

College of Arts and Sciences: 2022-2023

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Art History - Minor {2019-2020}	1.1 (SLO)	Students will successfully complete a formal analysis of artworks in Art Appreciation.	Art History minor students enrolled in ART 102 Art Appreciation are assigned a formal analysis project to be evaluated with the course rubric. Each section of Art Appreciation will collect the necessary data.	The average score of students assessed will be a 75 out of 100 total points using the Assessment of Writing for Formal Analysis Papers course rubric.	2022 - 2023	Inconclusive	Year 3 of Low-Enrolled Data for the minor was available due to no enrolled students.	We will need to try to recruit students to the minor.
	2.1 (SLO)	Students will effectively analyze art characteristics from a given culture through written communication in 200-level art history courses (ART 211 Art History Survey I and ART 212 Art History Survey II)	Art history minor students enrolled in Survey I will be assigned Image Attribution Worksheets not covered in lectures where they will choose 3 works from a specific culture and compare it to a previous work. It will be evaluated using 1pt for period attribution, 1pt for the connection/comparison to an appropriate work of art, and 3pts for the rationale. The instructor of the course will assess each student results.	The average score over the semester will be 75 out of 100 total points.	2022 - 2023	Inconclusive	Year 3 of Low-Enrolled. We had no enrollment from minors in the course.	Try to reach out and advertise the minor to new students.
	3.1 (SAO & SPG A.1)	Students will successfully complete the minor course requirements.	The art history faculty will review the student GPAs of required minor courses each year.	80% of the students will have an average minor GPA of 2.5	2022 - 2023	Inconclusive	Year 3 of Low-Enrolled, We were unable to collect data due to no enrolled students.	As stated before, the program needs minors.
	4.1 (GEO 1.c.)	Students enrolled in 300-level art history courses, critical thinking and writing skills will be assessed using the long essay	Using a course rubric, students will be assessed as to how well they defended their thesis statement by discussing a) the	The average score of art history minors in ART 313 will be 2.5 in the 1-4 point scale used by the course rubric.	2022 - 2023	Inconclusive	Year 3 of Low-Enrolled no students in the minor were enrolled in a 300 level art history course.	We will continue to try to gain students to the program.

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	4.1 (GEO 1.c.)	on their final exam.	external historical context b) the artistic movement c) the stylistic advancements; and d) the aesthetic impact.	The average score of art history minors in ART 313 will be 2.5 in the 1-4 point scale used by the course rubric.	2022 - 2023	Inconclusive	Year 3 of Low-Enrolled no students in the minor were enrolled in a 300 level art history course.	We will continue to try to gain students to the program.
Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	1.1 (SLO)	The student will accurately interpret and draw conclusions from data presented in tables and graphs in scientific articles to show they can “critically evaluate existing knowledge.”	Work done by students in this junior-level class (BSB 310) will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 310 General Ecology will score satisfactory or better (as measured by the departmental assessment rubric) on assignments requiring graph interpretation and concept mapping of a scientific article.	2022 - 2023	Target Met	Target was met. 82% of the students assessed in BSB 410 scored satisfactory or better. 82% (9/11) scored proficient. 0% (0/11) scored satisfactory. 18% (2/11) scored unsatisfactory.	<p>The senior-level students assessed in this course did much better than the sophomore-level students assessed in BSB 230. These students met the achievement target. This was an improvement from last year's assessment in this course, which, as shown in the BioAssessment 1.1 graph was the first dip below the achievement target in several years. This assessed course did not physically separate the students and allowed more group work on scientific figures and graphs prior to the assessed activity. This approach seems to be beneficial to developing strong skills in the students when it comes to accurately interpreting these figures and graphs.</p> <p>After a biology unit meeting on Mon 8 May 2023, and follow-up group emails, the biology unit reiterated its desire to see scientific figures and graphs being used in all biology courses, both as a part of the instructional material and incorporated into course assignments and exam questions. The biology unit also agreed that group work on new, previously-unseen scientific graphs and figures, should be assigned regularly, but should alternate with solo work on the problems. The students should</p>

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Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	1.1 (SLO)	The student will accurately interpret and draw conclusions from data presented in tables and graphs in scientific articles to show they can "critically evaluate existing knowledge."	Work done by students in this junior-level class (BSB 310) will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 310 General Ecology will score satisfactory or better (as measured by the departmental assessment rubric) on assignments requiring graph interpretation and concept mapping of a scientific article.	2022 - 2023	Target Met	Target was met. 82% of the students assessed in BSB 410 scored satisfactory or better. 82% (9/11) scored proficient. 0% (0/11) scored satisfactory. 18% (2/11) scored unsatisfactory.	get the opportunity to trouble shoot possible solutions with one another, but not relay on that in all cases.
				Work done by students in this sophomore-level class (BSB 230) will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 230 General Genetics will score satisfactory or better (as measured by the departmental assessment rubric) in an assignment question interpreting a single table or figure taken from a scientific paper.	2022 - 2023	Target Not Met	The target was not met. Only 50% of the students (<75%) scored satisfactory or better on the direct assessment of their ability to interpret a figure from a scientific paper. 22% (4/18) scored proficient. 28% (5/18) scored satisfactory 40% (9/19) scored unsatisfactory.

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			Work done by students in this sophomore-level class (BSB 230) will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 230 General Genetics will score satisfactory or better (as measured by the departmental assessment rubric) in an assignment question interpreting a single table or figure taken from a scientific paper.	2022 - 2023	Target Not Met	The target was not met. Only 50% of the students (<75%) scored satisfactory or better on the direct assessment of their ability to interpret a figure from a scientific paper. 22% (4/18) scored proficient. 28% (5/18) scored satisfactory 40% (9/19) scored unsatisfactory.	reiterated its desire to see scientific figures and graphs being used in all biology courses, both as a part of the instructional material and incorporated into course assignments and exam questions. The biology unit also agreed that group work on new, previously-unseen scientific graphs and figures, should be assigned regularly, but should alternate with solo work on the problems. The students should get the opportunity to trouble shoot possible solutions with one another, but not relay on that in all cases.
	1.2 (SLO, GEO 4.c.)	The student will apply the scientific method to a research question. This reflects the General Education Goal 4.c "To demonstrate understanding of self, society, and the natural world, students will demonstrate the ability to apply the scientific method to solve problems." It also reflects the Biology program's mission to develop students with "the ability to apply the process of science", as stated in the Biology Mission Statement above.	Work done by students in the biology capstone course will be assessed by faculty using the AAC&U VALUE Inquiry & Analysis rubric.	Students in BS 400 Senior Seminar will average "2.5" or higher on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate a capstone project in which each students selects a published journal article and writes a research proposal based on the research in the article.	2022 - 2023	Target Met	Target was met. Students assessed on the VALUE Inquiry & Assessment rubric averaged 3.4 out of 4.	This target was met, continuing a trend, as revealed in the BioAssessment 2.1 graph included as a related document, that has held for the past several years. After a biology unit meeting on Mon 8 May 2023, and follow-up group emails, the biology unit agreed that the approach we have been taking of incorporating discussions of experimental design into mostly our lab background lectures, but occasionally also into general classroom lectures as well, has been doing a good job of training the students in recognizing the logic of good experimental design and the role of strong experimental controls. We will continue to incorporate into the lab components of as many biology courses as possible exercises that require students understand the roles specific controls in experiments are

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	1.2 (SLO, GEO 4.c.)	The student will apply the scientific method to a research question. This reflects the General Education Goal 4.c "To demonstrate understanding of self, society, and the natural world, students will demonstrate the ability to apply the scientific method to solve problems." It also reflects the Biology program's mission to develop students with "the ability to apply the process of science", as stated in the Biology Mission Statement above.	Work done by students in the biology capstone course will be assessed by faculty using the AAC&U VALUE Inquiry & Analysis rubric.	Students in BS 400 Senior Seminar will average "2.5" or higher on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate a capstone project in which each students selects a published journal article and writes a research proposal based on the research in the article.	2022 - 2023	Target Met	Target was met. Students assessed on the VALUE Inquiry & Assessment rubric averaged 3.4 out of 4.	servicing; also, exercises that require students to tweak and improve starting hypotheses, controls, or overall experimental design will be given as part of both lab and lecture exercises.
	2.1 (SLO)	The student will apply concepts from previous courses to current courses.	Work done by students in BSB 410, typically taken in the 4th year, will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 410 General Ecology will score satisfactory or better (as measured by the departmental assessment rubric) on activities requiring the application of knowledge gained in first-year general biology and quantitative chemistry courses.	2022 - 2023	Target Not Met	Target NOT met. 73% of the students assessed in BSB 410 were scored satisfactory or better. 46% (5/11) scored proficient. 27% (3/11) scored satisfactory. 27% (3/11) scored unsatisfactory.	This target was met, and the results were the same as last year's, as shown in the Bioassessment 2.1 graph attached as a related document. After a biology unit meeting on Mon 8 May 2023, and follow-up group emails, the biology unit decided to continue the approach towards this learning outcome that we have been pursuing the past several years, as it appears to be paying dividends. Especially in the lower-year courses, but continuing into the upper-year ones, we will provide exercises and examples that teach the students specific techniques that improve learning for retention.

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	2.1 (SLO)	The student will apply concepts from previous courses to current courses.	Work done by students in BSB 410, typically taken in the 4th year, will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 410 General Ecology will score satisfactory or better (as measured by the departmental assessment rubric) on activities requiring the application of knowledge gained in first-year general biology and quantitative chemistry courses.	2022 - 2023	Target Not Met	Target NOT met. 73% of the students assessed in BSB 410 were scored satisfactory or better. 46% (5/11) scored proficient. 27% (3/11) scored satisfactory. 27% (3/11) scored unsatisfactory.	We will also, in all courses, point out new material that has links to material the students will have seen in prerequisite courses and provide exercises and assignments that have the students draw explicit links between the new material and the previous material.
			Work done by students in BSB 446, typically taken in the 2nd or 3rd year, will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 446 Evolutionary Biology will score satisfactory or better (as measured by the departmental assessment rubric) on an exam question that relates DNA sequence changes to evolutionary relationships between organisms.	2022 - 2023	Target Met	Target was met. 100% of the students scored satisfactory or better on the direct assessment of their ability to relate previous course material to current course material. 75% (12/16) scored proficient. 25% (4/16) scored satisfactory. 0% (0/16) scored unsatisfactory.	This target was met, and the results were an improvement on last year's, as shown in the Bioassessment 2.1 graph attached as a related document. This year 100% of the students met the achievement target, and 75% of all students were categorized as proficient in the assessed activity. After a biology unit meeting on Mon 8 May 2023, and follow-up group emails, the biology unit decided to continue the approach towards this learning outcome that we have been pursuing the past several years, as it appears to be paying dividends. Especially in the lower-year courses, but continuing into the upper-year ones, we will provide exercises and examples that teach the students specific techniques that improve learning for retention. We will also, in all courses, point out new material that has links to material the students will have

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			Work done by students in BSB 446, typically taken in the 2nd or 3rd year, will be assessed by faculty using departmental rubrics created for this learning outcome.	More than 75% of the students in BSB 446 Evolutionary Biology will score satisfactory or better (as measured by the departmental assessment rubric) on an exam question that relates DNA sequence changes to evolutionary relationships between organisms.	2022 - 2023	Target Met	Target was met. 100% of the students scored satisfactory or better on the direct assessment of their ability to relate previous course material to current course material. 75% (12/16) scored proficient. 25% (4/16) scored satisfactory. 0% (0/16) scored unsatisfactory.	seen in prerequisite courses and provide exercises and assignments that have the students draw explicit links between the new material and the previous material.
	2.2 (SAO)	In keeping with the University Mission to provide “a high-quality undergraduate education” and in keeping with the Biology program goal of having students understand “material across disciplines,” the student will learn the concepts covered by a commercial, nationally-administered Major Fields Test in biology, taken in their final semester before graduation.	All Biology majors will, as a requirement for graduation, take a nationally-administered Major Fields Test in biology from ETS in Princeton, NJ, in their last semester of study. The tests will be graded by ETS and returned along with information comparing scores to test-takers at other 4-year institutions nation-wide. ETS will provide information about each student’s percentile ranking for the test.	More than 50% of the students taking the Major Fields Test will score above the 50th percentile ranking when comparing their performance to those of students across the nation taking the same test in the same year.	2022 - 2023	Target Not Met	Target not met. Only 15% (<50%) of the graduating seniors who take the Biology Major Fields Test scored in the 50th percentile or higher.	Although the achievement target in this assessment was not met, as the BioAssessment 2.2 trend graph (attached as a related document) shows, the results of this student achievement outcome are trending upwards for the first time since the COVID pandemic began. Our seniors are showing improvement over last year, in both the percentage of students scoring about the 50th percentile in the major fields test and the average percentile score for all students, which is a positive sign. After a biology unit meeting on Mon 8 May 2023, and follow-up group emails, the biology unit agreed that our actions related to other student outcomes will also continue to improve student performance in this one. Specifically, having students master the ability to accurately interpret scientific data in graphs in figures, training students to study for retention, developing student understanding of the logic behind experimental design,

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	2.2 (SAO)	In keeping with the University Mission to provide “a high-quality undergraduate education” and in keeping with the Biology program goal of having students understand “material across disciplines,” the student will learn the concepts covered by a commercial, nationally-administered Major Fields Test in biology, taken in their final semester before graduation.	All Biology majors will, as a requirement for graduation, take a nationally-administered Major Fields Test in biology from ETS in Princeton, NJ, in their last semester of study. The tests will be graded by ETS and returned along with information comparing scores to test-takers at other 4-year institutions nation-wide. ETS will provide information about each student’s percentile ranking for the test.	More than 50% of the students taking the Major Fields Test will score above the 50th percentile ranking when comparing their performance to those of students across the nation taking the same test in the same year.	2022 - 2023	Target Not Met	Target not met. Only 15% (<50%) of the graduating seniors who take the Biology Major Fields Test scored in the 50th percentile or higher.	and helping students connect concepts across courses will collectively help students perform better in this assessed major fields test.
	2.3 (SPG C.3)	In keeping with the University Strategic Priority and Goal C.3 of forging “meaningful and engaged partnerships that provide real-life experiences for students”, the student will participate in community service opportunities while enrolled in the department.	All graduating Biology seniors will be given a Survey as part of a required Exit Interview with the Department Chair. One question on that survey will ask students to enumerate the types of community service activities they have participated in while an MUW undergraduate. Faculty will review and analyze the survey results.	More than 75% of the students participating in the Exit Interview Survey will have participated in at least two different types of community service activities.	2022 - 2023	Target Not Met	Target was not met. 36% of graduating Biology seniors participated in two or more types of community service activities. 36% (4/11) participated in two or more types of community service. 18% (2/11) participated in one type of community service. 44% (5/11) did not participate in any type of community service.	This achievement target was not met, but as is shown by the Bioassessment 2.3 graph of the trend in this achievement over the past several years, student performance in this category was up significantly from last year, and is starting to return to pre-pandemic levels. After a biology unit meeting on Mon 8 May 2023, and follow-up group emails, the biology unit agreed that we are still not doing an adequate job of even alerting our biology majors of community service opportunities, let alone encouraging them to participate. Both faculty and students are out of the loop as to where and when the opportunities arise currently. However, certain individual faculty are more on top of this than others. The faculty who have successfully finding student

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	2.3 (SPG C.3)	In keeping with the University Strategic Priority and Goal C.3 of forging “meaningful and engaged partnerships that provide real-life experiences for students”, the student will participate in community service opportunities while enrolled in the department.	All graduating Biology seniors will be given a Survey as part of a required Exit Interview with the Department Chair. One question on that survey will ask students to enumerate the types of community service activities they have participated in while an MUW undergraduate. Faculty will review and analyze the survey results.	More than 75% of the students participating in the Exit Interview Survey will have participated in at least two different types of community service activities.	2022 - 2023	Target Not Met	Target was not met. 36% of graduating Biology seniors participated in two or more types of community service activities. 36% (4/11) participated in two or more types of community service. 18% (2/11) participated in one type of community service. 44% (5/11) did not participate in any type of community service.	service activities for our majors will spread the word to other faculty, as well as to the students. We hope that a certain amount of inertia will develop that will lead to more awareness of opportunities, which in turn will lead to greater participation by both students and faculty.
Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 111 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 111 students should be at least a “3” on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to basic stoichiometry.	2022 - 2023	Target Not Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] 61 PSC 111 students across four lecture sections and two semesters (3 sections in fall 2022, 1 section in spring 2023) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from a homework assignment, quizzes, and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 61 students evaluated was “2.6” with the following breakdown (23 students, score = 1; 6 students, score = 2; 5 students, score = 3; 27 students, score = 4). Target was not achieved.	In 2017-18 and 2018-19, the average for this outcome was 2.5. In 2019-20, the average was 2.9. We are not considering the results (average of 3.4) from 2020-21 because of the changes in the delivery method brought about by the pandemic. In 2021-22, the average was 2.8. This is the fifth year in a row (not including 2020-21) that our average, for this objective, has fallen between 2.5 and 2.9. In the 2021-22 SMART report, we stated that, if this year’s average was consistent with averages from previous years, then we would discuss switching our focus to assess a different topic. However, after discussion, we have decided to make one last attempt at reaching our target of “3”. In this next attempt (2023-24) to reach our target, in addition to the other strategies that we have utilized (active learning activities,

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Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 111 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 111 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to basic stoichiometry.	2022 - 2023	Target Not Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] 61 PSC 111 students across four lecture sections and two semesters (3 sections in fall 2022, 1 section in spring 2023) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from a homework assignment, quizzes, and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 61 students evaluated was "2.6" with the following breakdown (23 students, score = 1; 6 students, score = 2; 5 students, score = 3; 27 students, score = 4). Target was not achieved.	encouragement of the usage of peer tutoring, offering online assistance), we are going to require that students have one-on-one meetings with the instructors of PSC 111 for extra tutoring in stoichiometry. If, after implementing the required tutoring sessions with faculty, the average for this outcome is consistent with the averages from previous years, then we will conclude that we might have to be satisfied with an average that approaches "3", and we will discuss switching our focus to a different topic. The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.
			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 112 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 112 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to equilibrium.	2022 - 2023	Target Not Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] 25 PSC 112 students across two lecture sections in spring 2023 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from a homework assignment, a quiz, and an exam) were evaluated using the AAC&U	In 2017-18, the average score on this assessment was 2.1. We offered more practice and assignments related to the concept of chemical equilibrium in 2018-19, and the average rose to 2.8. For the 2019-20 academic year, we had planned to revamp the course in order to spend more course time on chemical equilibrium. We were able to revamp the course and saw the average rise to 3.4. Our plan was to repeat the course revisions in the 2020-21 academic year, and if we met the target in 2021, we

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			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 112 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 112 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to equilibrium.	2022 - 2023	Target Not Met	Quantitative Literacy VALUE rubric. The average rubric score of the 25 students evaluated was "2.9" with the following breakdown (6 students, score = 1; 2 students, score = 2; 4 students, score = 3; 13 students, score = 4). Target was not achieved.	<p>planned to focus on our attention on a different topic in 2021-22.</p> <p>In 2020-21, the average score was 3.1, however, we decided not to include this result in the trend because of changes in lecture delivery and assessment due to the pandemic.</p> <p>In 2021-22, the average was 2.0, an unfortunate return to the 2017-18 average. During that year, we strayed away from the positive changes that we had made in the course. For 2022-23, we planned to return to the course topic schedule that we developed in 2019-20 and to increase the number of assessment opportunities that we provided on chemical equilibrium. Our strategies resulted in an improvement in the average from 2.0 to 2.9, which is as expected.</p> <p>Although we did not reach the target of "3", we are pleased with our course revamp and its effect on our students' understanding of chemical equilibrium. We will continue to spend additional time on the topic and provide adequate assessment opportunities. However, we will change this part of the 1.1 GEO to focus on a different topic for 2023-24.</p> <p>The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.</p>

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			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 112 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 112 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to equilibrium.	2022 - 2023	Target Not Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] 25 PSC 112 students across two lecture sections in spring 2023 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from a homework assignment, a quiz, and an exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 25 students evaluated was "2.9" with the following breakdown (6 students, score = 1; 2 students, score = 2; 4 students, score = 3; 13 students, score = 4). Target was not achieved.	
			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 450/451 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 312/450/451 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to thermodynamics/quantum mechanics.	2022 - 2023	Target Not Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] PSC 450/451 was taught during the 2022-23 academic year, PSC 450 in the fall semester and PSC 451 in the spring semester. Thermodynamics was assessed in PSC 450. Four students were assessed using questions on an exam. Questions were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the	With such a small sample set (4 students) to assess, each student's performance is very important. In PSC 451 (where the average was 2.8, instead of 3), one of the four students struggled with second derivatives, leading the student to give an incorrect answer on the exam, which resulted in an average of 2.8 instead of 3. PSC 450/451 is on a two year rotation. So these courses, and their assessments, will not be a part of the 2023-24 SMART plan. PSC 312 will be used in this assessment next year.

