and an average of 3.7 students per year.	Target Met
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.	<p>One student completed ED 407 Internship during the 2018-2019 academic year. All aggregate scores from all indicators on the TIAI were at least a 2 on a 0 – 3 scale {Phase 1: 2.91 and Phase 2: 3}.</p> <p>The specific aggregate scores were as follows:</p> <p>Phase 1 Lesson Plans Lesson Plan Week 2 Avg. = 2.29 / 3 (76.33%)</p> <p>Lesson Plan Week 3 Avg. = 2.51 / 3 (83.67%)</p> <p>Lesson Plan Week 4 Avg. = 2.74 / 3 (91.33%)</p> <p>Lesson Plan Week 5 Avg. = 2.64 / 3 (88.00%)</p> <p>Lesson Plan Week 6 Avg. = 2.69 / 3 (89.67%)</p> <p>Lesson Plan Week 7 Avg. = 2.64 / 3 (88.00%)</p> <p>Phase 1 TIAI & Disposition TIAI University Supervisor Avg. = 2.91 / 3 (97.00%)</p> <p>Disposition University Supervisor Avg. = 3.00 / 3 (100.00%)</p> <p>Phase 2 Lesson Plans Lesson Plan Week 1 Avg. = 2.56 / 3 (85.33%)</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	Lesson Plan Week 2 Avg. = 2.06 / 3 (68.67%)	Target Met
					Lesson Plan Week 3 Avg. = 2.06 / 3 (68.67%)	
					Lesson Plan Week 4 Avg. = 2.22 / 3 (74.00%)	
					Lesson Plan Week 5 Avg. = 2.33 / 3 (77.67%)	
					Lesson Plan Week 6 Avg. = 2.42 / 3 (80.67%)	
					Lesson Plan Week 7 Avg. = 2.43 / 3 (81.00%)	
					Phase 2 Unit Plan Lesson Plan Avg. = 2.57 / 3 (85.67%)	
					Assessment Avg. = 2.70 / 3 (90.00%)	
					Video Avg. = 2.86 / 3 (95.33%)	
					Phase 2 TIAI & Disposition TIAI Mentor Teacher Avg. = 3.00 / 3 (100.00%)	
					Disposition Mentor Teacher Avg. = 3.00 / 3 (100.00%)	
					TIAI University Supervisor Avg. = 2.81 / 3 (93.67%)	
					Disposition University Supervisor Avg. = 3.00 / 3 (100.00%)	
					Intern Time Sheet Phase 1 Time Sheet 1 Meets Requirement / 0 Does not Meet (100.00%)	

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	Phase 2 Time Sheet 1 Meets Requirement / 0 Does not Meet (100.00%) Professional Portfolio Avg. = 3.00 / 4 (75.00%)	Target Met
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.	Ten Legal Studies' students graduated in AY 2017-18. One graduate is pursuing a law degree and four recent graduates are employed as paralegals or is other positions in the legal field, for a total of 50% of recent graduates that have taken steps to further education and enhance their career in the legal field.	Target Met
		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.	<p>Twenty-three students were enrolled in PLG 440 (capstone course) in 2018-19. Out of those, twenty-two completed the course exit survey. Within the survey, the students were asked the following questions: "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 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>Six (6) students, 27%, intend to pursue law school or another graduate program, and one student (5%) indicated she intends to take steps to sit for the certified paralegal exam, for a total of 32% in the capstone course indicating they will be taking steps to further education and enhance their career in the legal profession.</p>	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	75% of students in MA 301 earned a semester grade of C or better. Semester grades: 1 A; 2 B's; 1 D	Target Met
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.	All 9 students completed the Sophomore Barrier Interview successfully and satisfactorily (even the one who was unprepared from the musical standpoint).	Target Met
		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).	We have had 9 students perform the "Sophomore Barrier Jury" this year, 3 in the Fall semester and 6 in the Spring. Six of the students assessed were singers, and three instrumentalists (guitar, clarinet, and trombone) The majority of the students gave technically strong performances, and they scored grades of 85%, 83%, 90%, 94%, 93%, 94%, 95%, 92%. One student was unprepared, and was only able to perform one piece. (approximately 3 minutes long). The student failed the jury and later transferred out of the department.	Target Not Met
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.	48 of the 52 2018 ASN graduates passed on the first attempt of the NCLEX-RN test for a result of 92%	Target Met
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.	54 of 56 graduates (May 2018 - 55 students & August 1student) were successful on the first write of the NCLEX-RN exam which resulted in a 96.4% first write average. 2nd writes	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	was 100%. National average for 2018 was 88.29%.	Target Met
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.	Three out three at the time of reporting period 100% of graduating DNP students have submitted a scholarly work to a state, regional, national, or international journals or conference during their plan of study.	Target Met
	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 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).	No students post BSN to DNP were admitted, no data collected. Ten MSN to DNP, all ten passed prior to admission into the program. Since the MSN students may be past graduates from different institutions there are no certification pass rates. Their passing grades are in their admission file.	Target Met