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			Stoichiometry, equilibrium, and thermodynamics/quantum mechanics questions from quizzes and exams in PSC 450/451 will be evaluated by faculty using the AAC&U Quantitative Literacy VALUE Rubric.	The average score of PSC 312/450/451 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to thermodynamics/quantum mechanics.	2022 - 2023	Target Not Met	<p>4 PSC 450 students evaluated on the exam was "3.0" with the following breakdown (0 students, score = 1; 2 students, score = 2; 0 students, score = 3; 2 students, score = 4).</p> <p>Quantum mechanics was assessed in PSC 451. Four students were assessed using questions on an exam. Questions were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 4 PSC 451 students evaluated on the exam was "2.8" with the following breakdown (0 students, score = 1; 1 student, score = 2; 3 students, score = 3; 0 students, score = 4).</p> <p>The average of the "3.0" from thermodynamics and the "2.8" from quantum mechanics is "2.9".</p> <p>Target was not achieved.</p> <p>The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.</p>	<p>With such a small sample set (4 students) to assess, each student's performance is very important. In PSC 451 (where the average was 2.8, instead of 3), one of the four students struggled with second derivatives, leading the student to give an incorrect answer on the exam, which resulted in an average of 2.8 instead of 3.</p> <p>PSC 450/451 is on a two year rotation. So these courses, and their assessments, will not be a part of the 2023-24 SMART plan. PSC 312 will be used in this assessment next year.</p>
	1.2 (SLO)	TSW exhibit effective written communication in the areas of inorganic and	Formal lab reports will be evaluated in PSC 112L by faculty using the AAC&U Written Communication VALUE	75% of PSC 112 students should score at least a "3" on the 0-4 scale used in the AAC&U	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] 23 PSC 112L students	Students are given a detailed description of the sections that must be included in the lab reports. They are also allowed to write two drafts of the first lab

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	1.2 (SLO)	analytical chemistry.	Rubric.	Written Communication VALUE Rubric in writing a formal lab report.	2022 - 2023	Target Met	across two lab sections were assessed on their written communication using two formal lab reports. Lab reports were evaluated using the AAC&U Written Communication VALUE rubric. 94% of PSC 112L students scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric (23 students evaluated on two lab reports; 0 at level 1, 1 at level 2, 14 at level 3, 8 at level 4). Target was achieved.	<p>report. Upon reading the first draft, the professor provides extensive feedback to aid the student in writing the second draft. While there is only one draft allowed for the second lab report, the students are provided with extensive assistance from the professor. Multiple drafts of the first lab report and extensive assistance with the second lab report allow the students to meet the target.</p> <p>We intend to continue on with this assessment in this manner.</p> <p>The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.</p>
	1.3 (SLO)	TSW demonstrate competency in both theoretical and practical aspects of instrumentation and analytical techniques.	Qualitative and quantitative questions (quizzes, exams, assignments) related to instrumentation will be evaluated by faculty.	75% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering questions and performing calculations related to instrumentation.	2022 - 2023	Target Met	<p>[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled]</p> <p>Students who obtained 90% or more of the points were rated "proficient". Students who obtained between 70 and 89% of the points were rated "satisfactory". Students who obtained less than 70% of the points were rated "unsatisfactory".</p> <p>10 PSC 212 students were evaluated using the rubric attached in the "Related documents" section. 90% of PSC 212 students scored at least "satisfactory" on the rubric. 10 students were evaluated (on an</p>	<p>For the past several years, results for this SLO have hovered around the 75% mark. In the 2021-22 report, we had proposed that, if the 2022-23 results were similar to those from previous years, then we would shift focus to strengthen a different concept. However, we have decided to continue focusing on this SLO for the 2023-24 reporting period.</p> <p>The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO)	TSW demonstrate competency in both theoretical and practical aspects of instrumentation and analytical techniques.	Qualitative and quantitative questions (quizzes, exams, assignments) related to instrumentation will be evaluated by faculty.	75% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering questions and performing calculations related to instrumentation.	2022 - 2023	Target Met	exam) with questions related to instrumentation and analytical techniques (1 at unsatisfactory, 4 at satisfactory, 5 at proficient). Target of 75% was achieved.	For the past several years, results for this SLO have hovered around the 75% mark. In the 2021-22 report, we had proposed that, if the 2022-23 results were similar to those from previous years, then we would shift focus to strengthen a different concept. However, we have decided to continue focusing on this SLO for the 2023-24 reporting period. The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.
	2.1 (SLO)	TSW recognize and interpret structure, reactions, mechanisms, and synthesis of organic compounds.	Questions related to reactions and synthesis from quizzes and exams in PSC 211/212 will be evaluated by faculty.	60% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering basic questions related to organic chemistry reactions and synthesis.	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] Students who obtained 90% or more of the points were rated "proficient". Students who obtained between 70 and 89% of the points were rated "satisfactory". Students who obtained less than 70% of the points were rated "unsatisfactory". 10 PSC 212 students were evaluated using the rubric attached in the "Related documents" section. 60% of PSC 212 students scored at least "satisfactory" on the rubric. 10 students were evaluated (on an exam) with questions related to chemical structure and reaction mechanisms (4 at unsatisfactory, 6 at	This result is a vast improvement on the 2021-22 result (35% at satisfactory). In the 2021-22 report, it was stated that the PSC 211 professor felt that the students enrolled in PSC 211 in fall 2021 were negatively influenced by the fact that the majority of them had taken PSC 112 (the prerequisite for PSC 211) in spring 2021 via a synchronous delivery method instead of the usual in-person delivery method. The hope was that students taking PSC 211/212 in 2022-23 would benefit from a return to in-person instruction in PSC 112 and PSC 211/212. It appears to be the case that they did. Going forward, we will modify this SLO by replacing a focus on "synthesis" with a focus on "functional groups" because knowledge of functional groups is crucial to a fundamental understanding of PSC 211/212.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	TSW recognize and interpret structure, reactions, mechanisms, and synthesis of organic compounds.	Questions related to reactions and synthesis from quizzes and exams in PSC 211/212 will be evaluated by faculty.	60% of PSC 211/212 students should be at the satisfactory level (70%) or higher in answering basic questions related to organic chemistry reactions and synthesis.	2022 - 2023	Target Met	satisfactory, 0 at proficient). Target of 60% was achieved.	The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.
	2.2 (SLO)	TSW effectively present information in oral and written forms in the area of organic chemistry.	An oral presentation will be evaluated in PSC 212 by faculty using the AAC&U Oral Communication VALUE Rubric.	75% of PSC 212 students should score at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric in delivering an oral presentation.	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] 10 PSC 212 students were assessed on delivering an oral presentation. The presentation was evaluated using the AAC&U Oral Communication VALUE rubric. 100% of PSC 212 students scored at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric (10 students evaluated on one presentation; 0 at level 1, 0 at level 2, 3 at level 3, 7 at level 4). Target was achieved.	Instruction will continue in this manner. The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.
			Formal lab reports will be evaluated in PSC 211L by faculty using the AAC&U Written Communication VALUE Rubric.	75% of PSC 211L students should score at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric in writing a formal lab report.	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] 10 PSC 212L students across two lab sections were assessed on their written communication using two formal lab reports. The assessment was done in PSC 212L instead of PSC 211L because the PSC 211/212 professor was on	Instruction will continue in this manner. The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Formal lab reports will be evaluated in PSC 211L by faculty using the AAC&U Written Communication VALUE Rubric.	75% of PSC 211L students should score at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric in writing a formal lab report.	2022 - 2023	Target Met	sabbatical during fall 2022 when PSC 211/211L is taught. The lab reports were evaluated using the AAC&U Written Communication VALUE rubric. 100% of PSC 212L students scored at least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric (10 students evaluated on two lab reports; 0 at level 1, 0 at level 2, 3 at level 3, 7 at level 4). Target was achieved.	Instruction will continue in this manner. The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.
	3.1 (SAO & SLO)	TSW demonstrate a general knowledge of the major branches of chemistry covered on the Chemistry Major Field Test (MFT) from the Educational Testing Service (ETS).	All Chemistry majors will take the Chemistry MFT during the semester of their graduation. The MFT is graded by ETS and the results compared to other scores nationally. These results are sent to the department and will be evaluated by faculty to determine if achievement target was met.	90% of Chemistry majors taking the Chemistry MFT will score in the satisfactory level (25th percentile) or higher.	2022 - 2023	Target Not Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] There were three Chemistry majors who graduated in May 2023. The students took the Chemistry Major Fields Test (MFT) during the semester of their graduation. One student scored in the 42nd percentile, one scored in the 35th percentile, and one student scored in the 11th percentile. Therefore, 66% of Chemistry majors scored in the 25th percentile or higher. Target was not met.	The students' scores on the Chemistry MFT are broken down into four categories: physical chemistry, organic chemistry, inorganic chemistry, and analytical chemistry. When the Chemistry faculty looked at the scores for the student in the 11th percentile, we saw that the inorganic chemistry score and the organic chemistry score were much lower than the physical chemistry and analytical chemistry scores. Inorganic chemistry is, for the most part, General Chemistry I and II. This student had already taken those two courses before they came to MUW. The student took organic chemistry during the pandemic, when it was taught in a synchronous/asynchronous hybrid format. We believe that this explains why this particular student scored so low in those two areas. Going forward, we should make

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO & SLO)	TSW demonstrate a general knowledge of the major branches of chemistry covered on the Chemistry Major Field Test (MFT) from the Educational Testing Service (ETS).	All Chemistry majors will take the Chemistry MFT during the semester of their graduation. The MFT is graded by ETS and the results compared to other scores nationally. These results are sent to the department and will be evaluated by faculty to determine if achievement target was met.	90% of Chemistry majors taking the Chemistry MFT will score in the satisfactory level (25th percentile) or higher.	2022 - 2023	Target Not Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] There were three Chemistry majors who graduated in May 2023. The students took the Chemistry Major Fields Test (MFT) during the semester of their graduation. One student scored in the 42nd percentile, one scored in the 35th percentile, and one student scored in the 11th percentile. Therefore, 66% of Chemistry majors scored in the 25th percentile or higher. Target was not met.	sure that all of our majors are adequately prepared for the MFT, no matter their backgrounds. The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.
	4.1 (SPG C.2)	Chemistry majors will participate in activities that serve diverse populations of our communities.	Chemistry majors will complete an Exit Survey during the semester of their graduation. On the Exit Survey, chemistry majors will answer questions concerning their participation in outreach activities to diverse populations of our communities. Faculty will review and analyze the Exit Survey to determine if Chemistry majors participated in at least one outreach activity.	100% of Exit Survey participants (Chemistry majors) will participate in at least one outreach activity.	2022 - 2023	Target Not Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] There were three Chemistry majors who graduated in May 2023. Two of the students volunteered during department activities (MS Regional Science Bowl and UMMC Exploring Healthcare Pathways). One student did not volunteer for any of our K-12 outreach activities. Target not achieved.	Faculty will be more vigilant about encouraging student participation in departmental outreach. The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.
Program - Communication (including Minor) - BA, BS {2016-2017}	1.1 (SLO & GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess	The average score of assessed student writing samples from upper-level courses will be at least 3 on	2022 - 2023	Target Not Met	The overall mean score was 2.92 (n = 5) on the 4-point Written Communication rubric. Data was collected from	Department will continue assessing as planned. Trend data will indicate whether this year was an outlier affected by small sample size.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Communication (including Minor) - BA, BS {2016-2017}	1.1 (SLO & GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	student writing samples from relevant courses	the 4-point Written Communication rubric.	2022 - 2023	Target Not Met	COM 465 only. (COM 307 was not offered this academic year because of low enrollment.) These results fall just short of the target threshold of 3 or greater on the 4-point scale and represent a decrease from the results of the previous year. Small sample affected the outcome, as only 1 out of 5 sampled assignments was below the threshold.	Department will continue assessing as planned. Trend data will indicate whether this year was an outlier affected by small sample size.
			Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess student writing samples from relevant courses.	The average score of assessed student writing samples from sophomore-level courses will be at least 2 on the 4-point Written Communication rubric.	2022 - 2023	Target Met	The overall mean score was 2.33 on the 4-point Written Communication rubric. The mean for writing samples from COM 200 was 2.20 (n = 4), and the mean for COM 250 was 2.45 (n = 4). These results meet the target threshold of 2 or greater on the 4-point scale. Relaxation of Covid-related safety protocols made interviewing and newsgathering activities easier to manage, which allowed students more time to focus on writing rather than logistics. There might still be some lingering effects of the pandemic on student writing performance, however, as this year's scores were slightly lower than last year's scores. (This could also be due to a smaller dataset this year, in which the performance of one student in each course greatly affected the	Department will continue assessing as planned.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess student writing samples from relevant courses.	The average score of assessed student writing samples from sophomore-level courses will be at least 2 on the 4-point Written Communication rubric.	2022 - 2023	Target Met	overall mean.)	Department will continue assessing as planned.
	2.1 (SLO)	Students will demonstrate appropriate use of video production techniques and practices.	Using the Video Production Skills rubric, departmental faculty will assess student production samples from relevant courses.	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Video Production Skills rubric.	2022 - 2023	Target Met	The overall mean score on the Video Production rubric was 3.05 on a 4-point scale. The mean for COM 103 was 2.92 (n = 5), and the mean for COM 431 was 3.27 (n = 3). Seven out of 8 production samples scored at least 3 out of 4, which is 87.5 percent of the total sampled. This is above the threshold of 80 percent and is a slight improvement from the previous year. (Small sample sizes limit the meaningfulness of such slight changes in reported results, though.)	Department will continue assessing as planned. New courses might be added to the curriculum (within the next academic year) that should be included in assessment data collection.
	2.2 (SLO)	Students will demonstrate appropriate use of audio production techniques and practices..	Using the Audio Production Skills rubric, departmental faculty will assess student production samples from relevant courses.	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Audio Production Skills rubric.	2022 - 2023	Target Not Met	The overall mean score on the Audio Production rubric was 3.00 on a 4-point scale. The mean for COM 103 was 2.80 (n = 5), and the mean for COM 431 was 3.33 (n = 3). Six out of 8 production samples scored at least 3 out of 4, which is 75 percent of the total sampled (below the threshold of 80 percent). The scores show a pattern of improvement as students moved from COM 103 to COM 431, despite	All of the students in the advanced course (COM 431) met the score threshold, indicating that students are ultimately learning audio production techniques during the program. Continue adding assignments that focus on audio production in the lower level course (COM 103) . Also, consider how small sample sizes are affecting data for the 80 percent threshold. Planned new courses should also be considered for assessment data sampling when those courses are added to the curriculum.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	Students will demonstrate appropriate use of audio production techniques and practices..	Using the Audio Production Skills rubric, departmental faculty will assess student production samples from relevant courses.	At least 80 percent of assessed student production samples will score at least 3 on the 4-point Audio Production Skills rubric.	2022 - 2023	Target Not Met	not meeting the score threshold.	All of the students in the advanced course (COM 431) met the score threshold, indicating that students are ultimately learning audio production techniques during the program. Continue adding assignments that focus on audio production in the lower level course (COM 103) . Also, consider how small sample sizes are affecting data for the 80 percent threshold. Planned new courses should also be considered for assessment data sampling when those courses are added to the curriculum.
	3.1 (SAO)	Students will complete professional portfolios that showcase their skills for potential employers or graduate schools.	Faculty will use a departmental rubric (Communication Student Portfolio Rubric) to assess portfolios produced by students in the capstone course in the program.	At least 90 percent of assessed student portfolios will score at least 80 on the 100-point Communication Student Portfolio rubric.	2022 - 2023	Target Met	The mean score for the sampled student portfolios was 91.0 on a 100-point scale using the departmental Communication Student Portfolio rubric. Of the 5 portfolios sampled, 5 scored 80 or better, for a total of 100 percent (above the 80 percent threshold). Overall, these results are positive, but Covid-related issues will continue to affect student portfolios (in terms of quantity of documented works included) for another year or two, as the "Covid gap" in opportunities recedes into the past. Students were given the option of completing an electronic portfolio or a traditional physical portfolio. No students chose the electronic option. If the university adopts an electronic portfolio	Department will continue assessing as planned.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO)	Students will complete professional portfolios that showcase their skills for potential employers or graduate schools.	Faculty will use a departmental rubric (Communication Student Portfolio Rubric) to assess portfolios produced by students in the capstone course in the program.	At least 90 percent of assessed student portfolios will score at least 80 on the 100-point Communication Student Portfolio rubric.	2022 - 2023	Target Met	platform for wide use, perhaps students will be more likely to use the platform for this specific program requirement, as well.	Department will continue assessing as planned.
	3.2 (SPG C.3)	Students will engage in meaningful, real-life experiences within the Communication field.	Students in Communication Internship (COM 460) will complete an Exit Survey at the end of their internship. Departmental faculty will review and analyze the results to determine if the achievement target was met.	At least 85 percent of students participating in the Exit Survey will rate their internship experience positively as defined by a score of 4 or greater, on a scale of 1-7.	2022 - 2023	Target Met	Students enrolled in COM 460 (Internship) were asked to evaluate their internship experience at the end of the course. On a scale of 1 - 7, with 1 being least positive and 7 being most positive, 100 percent of students rated their internship experience 4 or greater, with a mean of 6.67 (n = 3). This is above the target threshold of 85 percent rating the internship experience 4 or greater and represents a significant improvement from the previous year. The sample size is small, however, indicating some caution in evaluation of year-over-year change in results.	Continue assessing as planned.
Program - Creative Writing - MFA {2016-2017}	1.1 (SLO)	Students will complete a portfolio of work that demonstrates mastery of language and conventions of a genre.	Faculty will assess the students' theses using the MFA Writing Skills Rubric that measures skill with the mechanics of language, aesthetic use of language, and use of conventions of the genre being studied.	Thesis students will achieve on their theses an average of at least 88% on the MFA Writing Skills Rubric.	2022 - 2023	Target Not Met	All Thesis students were assessed on their Writing Skills Rubric. 9 out of 11 achieved a score of 14 or 15, but 2 did not. One scored a 9, which is a concern. The other scored 13, which is 8.66%. In fact, it is impossible to score 88% on the rubric, so it may be necessary to adjust the target to reflect that a	Since we consistently have some students who do not meet our target in workshops for writing skills, and yet have at least one whose score was considerably lower than desired, MFA faculty need to discuss how we can support these students better. We also should consider whether to adjust the target to 85% (so that 13 would meet the target) or 90% (so that 14 would meet the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Creative Writing - MFA {2016-2017}	1.1 (SLO)	Students will complete a portfolio of work that demonstrates mastery of language and conventions of a genre.	Faculty will assess the students' theses using the MFA Writing Skills Rubric that measures skill with the mechanics of language, aesthetic use of language, and use of conventions of the genre being studied.	Thesis students will achieve on their theses an average of at least 88% on the MFA Writing Skills Rubric.	2022 - 2023	Target Not Met	13 is 86.6%. A 14 is 93.3%, which may be too high for our target.	
			Students in courses designated as Workshop will be assessed with a rubric that measures skill with the mechanics of language, aesthetic use of language, and use of conventions of the genre being studied. Each instructor will complete the MFA Writing Skills Rubric after grading final portfolios for the class.	80% of students assessed will achieve on their final portfolios an average of 80% on the MFA Writing Skills Rubric.	2022 - 2023	Target Met	Students were assessed 69 times in their Workshop classes. 62 out of 69 times (90%) they were rated a 12 or higher on the Writing Skills Rubric. The breakdown of scores was as follows: 7, 10, 11 (x5), 12 (x3), 13 (x5), 14 (x13), 15 (x41). Of the scores that did not meet the target, the majority were 11 or only one point away. The number of perfect scores far outweighs the number of scores below the target. Because students are assessed multiple times, and because they continue to take workshop classes throughout their time in the program, this suggests improvement over time, though the ultimate test of this are the results for thesis	Given that writing creatively is central to the MFA program in creative writing, it is important to continue to assess how our students are progressing in this area. We will discuss whether it will make sense to adjust our target, either aiming for a higher percentage of students who meet the target or potentially increasing the target score to 86% (13). This year, if we have set our target at 85% and our target score at 13 (86%), we would have still just met our goal with 85.5 of students scoring 13 or higher. It will be necessary to review past years to determine what is a reasonable target and what we can do in our classes to improve the writing of those who score lower than 12 or 13.
	2.1 (RO & SLO)	Students will conduct research in literary scholarship, pedagogy, or the craft of writing and produce essays or other projects based on that research.	Students completing Masters Theses will include a bibliography of works related to the genre of the thesis. Faculty will assess the students' thesis bibliographies using the MFA Research Skills	Students will achieve on their Thesis Bibliographies an average of at least 88% on the MFA Research Skills Rubric.	2022 - 2023	Target Not Met	Though 11 students met the target of scoring 88% or higher, 3 students did not. The range of scores was 10, 12, 13, 14, 15 (x7). We can be proud that the majority of students scored a perfect score, but there are still some who	Since not all students met the target, we need to consider how we can better prepare students for conducting research during their thesis. It will be interesting to see why some of the scores are lower, and what those students were lacking (in their thesis — they may be able to do

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (RO & SLO)	Students will conduct research in literary scholarship, pedagogy, or the craft of writing and produce essays or other projects based on that research.	Rubric.	Students will achieve on their Thesis Bibliographies an average of at least 88% on the MFA Research Skills Rubric.	2022 - 2023	Target Not Met	do not meet our expectations on their thesis. It is reasonable to set the target that all students meet the target, however, since that gives us something to strive for.	more research in a different context). Incorporating research in a creative thesis can be a challenge. Perhaps we need clearer guidelines about the thesis essay or more support for that aspect of the thesis experience. Considering that 88% is between 13 and 14, we should also consider whether it makes more sense to set the target as 85% or 90%, which would correspond better to 13 or 14 on the rubric.
			Students in Forms and Literature classes will be assessed with a rubric that measures their use of scholarly sources appropriate to their topic. Each instructor will complete the MFA Research Skills Rubric after grading the designated project for the class.	80% of students assessed will achieve on their Forms and Literature project an average of 80% on the MFA Research Skills Rubric.	2022 - 2023	Target Met	Students were assessed using the MFA Research Skills Rubric 40 times in their Forms or Literature classes. They met the target 38 times, for a success rate of 95%. The range of scores was 8, 11, 12, 13, 14 (x4), and 15 (x 32). The range of scores suggests that most students are able to conduct research very well, and that those who struggle in their first forms or literature class will likely improve. The test of that will be in the Thesis.	Since we scored so high on this rubric this year, it may be time to consider increasing our target by raising the percentage and/or the target score. We may want to do this in parallel with the Writing Skills Rubric so that our targets remain comparable. We also need to continue our discussion of how research is implemented in Literature and Forms classes and how we can train the students who come to us without as much experience in conducting scholarly research.
	3.1 (SAO & SPG C.4)	Students will publish their work in appropriate publications for their genres.	The program director will review and analyze the Master's Thesis Survey results to determine students' publication history.	90% of students participating in the Master's Thesis Survey will report that by the time they defend their thesis they have published at least one work in a literary journal or had a play published or produced or had their writing published in another	2022 - 2023	Target Not Met	We once again administered the Thesis Survey to students who defended in Summer 2022 and December 2022. Of the 10 students to complete their thesis, 8 participated in the survey. Of these, 50% reported that they had published or had a work accepted for publication (or performance in the case of	Though students have had a lot on their plates over the past two years and understandably may not have been as actively engaged in trying to publish as we would like, we still need to take these results seriously. It is not unusual for us to miss this target. We must continue to find ways to incorporate publishing advice and encouragement, especially in workshop classes. The MFA faculty continue our