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.	Exit Survey wasn't administered as no students completed coursework for minor	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	<p>For Fall 2018, there were no minors to assess.</p> <p>For spring 2019, we had one minor but the student was not in the courses to be assessed.</p> <p>For 2016-2017: "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)."</p> <p>For 2017-2018: "There were 3 philosophy minors in a lower-level philosophy course that could be evaluated.</p> <p>Three minors in PHL 204 scored 91% for fall and spring."</p> <p>Three-Year Trend Data Collection Results for Low-Enrolled: $(86\%+91\%+91\%)/3 = 89.33\%$ from the 2 years that data was available to collect on the minors {Met Three-Year Data Trend Target}</p>	Inconclusive
		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.	<p>AY Total Average Score: $(70.85\%+66.95\%)/2 = 68.9 = 69\%$</p> <p>For Fall 2018, samplings from 8 courses were assessed according to their final scores: Total Fall Average Score = 70.85%</p> <p>For Spring 2019, samplings from 7 courses were assessed according to their final scores: Total Fall Average Score = 66.95%</p> <p>{Please see attached spreadsheet and original scans for individual student scores.}</p>	Target Not Met
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.	There was a student enrolled in the Physical Sciences program this academic year; however, he withdrew from the institution at the end of the Fall term. He has since contacted our	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	department and intends to come back Fall 2019. Therefore, the one student was not eligible to take the Praxis, so there is no data to report.	Inconclusive
		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.	There was a student enrolled in the Physical Sciences program this academic year; however, he withdrew from the institution at the end of the Fall term. He has since contacted our department and intends to come back Fall 2019. Therefore, the one student was not eligible to take the Praxis, so there is no data to report.	Inconclusive
		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.	There was a student enrolled in the Physical Sciences program this academic year; however, he withdrew from the institution at the end of the Fall term. He has since contacted our department and intends to come back Fall 2019. Therefore, the one student was not eligible to take the Praxis, so there is no data to report.	Inconclusive
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).	The students have not completed their research theses yet. Therefore, no data collected to report on.	Inconclusive
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	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.	In Fall 2018, POL 202 Affecting Democracy was taught and the assignment submissions, group work interactions, and reflections of eight students enrolled in the course were monitored over the course of several civic engagement assignments and the entire body of work scored using	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	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.	<p>the Civic Engagement VALUE Rubric. The assignments included periodic attendance and reporting on public meetings (most attended city council meetings), identification of an issue of concern to citizens of the local city (Columbus) or county (Lowndes), interviews with citizens to assess the range of perspectives on the problem, and small-group work conducting a preliminary stakeholder analysis, designing a civic engagement event that would enable direct, representative deliberation on the issue, and giving a mock proposal presentation imagining that the civic engagement event was being pitched to local officials. Students also reflected on their experiences at the end of the course in an open discussion of the value of civic engagement - theirs and others' - and their ability to do so in existing and new ways.</p> <p>The overall average score for the class was 3.3, above the target of 3.0. While one student averaged a meager 1.3, this was an extreme outlier, and if that datum is removed from the observations, the overall average increases to 3.6 and the range of individual averages extends from 3.2 to 4. On five of the rubric's six dimensions, the class average was above a 3.0, but on "civic communication," the score was a 2.9. Again, the low-scoring student should be considered, since his score of 1 (which reflects the fact that he really only listened to the ideas of other group members in the engagement event assignments, contributing nothing of his own to the project) brings the course average down 0.2 points; if that observation is removed</p>	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	from the analysis, the course average rises to a 3.1.	Target Met
Program - Professional Studies - BPS {2018-2019}	Students will be prepared for successful careers, including managerial and leadership roles, in a professional working environment.	1.2 (SAO & SLO)	Students will be able to demonstrate a substantive knowledge of foundational concepts taught in the Professional Studies Core.	75% of students will correctly answer 80% of the questions on the capstone examination.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
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.	2018-2019 MUW Graduation Survey Results: Excellent - 40% Good - 50% Total - 90% Excellent - 4/10; 40% Good - 5/10; 50% Fair - 1/10; 10% Poor - 0/10; 0% N/A - 0/10; 0%	Target Met
		2.2 (SAO)	The psychology program will offer research opportunities to students.	At least two students will work as a research assistant each semester (e.g., through PSY 449).	Zero students worked as research assistants.	Target Not Met
		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.	Faculty are not aware of any students being accepted into graduate programs since last year.	Target Not Met
Program - Public Health - MPH {2016-2017}	Students graduating from this program will be able to assess individual and	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 score 84% on all competency areas of the comprehensive exam on their first	The scores on the first attempt at the comprehensive exam (as percentages, %) are as follows: 40 42.67	Target Not Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Public Health - MPH {2016-2017}	group health education and promotion needs.	2.2 (SAO)	Students will demonstrate a knowledge of all health education competencies.	attempt.	62 68 68 70 71.33 78.67 80.67 82 82.67 84 85.33 85.33 86 86.67 86.67 87.33 So, 7 out of 19 or 38% students scored 84% or higher on their first attempt in the comprehensive exam.	Target Not Met
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.	Students in HED 498 were given the exit survey during the 2018-2019 years (n=44) indicated that 6 were attending graduate school, 3 received a job promotion, 9 had accepted a new job at the time of the survey, 3 did not respond to the question, and 23 did not take the survey. Of the students completing the survey (n=21) 85.7% (n=18) indicated either job promotion, a new job, or graduate school.	Target Met
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.	Two Reading/Literacy students with a mean score of 100% completed the assignment as evaluated by the ED 699 Action Research Proposal Evaluation instrument: Student 1, 100%; Student 2, 100%.	Target Met
	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 a commitment	Two Reading/Literacy students with a mean percentage of 100% completed	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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)	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.	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.	the associated assignment: Student 1, Target Met 100%; Student 2, 100%	
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.	In 2018-2019, the program had two minors. The Lead Faculty coordinated with the students' major advisors for advising, reviewed the audit sheets provided by the Registrar, provided completed internal audit sheets, and kept the completed audit sheets on file.	Target Met
		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.	In 2018-2019, the program had two minors. The Lead Faculty coordinated with the students' major advisors for advising the students and completed internal audits o check that all minor requirements were being met. In reviewing the completed audit sheets and student transcripts in the fall semester in preparation for the student to graduate in spring 2019, the Lead Faculty concluded that the students were on track to complete the requirements for the minor by graduation, and both graduated with the religious studies minor in May 2019.	Target Met
Program - Secondary Teacher Education - MAT {2016-2017}	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline	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,	The Teacher Intern Assessment Instrument was not implemented in ED 697 Internship in Masters of Education.	Inconclusive

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Secondary Teacher Education - MAT {2016-2017}	(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.	Internship is MAT.	The Teacher Intern Assessment Instrument was not implemented in ED 697 Internship in Masters of Education.	Inconclusive
	Candidates demonstrate skills 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)	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 needs of the school by scoring an average of 2 or above on the Teaching Unit Rubric in ED 566, Internship in MAT.	This assessment instrument was overlooked when the decision to move this student from ED 566 to ED 697 was made. Greater oversight of course requirements aligned with assessment measures is required.	Inconclusive