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SAO & SPG C.4)	Students will publish their work in appropriate publications for their genres.	The program director will review and analyze the Master's Thesis Survey results to determine students' publication history.	outlet appropriate to the genre.	2022 - 2023	Target Not Met	play scripts). While it is disappointing that these numbers are lower than we would like, we do realize that everyone's path to publication is different. For instance, one student (who had published many pieces of her writing but did not consider any of those publications to be literary) informed me at graduation that she had had a poem accepted for publication just days after completing the survey. We continue to follow our students and are pleased with their success in publication, though they don't always get started as early as we might like. Nonetheless, it is a good goal to have, and we need to continue to find ways to encourage students to actively seek publication.	discussion of ways to do this.
	3.2 (SLO)	Students will understand the literary marketplace and other career options for writers.	Students in EN 502 Full Writing Residency will complete a Professional Knowledge Survey measuring their knowledge of the literary marketplace and other career options on a 5-point Likert scale where 5 is Strongly Agree.	85% of EN 502 students participating in the Professional Knowledge Survey will have an average score of greater than 3 (Satisfied) on a scale on 1-5.	2022 - 2023	Target Met	Of the 21 students enrolled in EN 502 in Summer 2022 (from two sections: one face-to-face and one virtual) completed the Professional Knowledge Survey, for a response rate of 85.7%. Of this 18, 17 scored an average of higher than 3. Scores ranged as follows: 2.6, 3.2, 3.4, 3.8 (x2), 4 (x2), 4.2 (x2), 4.4 (x2), and 4.6, and 5 (x6). As usual, the questions about book publishing and careers were lower than those	Assessment of professional knowledge is vital for a program like ours. It is important to realize that students want to know more about book publishing, and especially the they want more exposure to it and to knowledge about non-academic careers for writers. We will continue to assess using this rubric, and after reviewing past years' performance, we will discuss what can be done to reach the few students who are not satisfied.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SLO)	Students will understand the literary marketplace and other career options for writers.	Students in EN 502 Full Writing Residency will complete a Professional Knowledge Survey measuring their knowledge of the literary marketplace and other career options on a 5-point Likert scale where 5 is Strongly Agree.	85% of EN 502 students participating in the Professional Knowledge Survey will have an average score of greater than 3 (Satisfied) on a scale on 1-5.	2022 - 2023	Target Met	about magazines. Students ranked their knowledge of book publishing higher than their exposure to book publishing. Though we can be glad that we had 6 students who ranked their professional knowledge as Very Satisfied across all the questions, we can see that we do still have work to do with at least one student.	Assessment of professional knowledge is vital for a program like ours. It is important to realize that students want to know more about book publishing, and especially the they want more exposure to it and to knowledge about non-academic careers for writers. We will continue to assess using this rubric, and after reviewing past years' performance, we will discuss what can be done to reach the few students who are not satisfied.
			Students participating in the Master's Thesis Survey will answer the same questions as on the Professional Knowledge Survey to determine if students improved from their time in the EN 502 Full Writing Residency course to the end of the program. Faculty will review and compare the surveys' results.	90% of students participating in the Master's Thesis Survey will have an average score of greater than 3 (Satisfied) on a scale of 1-5 on the "Professional Knowledge" portion of the Master's Thesis Survey.	2022 - 2023	Target Met	Of the 8 students who participated in the Master's Thesis Survey, 8 (100%) had an average score of above 3. The range of scores was 3.4, 4, 4,2 (x2), and 4.6 (x4). Scores were again higher for the questions about magazine publishing than about book publishing or careers for writers. Most students indicated scores of Strongly Agree or Agree for most questions, but more indicated Agree fo the twor book publishing questions. One student indicated Disagree for book publishing and careers for writers. Though these are good results, there is room for improvement.	This exit survey shows a high level of satisfaction with our program and the preparation students feel they have to be professional writers. The challenges are still getting knowledge of and exposure to book publishing and non-academic careers for writers. Though we expect these will always be the areas students feel the most challenged by, we need to discuss with the MFA faculty how we can improve these scores. Encouraging more students to participate in AWP and other conferences is one way. Incorporating more content on paths to book publishing in workshop classes may be another.
Program - Digital Studies - Minor {2019-2020}	1.1 (SLO, GEO 3.b.)	Students will analyze quantitative information presented in different formats.	Completion of LIB 201, which includes assignments that deconstruct and evaluate existing digital scholarship projects,	Students (on average) will earn a C or higher in the class.	2022 - 2023	Target Met	Low-Enrolled Year 3. No minors declared in 2022-2023. In 3 years, the program has had 2 minors. Both have completed LIB 201, for a total C average.	Will work to recruit students for the minor through email and marketing materials.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Digital Studies - Minor {2019-2020}	1.1 (SLO, GEO 3.b.)	Students will analyze quantitative information presented in different formats.	create original datasets, use available tools to quantitatively explore digital artifacts, and use existing data to construct research questions.	Students (on average) will earn a C or higher in the class.	2022 - 2023	Target Met	Low-Enrolled Year 3. No minors declared in 2022-2023. In 3 years, the program has had 2 minors. Both have completed LIB 201, for a total C average.	Will work to recruit students for the minor through email and marketing materials.
			Completion of required MIS course(s) (297 or 322), which include assignments that assess foundational knowledge of programming languages that allow students to build, stylize, structure, and query data sets.	Students, on average, will earn a C or higher in the class or classes.	2022 - 2023	Target Met	Low-Enrolled Year 3. No minors declared in 2022-2023. In 3 years, the program has had 2 minors. The 2 students who declared a minor received a B in MKT 455 (an approved substitute for the MIS course) and a D in MIS 322.	Will work to recruit students for the minor through email and marketing materials.
	1.2 (SPG A.2)	Students will adapt to emerging technologies by interacting with digital tools that foster the 21st century learning environment.	Faculty will review and assess the students' digital artifacts creations through selected coursework that are publicly accessible through external or institutional channels to determine if the achievement target is met.	Students will upload selected course artifact(s) to an individual (external) website, an MUW website, or the AthenaCommons, the Institutional repository.	2022 - 2023	Target Met	Low-Enrolled Year 3. This was year 3 of data collection. In the last 3 years, the 2 minors in the program uploaded their work to a public, online site. An institutional repository site was created (https://athenacommons.muw.edu/digitalstudies/), and student work was uploaded there.	Will work to recruit students through emails and marketing materials. Any minors we have will upload their work to an external website and/or AthenaCommons, the Institutional Repository.
	2.1 (SAO & SLO)	Students will present information, arguments, and ideas in oral, written and visual forms for their contexts through digital platforms.	Students will create an online portfolio in LIB 401 that identifies a disciplinary issue or problem, contextualizes it with accompanying research, addresses it through digital methods or visualizations, and will upload it to the University's publicly accessible Institutional Repository.	Students will score a 3 or higher on the Information AAC&U Information Literacy Rubric for their final practicum assignment.	2022 - 2023	Inconclusive	Low-Enrolled Year 3. No minors were enrolled in 2022-2023, so LIB 401 was not offered.	Will work to recruit students to the minor through email and marketing materials.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	Students will demonstrate the ability to evaluate information for the purpose of solving a problem utilizing digital tools and research within their field.	Students completing LIB 401 will complete an exit survey and the target measure will be evaluated using the question average of answers 6-8. “The following questions will assess how you feel the practicum project allowed you to improve quantitative literacy, oral and written presentation skills, and use emerging technologies. (The average of the scores will be calculated for Outcome 2.2) Q6 – Rate how you feel like the practicum project improved your ability to understand or analyze quantitative information to make informed decisions? (1: did not improve – 5: did improve strongly). Explain your answer. Q7 – Do you feel like the practicum project improved your ability to learn about and use emerging technologies? (1: did not improve – 5: did improve strongly). Explain your answer. Q8 – Do you feel like the practicum project improved your ability to present information, written or orally, to a wider audience? (1: did	Students participating in the exit survey will rate an average of 3 or higher (out of 5) on the exit survey questions 6-8.	2022 - 2023	Inconclusive	Low-Enrolled Year 3. This is the 3rd year of data collected, but no new minors declared in 2023-2023, so no new data was collected. LIB 401 was not offered.	Will work to recruit minors for the program through emails and marketing materials.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	Students will demonstrate the ability to evaluate information for the purpose of solving a problem utilizing digital tools and research within their field.	not improve – 5: did improve strongly). Explain your answer.”	Students participating in the exit survey will rate an average of 3 or higher (out of 5) on the exit survey questions 6-8.	2022 - 2023	Inconclusive	Low-Enrolled Year 3. This is the 3rd year of data collected, but no new minors declared in 2023-2023, so no new data was collected. LIB 401 was not offered.	Will work to recruit minors for the program through emails and marketing materials.
Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays, the student's writing will be evaluated with the AAC&U Written Communication VALUE Rubric. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (8-12 students from an assignment in EN 303, 304, or 360) students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	2022 - 2023	Target Met	Twelve essays from EN 303 and EN 360 were evaluated by two faculty members. Average scores ranged from 2.6 to 3.8 with 5 students scoring between 2.6 and 2.9 and 7 scoring 3.0 or higher.	Because written communication is essential to the English major and because it is so closely tied to our General Education goals, we need to continue to assess it using the AAC&U Written Communication rubric. We should consider raising our target score from 2 to 2.5, a target that we would have met this year, though that is closer to where our lowest scores have been. It is conceivable that 100% of our students might not always earn that score. We might also consider changing the description of classes to allow any 300-level class, which would capture a wider cross-section of our major population, and we might consider targeting only English majors from these classes.
			In a sample group of essays, the student's writing will be evaluated with the AAC&U Written Communication VALUE Rubric. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess	In a sample group of essays (at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	2022 - 2023	Target Met	Six student from EN 499 English Capstone were assessed using the AAC&U Written Communication Value Rubric. Scores ranged from 2 to 3.8 with a spread of 2, 2.6, 2.8, 3, 3.2, 3.8. Had we increased our target, that target would not have been met by at least 1 student..	With another year's worth of data, and as we consider raising the target for EN 303, 304, and 360 assessment, the department should consider raising the target for Capstone to at least 2.5 or possibly higher (2.7, perhaps). This would mean that we would not have met our target this year, so it is possible we would not meet it going forward, but it is likely good to have that higher goal and see whether the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			the student work.	In a sample group of essays (at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	2022 - 2023	Target Met	Six student from EN 499 English Capstone were assessed using the AAC&U Written Communication Value Rubric. Scores ranged from 2 to 3.8 with a spread of 2, 2.6, 2.8, 3, 3.2, 3.8. Had we increased our target, that target would not have been met by at least 1 student..	changes we are implementing in 200-, 300-, and 400-level classes are helping us better prepare all of our students. Most of our students can attain this higher target. How can we bring along the one or two stragglers.
	1.2 (SLO)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays, the student's writing will be evaluated with the AAC&U Information Literacy VALUE Rubric. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (8-12 from students from an assignment in EN 303, 304, or EN 360) students will score a class sample average score of at least a 2 or higher on the AAC&U Information Literacy VALUE Rubric to show their ability to construct and defend arguments using textual evidence.	2022 - 2023	Target Met	12 students from EN 303 and 360 were assessed using the AAU&C Information Literacy Value Rubric. 100% earned an average score of 2 or higher. Though this shows the value of our program in that students are prepared in EN 101/102 and literature surveys to complete this kind of work, it may be time to consider raising our target. The scores ranged from 2.3 to 3.6 with 1 score below 2.5, 5 scores 2.5-2.9, and 6 score 3.0-3.6.	English faculty will consider whether to raise our target from 2.0 to 2.5. If we had done that then one student would not have met the target. Having a higher target will help us to determine whether the changes we have implemented to include more writing and research in 200- and 300-level literature classes are improving our scores. We might also need to consider adding any 300-level literature class to the list of classes that can be drawn on for sample essays.
			In a sample group of essays, the student's writing will be evaluated with the AAC&U Information Literacy VALUE Rubric. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (at least 8-12 students from EN 499: English Capstone course) students will score a class sample average score of at least a 2 or higher on the AAC&U Information Literacy VALUE Rubric to show their ability to construct and defend arguments using textual evidence.	2022 - 2023	Target Met	Six student essays were assessed from EN 499 English Capstone offered in Fall 2022. This was the only section offered this year. 100% of students met the target of scoring 2 on the AAC&U Information Literacy VALUE Rubric. Scores ranged from 2.6 to 4.0.	As was true for 1.1, we have consistently met this target for several years. It is time to consider raising the target, as we are doing for the assessment of 303, 304, and 360 above. We should raise the target at least to 2.5, though possibly higher. 2.7 or 2.8 would give us something to strive for, and would help to see whether changes implemented to the curriculum of 200-, 300-, and 400-level literature classes are having the desired effect of better preparing students for Capstone. We will

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			In a sample group of essays, the student's writing will be evaluated with the AAC&U Information Literacy VALUE Rubric. At least two English faculty members (not the faculty member who taught the class from which the essay was generated) will assess the student work.	In a sample group of essays (at least 8-12 students from EN 499: English Capstone course students will score a class sample average score of at least a 2 or higher on the AAC&U Information Literacy VALUE Rubric to show their ability to construct and defend arguments using textual evidence.	2022 - 2023	Target Met	Six student essays were assessed from EN 499 English Capstone offered in Fall 2022. This was the only section offered this year. 100% of students met the target of scoring 2 on the AAC&U Information Literacy VALUE Rubric. Scores ranged from 2.6 to 4.0.	discuss changing the target at our meeting in August 2023.
	2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops an argument using documentation of sources.	Sample group of EN 102 Essays written in response to an assignment which requires a thesis statement and accurate documentation of at least one source. At least two faculty members (who have not taught the sections from which the samples were taken) will apply the rubric to the sample set.	EN 102 sample group of at least 20 papers (from at least four sections taught by at least four different faculty members) will score an average of at least 1.5 or higher on the AAU&C Written Communication rubric.	2022 - 2023	Target Met	24 student essays from EN 102 were assessed. These consisted of a sample of at least 3 papers from each section offered in Fall 2022 and Spring 2024, including one section from a dual-enrollment class. All essays were scored with a 1.5 or higher with a range of 1.9 (1) to 3.9 (1). The mean score was 2.79 and the median was 2.7. There was 1 score below 2.0, 5 scores 2.0-2.4, 9 scores 2.5-2.9, 5 scores 3.0-3.4, and 4 scores 3.5-3.9. Students show a strong writing ability based on this rubric after completing the composition sequence. If we had raised our target to 2.0, we would not have met the new target, though there would have been only one student who missed it by a tenth of a point. This suggests that 2.0 may be a good new	Given that we have a continued to meet our target for another year and that most scores were 2.0 or higher, we will consider raising the target to either 1.8 or 2.0 going forward. We will also consider raising our targets for 300-level literature classes and Capstone at the same time.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops an argument using documentation of sources.	Sample group of EN 102 Essays written in response to an assignment which requires a thesis statement and accurate documentation of at least one source. At least two faculty members (who have not taught the sections from which the samples were taken) will apply the rubric to the sample set.	EN 102 sample group of at least 20 papers (from at least four sections taught by at least four different faculty members) will score an average of at least 1.5 or higher on the AAU&C Written Communication rubric.	2022 - 2023	Target Met	target to set for this assessment.	Given that we have a continued to meet our target for another year and that most scores were 2.0 or higher, we will consider raising the target to either 1.8 or 2.0 going forward. We will also consider raising our targets for 300-level literature classes and Capstone at the same time.
	3.1 (SPG A.1)	Students will receive a quality English education meeting students' expectations satisfactorily.	At the end of the academic year, departmental faculty will review and analyze EN 499 course evaluations for the Capstone curriculum question results to determine if the achievement target was met.	80% of students participating in the EN 499 Capstone course evaluations will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the English department's curriculum and instruction quality.	2022 - 2023	Target Met	6 students completed the course evaluation survey. 4 answered Very Satisfied and 2 answered Somewhat Satisfied on this question for 100% satisfaction.	It is important to continue to assess the satisfaction students have with the breadth of their English degree, especially as we continue to implement the new degree requirements and concentrations. Our challenge will be to offer a wide enough range of courses with lower enrollments. One goal for 2023-2024 is to offer Professional Writing, making it possible for students to declare the Professional Writing concentration. This will depend on staffing, since we will lose one instructor in Spring 2024, so we may need to postpone this goal until Fall 2024 when we hope to have hired a new faculty member.
	3.2 (SAO)	Students will be actively engaged utilizing their English degrees.	The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to	25% of students participating in the Alumni Survey will state that they are enrolled in graduate/professional degree program.	2022 - 2023	Inconclusive	The Alumni Survey was not administered this year. It will be conducted again in 2025. On our graduation survey, 7 students indicated that they intend to enter a graduate program. We know of one who is in a PhD in English	We continue to support students and alumni who are planning to apply to graduate school. We are actively looking for better ways to track our alumni, and hope to find more useful tools through the QEP, Career Services, and Enrollment Management. As we evaluate new tools, we will

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SAO)	Students will be actively engaged utilizing their English degrees.	determine if achievement target was met.	25% of students participating in the Alumni Survey will state that they are enrolled in graduate/professional degree program.	2022 - 2023	Inconclusive	program, another who is starting an MA in English - Creative Writing, two others who plans to apply to MLIS programs, and others who are planning to complete the MAT in English.	consider whether any can be a useful measure for assessment.
			The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	85% of students participating in the Alumni Survey will state that they are currently working in their field of study or in a field where they regularly use the skills acquired in the English program.	2022 - 2023	Inconclusive	The alumni survey was not administered this year. It will next be conducted in 2025.	We plan to continue to use the alumni survey as long as it is administered. No action this year.
			The MUW Graduation Survey will be used for the assessment of this achievement target. A special report will be ran in EvalKit targeting the English graduates.	90% of English graduates completing the MUW Graduation Survey will be employed in their field or a related field or planning to attend/enrolled in graduate school in their field or related field.	2022 - 2023	Target Not Met	Once again, we did not meet the target of 90% employed in field or attending graduate school. The main reason for this is the flaw in this survey which is administered before most of our graduates have been able to secure employment in the field. If we were able to survey our students within 6 months or a year, we would get much more valuable results. Nonetheless, we can be somewhat optimistic based on these results. 7 out of 10 students reported that they intend to pursue a graduate or professional degree. One of these began a PhD program at University of Tennessee. Another is	For now, we will continue to use the Graduation Survey while we continue to look for better tools to assess the success of our students. In the coming year, we will evaluate the data from Lightfast Go Recruit to see whether it might be a useful measure. It seems promising, though we may not be able to tell which of our majors are being tracked and how long it has been since they graduated. We continue to have questions about language such as "employed in their field" when English majors are suited for a very wide range of careers. Only when we can identify better tools for tracking our graduates and can analyze the data that they give us, though, will we be able to identify better language for this assessment target.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			The MUW Graduation Survey will be used for the assessment of this achievement target. A special report will be ran in EvalKit targeting the English graduates.	90% of English graduates completing the MUW Graduation Survey will be employed in their field or a related field or planning to attend/enrolled in graduate school in their field or related field.	2022 - 2023	Target Not Met	accepted into the MA program in English/Creative Writing at U of Southern Mississippi. Others planned to begin the MAT program at The W, though they did not have teaching jobs by the time they graduated. Most of these won't be able to apply for jobs until admitted to the MAT program and have passed Praxis 2, though we expect them to have jobs by August. 2 of our students answered that they do not intend to be employed full-time. At least one of those is expecting a child and likely won't work for the next six months. 3 of our students are currently employed full-time, though they did not report this as employment in the field. We know that our students go on to successful careers and to graduate study. We lack a useful method to assess this success, though we hope to be able to identify a better instrument soon.	For now, we will continue to use the Graduation Survey while we continue to look for better tools to assess the success of our students. In the coming year, we will evaluate the data from Lightfast Go Recruit to see whether it might be a useful measure. It seems promising, though we may not be able to tell which of our majors are being tracked and how long it has been since they graduated. We continue to have questions about language such as "employed in their field" when English majors are suited for a very wide range of careers. Only when we can identify better tools for tracking our graduates and can analyze the data that they give us, though, will we be able to identify better language for this assessment target.
	4.1 (SLO)	Students will complete a portfolio of work that demonstrates a command of grammar, syntax, and aesthetic use of language (CW).	Students in EN 312 Creative Writing will be assessed with a rubric that measures creative use of language: the mechanics of grammar and syntax, aesthetic use of language, and use of conventions of the genres used in their Final Portfolios. Each	Students in EN 312 will achieve on their Final Portfolios an average of at least 80% on the Writing Skills Rubric.	2022 - 2023	Target Not Met	14 students from two sections of EN 312 Creative Writing were assessed using the department's Writing Skills Rubric. 11 earned 80% (12) or higher, representing 78.5% of students assessed. Though we did not meet our target, we can be pleased that we came close, and	Given that our target was not met this year, we will continue to assess with this target. The main variables to consider as we go forward will be class size and modality. We hope that enrollments in EN 312 continue to improve, especially in the face-to-face sections. When we offer Creative Writing again online, it will be important to compare the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	Students will complete a portfolio of work that demonstrates a command of grammar, syntax, and aesthetic use of language (CW).	instructor will complete the Writing Skills Rubric after grading Final Portfolios for the class.	Students in EN 312 will achieve on their Final Portfolios an average of at least 80% on the Writing Skills Rubric.	2022 - 2023	Target Not Met	that we had more students to assess than last year. The range of scores was 10 (1), 11 (2), 13 (2), 14 (4), and 15 (5). The mean score was 13.5 and the median score was 14. All of three scores below our target were from the online section, which also was more than twice as large as the face-to-face section. If the face-to-face class had been larger, we might have met our target, though it is also possible that a larger face-to-face class might also have more lower scores. Increased enrollment in the Spring 2023 online section is a positive sign, though it will take additional data to interpret a trend.	results between online and face-to-face instruction to see if there is an identifiable trend, especially when class sizes are more similar.
			Students in EN 419 Senior Portfolio will be assessed with a rubric that measures creative use of language: the mechanics of grammar and syntax, aesthetic use of language, and use of conventions of the genres used in their final portfolios. Each instructor will complete the Writing Skills Rubric after grading Senior Portfolios for the class.	Students in EN 419 will achieve on their Senior Portfolios an average of at least 85% on the Writing Skills Rubric.	2022 - 2023	Target Met	5 students who completed Senior Portfolio were assessed. 100% earned 85% or higher. Scores ranged from 13 (3) to 14 (2). It is interesting to note that this year we had two students who were completing the minor. Their scores were comparable to students in the creative writing concentration. These students take the same number of creative writing classes. One of the the students in the minor was completing two of her creative writing courses in the same semester as Senior Portfolio. Though	Assessing senior portfolios is a vital component of our assessment plan. Given that we met our target, but over half of the sample only just met the target, it seems that a target of 85% is valuable. It will be interesting to see how recent results from EN 312 where we did not meet the target play out in future assessments of Senior Portfolio. Naturally, not all students who take Creative Writing will go on to complete the concentration or the minor. They also will have more creative writing classes before they are assessed in Senior Portfolio. In our recent program changes, we added one creative writing class to the requirements for the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Students in EN 419 Senior Portfolio will be assessed with a rubric that measures creative use of language: the mechanics of grammar and syntax, aesthetic use of language, and use of conventions of the genres used in their final portfolios. Each instructor will complete the Writing Skills Rubric after grading Senior Portfolios for the class.	Students in EN 419 will achieve on their Senior Portfolios an average of at least 85% on the Writing Skills Rubric.	2022 - 2023	Target Met	we met our target, we did not have any students who scored 15, and three of the five students scored right at the target with a 13, suggesting that the target is a good one.	concentration. It will be interesting to see whether this has an effect on these results as more students graduate with the new requirements.
	6.1 (SLO)	Students will develop the ability to teach English as a second language.	At the end of each semester, the department TESL director will review student records to determine if all course requirements for the TESL Certificate were met.	25% of English majors and minors will earn the TESL certification by the time they graduate.	2022 - 2023	Target Not Met	Only 1 of 10 graduates this year earned the TESL certificate. Though we did not meet our target, we did award two students the certificate this spring. Those students were not graduating this year. The one student who did earn the certificate and graduate completed their degree in August 2022. We anticipate that the two students who earned the certificate this spring will graduate in the coming year.	We will continue to offer TESL courses and attempt to recruit students to the certificate program. As part of that effort, we will continue the curriculum modification process to allow Secondary Ed students to take more TESL classes as part of their major. We also need to recruit more English majors and emphasize the TESL certificate program as part of that effort.
Program - Family Science (including CAST Certificate) - BS {2016-2017}	1.1 (SLO, GEO 1.c.)	Students will demonstrate effective written communication skills.	Assessment of this achievement target will be completed by the instructor of the course; this course is a cross-listed course—both sections are taught at the same time in the same location.	(Foundation Level) The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured by the rubric) on the AAC & U Written Communication Value Rubric on a literature review assignment.	2022 - 2023	Target Not Met	The FSC faculty met to discuss our assessment results on 10 May 2023. Results indicated that, for students who completed all prerequisite assignments and who attended all classes, the average score on the AAC & U Written Communication Value Rubric was 2.38, thus the target was not met. For	The faculty colleague responsible for teaching this course and assessing our FSC majors with respect to their writing noted extremely high levels of disengagement over the past AY. Note that this colleague also taught the course during spring 2022 and did not report the same levels of disengagement. Furthermore, the instructor added, for spring of 2023, APA Academic Writer, a software

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Family Science (including CAST Certificate) - BS {2016-2017}	1.1 (SLO, GEO 1.c.)	Students will demonstrate effective written communication skills.	Assessment of this achievement target will be completed by the instructor of the course; this course is a cross-listed course—both sections are taught at the same time in the same location.	(Foundation Level) The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured by the rubric) on the AAC & U Written Communication Value Rubric on a literature review assignment.	2022 - 2023	Target Not Met	ALL students enrolled in the class during the 22-23 AY, the students' literature reviews were rated a 2.08; thus the target was not met	program available from the APA and which is designed to help students with writing, citing, and referencing in APA style. Given the students' disengagement began in fall 2022, the addition of the software cannot be used to explain why students performed poorly on this assignment. We attribute students' struggles with these assignments to the extreme levels of student disengagement observed not only in this course but across many (if not all) courses in the PFSC Department. During Covid19, we were encouraged to support students by, for example, allowing them to make up any work they missed. During this past year, the campus returned to attendance policies and other related policies enacted before the pandemic; yet, students expect the same kinds of consideration (e.g., allowing them to attend via Zoom if they don't feel like coming to class; recording lectures for later viewing) given during the pandemic. Recent research on these concerns suggests that requiring students to take responsibility for their own educational outcomes gives them a sense of agency (rather than the opposite). Thus, we will retain the assignment, along with the use of APA Academic Writer, for the 23-24 AY.
			Assessment of this achievement target will be completed by the instructor of this course.	(Baccalaureate level) The average score of FSC 465 students will be at least 3.2 (a grade of B, as	2022 - 2023	Target Met	The average score of FSC students on key stakeholder assignments was 3.5 on the AAC & U Written Communication	FSC faculty met on 5/10/23 to discuss results of our assessment. While the target was met, the instructor for this course, as with the instructor for FSC/PSY 290,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of this course.	measured by the rubric) on a key stakeholder writing assignment.	2022 - 2023	Target Met	Value Rubric; thus, the target was met.	expressed concerns about lack of student engagement. She indicated that students were not attending class as required, nor were they following instructions when they completed their work. These plans reflect those discussions. We attribute students' struggles with these assignments to the extreme levels of student disengagement observed not only in this course but across many (if not all) courses in the PFSC Department. During Covid19, we were encouraged to support students by, for example, allowing them to make up any work they missed. During this past year, the campus returned to attendance policies and other related policies enacted before the pandemic; yet, students expect the same kinds of consideration (e.g., allowing them to attend via Zoom if they don't feel like coming to class; recording lectures for later viewing) given during the pandemic. Recent research on these concerns suggests that requiring students to take responsibility for their own educational outcomes gives them a sense of agency (rather than the opposite). Thus, we will retain the assignments, their completion requirements, and class attendance requirements for the 23-24 AY for the FSC 465 course and for the purposes of this assessment.
	2.1a (SAO)	Students will feel that the Family Science program has prepared them to	At the end of the academic year, faculty will review and evaluate the results of	Participating students' will report that they feel the Family Science	2022 - 2023	Target Met	Students who completed the Senior Exit Survey rated their preparation to work ethically at 8.2 on a	The FSC faculty met to discuss these assessment results on 5/10/23; this plan follows from our discussion. While these

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1a (SAO)	work professionally and ethically upon graduating.	the Senior Exit Survey.	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.	2022 - 2023	Target Met	scale of 1-10; thus, the target was met.	results are above our target (6/10), they are not as high as they have been in the past, even though we continue to emphasize ethical practice through specific training on the 7-step ethical dilemma decision making model in Professional Issues (FSC 203), Pre-internship (FSC 497), and Internship (FSC 499). All students are trained on the CFLE Code of Ethics starting with their first course (FSC 203), and other activities related to professional ethics are covered in other courses. While this result may reflect the fact that one student completed most of her coursework at another university (and in social work, which is similar to, but not the same as, family science), and that another student completed her internship in Student Life at the W, this score may indicate that we should keep an eye on students' ratings for the ethics area. As noted, there has been some discussion about adding the FSC 336, Basic Helping Skills, to the CFLE required courses for the major. In addition, all faculty are planning to include an ethics reflection in the internship course.