Program - Sexual Health - Minor {2018-2019}	Students graduating with a minor in Sexual Health will successfully advance their professional career in sexual health.	1.1 (SAO)	Students graduating from this minor will important an increased understanding of the importance sexual health education within the field of public health.	75% of students participating in the Exit Survey will state that they have an increased understanding of the importance of sexual health education within the field of public health as a result of completing the minor in sexual health education.	Given this was the first year of the minor in Sexual Health, no exit survey was given. One will be given during the 2019-2020 academic year.	Inconclusive
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 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	Students in 202 completed an assignment researching a musical group/artist from the Spanish-speaking world and then comparing the genre and music to an English-speaking group from the US. Of the 22 students assessed, the average score was 2.09.	Target Met
Program - Speech Language Pathology - BS {2016-2017}	SLP undergraduates will develop an ability to integrate principles of	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.	100% of students graduating with a B.S. in SLP and students completing the prerequisite requirements earned 25 hours of clinical observation hours. Accrual of hours are verified by	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
Program - Speech Language Pathology - BS {2016-2017}	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.	faculty. Documentation of individual students' hours are on file in the SLP Program office.	Target Met
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.	11 of 12 students have successfully passed the Praxis II exam. One student is scheduled to take the exam on 6/3/2019.	Target Met
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.	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.	75% of students (3 out of 4) answered questions #3 and #4 satisfactorily, showing they understood the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related documents on Student responses.	Target Not Met
		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 70% of freshmen, sophomores, first year transfers, juniors and seniors participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of “3” in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	65% (11 out of 17) students achieved a rating of "Proficiency". For a breakdown of the scoring, please see the related document "2-1-2 Scoring Breakdown"	Target Met
		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, first year transfers, juniors and seniors participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of “3” in at least 4 categories for freshmen, sophomores, first year transfers,	80% (11 out of 15) students achieved a rating of "Proficiency" For the Scoring Breakdown, please see the Related Document "2-1-1 Scoring Breakdown"	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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. Students must show proficiency before being allowed to complete Internship and/or graduate.	80% (11 out of 15) students achieved a rating of "Proficiency" For the Scoring Breakdown, please see the Related Document "2-1-1 Scoring Breakdown"	Target Met
		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.	The collective average of all TH 360 students' final grades will be 90%.	There were two students enrolled: Student 1 Final Grade: 96.6 Student 2 Final Grade: 58 Average Final Score: 77.3	Target Not Met
		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 Senior Exit Project Rubric.	One student met the criteria for this SLO. This student scored a perfect score of 1000 which is an A+	Target Met
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.	After running a report from the 2019 MUW Alumni Survey, there were no Women's Leadership Alumni who completed the survey. Therefore, there are no results to report for this assessment measure.	Inconclusive
		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.	Our graduates continue to maintain a strong connection to our program through social media, and have proven to be positive marketers and recruiters. They all are working in careers which use the skills they acquired from our program. The first graduate of the program has chosen not to work full time, but to volunteer in non-profits and to use her girls' leadership program (which was her thesis) in small groups in her home city. She still works full time in their family's business. The 2017 graduate who quit her job that year and opened her own business thrived in that role. She then applied and was hired to be a store manager for a corporation in a nearby large city. She	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	says that earning the degree restarted a stagnant career. Graduate 3, who was hired as a Director of Development for the local K-12 boarding school the semester she finished her degree, is now in her second year in that job, and has become a well-known community leader. After graduate 4 completed her degree, she almost immediately moved into a career in public relations and marketing for a local K-12 Boarding school. This spring she has just completed her community's year-long program for emerging local leaders. Graduate 4 has thus moved into a field in which she uses the skills from our program. Since we have no completers this year, there are no other graduates to survey.	Target Met