			At the end of the academic year, faculty will review and evaluate the results of the Senior Exit Survey.	Participating students' will report that they feel the Family Science program has prepared them to work professionally upon graduating by having an average rate of satisfaction	2022 - 2023	Target Met	The students' average rating on the preparation for professional work for the 22-23 AY was 8.8 on a scale ranging from 1-10; thus, the target was met.	FSC faculty met on 5/10/23 to discuss assessment results and plan for next year; thus, this action follows from those plans. Even though the target has been met, we plan to expand access to opportunities that allow students to engage in case management, professional writing, and research-based and evidence-
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Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			At the end of the academic year, faculty will review and evaluate the results of the Senior Exit Survey.	on the Senior Exit Survey as a 6 on a scale of 1 to 10.	2022 - 2023	Target Met	The students' average rating on the preparation for professional work for the 22-23 AY was 8.8 on a scale ranging from 1-10; thus, the target was met.	informed practice. For example, the practice of requiring students in FSC 465, Program Planning and Evaluation, to write reports and other documents for a variety of stakeholders (e.g., grant funders, program participants) will continue for the next AY. Students will have the opportunity to serve as peer-financial literacy educators and counselors during fall 2023 through the Student Success Center at the W; while financial literacy is one area for which family life educators provide assistance to individuals and families, this activity will allow students to design, implement, and evaluate educational programming for their peers.
	3.1 (SPG A.2)	Prepare students to be life-long learners and contributing members of today's global economy	Faculty will review quarterly notifications of newly approved CFLEs (by NCFR, through a quarterly newsletter and via their website) from the W's FSC program. The number of graduates for each summer, fall, and spring term will be reported to provide a frame of reference for reviewers.	70% of graduates over a two year period* will earn at least their provisional** CFLE credential.	2022 - 2023	Target Not Met	Over the past year, 6 students have graduated from the W with their FSC degrees. For this year, one student earned their CFLE-Provisional (CFLE-P) credential. For the past two years, we have had 10 graduates and 2 students who have become CFLEs, representing 20% of graduates over a two year period who have become CFLEs. Thus, the target was not met for the current 2--year cycle. Note that the student from the prior year was documented for last year (see related document from the spring 2022 report).	FSC faculty met on 5/10/23 to discuss our assessment results and plan for the coming year; this action statement reflects that planning process. Once again, we do believe that changes we have made in our department will help more students become CLFE-Ps within two years of graduation. First, in early fall 2022, we created a Foundation account specially for student scholarships to apply for membership to NCFR as students (the fee is lower for students than for professionals) and to cover half of their CFLE application fee (students can apply during their final semester and pay half the fee, the other half of which is due, along with an official transcript, when they graduate with their degree). The WCFR was approved by NCFR as an official Affiliate Council of

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG A.2)	Prepare students to be life-long learners and contributing members of today's global economy	Faculty will review quarterly notifications of newly approved CFLEs (by NCFR, through a quarterly newsletter and via their website) from the W's FSC program. The number of graduates for each summer, fall, and spring term will be reported to provide a frame of reference for reviewers.	70% of graduates over a two year period* will earn at least their provisional** CFLE credential.	2022 - 2023	Target Not Met	Over the past year, 6 students have graduated from the W with their FSC degrees. For this year, one student earned their CFLE-Provisional (CFLE-P) credential. For the past two years, we have had 10 graduates and 2 students who have become CFLEs, representing 20% of graduates over a two year period who have become CFLEs. Thus, the target was not met for the current 2--year cycle. Note that the student from the prior year was documented for last year (see related document from the spring 2022 report).	NCFR in Spring 2023; this official recognition requires that student officers (president and vice-president) become members of NCFR. At least one student (who will not graduate until fall 2023) has received a scholarship for NCFR membership for her role as president of WCFR. In spring 2023, Ashley Barksdale, W FSC class of 2020, and new professional representative on the CFLE Advisory Board, presented to the WCFR on how to apply for NCFR CFLE scholarships. Her presentation was recorded for future use by the WCFR and department faculty to show students how to apply for scholarships that would cover the other half of their application fee. We will not only add a "donate here" button to our new website to allow anyone to make a targeted donation to our new Foundation account (to ensure that we have enough money to support students' applications), we will also publicize that students can apply for this scholarship to provide financial assistance to cover some of the costs associated with becoming a CFLE. In response to a question recently added to our FSC Senior Exit Survey, 100% of students indicated their intention to seek this credential because of its importance in relation to opening up job opportunities. Note that, for NCFR members, the first-time application fee for CFLE-P is \$147; for non-members, the first-time application fee for CFLE-P is \$202. For students, the cost of

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG A.2)	Prepare students to be life-long learners and contributing members of today's global economy	Faculty will review quarterly notifications of newly approved CFLEs (by NCFR, through a quarterly newsletter and via their website) from the W's FSC program. The number of graduates for each summer, fall, and spring term will be reported to provide a frame of reference for reviewers.	70% of graduates over a two year period* will earn at least their provisional** CFLE credential.	2022 - 2023	Target Not Met	Over the past year, 6 students have graduated from the W with their FSC degrees. For this year, one student earned their CFLE-Provisional (CFLE-P) credential. For the past two years, we have had 10 graduates and 2 students who have become CFLEs, representing 20% of graduates over a two year period who have become CFLEs. Thus, the target was not met for the current 2--year cycle. Note that the student from the prior year was documented for last year (see related document from the spring 2022 report).	membership in NCFR is \$82/year; for a professional, the membership costs up to \$300/year (depending on section memberships).
	3.2 (SPG D.4)	Support students through degree completion and into their careers	Graduating seniors in the FSC program will complete the Family Life Education Assessment Exam (FLEA), which is an exam provided by NCFR and which helps family science academic programs evaluate how well their program is covering the 10 Family Life Education content areas that represent the knowledge, skills, and abilities needed for effective practice as a CFLE. The exam focuses on knowledge provided through course work in family science programs; the FLEA is administered locally (at the university) by	The average score on the FLEA for graduating seniors in the FSC program will be 70% (reflecting the pass score for the CFLE exam).	2022 - 2023	Target Not Met	Results indicated that the average score on the FLEA for graduating seniors in the FSC program was 64%; thus, the target was not met.	<p>The FSC faculty met on 5/10/23 to discuss assessment results and plans for next year; we plan to keep this AT in place for at least one more year--we should not make decisions regarding either the assessment or what we are doing in class based on two data points only.</p> <p>We did note, however, that the pattern of students scoring lower on subscales related to courses they completed early in their program (e.g., family resource management) and/or courses from the testing semester (e.g., program planning)--just as we observed last year.</p> <p>NCFR does not yet have enough data for a comparison among schools offering the FLEA to their students.</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SPG D.4)	Support students through degree completion and into their careers	external proctors who send the completed exams to the testing company, SMT/Prometric.	The average score on the FLEA for graduating seniors in the FSC program will be 70% (reflecting the pass score for the CFLE exam).	2022 - 2023	Target Not Met	Results indicated that the average score on the FLEA for graduating seniors in the FSC program was 64%; thus, the target was not met.	<p>We do not plan to make any changes at this time with respect to how we are teaching or to this AT; however, depending on how students in next year's cohort perform on the FLEA, and on the availability of comparison data from NCFR, we may decide to make one of the following changes to this AT:</p> <ol style="list-style-type: none"> 1. Adjust AT so that at least 80% of students will earn a score of 70% or above 2. Adjust the AT downward (noting that the cutoff score of 70% for the FLEA and CFLE exams is based on norming data, which is not yet available for the FLEA, and that the students' reported scores may not reflect an actual score of 70% on the test). Furthermore, some subscale items focus more closely on the traditional White, middle class, nuclear family; given, however, that our students are more likely to work with lower income, minority families, we focus on preparing students for that work through our coursework. 3. Use results from the areas of the exam most relevant to work with families; the most recent job survey of CFLEs indicated that most professional CFLEs focus their work on 4/10 CFLE content areas (families in society; internal dynamics of families; human growth; and family life education methods).
	4.1 (SLO)	CAST students will demonstrate "Child First" methodologies	Assessment of this achievement target will be completed by the	The average score (on the reflection completed following	2022 - 2023	Target Not Met	The average score on the Examine subscale for FSC 295 students was 2.72;	CAST faculty discussed results of the assessments via email during the week of the 8th of May. We

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	when faced with potentially child abusive situations in their Second Module Submission.	instructor of FSC 295; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	the SECOND module of each PBLs) of student in FSC 295 will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2022 - 2023	Target Not Met	thus, the target was not met.	all noted that, while our students (those who attended class) were quite engaged with the problem-based learning simulations, and that they actively and insightfully completed oral and written debriefs (classroom and Canvas reflections, respectively) on each module, they were not engaged in the DEAL reflections at all. Students provided minimal information about what happened during each module to which they were responding (and the describe portion specifically requires them to provide information on which characters were involved, what they were doing, and what the class decided to do next). While it may be that the final assessment came close to the end of the term when students are quite busy, we also noticed that some students did not attend class, nor did they complete the Canvas debrief for any of the modules. Thus, minimal engagement appears to relate to students' performance on this assessment. Even so, we do plan to provide the rubric for students along with an example from a simulation we aren't using (to show how to complete DEAL), and to remind them, in the Qualtrics survey instructions, to have their problem-based learning simulation (PBLs) grid for the final two modules handy when they complete their reflections. We also plan to launch the reflections closer to when students complete the simulations and to require students to respond to the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	CAST students will demonstrate “Child First” methodologies when faced with potentially child abusive situations in their Second Module Submission.	Assessment of this achievement target will be completed by the instructor of FSC 295; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLs) of student in FSC 295 will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2022 - 2023	Target Not Met	The average score on the Examine subscale for FSC 295 students was 2.72; thus, the target was not met.	<p>questions using complete sentences. Finally, as noted in the retroactive action plan, we will reduce the number of times students are required to complete these assessments, which may also facilitate completion.</p> <p>Also note that we all noticed that several students disappeared from our courses during this AY without dropping the course or responding to requests to make contact. This factor was especially true of the 2 F2F classes (FSC 392, families in crisis; PLG 395, legal system response to child maltreatment) we offered this year. These students either did not complete the assessment, or, because they earn points simply for completing them, did so for the points, but were unable to put much thought into them as they were not in class when the simulations were completed. This lack of engagement has been discussed elsewhere in the FSC assessment.</p>
			Assessment of this achievement target will be completed by the instructor of FSC 295; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLs) of students in FSC 295 will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the DESCRIBE subscale of the Student	2022 - 2023	Target Not Met	The average score of students in FSC 295 was a 2.69 on the Describe subscale of the DEAL rubric; thus, the target was not met.	We plan to continue using this assessment for this course, as it is the first course in the CAST sequence. We did notice, however, that students seemed to be disengaged from the process of attending the live Zooms for these simulations or, if unable to attend, to watching them afterwards (despite being allowed to do so). CAST faculty discussed results of the assessments via email during the week of the 8th of May. We all

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of FSC 295; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	Reflective Journal Assignment.	2022 - 2023	Target Not Met	The average score of students in FSC 295 was a 2.69 on the Describe subscale of the DEAL rubric; thus, the target was not met.	noted that, while our students (those who attended class) were quite engaged with the problem-based learning simulations, and that they actively and insightfully completed oral and written debriefs (classroom and Canvas reflections, respectively) on each module, they were not engaged in the DEAL reflections at all. Students provided minimal information about what happened during each module to which they were responding (and the describe portion specifically requires them to provide information on which characters were involved, what they were doing, and what the class decided to do next). While it may be that the final assessment came close to the end of the term when students are quite busy, we also noticed that some students did not attend class, nor did they complete the Canvas debrief for any of the modules. Thus, minimal engagement appears to relate to students' performance on this assessment. Even so, we do plan to provide the rubric for students along with an example from a simulation we aren't using (to show how to complete DEAL), and to remind them, in the Qualtrics survey instructions, to have their problem-based learning simulation (PBL) grid for the final two modules handy when they complete their reflections. We also plan to launch the reflections closer to when students complete the simulations and to require students to respond to the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of FSC 295; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator.	The average score (on the reflection completed following the SECOND module of each PBLs) of students in FSC 295 will be at least 2.8 (grade of C, as measured by the rubric) on the DEAL Critical Thinking Rubric on the DESCRIBE subscale of the Student Reflective Journal Assignment.	2022 - 2023	Target Not Met	The average score of students in FSC 295 was a 2.69 on the Describe subscale of the DEAL rubric; thus, the target was not met.	<p>questions using complete sentences. Finally, as noted in the retroactive action plan, we will reduce the number of times students are required to complete these assessments, which may also facilitate completion.</p> <p>Also note that we all noticed that several students disappeared from our courses during this AY without dropping the course or responding to requests to make contact. This factor was especially true of the 2 F2F classes (FSC 392, families in crisis; PLG 395, legal system response to child maltreatment) we offered this year. These students either did not complete the assessment, or, because they earn points simply for completing them, did so for the points, but were unable to put much thought into them as they were not in class when the simulations were completed. This lack of engagement has been discussed elsewhere in the FSC assessment.</p>
	4.2 (SLO)	CAST students will demonstrate “Child First” methodologies when faced with potentially child abusive situations in their Final Module Submission.	Assessment of this achievement target will be completed by the instructor of courses listed below; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator. Courses alternate between PLG 395 and HED/WS 327	The average score (on the reflection completed following the final module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the ARTICULATE LEARNING subscale	2022 - 2023	Target Not Met	The average score on the Articulate Learning subscale was 2.81 for PLG 395 students following their final PBLs module; thus, the target was not met.	CAST faculty discussed results of the assessments via email during the week of the 8th of May. We all noted that, while our students (those who attended class) were quite engaged with the problem-based learning simulations, and that they actively and insightfully completed oral and written debriefs (classroom and Canvas reflections, respectively) on each module, they were not engaged in the DEAL reflections at all. Students typically perform better

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.2 (SLO)	CAST students will demonstrate “Child First” methodologies when faced with potentially child abusive situations in their Final Module Submission.		by year.	of the Student Reflective Journal Assignment.	2022 - 2023	Target Not Met	<p>The average score on the Articulate Learning subscale was 2.81 for PLG 395 students following their final PBLs module; thus, the target was not met.</p> <p>in relation to this subscale than on the others, as this subscale requires sentence completions (e.g., I learned...; I learned this when...) rather than essay-style responses (which are required for the other subscales). While it may be that the final assessment came close to the end of the term when students are quite busy, we also noticed that some students did not attend class, nor did they complete the Canvas debrief for any of the modules. Thus, minimal engagement appears to relate to students' performance on this assessment. Even so, we do plan to provide the rubric for students along with an example from a simulation we aren't using (to show how to complete DEAL), and to remind them, in the Qualtrics survey instructions, to have their problem-based learning simulation (PBLs) grid for the final two modules handy when they complete their reflections. We also plan to launch the reflections closer to when students complete the simulations.</p> <p>Also note that we all noticed that several students disappeared from our courses during this AY without dropping the course or responding to requests to make contact. This factor was especially true of the 2 F2F classes (FSC 392, families in crisis; PLG 395, legal system response to child maltreatment) we offered this year. These students either did not complete the assessment, or, because they</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.2 (SLO)	CAST students will demonstrate “Child First” methodologies when faced with potentially child abusive situations in their Final Module Submission.	Assessment of this achievement target will be completed by the instructor of courses listed below; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator. Courses alternate between PLG 395 and HED/WS 327 by year.	The average score (on the reflection completed following the final module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the ARTICULATE LEARNING subscale of the Student Reflective Journal Assignment.	2022 - 2023	Target Not Met	The average score on the Articulate Learning subscale was 2.81 for PLG 395 students following their final PBLs module; thus, the target was not met.	earn points simply for completing them, did so for the points, but were unable to put much thought into them as they were not in class when the simulations were completed. This lack of engagement has been discussed elsewhere in the FSC assessment.
			Assessment of this achievement target will be completed by the instructor of courses listed below; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator. Courses alternate between PLG 395 and HED/WS 327 by year.	The average score (on the reflection completed following the final module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2022 - 2023	Target Not Met	The average score on the Examine subscale was 2.29 for students in PLG 395 following completion of the final module of the PBLs; thus, the target was not met.	CAST faculty discussed results of the assessments via email during the week of the 8th of May. We all noted that, while our students (those who attended class) were quite engaged with the problem-based learning simulations, and that they actively and insightfully completed oral and written debriefs (classroom and Canvas reflections, respectively) on each module, they were not engaged in the DEAL reflections at all. Students provided minimal information about what the experience meant to them professionally (the focus of the Examine subscale). While it may be that the final assessment came close to the end of the term when students are quite busy, we also noticed that some students did not attend class, nor did they complete the Canvas debrief for any of the modules. Thus, minimal engagement appears to relate to students' performance on this assessment.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of courses listed below; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator. Courses alternate between PLG 395 and HED/WS 327 by year.	The average score (on the reflection completed following the final module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the EXAMINE subscale of the Student Reflective Journal Assignment.	2022 - 2023	Target Not Met	The average score on the Examine subscale was 2.29 for students in PLG 395 following completion of the final module of the PBLs; thus, the target was not met.	<p>Even so, we do plan to provide the rubric for students along with an example from a simulation we aren't using (to show how to complete DEAL), and to remind them, in the Qualtrics survey instructions, to have their problem-based learning simulation (PBLs) grid for the final two modules handy when they complete their reflections. We also plan to launch the reflections closer to when students complete the simulations and to require that they provide answers in complete sentences.</p> <p>Also note that we all noticed that several students disappeared from our courses during this AY without dropping the course or responding to requests to make contact. This factor was especially true of the 2 F2F classes (FSC 392, families in crisis; PLG 395, legal system response to child maltreatment) we offered this year. These students either did not complete the assessment, or, because they earn points simply for completing them, did so for the points, but were unable to put much thought into them as they were not in class when the simulations were completed. This lack of engagement has been discussed elsewhere in the FSC assessment.</p>
			Assessment of this achievement target will be completed by the instructor of courses listed below; scores for each student will be	The average score (on the reflection completed following the final module of each PBLs) of CAST students in each	2022 - 2023	Target Not Met	Results indicated that the average score on the DEAL Rubric for the Describe subscale was 2.62 for students in PLG 395; thus, the target was not met.	CAST faculty discussed results of the assessments via email during the week of the 8th of May. We all noted that, while our students (those who attended class) were quite engaged with the problem-

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator. Courses alternate between PLG 395 and HED/WS327 by year.	CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the DESCRIBE subscale of the Student Reflective Journal Assignment.	2022 - 2023	Target Not Met	Results indicated that the average score on the DEAL Rubric for the Describe subscale was 2.62 for students in PLG 395; thus, the target was not met.	based learning simulations, and that they actively and insightfully completed oral and written debriefs (classroom and Canvas reflections, respectively) on each module, they were not engaged in the DEAL reflections at all. Students provided minimal information about what happened during each module to which they were responding (and the describe portion specifically requires them to provide information on which characters were involved, what they were doing, and what the class decided to do next). While it may be that the final assessment came close to the end of the term when students are quite busy, we also noticed that some students did not attend class, nor did they complete the Canvas debrief for any of the modules. Thus, minimal engagement appears to relate to students' performance on this assessment. Even so, we do plan to provide the rubric for students along with an example from a simulation we aren't using (to show how to complete DEAL), and to remind them, in the Qualtrics survey instructions, to have their problem-based learning simulation (PBL) grid for the final two modules handy when they complete their reflections. We also plan to launch the reflections closer to when students complete the simulations and to require students to respond to the questions using complete sentences. Finally, as noted in the retroactive action plan, we