		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.	After running a report from the 2019 MUW Alumni Survey, there were no Women's Leadership Alumni who completed the survey. Therefore, there are no results to report for this assessment measure.	Inconclusive
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.	WS internships and special topics classes both were once offered under the WS 400 number. Last fall, therefore, we had one student intern who earned a three hour credit. However, the department agreed to add WS 401: Internship in Women's Studies to the curriculum, so that special topics courses and internships could be more easily recognized on a student's transcript. In the spring of 2019, one student completed WS 401: Internship. Both students wrote reflective essays about their experiences. The attached Rubric data shows that the students scored exemplary in all three categories: Essay Overall Ranking, Quality of	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	Writing, and Number and Specificity of Examples. Both students say that they enhanced specific skills. One student wrote: "In order to achieve success, I had to exhibit confidence in every decision I made. I also set my own work schedule, so self-sufficiency was necessary for me to complete my interview transcriptions and research in a timely manner. I employed newfound communication skills when conversing with faculty, students, and, most importantly, with [my internship director] as I worked within the Painter facilities. The most vital attribute I perfected during this internship was my clear and concise writing and listening skills. When listening to the oral interviews, I had to learn how to rapidly and accurately transcribe each one. This involved my undivided attention, clear and concise writing, and even more focused listening in order for the transcriptions to truly read and sound like the women who generously gave them."	Target Met
	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.	After running a report from the 2019 MUW Alumni Survey, there were no Women's Studies Alumni who completed the survey. Therefore, there are no results to report for this assessment measure.	Inconclusive
		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	This year through social media I updated information from 10 of the minors/majors/interdisciplinary emphasis/Honors WS emphasis students I've been tracking since 2013. No minors or majors graduated this year, although three Honors College seniors completed their senior research projects in women's studies. A 2013 IS emphasis graduate	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		3.2 (SAO)	Students will be actively engaged using their Women's Studies degrees.	connected with women's studies or women's leadership.	who works with the BBC in her home country won (with her journalism team) Best Documentary at the Hong Kong Human Rights Press Awards this year. She was the photographer and producer. A 2014 minor has finished her fifth year of teaching in a public high school, and is also in a master's program. A 2015 major is still pursuing a graduate degree in Health Information Technology. She plans to return to her home country and work in public health with women and children. A 2016 graduate has completed her law degree and now is an attorney for Legal Services in a mid-western capital city. Another 2016 IS emphasis graduate is continuing a Ph.D. program in English at a large mid-western university. A 2017 minor is working as a nurse for a large hospital network. One 2018 graduate is will begin her second year of the MA in Women's Leadership program at MUW. One 2018 student with a WS Honors thesis will begin her second year in an English MA program. Another 2018 graduate who completed a WS Honors thesis is in a graduate program in Maynooth, Ireland. A 2018 minor is in a Ph.D. program in Psychology. Since our women's studies program is multidisciplinary, our students are prepared for any number of graduate and professional programs. All of their work reflects a continuing interest in gender studies, women's issues and women's lives, which is the purpose of our degree. This is the total number of majors/minors/IS WS emphasis/Honors WS emphasis students who have graduated from MUW. Last year I reported the progress of five students. This year I was able to update information on 10	Target Met

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	students.	Target Met
		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.	After running a report from the 2019 MUW Alumni Survey, there were no Women's Studies Alumni who completed the survey. Therefore, there are no results to report for this assessment measure.	Inconclusive