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Assessment of this achievement target will be completed by the instructor of courses listed below; scores for each student will be entered into the DEAL Analysis Template (see attached). These results will be compiled by the assessment coordinator. Courses alternate between PLG 395 and HED/WS327 by year.	The average score (on the reflection completed following the final module of each PBLs) of CAST students in each CAST course will be at least 3.2 (grade of B, as measured by the rubric) on the DEAL Critical Thinking Rubric on the DESCRIBE subscale of the Student Reflective Journal Assignment.	2022 - 2023	Target Not Met	Results indicated that the average score on the DEAL Rubric for the Describe subscale was 2.62 for students in PLG 395; thus, the target was not met.	will reduce the number of times students are required to complete these assessments, which may also facilitate completion. Also note that we all noticed that several students disappeared from our courses during this AY without dropping the course or responding to requests to make contact. This factor was especially true of the 2 F2F classes (FSC 392, families in crisis; PLG 395, legal system response to child maltreatment) we offered this year. These students either did not complete the assessment, or, because they earn points simply for completing them, did so for the points, but were unable to put much thought into them as they were not in class when the simulations were completed. This lack of engagement has been discussed elsewhere in the FSC assessment..
Program - Film Studies - Minor {2016-2017}	1.1 (SLO, GEO 2.a.)	Students will demonstrate the ability to analyze films as cultural and aesthetic works.	Using the AAC&U Intercultural Knowledge and Competence VALUE rubric, departmental faculty will assess samples of written film analyses from students in relevant courses.	The average score of assessed film analyses from relevant courses will be at least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	2022 - 2023	Target Met	Writing samples from FLM 201 and COM 303 (cross-listed as WS 303) were analyzed using the Intercultural Knowledge and Competence VALUE rubric. The mean score of 3.01 (n = 14) met the target threshold of 3 on the rubric's 4-point scale. The mean score on samples from FLM 201 was 2.78 (n = 6), and the mean score for COM/WS 303 was 3.19 (n = 8). (The specific topic of this year's	Continue assessing as planned.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Film Studies - Minor {2016-2017}	1.1 (SLO, GEO 2.a.)	Students will demonstrate the ability to analyze films as cultural and aesthetic works.	Using the AAC&U Intercultural Knowledge and Competence VALUE rubric, departmental faculty will assess samples of written film analyses from students in relevant courses.	The average score of assessed film analyses from relevant courses will be at least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	2022 - 2023	Target Met	offering of FLM 405 did not yield an assignment relevant to this specific outcome.) Note: Actual minors are low-enrolled year 1, 2022-2023.	Continue assessing as planned.
	1.2 (SLO, GEO 1.c.)	Students will demonstrate clear, concise writing about films.	Using the AAC&U Written Communication VALUE rubric, departmental faculty will assess student writing samples from relevant courses.	The average score of assessed student writing samples from courses will be at least 2 on the 4-point Written Communication rubric.	2022 - 2023	Target Met	Relevant writing samples were drawn from FLM 201, COM/WS 303, and FLM 405. These writing samples were analyzed using the AAC&C Written Communication VALUE rubric. The mean score for FLM 201 was 2.72 (n = 5); the mean score for COM/WS 303 was 3.04 (n = 5); the mean score for FLM 405 was 2.88 (n = 5). The combined mean score was 2.88 (n = 15) (all scores on a 4-point scale). The lowest sub-score was Syntax and Mechanics, with a mean of 2.47 (above the threshold of 2 on the 4-point scale). These results indicate that students are demonstrating the ability to write about films in a clear, concise manner. Note: Actual minors are low-enrolled year 1, 2022-2023.	Continue assessing as planned.
	2.1 (SAO)	Students will demonstrate awareness of films from a variety of cultures.	Departmental faculty will assess students' breadth of film viewing in relevant courses with a survey.	At least 80 percent of students surveyed will report having viewed films from more than two film genres.	2022 - 2023	Target Met	Departmental faculty surveyed films viewed by students in FLM 101, FLM 201, COM/WS 303 and FLM 405 to assess the variety of film genres	Continue assessing as planned. Consider adding newly proposed courses for sampling purposes.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SAO)	Students will demonstrate awareness of films from a variety of cultures.	Departmental faculty will assess students' breadth of film viewing in relevant courses with a survey.	At least 80 percent of students surveyed will report having viewed films from more than two film genres.	2022 - 2023	Target Met	viewed by students in these courses. All students (100 percent) had viewed films from more than two genres. Action, drama, horror, and science fiction genre films were the most common types, and a variety of other genres were also viewed. (Student film viewing was surveyed per course, so total might reflect students enrolled in more than one course.) Note: Actual minors are low-enrolled year 1, 2022-2023.	Continue assessing as planned. Consider adding newly proposed courses for sampling purposes.
	2.2 (SLO, GEO 2.a)	Students will exhibit the ability to recognize differences between films from different time periods.	Direct - Intercultural Knowledge and Competence Value Rubric – Using the “Knowledge” sub-scores from the AAC&U Intercultural Knowledge and Competence VALUE rubric (“Cultural self-awareness” and “Knowledge of cultural worldview frameworks”), departmental faculty will assess samples of written comparative film analyses from students in relevant courses.	The average score of assessed comparative film analyses from relevant courses will be at least 3 on the 4-point “Knowledge” sub-scores of the Intercultural Knowledge and Competence VALUE rubric.	2022 - 2023	Target Met	The mean score on the two "Knowledge" sub-scores was 3.21 (n = 14), with a mean of 2.75 (n = 6) drawn from FLM 201 and a mean of 3.56 (n = 8) drawn from COM 303. These results meet the specified threshold of 3 on the 4-point scale and show improvement from the prior year's results. Note: Actual minors are low-enrolled year 1, 2022-2023.	Continue assessing as planned.
	2.3 (SPG E.4)	The program will offer courses that enhance cultural awareness by featuring films that encompass a broad range of cultures.	Departmental faculty will assess the variety of films included in relevant courses to determine whether the program adequately represents multiple	The program will report the range of cultures represented by films included in relevant courses. At least 30 percent of tabulated films will	2022 - 2023	Target Met	Again this year, films included in courses covered a variety of genres, time periods, countries of origin, and creator characteristics. Action, drama, horror, and	Continue assessing as planned and continue compiling a database of covered films within the program.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SPG E.4)	The program will offer courses that enhance cultural awareness by featuring films that encompass a broad range of cultures.	cultures. Represented cultures may be defined by: film genre, time period (of production or presentation), country of origin, or creator characteristics.	represent diverse cultures.	2022 - 2023	Target Met	<p>science fiction genre films were the most common genres, and a variety of other genres were also included. Time periods of production included films from every decade between 1900 and 2020. Presented time periods included the present, recent decades, ancient times, and potential futures. Countries of origin included the U.K., Korea, Japan, Mexico, and Spain. Non-English language films were included, as well. In terms of creator characteristics, directors from a diverse array of backgrounds were featured within program courses. A full database of covered films was proposed but not completed this year.</p> <p>Note: Actual minors are low-enrolled year 1, 2022-2023.</p>	Continue assessing as planned and continue compiling a database of covered films within the program.
Program - Fine Arts (including Graphic Design and Studio Art Minors) - BFA {2016-2017}	1.1 (SLO)	Students will successfully complete the Foundation Portfolio Review as a BFA program entry requirement.	Students participating in ART 200 Foundation Portfolio Review are required to submit a portfolio of artwork from ART 103 Design I, ART 104 Design II, ART 105 Drawing I, ART 106 Drawing II, ART 107 Three-Dimensional Design, ART 195 Computers in Art, and other examples of works for studio courses to be evaluated	The average score of students assessed will be at least 5 “meets expectations” out of the seven total areas using the departmental Foundation Portfolio Review rubric.	2022 - 2023	Target Met	The faculty was pleased with the results of the review. Our students, both transfer and freshmen, have shown the necessary skills in drawing and design that would aid in their ongoing success.	Art Faculty was given the results at a departmental meeting and are impressed by this years participants. Remain diligent in preparing our students for the review by multiple meetings to assist in editing and selecting works as well as discussion concern the formal analysis.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Fine Arts (including Graphic Design and Studio Art Minors) - BFA {2016-2017}	1.1 (SLO)	Students will successfully complete the Foundation Portfolio Review as a BFA program entry requirement.	with the departmental rubric. A minimum of three faculty members will complete the assessments.	The average score of students assessed will be at least 5 “meets expectations” out of the seven total areas using the departmental Foundation Portfolio Review rubric.	2022 - 2023	Target Met	The faculty was pleased with the results of the review. Our students, both transfer and freshmen, have shown the necessary skills in drawing and design that would aid in their ongoing success.	Art Faculty was given the results at a departmental meeting and are impressed by this years participants. Remain diligent in preparing our students for the review by multiple meetings to assist in editing and selecting works as well as discussion concern the formal analysis.
	1.2 (SLO)	Advanced student progress will be evaluated each semester during the Saturday critiques.	Students enrolled in advanced studio and graphic design courses: ART 462 Advanced Graphic Design, ART 405 Advanced Figure Drawing, ART 430 Advanced Ceramics, ART 420 Advanced Photography, ART 421 Advanced Digital Photography, ART 479 Advanced Painting, ART 489 Advanced Printmaking are required to participate in the Saturday critiques held every semester. Their current and previous bodies of work are displayed and provided feedback. Each portfolio presented is evaluated by a departmental rubric with a minimum of 2 faculty members completing the assessments.	The benchmark of the assessment will be 80% of students should achieve a multi component average of 2.5 or higher.	2022 - 2023	Target Not Met	Looking at the assessment of the fall '22 and spring '23 Saturday critique, the students scored above 2.5 on the average for criteria 1 and 2 but below the 2.5 benchmark for criteria 3 and 4. Fourteen of the twenty-five students (56%) averaged at or above the 2.5 benchmark. Only seven of the twenty-five students (28%) scored above the 2.5 mark on every criterium. The high score was the average for criteria 2 (innovation and individuality). This is the same as last year and as stated last year this reflects a strength of the department. The low score was for criteria 4 (senior show preparedness) although criteria 3 (concept preparedness) was almost as low.	All faculty participated in the Saturday critiques. We discussed students who concerned us and ways we could help them. We can improve on both of these areas. In each of the level 2 and advanced sections of each studio discipline, we should do a better job critiquing ahead of the Saturday critique, where we guide students to develop a concept (even if it is only for the next month). We can also guide students better to be self-aware of their progress towards the eventual senior show.
	2.1 (SLO)	Students will develop competency in completing a written formal analysis of their works.	Students enrolled in all 100 and 200 level ART studio courses are required to submit a formal analysis of one of their works of art	The average score of students will be at least a “2” on the 1-4 scale using the departmental Formal Analysis Review	2022 - 2023	Target Met	Looking at the combined results for the design analysis, we scored better than the 2.5 benchmark for all the criteria averages and 87% of the students	The two faculty who submitted the assignment met and discussed the results of the data. We will share with the rest of the faculty in fall faculty meeting. We should put more emphasis on

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Students will develop competency in completing a written formal analysis of their works.	each semester. The analysis will focus on the formal elements (line, color, light, shape, etc.) and the principles of design (emphasis, movement, harmony, variety, etc.) that are used to create a composition. Each work will be evaluated by the instructor of record using a department rubric.	rubric.	2022 - 2023	Target Met	had average scores over 2.5. Sixteen out of twenty-three students (70%) scored above 2.5 on each criterium. The average criteria scores were slightly lower than last year (except criteria 1- where we improved slightly). The high score was for criteria 1, (identifying areas of primary focus) similar to previous years. The low score was for criteria 2 (identifying secondary areas of focus) but this only .3 less then criteria 3 (describing the visual pathway.)	both analyzing visual pathways and identifying (plus describing how/why) areas of secondary focus. Overall, the foundation curriculum and the introductory studio courses put an overall emphasis on hierarchy/emphasis and on visual pathways; and that seems to be working. However, the curriculum could still put more emphasis on design thinking (as a means of developing a design idea, as a means of analyzing a design idea, and as a means of problem solving/ doctoring a design idea.)
	2.2 (SLO)	Students will demonstrate design knowledge by successfully completing the Design Literacy Test required in all foundation design courses.	Students enrolled in ART 103 Design I, ART 104 Design II, and ART 107 Three-Dimensional Design are given the design thinking quiz. The assessment, evaluates visually, design understanding with each student rendering a specific compositional element or principle. Each submission will be evaluated by the instructor of record using a department rubric.	The benchmark of the assessment will be 80% of students should achieve a multi component average of 2.5 or higher.	2022 - 2023	Target Not Met	Since there were only two students to finish Design 2, the data is inconclusive. Here are some possible inferences: 1) this year's students scored higher on criteria 1, 2, and 3 but lower on criteria 4, 5, 6, and 7 compared to last year's students. This makes sense because the two students in question were above average in terms of academic skills like rote memorization but neither excelled at being able to put into practice visual understandings; 2) five of the seven (71%) criteria average scores were above the 2.5 benchmark; 3) the consistency of the scores from January to May (with one exception for student B on criterium five)	Since the assessment was conducted by one instructor, sharing of results with all faculty members will occur in the first meeting of fall semester. The foundation curriculum's overall emphasis on hierarchy/emphasis and on visual pathways seems to be working but the curriculum could still put more emphasis on design thinking (as a means of developing a design idea, as a means of analyzing a design idea, and as a means of problem solving/ doctoring a design idea.)

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	Students will demonstrate design knowledge by successfully completing the Design Literacy Test required in all foundation design courses.	Students enrolled in ART 103 Design I, ART 104 Design II, and ART 107 Three-Dimensional Design are given the design thinking quiz. The assessment, evaluates visually, design understanding with each student rendering a specific compositional element or principle. Each submission will be evaluated by the instructor of record using a department rubric.	The benchmark of the assessment will be 80% of students should achieve a multi component average of 2.5 or higher.	2022 - 2023	Target Not Met	indicates that the strategy of repeating the test and the prep multiple times through the year ensures long term learning; 3) neither student (either in January or May) gained an average score below the 2.5 benchmark; 4) neither the high score or the low score (for criteria averages) matched the last year scores and probably indicates that this data is particular to these students and this small sample size.	Since the assessment was conducted by one instructor, sharing of results with all faculty members will occur in the first meeting of fall semester. The foundation curriculum's overall emphasis on hierarchy/emphasis and on visual pathways seems to be working but the curriculum could still put more emphasis on design thinking (as a means of developing a design idea, as a means of analyzing a design idea, and as a means of problem solving/ doctoring a design idea.)
	3.1 (SLO & GEO 1.b.)	Students will effectively display the combination and synthesis of ideas via the creation of a body of art and through the completion of a written assignment in ART 300 Seminar: Process to Synthesis course.	Students participating in ART 300 Seminar: Process to Synthesis will be assigned a written paper where they can express creative thinking as a response to generating a coherent body of work. It will be evaluated with the AAC&U Creative Thinking VALUE Rubric. The instructor of the course will assess each student submissions.	The average score of ART 300 students' written papers will be at least a "2" on the 0-4 scale evaluated with the AAC&U Creative Thinking VALUE Rubric.	2022 - 2023	Target Met	The scores for the Junior Seminar students' performance on the creative thinking rubric are significantly higher than last year's (a return to previous levels.) This can be explained both that last year's cohort struggled more than other years' and that this year's cohort was particularly engaged with the course. (Interestingly, this group continued the trend set by last year's students to perform very well on the contemporary artist test.) The class did not implement the reform of increasing the number of in-process critiques but this may still be a good idea. Once again, the high scores were for criteria 1 (acquiring competencies) and criteria 5 (innovative	Faculty of record shared the data and results with the department chair. From our discussion we are considering raising the benchmark to a 2.2 (strive for excellence/improvement) as well as focusing on specific criteria on the rubric instead of the whole measure. The whole faculty will review information at the first meeting of fall.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO & GEO 1.b.)	Students will effectively display the combination and synthesis of ideas via the creation of a body of art and through the completion of a written assignment in ART 300 Seminar: Process to Synthesis course.	Students participating in ART 300 Seminar: Process to Synthesis will be assigned a written paper where they can express creative thinking as a response to generating a coherent body of work. It will be evaluated with the AAC&U Creative Thinking VALUE Rubric. The instructor of the course will assess each student submissions.	The average score of ART 300 students' written papers will be at least a "2" on the 0-4 scale evaluated with the AAC&U Creative Thinking VALUE Rubric.	2022 - 2023	Target Met	thinking). These high scores make sense because students are naturally focused on and aware of developing and integrating skills. The high "innovative thinking" score is explained by our department's focus on encouraging independent work early in the program. The low score was for criteria 4 (embracing contradictions); this fact can be explained in part by the class doing a better job discussing risk taking (the previous low score) at various stages of the course. Only one student scored below 2.5 on any of the criteria. The student who scored the lowest overall was the student who was least engaged with the class because he/she was given a special accommodation to complete most of the class online.	Faculty of record shared the data and results with the department chair. From our discussion we are considering raising the benchmark to a 2.2 (strive for excellence/improvement) as well as focusing on specific criteria on the rubric instead of the whole measure. The whole faculty will review information at the first meeting of fall.
	4.1 (SLO)	Students enrolled in 300-level art history courses (ART 313 Modern and Contemporary Art, ART 310 Nineteenth-Century European Art History, ART 315 Women Artists in History and ART 316 American Art) critical thinking and writing skills will be assessed	Using the AAC&U Written Communication Rubric, students will be assessed as to how well they defend a thesis statement by comparing and contrasting artists and artworks in their historical and cultural contexts, using appropriate art	The average score of students enrolled in 300-level art history courses will be 2.5 using the course rubric.	2022 - 2023	Target Met	All 12 students in the Modern and Contemporary Art History course met their target by scoring an average of 2.6.	Art Historian will share result with faculty at Fall meeting. Will continue this important measure.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	using the long essay on their final exam.	historical terminology.	The average score of students enrolled in 300-level art history courses will be 2.5 using the course rubric.	2022 - 2023	Target Met	All 12 students in the Modern and Contemporary Art History course met their target by scoring an average of 2.6.	Art Historian will share result with faculty at Fall meeting. Will continue this important measure.
	5.1 (SAO & SPG A.1)	Students successfully complete the capstone Senior Exhibition.	Students are required to complete a Senior Exhibition as part of ART 499 Concept to Exhibition: Senior Seminar, the department's capstone course. The Senior Exhibition is a professional group show of graduating students which presents a body of artwork that is aesthetically coherent, professional presented, and of an advanced quality. Selecting works, completing final projects, and designing the exhibition are addressed and are evaluated by a department rubric. The Art and Design faculty will assess each student.	The average score of students assessed will be at least 4 "meets expectations" out of the six total areas using the departmental Senior Exhibition Review rubric.	2022 - 2023	Target Met	We scored lowest on presentation of work (matting and hanging of exhibition) and written statements.	Informally, the faculty discussed the exhibition's strengths and areas to improve after the show was hung. It was determined that due to the low scores for presentation of works, we are going to redouble our efforts to have more training/instruction on mounting finished works. Our challenge is determining the best way for students to create a statement. We are seeking to shift from an artists statement to a more process focused statement for the studio arts students and a more design centered statement for the graphic design students.
			Students participating in ART 499 Concept to Exhibition: Senior Seminar will be given the Senior Exit Survey to indirectly evaluate their learning, experience as a student, and provide the department with data for evaluating effectiveness. The	75% of participating students will score "Satisfied" on the Senior Exit Survey.	2022 - 2023	Target Met	This survey does provide useful data for evaluation of our effectiveness. Noteworthy ,the lowest scoring was for question 15- After graduation, you feel prepared to enter your area of choice.	A formal review of the results will occur in the first faculty meeting of fall semester. After the exhibition in the spring, faculty informally discussed the survey's lowest scored area. We determined that more emphasis on life after graduation, with formal discussions and lectures addressing career and graduate level studies. We are planning to add a new 1-hour seminar to

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			department faculty will evaluate the surveys.	75% of participating students will score "Satisfied" on the Senior Exit Survey.	2022 - 2023	Target Met	This survey does provide useful data for evaluation of our effectiveness. Noteworthy ,the lowest scoring was for question 15- After graduation, you feel prepared to enter your area of choice.	help students prepare for the exhibition, create a portfolio, and prepare for life beyond the W.
Program - Foreign Language (Minor) {2022-23}	1.1 (SLO)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of the target language (tenses, moods, aspects) and be able to produce practical content.	1.1A FLF and FLS 102 and 201 students will produce a written and oral text that will be graded by the instructor using the ACTFL Presentational Mode Rubric Novice Learner. These texts are performance based, a one-way communication of information with grammar and vocabulary that has been practiced and memorized with the purpose of explaining, persuading, or narrating content to members of the other culture. The topics are familiar and personally relevant. Random and blind scores from 10 pupils per class and per task, written and oral, will be included in the assessment for a total of 40 individual scores.	The class average on the written and oral presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Impact, Comprehensibility, and Language Control.	2022 - 2023	Target Met	FLF 102 — 83% (2 students) FLF 201 — 91.5% (5 students) FLS 102 Written Task average score = 88% FLS 102 Oral Task average score = 94% FLS 201 Written Task average score = 83% FLS 201 Oral Task average score = 80% The class average for all classes was 80% or higher; therefore, the target was met. Due to changes to the Foreign Languages minor, this is the first year that we have assessed French and Spanish together for the Foreign Languages (Minor). In the past, they were assessed separately. Spanish results were also reported with the Spanish (Major and Minor) assessment plan, since we do not know which students will go on to complete a major or a minor or will only complete their BA or Honors requirements. This is also the first year for French to fully implement the ACTFL rubrics, so we	Since this is the first year to assess the Foreign Languages minor this year, we will continue to use this assessment and attempt to identify historical trends for both French and Spanish. I do notice that Spanish reported separate scores for Oral and Written tasks, while French reported a combined score. We will discuss the implementation of this rubric and decide on a more uniform way to report the results: individual or combined.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Foreign Language (Minor) {2022-23}	1.1 (SLO)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of the target language (tenses, moods, aspects) and be able to produce practical content.	1.1A FLF and FLS 102 and 201 students will produce a written and oral text that will be graded by the instructor using the ACTFL Presentational Mode Rubric Novice Learner. These texts are performance based, a one-way communication of information with grammar and vocabulary that has been practiced and memorized with the purpose of explaining, persuading, or narrating content to members of the other culture. The topics are familiar and personally relevant. Random and blind scores from 10 pupils per class and per task, written and oral, will be included in the assessment for a total of 40 individual scores.	The class average on the written and oral presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Impact, Comprehensibility, and Language Control.	2022 - 2023	Target Met	do not have historical data for comparison.	Since this is the first year to assess the Foreign Languages minor this year, we will continue to use this assessment and attempt to identify historical trends for both French and Spanish. I do notice that Spanish reported separate scores for Oral and Written tasks, while French reported a combined score. We will discuss the implementation of this rubric and decide on a more uniform way to report the results: individual or combined.
			1.1B FLF and FLS 202 students will produce a written and oral text that will be graded by the instructor using the ACTFL Presentational Mode Rubric Intermediate Learner. These texts are performance based, a one-way communication of information with the purpose of explaining, persuading, or	The class average on the written and oral presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric - Intermediate Learner, based on the following criteria: Language Function, Text Type, Impact, Comprehensibility, and Language	2022 - 2023	Target Met	FLF 202 — 100% FLS 202 Written Task average score = 80% FLS 202 Oral Task average score = 84% All classes scored 80% or hither on the rubric; therefore, the target was met. Due to changes to the Foreign Languages minor, this is the first year that we have assessed French and Spanish together for the Foreign Languages	We will continue this assessment and identify historical trends going forward. Since French reported a combined score and Spanish reported separate scores for Written and Oral tasks, we will discuss the assessment method and determine one approach for more consistency.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			narrating content to members of the other culture while also expressing own thoughts (i.e. emerging evidence of telling, re-telling, or providing additional description as applicable). The grammar, vocabulary, and topics are familiar and relevant to oneself or others. Random and blind scores from 10 pupils per class and per task, written and oral, will be included in the assessment for a total of 20 individual scores.	Control.	2022 - 2023	Target Met	(Minor). In the past, they were assessed separately. Spanish results were also reported with the Spanish (Major and Minor) assessment plan, since we do not know which students will go on to complete a major or a minor or will only complete their BA or Honors requirements. This is also the first year for French to fully implement the ACTFL rubrics, so we do not have historical data for comparison.	We will continue this assessment and identify historical trends going forward. Since French reported a combined score and Spanish reported separate scores for Written and Oral tasks, we will discuss the assessment method and determine one approach for more consistency.
	1.2 (SAO & SLO)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with reasonable accuracy for their level on topics that are relevant to themselves or others.	1.2A FLF and FLS 102 and 201 students will complete an oral task that will be graded by the instructor using the ACTFL Interpersonal Mode Rubric Novice Learner. The task is performance based, a two-way communication of information with grammar and vocabulary that has been practiced and memorized with the purpose of the active negotiation of meaning between two people in the form of speaking and listening. The topics are familiar and personally relevant. Random and blind scores from 10 pupils	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2022 - 2023	Target Met	FLF 102 — 83% FLF 201 — 91.5% FLS 102 Interpersonal Task average score = 88% FLS 201 Interpersonal Task average score = 83% Each class average is over 80%; therefore, our target was met. This is the first year that both French and Spanish assessments have been reported together now that changes have been made to the Foreign Language Minor. It is also the first year that French has used all of the ACTFL rubrics for assessment.	Since this is our first year to combine French and Spanish assessment, we will continue to assess with this plan and track historical data for Interpersonal Communications. We will discuss this year's results and compare how these assignments were implemented in both language classes.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SAO & SLO)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with reasonable accuracy for their level on topics that are relevant to themselves or others.	per class will be included in the assessment for a total of 20 individual scores.	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2022 - 2023	Target Met	FLF 102 — 83% FLF 201 — 91.5% FLS 102 Interpersonal Task average score = 88% FLS 201 Interpersonal Task average score = 83% Each class average is over 80%; therefore, our target was met. This is the first year that both French and Spanish assessments have been reported together now that changes have been made to the Foreign Language Minor. It is also the first year that French has used all of the ACTFL rubrics for assessment.	Since this is our first year to combine French and Spanish assessment, we will continue to assess with this plan and track historical data for Interpersonal Communications. We will discuss this year's results and compare how these assignments were implemented in both language classes.

			1.2B FLF and FLS 202 students will complete an oral task that will be graded by the instructor using the ACTFL Interpersonal Mode Rubric Intermediate Learner. The task is performance based, a two-way communication of information with the purpose of the active negotiation of meaning between two people in the form of speaking and listening, while handling appropriately short social interactions that approach everyday situations. The grammar, vocabulary, and topics are familiar and personally relevant	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2022 - 2023	Target Met	FLF 202 — 100% FLS 202 — 84% Both classes scored above 80% on this rubric; therefore, the target was met. This is the first year that French and Spanish assessments have been reported together due to changes to the Foreign Languages minor. Spanish results were also reported under the Spanish (major and minor) plan, since we do not know whether students will choose the minor or the major, or only complete BA or Honors requirements.	Since this is our first year to combine French and Spanish assessment, we will continue to assess with this plan and track historical data for Interpersonal Communications. We will discuss this year's results and compare how these assignments were implemented in both language classes.
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Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			to oneself or others. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 10 individual scores.	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2022 - 2023	Target Met	FLF 202 — 100% FLS 202 — 84% Both classes scored above 80% on this rubric; therefore, the target was met. This is the first year that French and Spanish assessments have been reported together due to changes to the Foreign Languages minor. Spanish results were also reported under the Spanish (major and minor) plan, since we do not know whether students will choose the minor or the major, or only complete BA or Honors requirements.	Since this is our first year to combine French and Spanish assessment, we will continue to assess with this plan and track historical data for Interpersonal Communications. We will discuss this year's results and compare how these assignments were implemented in both language classes.
	2.1 (SLO & GEO 2.c)	Cultural Knowledge: Students will explore other cultures at a basic level through original oral or written texts. Students will provide evidence of a fundamental understanding of the target language and will have an awareness of cultural differences and be able to make comparisons between other cultures and their own.	2.1A FLS 102, 201 and 202 students will demonstrate an understanding of an oral or written text with visual support that will be graded by the instructor using the ACTFL Interpretive Mode Rubric. The student will interpret the text's meaning with the purpose of understanding its content. The topics of the texts are familiar, dependent upon course level, and based on the material covered in class. Random and blind scores from 10 pupils per class will be included in the assessment for a total	The class average on the interpretive task will be the equivalent of an 80% on the ACTFL Interpretive Mode Rubric, based on the following criteria: Literal Comprehension (word recognition, main idea detection, and supporting details) and Interpretive Comprehension (organizational features, guessing meaning from context, inferences, author's perspective, and cultural perspectives).	2022 - 2023	Target Met	FLF 102 — 100% FLF 201 — 100% FLF 202 — 100% FLS 102 Interpretive Task average score = 93% FLS 201 Interpretive Task average score = 83% FLS 202 Interpretive Task average score = 92% The results for each class were above 80%; therefore, our target was met. This was the first year that results for French and for Spanish have been entered together due to changes to the Foreign Languages Minor. Spanish results were also reported for Spanish (Major and minor) since we do not know which students will declare the major or the minor or complete their BA or	Since this is the first year that we have completed this assessment together, we will continue to assess and look at the historical data as it develops. We will also compare the assignments used in French and Spanish and compare our results.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO & GEO 2.c)	Cultural Knowledge: Students will explore other cultures at a basic level through original oral or written texts. Students will provide evidence of a fundamental understanding of the target language and will have an awareness of cultural differences and be able to make comparisons between other cultures and their own.	of 30 individual scores.	The class average on the interpretive task will be the equivalent of an 80% on the ACTFL Interpretive Mode Rubric, based on the following criteria: Literal Comprehension (word recognition, main idea detection, and supporting details) and Interpretive Comprehension (organizational features, guessing meaning from context, inferences, author's perspective, and cultural perspectives).	2022 - 2023	Target Met	Honors requirements. It is also the first year for French to use all of the ACTFL rubrics for assessment.	Since this is the first year that we have completed this assessment together, we will continue to assess and look at the historical data as it develops. We will also compare the assignments used in French and Spanish and compare our results.
	2.2 (SPG A.1)	The completion of four semesters of a language will encourage global thinking and perspectives through broadening of cultural and language-based knowledge among our students. In an effort to provide students with a "global perspective" and to prepare "them for the global workforce of the future," the Spanish program will actively seek to increase interest and enrollment in the	2.2A Enrollment Report Number of minors from Enrollment Reports and student advisors.	An increase in minors over the next three years, a total of 5 students.	2022 - 2023	Target Met	There were 7 students who are coded with a minor of Spanish or Foreign Languages in Spring 2023.	Spanish has been successful in recruiting students to the minor. Enrollment in French has been very low this year, though it is looking better for 2023-2024. With stronger enrollment and with the new requirements that allow students to count language courses in a second language to count towards the minor, it should be possible to recruit some students to the minor focusing on French.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SPG A.1)	Spanish minor and major.	2.2A Enrollment Report Number of minors from Enrollment Reports and student advisors.	An increase in minors over the next three years, a total of 5 students.	2022 - 2023	Target Met	There were 7 students who are coded with a minor of Spanish or Foreign Languages in Spring 2023.	Spanish has been successful in recruiting students to the minor. Enrollment in French has been very low this year, though it is looking better for 2023-2024. With stronger enrollment and with the new requirements that allow students to count language courses in a second language to count towards the minor, it should be possible to recruit some students to the minor focusing on French.
Program - Gerontology - Minor {2018-2019}	1.1 (SLO, GEO 5.a.)	Students will transfer general education strands to make connections between disciplines.	Students participating in FS 250 Introduction to Aging will be given a term paper (Reaction Paper) and the instructor of the course will assess student works.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Foundations & Skills for Lifelong Learning Value Rubric in Reaction Paper.	2022 - 2023	Target Met	[Actual Minors are Low-Enrolled Year 3 2022-2023] FSC 250 Introduction to Aging Spring 2023: Average score of Foundations and Skills for Lifelong Learning Value: 3.05	<p>The average assessment result (3.05) was improved from the previous year (2.84) and met the target. The improved outcomes are attributable to the increased number of students who completed the reaction papers, reflecting their greater engagement with the course materials. Accordingly, the instructor plans to maintain the current approach of regularly promoting and emphasizing the importance of the assignments through announcements and a quiz that reviews the assignment guidelines.</p> <p>As the coordinator of the Gerontology minor, a multi-disciplinary minor program, which involves three faculty members from distinct departments, I have received the PIE Council 3-Year Review of Assessment. I will share it with my colleagues and solicit their feedback to facilitate the implementation of necessary changes in the upcoming assessment cycle.</p>
	1.2 (SAO &	Students will be able	Students participating	The average score of	2022 - 2023	Target Met	[Actual Minors are Low-	Three specific questions

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	SLO)	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.	in NU 453 Death, Dying, and Bereavement will be given an online final exam and the instructor of the course will evaluate the exam to determine if achievement target was met.	NU 453 students will be at least 70% on the final exam, focusing on three pertinent questions regarding the outcome. Three questions from NU 453 final exam: 1. By appreciating the reality of death, dying, and bereavement, individuals can: 2. Many college students find a death education course to be valuable because: 3. By 2025, the number of people age 65 and over in the United States will be:	2022 - 2023	Target Met	Enrolled Year 3 2022-2023] Fall 2022: The average score of NU 453 students was 94.9% on the final exam, focusing on three pertinent questions (the average score for the final exam, including all questions, is 87.86%) Spring 2023: The average score of NU 453 students was 87.4% on the final exam, focusing on three pertinent questions (the average score for the final exam, including all questions, is 85.86%)	demonstrated a higher level (fall 22) and a comparable level (spring 23) of achievement to that of the entire exam. In light of this, the instructor intends to persist with the current assessment goal, measure, and target in the upcoming year. The NU 453 instructor encountered difficulties in unlocking the final exam results for both the fall 2022 and spring 2023 courses and sought assistance from the ITS, which made us think of the possibility of not reporting the assessment results. While this may have been an isolated incident, to prevent similar issues from arising next year, I plan to remind the instructor to record the final exam results before the exam is locked. This proactive approach will help ensure timely reporting of the assessment results.
	2.1 (SLO, GEO 2.a.)	Students will be able to discuss aging related topics with cultural competency.	Students participating in FS 250 Introduction to Aging will be given a discussion assignment and the instructor of the course will assess student response.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Intercultural Knowledge & Competence Value Rubric in discussion posts.	2022 - 2023	Target Met	[Actual Minors are Low-Enrolled Year 3 2022-2023] FSC 250 Introduction to Aging Spring 2023: Average score of Intercultural Knowledge & Competence value: 3.06	The average assessment result exhibited a decrease from 3.31 (2021-2022) to 3.06 (2022-2023) but still attained the achievement target. This outcome resulted from the limited participation of some students in the discussion, with a few either not participating at all or only contributing partially. The deficiency of two students, who rarely participated in class, had a negative impact on the overall assessment results. Nevertheless, the majority of students demonstrated a high level of intercultural knowledge and competence.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO, GEO 2.a.)	Students will be able to discuss aging related topics with cultural competency.	Students participating in FS 250 Introduction to Aging will be given a discussion assignment and the instructor of the course will assess student response.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Intercultural Knowledge & Competence Value Rubric in discussion posts.	2022 - 2023	Target Met	[Actual Minors are Low-Enrolled Year 3 2022-2023] FSC 250 Introduction to Aging Spring 2023: Average score of Intercultural Knowledge & Competence value: 3.06	As before, I continue to encourage students to actively participate in the course through the use of low-stakes assignments. Additionally, I continue to utilize an early alert system to notify students of their progress in the course, allowing for timely interventions and support to address any potential issues.
	3.1 (SPG D.4)	After completing HED 301 Aging and Public Health, students will get interested in the gerontology discipline and gerontology related jobs.	Students participating in HED 301 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in related jobs to determine if achievement target was met. The survey consists of 2 questions with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	2022 - 2023	Target Met	[Actual Minors are Low-Enrolled Year 3 2022-2023] HED 301 Survey Sp 2023: 88% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the jobs. - Throughout this course, I become more aware of that there are various jobs to improve the quality of older adult life. - This course prepares me to work with the elderly population more professionally.	Despite the survey link for HED 301 being sent to the instructor after the spring break in the 11th week, unforeseen family issues delayed the distribution of the link to students until the final week of the semester. While the participation rate for the survey (71%) did not raise any significant concerns, the faculty is committed to increasing the number of students who complete the survey to achieve more accurate results next year. The faculty continues adopting the assessment goal, method, and target.
			Students participating in HED 301 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in the discipline to determine if achievement target was met. The survey consists of 3 questions with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	2022 - 2023	Target Met	[Actual Minors are Low-Enrolled Year 3 2022-2023] HED 301 Survey Sp 2023: 76% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the discipline. - Throughout this course, I have become more knowledgeable about the elderly population. - Throughout this course, I learn that MUW offers Gerontology program as a minor. - This course prepares me	Although the average assessment result for the interested in discipline met the target, one specific survey question (throughout this course, I learned that MUW offers Gerontology program as a minor) has raised concerns. 56% of students enrolled in HED 301 rated this statement with a score of 1 -3 (strongly disagree - neither). This aligns with the concerns expressed by the department Chair (PSY & FSC) regarding the low number of students enrolled in the Gerontology minor. This will be discussed with the faculty

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Students participating in HED 301 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in the discipline to determine if achievement target was met. The survey consists of 3 questions with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	2022 - 2023	Target Met	to get more confident in taking about the elderly population.	with feedback for further implementation for the next assessment cycle.
	3.2 (SLO)	After completing NU 453 Death, Dying, and Bereavement, students will get interested in the gerontology discipline and gerontology related jobs.	Students participating in NU 453 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in related jobs to determine if achievement target was met. The survey consists of 2 questions with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	2022 - 2023	Target Met	<p>[Actual Minors are Low-Enrolled Year 3 2022-2023] NU 453 Survey Fall 2022: 90% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the jobs.</p> <p>NU 453 Survey Sp 2023: 82% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the jobs.</p> <p>- Throughout this course, I become more aware of that there are various jobs to improve the quality of older adult life.</p> <p>- This course prepares me to work with the elderly population more professionally.</p>	<p>As for the Sp 23 survey, because the students reported a problem with the Qualtrics survey link (the cause of this was unknown and fixed by itself on April 12) and the total number of participants at the end of the semester exceeded the total number of enrollment, I suspected the duplicated participation. Thus, I only gathered the data from April 12, the date the instructor emailed me regarding the Qualtrics problem.</p> <p>The faculty will encourage more students to complete the survey to obtain precise results next year. The faculty continues adopting the assessment goal, method, and target.</p>
			Students participating in NU 453 courses will be given a survey and departmental faculty will evaluate the survey questions pertaining to interest in the	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	2022 - 2023	Target Met	[Actual Minors are Low-Enrolled Year 3 2022-2023] NU 453 Survey Fall 2022: 77% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the discipline.	The HED 301 discipline survey raised concerns about student awareness of the Gerontology minor, with 56% of students rating 1-3 on the statement regarding MUW's offering of the program. Similar concerns were

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			discipline to determine if achievement target was met. The survey consists of 3 questions with a Likert scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	2022 - 2023	Target Met	<p>NU 453 Survey Spring 2023: 75% of students reported 4 (agree) and 5 (strongly agree) regarding interests in the discipline.</p> <p>- Throughout this course, I have become more knowledgeable about the elderly population.</p> <p>- Throughout this course, I learn that MUW offers Gerontology program as a minor.</p> <p>- This course prepares me to get more confident in taking about the elderly population.</p>	observed in NU 453, where 53% of Fall 22 and 50% of Spring 23 students also rated 1-3 on this statement. These findings align with the concerns of the department chair regarding the low number of students enrolled in the Gerontology minor. The faculty will discuss these results and seek feedback for further implementation in the next assessment cycle.
Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	1.1 (SLO)	Students will successfully relate the complexity of the human experience across time and space by studying past societies and cultures.	At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year for temporal depth to determine if achievement target was met.	100% of graduating seniors will complete at least one pre modern (pre 1500) course (3 credit hours) with a passing grade.	2022 - 2023	Target Met	<p>Three students graduated in August, December, or May 2022-2023 with a history degree. All had 3 hours and a passing grade in premodern history.</p> <p>Student 1: C- S2: B S3: B</p>	The history faculty will continue to monitor this target and make sure that students are receiving a breadth of coursework. No action will be taken and we will keep this as an advising issue and continue to monitor. We will discuss these findings at our department meeting in August.
	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument.	The History department faculty will use the AAC&U Critical Thinking VALUE Rubric to assess an analytical assignment required of HIS 211 students (fall).	The overall average score for HIS 211 students completing the Performance Task Assessment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2022 - 2023	Inconclusive	In Spring 2022, HIS 211 had 7 students enrolled. 3 averaged a score of 3.0 or higher on the Critical Thinking VALUE rubric for the course. We mistakenly used the rubric for the students' performance as a whole for Capstone rather than focusing on one assignment. In the future, we will return to assessing one analytical assignment in the class. As the results in the spreadsheet demonstrate, students did	History faculty will discuss this assessment outcome in the August 2023 meeting. It is clear that students are struggling in analysis and reading comprehension. In Spring 2023 two students were brand new transfers and had taken no courses with us before entering HIS 211, the majority of the rest were transfers in the fall. Starting in Spring 2024 we will have a standard syllabus for HIS 211 agreed upon by history faculty. If possible, we will also advise students to take HIS 211 in their

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument.	The History department faculty will use the AAC&U Critical Thinking VALUE Rubric to assess an analytical assignment required of HIS 211 students (fall).	The overall average score for HIS 211 students completing the Performance Task Assessment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2022 - 2023	Inconclusive	well in using a broad range of sources, writing, and context for the semester, but struggled in framing historical questions, evaluating primary sources, and analysis/interpretation. Instructor noted that students struggled with anything further than summary of sources, and struggled with crafting a research question. They also struggled with reading comprehension and following directions.	junior rather than sophomore year to ensure they have more experience in upper-level history courses.
	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The History department faculty will use the AAC&U Oral Communication VALUE Rubric to assess the Research Presentation required of HIS 211 students (fall).	The overall average score for HIS 211 students completing the Research Presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2022 - 2023	Target Not Met	This year 7 students enrolled in HIS 211 and 6 completed an oral presentation regarding their research topic. The class was face to face and all presentations were done in the classroom and face to face. The results were not good. In none of the measures did the class average above 3.0, even when removing the student who did not complete the assignment. The lowest measures were supporting material and central message. 3 of the students received a 3.0 or above on their average.	History faculty will discuss this assessment outcome in the August 2023 meeting. It is clear that students are struggling in research and visual presentations. An option is to require at least one HIS 3** course as a prerequisite for HIS 211 to make sure students have some experience with historical research. In addition, we may need to include a presentation unit in the course schedule. In Spring 2023 two students were brand new transfers and had taken no courses with us before entering HIS 211, having a HIS 3** prerec would make sure they are prepared for the rigor of HIS 211. The majority of the remaining students were transfers in the fall. Starting in Spring 2024 we will have a standard syllabus for HIS 211 agreed upon by history faculty. If possible, we will also advise

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The History department faculty will use the AAC&U Oral Communication VALUE Rubric to assess the Research Presentation required of HIS 211 students (fall).	The overall average score for HIS 211 students completing the Research Presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2022 - 2023	Target Not Met	<p>This year 7 students enrolled in HIS 211 and 6 completed an oral presentation regarding their research topic. The class was face to face and all presentations were done in the classroom and face to face. The results were not good.</p> <p>In none of the measures did the class average above 3.0, even when removing the student who did not complete the assignment. The lowest measures were supporting material and central message. 3 of the students received a 3.0 or above on their average.</p>	students to take HIS 211 in their junior rather than sophomore year to ensure they have more experience in upper-level history courses (including research) prior to .
			The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2022 - 2023	Inconclusive	Due to a new chair and faculty who had not taught the course in a while, we did not have this rubric to assess outcomes.	Going forward we will have and use the Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499.
	4.1 (SLO)	Locate and select a variety of historical sources (primary, secondary, archival, library, electronic, etc.) for use in an historical argument.	The History department faculty will determine HIS 211 students' competency by reviewing the completed Library and Archive Source assignment(s) (fall).	The overall average of HIS 211 students for the Library and Archive Source assignment(s) will be no lower than a C (75 percent).	2022 - 2023	Target Not Met	<p>This year 7 students enrolled in HIS 211 and completed the Library and Archive Source Assignment. The class actually completed archival assignments in the Lowndes County Public Library Archive.</p> <p>The class average on the assignment was 71%, below the target of 75%. While only two of the eight</p>	This target is assessed solely through grades on one assignment. According to the PIE Committee relying solely on grades is not allowed. Therefore, we will discuss this assessment at our August 2023 department meeting and change the assessment criteria to better align with the the SACSCOC requirements. One option is to look at the final research proposal assignment, which must include multiple sources, or have

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SLO)	Locate and select a variety of historical sources (primary, secondary, archival, library, electronic, etc.) for use in an historical argument.	The History department faculty will determine HIS 211 students' competency by reviewing the completed Library and Archive Source assignment(s) (fall).	The overall average of HIS 211 students for the Library and Archive Source assignment(s) will be no lower than a C (75 percent).	2022 - 2023	Target Not Met	students failed to reach a 75% or better on the assignment, their performance was so poor that it brought the class average down. Student 1: 75% S2: 41% S3: 81% S4: 82.5% S5: 82.5% S6: 90% S7: 44%	students write a process paper as part of the course.
	4.2 (SLO)	Students will successfully understand, synthesize, and engage with the ideas of others and accept and/or resolve differing perspectives or conflicting evidence responsibly.	The History department faculty will use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2022 - 2023	Inconclusive	Due to a new chair and faculty who had not taught the course in a while, we did not have the Historical Inquiry and Argument Rubric to assess outcomes and instead used the AACU Critical Thinking Value Rubric. Students averaged 2.86/4 with 2 students above the 3.0 mark and 2 below. Student 1: 2.4 S2: 3.7 S3: 3.5 S4: 1.7 The instructor for Fall 2022 stated that students struggled with taking direction on narrowing their research, forming/crafting historical questions, and utilizing primary sources to support positions.	Going forward we will have and use the Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499.
	4.3 (SLO)	Students will successfully develop	The History department faculty will	The overall average score for HIS 499	2022 - 2023	Inconclusive	Due to a new chair and faculty who had not taught	Going forward we will have and use the Historical Inquiry and

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.3 (SLO)	a historical argument that uses ample evidence (primary and secondary) to support its claims.	use the departmental Historical Inquiry and Argument Rubric to assess the Research Paper required of HIS 499 students (fall).	students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	2022 - 2023	Inconclusive	the course in a while, we did not have this rubric to assess outcomes.	Argument Rubric to assess the Research Paper required of HIS 499.
	5.1 (SAO)	Students in the Capstone course will successfully show improvement in their knowledge and skills in the areas of historical content, critical thinking, communication, and inquiry.	The History departmental faculty will analyze the HIS 499 students' results from the Capstone Survey that asks the degree to which their knowledge and skills improved in historical content, critical thinking, communication, and inquiry (fall).	The overall average for HIS 499 students completing the Capstone Survey will be that students report seeing an increase of at least "3.0" on a 1-5 Likert scale, regarding the degree to which their knowledge and skills improved in historical content, critical thinking, communication, and inquiry.	2022 - 2023	Inconclusive	Due to a change in chair and the faculty teaching the course for the first time in a very long time, we did not distribute this survey in Capstone and so received no responses.	We will discuss this at our meeting in August 2023 and will distribute the Capstone survey in Fall 2023 to continue gathering this data.
	6.1 (SPG C.3)	History majors will complete an internship or study abroad program before graduating.	At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year to determine if students have completed an internship or study abroad program.	70 percent of History majors who graduated in the previous year will have completed an internship or study abroad program.	2022 - 2023	Target Met	Three students graduated in August, December, or May 2021 with a history degree. All had 3 or more hours in internship and/or study abroad and some had more than 3 hours. Student 1: HIS 401 (History Internship), HIS 464 (Internship in Archives Management), Study Abroad to Ireland S2: ED 409 (Teaching Internship) S3: HIS 401 (History Internship)	Faculty will discuss this assessment measure at our August meeting and we will continue to develop internship partners around the state. That has been critically important in connecting students with internship opportunities. The more partners we make, the more students we place. Finally, our Peyton scholarship program is working as intended to support history students in internships and study abroad. We would not see this level of engagement without the financial support of Peyton for students conducting internships and study abroad. This is especially true for study abroad, where the cost is prohibitive for most students. Our ability to provide substantial

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	6.1 (SPG C.3)	History majors will complete an internship or study abroad program before graduating.	At the end of the spring semester, the department chair will review transcripts of graduating seniors for the previous year to determine if students have completed an internship or study abroad program.	70 percent of History majors who graduated in the previous year will have completed an internship or study abroad program.	2022 - 2023	Target Met	Three students graduated in August, December, or May 2021 with a history degree. All had 3 or more hours in internship and/or study abroad and some had more than 3 hours. Student 1: HIS 401 (History Internship), HIS 464 (Internship in Archives Management), Study Abroad to Ireland S2: ED 409 (Teaching Internship) S3: HIS 401 (History Internship)	scholarships to students to complete these opportunities is critically important.
	7.1 (SLO)	Students will demonstrate best practices regarding lesson preparation, lesson delivery, and classroom management.	At the end of the fall semester, the instructor for HIS 410 Methods and Materials in Secondary History and Social Studies will review student work and grades and determine whether the achievement target was met.	100% of students in HIS 410 will complete the class with an average grade of C (70 %) or above.	2022 - 2023	Target Met	In AY 2022-3, we had only one student complete the traditional pathway to teacher certification by taking HIS 410: Methods and Materials in Secondary History and Social Studies. We have data for only that one students. Student 1 average for the class: 96%	This target is assessed solely through grades on one assignment. According to the PIE Committee relying solely on grades is not allowed. Therefore, we will discuss this assessment at our August 2023 department meeting and change the assessment criteria to better align with the the SACSCOC requirements.
	7.2 (SLO)	Students will demonstrate success regarding supervised teaching in local schools.	At the end of the spring semester, the Social Studies Teacher Certification Coordinator will review the Teacher Intern Assessment Instrument (TIAI) metric of student teachers enrolled in ED 409 Observation and Directed Teaching in Secondary Education Grades 7-12 during the academic year that is ending. The TIAI measures six facets of	100% of student teachers will receive a 2 or above evaluation from the mentor teacher on the TIAI metric (on a 0-3 scale).	2022 - 2023	Target Met	In AY 2021-2, we had only one student complete the teacher internship (ED 409). The data below relates to that one student. Student 1 received a 2.67 average on the TIAI metric. This was above the goal of a 2.0 average.	No new actions are required regarding this assessment. Faculty will discuss the results at the August meeting.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	7.2 (SLO)	Students will demonstrate success regarding supervised teaching in local schools.	teaching, which are: (1) planning and preparation, (2) communication and interaction, (3) teaching for learning, (4) managing the learning environment, (5) assessment of student learning, and (6) professionalism and partnerships. Each student teacher receives an overall score from the mentor teacher related to their performance on the six areas, and the final score is on a 0-3 scale. The coordinator will compile the scores and determine whether the achievement target was met.	100% of student teachers will receive a 2 or above evaluation from the mentor teacher on the TIAI metric (on a 0-3 scale).	2022 - 2023	Target Met	In AY 2021-2, we had only one student complete the teacher internship (ED 409). The data below relates to that one student. Student 1 received a 2.67 average on the TIAI metric. This was above the goal of a 2.0 average.	No new actions are required regarding this assessment. Faculty will discuss the results at the August meeting.
Program - Human Geography - Minor {2019-2020}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The Geography faculty will use the AAC&U Critical Thinking VALUE Rubric to assess a discussion board assignment required in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO course completing the discussion board assignment in GEO 318 or GEO 314 will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2022 - 2023	Target Not Met	2022-2023 = Low-enrolled Year 2 Low-enrolled Year 2: GEO 318 was taught during Fall 2022, and the 4 students enrolled in that course were assessed. GEO 314 was not taught during the 2022-23 school year.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
	2.1 (SLO)	Students will effectively demonstrate a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history,	The Geography faculty will use the AAC&U Intercultural Knowledge and Competence VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and	2022 - 2023	Target Met	2022-2023 = Low-enrolled Year 2 Low-enrolled Year 2: GEO 318 was taught during Fall 2022, and the 4 students enrolled in that course were assessed. GEO 314 was not taught during the 2022-23 school year.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	values, politics, economy, or beliefs and practices.	or GEO 314 Economic Geography.	Competence VALUE Rubric.	2022 - 2023	Target Met	2022-2023 = Low-enrolled Year 2 Low-enrolled Year 2: GEO 318 was taught during Fall 2022, and the 4 students enrolled in that course were assessed. GEO 314 was not taught during the 2022-23 school year.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
	2.2 (SLO)	Students will interpret intercultural experience from the perspectives of their own and more than one worldview.	The Geography faculty will use the AAC&U Intercultural Knowledge and Competence VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2022 - 2023	Target Met	2022-2023 = Low-enrolled Year 2 Low-enrolled Year 2: GEO 318 was taught during Fall 2022, and the 4 students enrolled in that course were assessed. GEO 314 was not taught during the 2022-23 school year.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
	3.1 (SLO)	Students will interpret intercultural experience from the perspectives of their own and more than one worldview.	The Geography faculty will use the AAC&U Intercultural Knowledge and Competence VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2022 - 2023	Target Met	Result and analysis: 2022-2023 = Low-enrolled Year 2 Low-enrolled Year 2: GEO 318 was taught during Fall 2022, and the 4 students enrolled in that course were assessed. GEO 314 was not taught during the 2022-23 school year.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
	3.2 (SLO)	Students will synthesize in-depth information from relevant sources representing various points of view and approaches to reveal insightful patterns, differences, or similarities.	The Geography faculty will use the AAC&U Inquiry and Analysis VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	2022 - 2023	Target Met	2022-2023 = Low-enrolled Year 2 Low-enrolled Year 2: GEO 318 was taught during Fall 2022, and the 4 students enrolled in that course were assessed. GEO 314 was not taught during the 2022-23 school year.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SLO)	Students will synthesize in-depth information from relevant sources representing various points of view and approaches to reveal insightful patterns, differences, or similarities.	The Geography faculty will use the AAC&U Inquiry and Analysis VALUE Rubric to assess the analytical writing assignment required of students in GEO 318 Population Geography or GEO 314 Economic Geography.		2022 - 2023	Target Met	2022-2023 = Low-enrolled Year 2 Low-enrolled Year 2: GEO 318 was taught during Fall 2022, and the 4 students enrolled in that course were assessed. GEO 314 was not taught during the 2022-23 school year.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
	4.1 (SPG E.4)	Students will indicate that they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world as a result of geography coursework.	The GEO faculty will survey students in GEO 318 Population Geography or GEO 314 Economic Geography, asking whether they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world and whether the minor increased their understanding and awareness of cultural diversity.	The overall average goal for students in an upper-level GEO class completing survey will be no lower than a "3.0" on a 1-5 Likert scale, with no neutral or "N.A" categories	2022 - 2023	Target Met	2022-2023 = Low-enrolled Year 2 Low-enrolled Year 2: I invited students in my GEO 318 course who had "taken several geography courses and/or are completing or plan to complete the geography minor to take my survey. The survey link was made available to all students in that class, and I received 2 responses to my 2-question survey. The first question was "After taking several geography courses, do you have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world? Students were asked to respond on a scale of 1-5, with 1 meaning "strongly disagree" and 5 meaning "strongly agree." One student responded with a 5 and the other student responded with a 1, making the average a 3.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SPG E.4)	Students will indicate that they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world as a result of geography coursework.	The GEO faculty will survey students in GEO 318 Population Geography or GEO 314 Economic Geography, asking whether they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world and whether the minor increased their understanding and awareness of cultural diversity.	The overall average goal for students in an upper-level GEO class completing survey will be no lower than a "3.0" on a 1-5 Likert scale, with no neutral or "N.A" categories	2022 - 2023	Target Met	The second question was "Do you feel that the Geography Minor (or the geography courses you have taken so far) has increased your understanding and awareness of cultural diversity?" Students were asked to respond on a scale of 1-5, with 1 meaning "strongly disagree" and 5 meaning "strongly agree." One student responded with a 5 and the other student responded with a 1, making the average a 3.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
	5.1 (SAO)	Human Geography minors who are seniors will have a strong overall average of final grades in GEO coursework.	At the end of the spring semester, the Human Geography coordinator will review transcripts of seniors with geography minors for the previous year to determine if achievement target was met.	The overall average of final grades in GEO coursework for seniors with a Human Geography minor will be 80 percent.	2022 - 2023	Target Met	2022-2023 = Low-enrolled Year 2 Low-enrolled Year 2: One student completed the Human Geography minor in Fall 2022. I averaged the student's grades in all geography classes, using the lowest percentage in the range for that grade, resulting in a conservative average. For example, I recorded an A as an 93% and a B+ as an 87%. Using this method to calculate the overall average of final grades in GEO coursework, the student graduated with a B+ average (88%) in geography courses.	Low enrolled program - collect 3 years of data before analyzing and determining an appropriate action.
Program - Interdisciplinary Studies (incl. American, International,	1.1 (SLO & GEO 4.c)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately	The faculty members making up individual student research committees in IS 499 will use the AAC&U	The average score for all students in IS 499 completing the Capstone project will be no lower than a	2022 - 2023	Inconclusive	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years] In AY 2022-	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] When the student submits her final project,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Medieval/Renaissance, and Social Studies Minors) - BA, BS {2016-2017}	1.1 (SLO & GEO 4.c)	academic purpose.	Inquiry and Analysis VALUE Rubric to assess the Capstone project in IS 499. Student effort on the IS 499 paper will produce at least an average score of "3" for each of the six items measured in the rubric: topic selection; existing knowledge, research, and/or views; design process; analysis; conclusions; limitations and implications.	3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	2022 - 2023	Inconclusive	2023 there is one senior student in IS 499 Capstone. That student is still working on her capstone project after changing topics late in the semester and took an incomplete. She will complete her project for an August 2023 graduation.	we will fully assess the student's work. This will be reflected in the follow-up.
			Direct, summative assessment is accomplished through analysis of a student's independent research project completed in IS 499 Interdisciplinary Studies Capstone. This course is normally taken in the student's last semester.					
			A IS 499 student develops an idea for a comprehensive project that meaningfully combines aspects of the two to three disciplines he/she has chosen for the IS major. The student selects a faculty committee (representing each discipline), and the committee works with the IS adviser to keep the student on track over the semester in developing a finished product that is					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social Studies Minors) - BA, BS {2016-2017}	1.1 (SLO & GEO 4.c)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	analytical but which may also include creative elements appropriate to the disciplines included. At the very foundation of the course is a paper, usually 20 pages in length that adheres to the goals and standards of academic research. The committee provides guidance to the student through stages spaced out during the semester: prospectus; annotated bibliography; initial draft; second draft; final draft. A couple days after submitting the final draft, the student orally presents his/her project to the committee. This encounter also allows committee members to probe areas needing further clarification and to make recommendations about how the student may proceed in the possible further development of the project. Assessment data will be collected from all faculty committee members, whose scores will be averaged for the final result.	The average score for all students in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	2022 - 2023	Inconclusive	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years] In AY 2022-2023 there is one senior student in IS 499 Capstone. That student is still working on her capstone project after changing topics late in the semester and took an incomplete. She will complete her project for an August 2023 graduation.	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] When the student submits her final project, we will fully assess the student's work. This will be reflected in the follow-up.
	1.2 (SLO)	Students will report that the courses they	The department chair will administer the	The average score for all surveyed IS	2022 - 2023	Inconclusive	[Low-Enrolled Year 1 2022-2023. Because of low-	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	took for their interdisciplinary program caused them to evaluate and analyze diverse issues, ideas, and/or events across various traditional academic disciplines while making connections between those disciplines.	Interdisciplinary Studies Minors Inquiry and Analysis Survey to all senior IS minors in American Studies, Medieval & Renaissance Studies, and International Studies in the spring semester. The survey is scored on a 5-point Likert scale.	minor students on the Interdisciplinary Studies Minors Inquiry and Analysis Survey will be no lower than 3.0 out of a possible 5.0.	2022 - 2023	Inconclusive	enrollment, this program will analyze results every three years] There were no students in Interdisciplinary Studies minors until the end of Spring 2023. American Studies and International Studies did not have any students in the programs for this year. Med Ren will have a student for next year.	analyzing and determining an appropriate action.] These programs continue to be low enrolled and, while they cost the university nothing, we should consider ways to attract new students to them. We will discuss this at our August 2023 department meeting.
	2.1 (SLO, GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	Faculty committee members for each student enrolled in IS 499 will utilize the AAC&U Written Communication VALUE Rubric to assess the written portion of the student's Capstone project. This course is normally taken in the student's last semester.	The average score for students enrolled in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2022 - 2023	Inconclusive	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years] In AY 2022-2023 there is one senior student in IS 499 Capstone. That student is still working on her capstone project after changing topics late in the semester and took an incomplete. She will complete her project for an August 2023 graduation.	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] When the student submits her final project, we will fully assess the student's work. This will be reflected in the follow-up.
	3.1 (SLO, GEO 1.c.)	Students will orally communicate the academic value of one's advanced research in an effective manner.	Faculty committee members for each student enrolled in IS 499 will utilize the AAC&U Oral Communication VALUE Rubric to assess the oral portion of the student's Capstone project. This course is normally taken in the student's last semester.	The average score for students enrolled in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2022 - 2023	Inconclusive	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years] In AY 2022-2023 there is one senior student in IS 499 Capstone. That student is still working on her capstone project after changing topics late in the semester and took an incomplete. She will complete her project for an August 2023 graduation.	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] When the student submits her final project, we will fully assess the student's work. This will be reflected in the follow-up.
	4.1 (SAO & SPG A.1)	Students enrolled in IS 499 will	Faculty committee members will	100% of students enrolled in IS 499	2022 - 2023	Inconclusive	[Low-Enrolled Year 1 2022-2023. Because of low-	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SAO & SPG A.1)	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.	determine the final course grades of students enrolled in IS 499 Capstone. Final grade information will then be compiled by the Interdisciplinary Studies adviser for review and reporting.	Capstone will pass the course.	2022 - 2023	Inconclusive	enrollment, this program will analyze results every three years] In AY 2022-2023 there is one senior student in IS 499 Capstone. That student is still working on her capstone project after changing topics late in the semester and took an incomplete. She will complete her project for an August 2023 graduation.	analyzing and determining an appropriate action.] When the student submits her final project, we will fully assess the student's work. This will be reflected in the follow-up. We will also discuss the writing sample requirement at our August 2023 meeting.
Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	1.1 (SLO)	Students will write concise and clear proofs.	Proofs from assignments and exams will be evaluated using the Mathematics Proof Writing Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	75% of all MA 301 student work sampled at the satisfactory or higher level.	2022 - 2023	Target Not Met	55% of work sampled from 2 students in MA 301 Concepts of Abstract Mathematics was at the satisfactory or higher level. (22 items assessed; 10 items proficient; 3 items satisfactory; 9 items unsatisfactory) 2 students	Instructor will continue to encourage in-class participation.
			Proofs from assignments and exams will be evaluated using the Mathematics Proof Writing Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students	75% of all MA 304 / MA 455 / MA 461 student work sampled at the satisfactory level or higher.	2022 - 2023	Inconclusive	None of these courses was taught in 2022-2023.	MA 304 Modern Algebra will be taught Fall 2023 and MA 455 Advanced Calculus will be taught Spring 2024, following the course rotation for mathematics courses.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			beyond MA 182), multiple items from each student will be evaluated.	75% of all MA 304 / MA 455 / MA 461 student work sampled at the satisfactory level or higher.	2022 - 2023	Inconclusive	None of these courses was taught in 2022-2023.	MA 304 Modern Algebra will be taught Fall 2023 and MA 455 Advanced Calculus will be taught Spring 2024, following the course rotation for mathematics courses.
	1.2 (SLO)	Students will interpret concepts and solutions.	Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	75% of all MA 181 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2022 - 2023	Target Met	85% of work sampled in MA 181 Calculus I was at level 2 or higher (one section Fall 2022 and one section Spring 2023). A total of 33 items were assessed, with 15 items at level 3, 13 items at level 2, and 5 items at level 1. Multiple items were assessed for each student. 1 student Fall 2022 and 1 student Spring 2023.	Continue to emphasize understanding and interpreting concepts and solutions in MA 181 Calculus I.
			Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	75% of all MA 306 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2022 - 2023	Target Met	82.5% of items assessed in MA 306 Differential Equations I were at level 2 or higher. 40 total items assessed; 15 items at level 3; 18 items at level 2; 7 items at level 1. Multiple items were assessed for each student. 5 students.	Instructor will continue with various types of application problems and look for application topics and problems that match student interests.
	1.3 (SLO, GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	Projects will be evaluated using the Oral Communication VALUE Rubric. The primary evaluator will	MA 318 / MA 319 student work sampled will have an average score of 2.5 or higher on the	2022 - 2023	Target Met	MA 319 Methods and Materials in Secondary Mathematics was taught Fall 2023. Average score = 3.00	MA 319 Methods and Materials in Secondary Education will next be taught Fall 2024. Continue to require presentations of research based lesson plans in-class, and if

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO, GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	be the course instructor. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	AAC&U Oral Communication VALUE Rubric.	2022 - 2023	Target Met	6 presentations were assessed 3 students	appropriate. also present in field experience placements.
	1.4 (SAO)	Students will successfully complete MA 301. MA 301 is the gateway course to many of the upper level MA courses.	Faculty will review semester grades within MA 301.	75% of all MA 301 students will earn a semester grade of C or better.	2022 - 2023	Target Not Met	50% of students earned a semester grade of C or better in MA 301 Concepts of Abstract Mathematics. Grades: 1 C; 1 D 2 students	Continue to transition students to more abstract concepts and to develop proof writing skills. The course will have a new instructor in Spring 2024 due to a faculty retirement.
	2.1 (SLO, GEO 3.a.)	Students will solve application problems.	Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	MA 284 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2022 - 2023	Target Met	mean = 2.53 for items assessed in MA 284 Calculus IV 30 total items assessed 18 at level 3; 10 at level 2; 2 at level 1 Multiple items were assessed for each student 3 students	Instructor will continue with quizzes on previous calculus skills to help with student weaknesses. Instructor plans to introduce lengthy quizzes prior to each exam to help students be better prepared for exams.
			Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students	MA 306 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2022 - 2023	Target Met	Average score = 2.55 for items assessed in MA 306 Differential Equations. 22 items total assessed. 15 items at level 3; 4 items at level 2; 3 items at level 1. Multiple items were assessed for each student. 5 students in MA 306.	Instructor plans to use quizzes on previous calculus skills that are needed in differential equations and may need strengthening. Instructor plans to look for opportunities to combine various mathematical concepts together in real-world problems.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			beyond MA 182), multiple items from each student will be evaluated.	MA 306 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2022 - 2023	Target Met	Average score = 2.55 for items assessed in MA 306 Differential Equations. 22 items total assessed. 15 items at level 3; 4 items at level 2; 3 items at level 1. Multiple items were assessed for each student. 5 students in MA 306.	Instructor plans to use quizzes on previous calculus skills that are needed in differential equations and may need strengthening. Instructor plans to look for opportunities to combine various mathematical concepts together in real-world problems.
	2.2 (SLO)	Students will combine different mathematical ideas in problem solving.	Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	50% of all MA 303 / MA 312 / MA 457 / MA 459 student work sampled at level 3 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2022 - 2023	Target Met	Only MA 303 Modern Geometry was taught during 2022-2023, based on course rotations. 52% of items assessed were at level 3 or higher. 13 items at level 3; 10 items at level 2; 2 items at level 1. Multiple items were assessed for each student. 4 students.	Instructor plans to look for opportunities to combine various mathematical concepts together in real-world problems in next offering, Fall 2024. Course rotations will have an upper level elective offered Spring 2024.
			Problems from assignments and exams will be evaluated using the Quantitative Literacy VALUE Rubric. The primary evaluator will be the course instructor, with possible review by another mathematics faculty member. Due to small classes (less than ten students beyond MA 182), multiple items from each student will be evaluated.	90% of all MA 303 / MA 312 / MA 457 / MA 459 student work sampled at level 2 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	2022 - 2023	Target Met	Only MA 303 Modern Geometry was taught during 2022-2023, based on course rotations. 92% of items assessed were at level 2 or higher. 13 items at level 3; 10 items at level 2; 2 items at level 1. Multiple items were assessed for each student. 4 students.	Instructor plans to look for opportunities to combine various mathematical concepts together in real-world problems in next offering, Fall 2024. Course rotations will have an upper level elective offered Spring 2024.
	3.1 (SPG C.	The program will	Review the Events Log	Host at least two	2022 - 2023	Target Met	1. Sonya Kovalevsky High	The mathematics faculty plan to

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2)	participate in outreach events for K-12 students.	and count the number of outreach events the Mathematics faculty hosts.	outreach events during the academic year.	2022 - 2023	Target Met	School Mathematics Day, October 3, 2022. 25 young women and 4 teachers participated in the day's events, representing Pontotoc High School, West Point High School, and Lafayette High School. The day included a key note speaker, a competition exam for MUW scholarships, small group hands-on sessions, and lunch in the cafeteria. 2. Mississippi Regional Science Bowl: February 18, 2023. We had 10 teams from 7 schools compete with teams of four students in this quiz bowl formatted competition. The competition was in a virtual format. 40 students and their associated coaches participated.	continue their annual hosting of the Sonya Kovalevsky High School Mathematics Day (for high school girls and their teachers) and assisting as the Department of Sciences and Mathematics hosts the Mississippi Regional Science Bowl, which will be back to an in-person on-campus format in spring of 2024.
	3.2 (SPG C.2)	Mathematics majors will participate in community outreach and service opportunities.	Departmental faculty will review and analyze the results of the Departmental Exit Survey, which is provided to all graduating majors in the department.	100% of graduates surveyed will indicate on the Departmental Exit Survey that they have participated in some community outreach and/or service opportunities while at MUW.	2022 - 2023	Target Not Met	50% of graduates participated in community outreach and/or service opportunities. 2 of 4 graduates participated.	Mathematics faculty will encourage majors to participate in community and/or service opportunities. Mathematics faculty will encourage majors early to become associate members of Kappa Mu Epsilon (mathematical honor society) and organize a service activity.
Program - Music (including Minor) - BA, BM {2016-2017}	1.1 (SAO)	Students will perform works from multiple musical periods on their major instrument at the end of their sophomore year.	Students will complete a 10 question Sophomore Exit Interview following the "Sophomore Barrier Jury," to determine their current progress and future career plans.	80% of the students will receive at least a satisfactory rating (given by the music faculty) during their Sophomore Exit Interview.	2022 - 2023	Target Met	We had three music majors complete the interview. Their answers were thoughtful; and genuine. All of them received a satisfactory rating.	During our faculty meeting, the music faculty decided to continue asking these questions. Our hope is that it will continue to lead to self-reflection and sincere responses on the part of our students.
			At the end of MUS 222,	90% of the students	2022 - 2023	Target Met	There were three music	Since the target was met, the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			students will perform a 20 minute recital for all music faculty featuring works of at least 3 (Three) musical periods (“Sophomore Barrier Jury”). The performance must be technically/rhythmically secure, memorized, and stylistically appropriate. The entire music faculty, using the “Sophomore Barrier Rubric”, will evaluate the student’s performance.	will score at least an 80 (on the 1-100 scale used in the “Sophomore Barrier Rubric).	2022 - 2023	Target Met	majors who took the "Sophomore Barrier Jury". A singer, a pianist, and a music composition major. The scores were as follow: 95, 92, 90.	music faculty decided that no changes are necessary. We will continue to administer this very important exam to our music sophomores.
	1.2 (SLO, GEO 1.c.)	Students will complete written assignments on music history topics.	During MUS 302 (Music History 2) students will complete assignments to be graded using the AAC&U Written Communication Value Rubric. The MUS 302 instructor will assess their work.	The average scores for students on relevant assignments in MUS 302 will be 2 or higher on the 0-4 scale for the AAC&U Written Communication Value Rubric.	2022 - 2023	Target Met	There were 5 students enrolled in MUS 302 Music History course. They were asked to write a paper analyzing how Western concert music changed from the early nineteenth century to the early twentieth century, by analyzing several pre-assigned classical works. The results were as following: four students scored a 4 on the AAC&U Written Communication Value Rubric, while the 5th student scored a 3.	Since the target was met, we have decided during the music faculty meeting that no major action was necessary. The Music History faculty will continue to assign this project, and monitor the student's output.
	2.1 (SPG A.1)	Students will compose musical works using music notation software (Sibelius or Finale).	Students in MUS 102 (Music Theory 2) will compose a musical work (solo or chamber music) using a music notation software. The MUS 102 instructor will assess their work using the “MUS 102 Final Project Rubric.”	90% of the students will score at least an 85 (on the 1-100 scale used in the “MUS 102 Final Project Rubric”).	2022 - 2023	Target Met	There were 5 students in MUS 102 Music Theory 2. All of them completed the assignment. The scores were as follow: 2 students scored 100%, one scored, 97%, one 95%, and the last one 91%. All but one used the Finale software (the other used Sibelius). Some of them also used the	we will continue to assign this project. It has proven to be a useful in unleashing our student's creativity, in addition to expose them to novel music technology software and techniques.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SPG A.1)	Students will compose musical works using music notation software (Sibelius or Finale).	Students in MUS 102 (Music Theory 2) will compose a musical work (solo or chamber music) using a music notation software. The MUS 102 instructor will assess their work using the "MUS 102 Final Project Rubric."	90% of the students will score at least an 85 (on the 1-100 scale used in the "MUS 102 Final Project Rubric").	2022 - 2023	Target Met	newly designed "Nancy Knight Gilpin Music Production Lab to complete this project. This was good to see, since this represents an additional way by which the music production lab enriches our student's experience.	we will continue to assign this project. It has proven to be a useful in unleashing our student's creativity, in addition to expose them to novel music technology software and techniques.
	2.2 (SLO)	Students will arrange a musical work of at least 4 measures using the common practice compositional techniques.	Students in MUS 102 (Music Theory 2) will write a four-part chorale in the style of J.S Bach work using the "figured bass" technique. The MUS 102 instructor will assess their work.	80% of the students will score at least an 80% on this assignment.	2022 - 2023	Target Met	There were five students in MUS 102 Music Theory II. All have completed this assignment. They had to write a chorale in a major key, using varied figured bass and non harmonic tones. The results were as follow: One student scored a 94, One student scored a 92, One student scored 91, the rest were 88 and 81 respectively (these are out of 100%).	We discussed this result amongst the music theory faculty. We were happy with overall meeting our target, but the music theory faculty was concerned of the 5th student scoring in the low 80s. While this is a solid result, we were hoping that students would score higher. After discussion, it was surmised that the student in question had some attendance issues, and were likely not there for some of the lectures, which in turn could have led to them not fully understanding some of the finer voice-leading concepts and the different types of non harmonic tones. The theory faculty will meet with the student and review these topics - we will continue to monitor their progress. However, we were confident that this example is an outlier.
	2.3 (SLO)	Students will create a transcription of a musical example containing a single line melody and complex rhythms.	Students in MUS 104 (Music Theory Lab 4) will transcribe a melody featuring ascending and descending intervals and complex rhythms, after hearing it 5 times. The MUS 104 instructor will assess their work.	80% of the students will score at least an 80% on this assignment.	2022 - 2023	Target Met	There were four students in the MUS 104 course. They scored the following: 92, 83, 82, 81 (out of 100%)	While we were happy the target was met, the fact that only one student scored in the 90th percentile was a bit disappointing (more so to the MUS 104 faculty, when compared with their past years classes, whose average was higher). the music faculty discussed this during unofficial meetings. There maybe several reasons for this: our MUS 104

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SLO)	Students will create a transcription of a musical example containing a single line melody and complex rhythms.	Students in MUS 104 (Music Theory Lab 4) will transcribe a melody featuring ascending and descending intervals and complex rhythms, after hearing it 5 times. The MUS 104 instructor will assess their work.	80% of the students will score at least an 80% on this assignment.	2022 - 2023	Target Met	There were four students in the MUS 104 course. They scored the following: 92, 83, 82, 81 (out of 100%)	class consisted of less experienced students at the beginning of the year, perhaps the dictation should have been emphasized more, etc. It is worth saying that the students with the lowest two grades had some attendance issue, and this undoubtedly played a role (for MUS 104 most practice drills are done during class time). The music faculty decided to keep monitoring this issue, we are curious to see how this year's class results will compare to next year's (our incoming freshmen class is similar in size and experience). This would give us a better viewpoint on this assignment.
Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	1.1 (SLO & GEO 1.b.)	Students will be able to critically analyze the arguments and claims of themselves and others.	In philosophy courses (PHL 201, 202, 205, 210, 299, 301, 302, 304, 310, and 400), students will be given an argument identification and/or argument evaluation assignment. A sample of 5 submissions from each class will be graded using the AAC&U Critical Thinking Value Rubric. This assignment will be graded by the instructor of the course.	The average score of students in a philosophy course will be a '3' on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment.	2022 - 2023	Target Met	[Actual Minors are Low-Enrolled Year 1 2022-2023.] The average score of students assessed for the 2022-2023 academic year was 3.24. This is above the Achievement Target of 3. Of 35 student submissions assessed, 27 (77.1%) met the target. These metrics suggest that students in philosophy classes are gaining skills relevant to critical thinking and argument analysis.	We will discuss these results at our August meeting and brainstorm ways to strengthen students' critical thinking skills. We will continue this assessment in the 2023-2024 academic year.
	1.2 (SLO)	Students in ethics courses will be able to thoughtfully respond to an ethical dilemma using logical reasoning and relevant ethical	In ethics courses (PHL 204, 206, 207, 298, 305, 306, 307, 465), students will be given an assignment that requires the evaluation of an ethical dilemma	The average score of students in an ethics course will be a '3' on the 0-4 scale used in the AAC&U Ethical Reasoning VALUE Rubric on the ethical	2022 - 2023	Target Met	[Actual Minors are Low-Enrolled Year 1 2022-2023.] The average score of students assessed for the 2022-2023 academic year was 3.42. This is above the	At the August 2023 meeting, faculty will discuss these results. This assessment will continue in the 2023-2024 academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	theories.	using the tools of logic and ethical reasoning. A sample of 5 submissions from each class will be graded by the instructor using the AAC&U Ethical Reasoning VALUE Rubric.	dilemma assignment.	2022 - 2023	Target Met	Achievement Target of 3. Of 23 student submissions assessed, 21 (91.3%) met the target. These metrics suggest that students in ethics classes are gaining skills relevant to ethical reasoning.	At the August 2023 meeting, faculty will discuss these results. This assessment will continue in the 2023-2024 academic year.
	1.3 (SAO & SPG D.4)	The philosophy department will support students in successfully completing philosophy courses to fulfill the critical thinking general education requirement.	At the end of each semester, the percentage of D and F grades assigned out of all non-W grades will be calculated.	Of students who complete philosophy classes, 17% or fewer will receive a grade of D or F.	2022 - 2023	Target Met	[Actual Minors are Low-Enrolled Year 1 2022-2023.] Out of 210 students who completed philosophy classes without withdrawing in the 2022-2023 academic year, 28 (13.3%) earned either a D or an F. This is better than our Achievement Target of 17% and suggests that our program is successfully supporting students in completing philosophy classes to meet the critical thinking general education requirement.	At the August 2023 meeting, faculty will discuss these results and brainstorm ways to continue supporting students in successfully completing philosophy classes to fulfill their general education requirement. This assessment will continue in the 2023-2024 academic year.
	2.1 (SAO & SPG A.1)	Because studying philosophy is enriching both for one's personal and academic life, the philosophy program will seek to increase enrollment in the philosophy minor and the certificate program in applied and professional ethics.	Data will be collected by the philosophy department on the number of students pursuing the philosophy minor and the Applied and Professional Ethics Certificate.	An increase in students pursuing the Applied and Professional Ethics Certificate from 5 to 7 over the next three years.	2022 - 2023	Target Not Met	[Actual Minors are Low-Enrolled Year 1 2022-2023.] Three (3) students completed the Applied and Professional Ethics Certificate during the 2022-2023 school year, and three (3) additional students have expressed that they are actively pursuing the Certificate. This means that we remain one student short of our goal of seven (7) students enrolled in the Certificate program. However, we were able to replace	Faculty will continue to advertise the program across campus, but especially to students enrolled in ethics courses.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SAO & SPG A.1)	Because studying philosophy is enriching both for one's personal and academic life, the philosophy program will seek to increase enrollment in the philosophy minor and the certificate program in applied and professional ethics.	Data will be collected by the philosophy department on the number of students pursuing the philosophy minor and the Applied and Professional Ethics Certificate.	An increase in students pursuing the Applied and Professional Ethics Certificate from 5 to 7 over the next three years.	2022 - 2023	Target Not Met	students who have graduated to keep a consistent enrollment.	Faculty will continue to advertise the program across campus, but especially to students enrolled in ethics courses.
			Data will be collected by the philosophy department on the number of students pursuing the philosophy minor and the Applied and Professional Ethics Certificate.	An increase in students pursuing the philosophy minor from 4 to 6 over the next three years.	2022 - 2023	Target Met	[Actual Minors are Low-Enrolled Year 1 2022-2023.] A total of seven (7) students have expressed that they are currently pursuing the minor, which exceeds our target. At the beginning of the 2022-2023 academic year, five (5) students were minoring in philosophy. Two (2) students completed the philosophy minor during the 2022-2023 academic year, but four (4) additional students have expressed that they are actively pursuing the minor, bringing the total at the end of AY 2022-2023 to seven (7).	Faculty in the department will reach out to students who did well or seemed to enjoy classes and encourage them to enroll in more philosophy courses. We will prepare and distribute course descriptions to encourage students with relevant interests to take our courses. This assessment will continue in the 2023-2024 academic year.
	3.1 (SPG E.4)	Students in philosophy courses will demonstrate an understanding of diverse authors, issues, and/or perspectives.	In each philosophy class, there will be at least one assignment that requires students to demonstrate an understanding of a perspective or issue concerning historically underrepresented groups in the U.S.	80% of submissions will receive a passing grade.	2022 - 2023	Target Met	[Actual Minors are Low-Enrolled Year 1 2022-2023.] Of 195 student submissions for the selected assignments, 188 (96.4%) received passing grades. At the program level, this meets our Achievement Target of	These results suggest that we are successfully exposing students to ideas from diverse perspectives. At our Fall 2023 meeting, faculty members will continue discussing ways to incorporate diverse authors and issues in our courses. This assessment will continue in the 2023-2024 academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG E.4)	Students in philosophy courses will demonstrate an understanding of diverse authors, issues, and/or perspectives.	Grades for these submissions will be collected. If more than one assignment in a course addresses this outcome, the instructor will choose one to collect grades from.	80% of submissions will receive a passing grade.	2022 - 2023	Target Met	80%. Within individual courses, one course had a pass rate of 75% for the assignment. All other courses met the Achievement Target. These results suggest that we are successfully exposing students to ideas from diverse perspectives and that students are demonstrating an understanding of these ideas.	These results suggest that we are successfully exposing students to ideas from diverse perspectives. At our Fall 2023 meeting, faculty members will continue discussing ways to incorporate diverse authors and issues in our courses. This assessment will continue in the 2023-2024 academic year.
Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	1.1 (SAO)	Students will demonstrate knowledge of principles, theories, laws in the physical sciences as well as educational theory, expectations and practices as state licensing requirements dictate.	Prior to internship, students will take the Praxis® Subject Assessments test to assess content knowledge in the field of physical sciences and the corresponding Principles of Learning and Teaching (PLT) Test to assess educational theory and knowledge. Faculty will review and analyze the results to determine if achievement target was met.	90% of the students evaluated in the program will pass the Praxis Subject Assessments Test in Chemistry: Content Knowledge with a score of 151 or above.	2022 - 2023	Inconclusive	Low-enrolled year 3: compiled data. We had 0 students take this test over past three years, so our results are inconclusive regarding the achievement target.	Low-enrollment program - We collected three years of data (2020-2023) before analyzing for an appropriate action. Our Action is to change nothing regarding the Target. The department discussed the results in a "Program Update" , and we plan to continue recruitment efforts at college fairs in person and by Zoom.
			Prior to internship, students will take the Praxis® Subject Assessments test to assess content knowledge in the field of physical sciences and the corresponding Principles of Learning and Teaching (PLT) Test to assess educational theory and knowledge. Faculty will review and	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.	2022 - 2023	Inconclusive	Low-enrolled year 3: compiled data. We had 0 students take this test over past three years, so our results are inconclusive regarding the achievement target.	Low-enrollment program - We collected three years of data (2020-2023) before analyzing for an appropriate action. Our Action is to change nothing regarding the Target. The department discussed the results in a "Program Update" , and we plan to continue recruitment efforts at college fairs in person and by Zoom.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			analyze the results to determine if achievement target was met.	90% of the students evaluated in the program will pass the Praxis Subject Assessments Test in Physics: Content Knowledge with a score of 139 or above.	2022 - 2023	Inconclusive	Low-enrolled year 3: We compiled data. We had 0 students take this test over past three years, so our results are inconclusive regarding the achievement target.	Low-enrollment program - We collected three years of data (2020-2023) before analyzing for an appropriate action. Our Action is to change nothing regarding the Target. The department discussed the results in a "Program Update" , and we plan to continue recruitment efforts at college fairs in person and by Zoom.
			Prior to internship, students will take the Praxis® Subject Assessments test to assess content knowledge in the field of physical sciences and the corresponding Principles of Learning and Teaching (PLT) Test to assess educational theory and knowledge. Faculty will review and analyze the results to determine if achievement target was met.	90% of the students evaluated in the program will pass the Principles of Learning and Teaching (PLT) Test with a score of 157 or above.	2022 - 2023	Inconclusive	Low-enrolled year 3: We compiled data. We had 0 students take this test over past three years, so our results are inconclusive regarding the achievement target.	Low-enrollment program - We collected three years of data (2020-2023) before analyzing for an appropriate action. Our Action is to change nothing regarding the Target. The department discussed the results in a "Program Update" , and we plan to continue recruitment efforts at college fairs in person and by Zoom.
	1.2 (SLO)	In PS 313, students will successfully apply different pedagogical methods in the teaching of science.	In PS 313, students will develop a detailed Science Unit Plan. Faculty will review and analyze the Science Unit Plan using the Science Unit Plan Scoring Rubric.	90% of PS 313 students evaluated in the program will score at least an “80” on the 0-114 scale used in the Science Unit Plan Scoring Rubric (placed in documents folder) in developing a Science Unit Plan.	2022 - 2023	Inconclusive	Low-enrolled year 3: We compiled data. We had 0 students take this course over the past three years, so our results are inconclusive regarding the achievement target.	Low-enrollment program - We collected three years of data (2020-2023) before analyzing for an appropriate action. Our Action is to change nothing regarding the Target. The department discussed the results in a "Program Update" , and we plan to continue recruitment efforts at college fairs in person and by Zoom.
	2.1 (GEO 1.b.)	Students will successfully analyze and test standard experimental methods and suggest improvements.	In PS 313, faculty will use the AAC&U Critical Thinking Value Rubric to assess the student’s evaluation of an existing experimental	PS 313 students evaluated in the program will average a score of at least a “3” on the 0-4 scale used in the AAC&U	2022 - 2023	Inconclusive	Low-enrolled year 3: We compiled data. We had 0 students attempt this Target over the past three years, so our results are inconclusive regarding the	Low-enrollment program - We collected three years of data (2020-2023) before analyzing for an appropriate action. Our Action is to change nothing regarding the Target. The department

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.b.)	Students will successfully analyze and test standard experimental methods and suggest improvements.	procedure.	Critical Thinking Value Rubric in evaluating an existing experimental procedure.	2022 - 2023	Inconclusive	achievement target.	discussed the results in a "Program Update" , and we plan to continue recruitment efforts at college fairs in person and by Zoom.
	2.2 (GEO 1.b.)	Students will successfully select techniques, apparatus and materials in the designing of experiments.	In BSB 304, faculty will use the AAC&U Critical Thinking Value Rubric to assess the student's design of an experimental procedure.	PS 313 students will average a score of at least a "3" on the 0 - 4 scale used in the AAC&U Critical Thinking Value Rubric in designing an experimental procedure in BSB 304 Research Methods.	2022 - 2023	Inconclusive	Low-enrolled year 3: compiled data. We had 0 students attempt this Target over the past three years, so our results are inconclusive regarding the achievement target.	Low-enrollment program - We collected three years of data (2020-2023) before analyzing for an appropriate action. Our Action is to change nothing regarding the Target. The department discussed the results in a "Program Update" , and we plan to continue recruitment efforts at college fairs in person and by Zoom.
	3.1 (SLO)	Students will successfully research safety aspects and first aid protocol in a chemistry lab.	In PS 313, faculty will use the Safety and Welfare Module Scoring Rubric to assess student's Safety and Emergency Lesson Plan and Safety Policies and Procedures.	90% of PS 313 students evaluated in the program will develop a Safety and Emergency Lesson Plan and score at least a "8" on the 0 - 12 scale used in the Safety and Welfare Module Scoring Rubric (placed in documents folder) in developing 1. Hazardous Inventory List, 2. Storage Floor Plan for Chemical Storage, 3. Discussion of Safe and Proper Techniques for Preparation, Storage, Dispensing, Supervision, and Disposal of Inventory Items, 4. Discussion of Safety Policies and Procedures as Established by State	2022 - 2023	Inconclusive	Low-enrolled year 3: compiled data. We had 0 students attempt this Target over the past three years, so our results are inconclusive regarding the achievement target.	Low-enrollment program - We collected three years of data (2020-2023) before analyzing for an appropriate action. Our Action is to change nothing regarding the Target. The department discussed the results in a "Program Update" , and we plan to continue recruitment efforts at college fairs in person and by Zoom.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO)	Students will successfully research safety aspects and first aid protocol in a chemistry lab.	In PS 313, faculty will use the Safety and Welfare Module Scoring Rubric to assess student's Safety and Emergency Lesson Plan and Safety Policies and Procedures.	and/or National Guidelines, and 5. Learning Activities that Demonstrate Maintenance of Safety Equipment.	2022 - 2023	Inconclusive	Low-enrolled year 3: We compiled data. We had 0 students attempt this Target over the past three years, so our results are inconclusive regarding the achievement target.	Low-enrollment program - We collected three years of data (2020-2023) before analyzing for an appropriate action. Our Action is to change nothing regarding the Target. The department discussed the results in a "Program Update" , and we plan to continue recruitment efforts at college fairs in person and by Zoom.
	4.1 (GEO 1.b.)	Students will demonstrate various management techniques for the classroom.	In PS 313, faculty will use the AAC&U Critical Thinking Value Rubric to assess the students' evaluation of a webinar on classroom management.	PS 313 students evaluated in the program will evaluate a webinar in relevance to classroom management and average a score of at least a "3" on the 0 – 4 used in the AAC&U Critical Thinking Value Rubric in an evaluation of the webinar.	2022 - 2023	Inconclusive	Low-enrolled year 3: We compiled data. We had 0 students attempt this Target over the past three years, so our results are inconclusive regarding the achievement target.	Low-enrollment program - We collected three years of data (2020-2023) before analyzing for an appropriate action. Our Action is to change nothing regarding the Target. The department discussed the results in a "Program Update" , and we plan to continue recruitment efforts at college fairs in person and by Zoom.
	5.1 (SPG C.1)	Students will actively engage in local K – 12 school events that provide real-life experiences for students.	In PS 313, faculty will use the Professional Development Module Scoring Rubric to assess the student's participation in local K – 12 school events that provides real-life experiences for students.	100% of the PS 313 students evaluated in the program will do K-12 outreach and score at least a "2" on the 0 – 3 Professional Development Module Scoring Rubric (placed in documents folder).	2022 - 2023	Inconclusive	Low-enrolled year 3: We compiled data. We had 0 students attempt this Target over the past three years, so our results are inconclusive regarding the achievement target.	Low-enrollment program - We collected three years of data (2020-2023) before analyzing for an appropriate action. Our Action is to change nothing regarding the Target. The department discussed the results in a "Program Update" , and we plan to continue recruitment efforts at college fairs in person and by Zoom.
	5.2 (SPG C.3)	Students will participate in university or community activities that strengthen and expand K-12 partnership.	Students will complete an Exit Survey during the semester before their professional teaching internship. On the Exit Survey, students will answer questions concerning their participation in K-	100% of the PS 313 students participating in the Exit Survey will report that they participated in at least one outreach activity.	2022 - 2023	Inconclusive	Low-enrolled year 3: We compiled data. We had 0 students attempt this Target over the past three years, so our results are inconclusive regarding the achievement target.	Low-enrollment program - We collected three years of data (2020-2023) before analyzing for an appropriate action. Our Action is to change nothing regarding the Target. The department discussed the results in a "Program Update" , and we plan to continue recruitment efforts

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.2 (SPG C.3)	Students will participate in university or community activities that strengthen and expand K-12 partnership.	12 outreach activities. Faculty will review and analyze the results determine if achievement target was met.	100% of the PS 313 students participating in the Exit Survey will report that they participated in at least one outreach activity.	2022 - 2023	Inconclusive	Low-enrolled year 3: compiled data. We had 0 students attempt this Target over the past three years, so our results are inconclusive regarding the achievement target.	at college fairs in person and by Zoom.
Program - Political Science (including Minors: Political Science and Nonprofit Advocacy) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	Students will demonstrate the ability to think critically as they explain issues, use evidence, understand influence and context of assumptions, position, and conclusions in analyzing sources and making arguments.	Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 390 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2022 - 2023	Target Not Met	Ten students were enrolled in POL 250 World Politics in the Fall 2022 semester. Nine of the ten completed the analytic writing assignment—the Conflict Case Study. Their overall average score on the Critical Thinking VALUE Rubric was a 2.7, just below the achievement target of 3.0. The scores were similar across dimensions: the average score on every dimension except Evidence was a 2.7; the average score for Evidence was slightly higher, at 2.9. Five students scored a 3.0 or higher across the dimensions, and two students scored below a 2.0. The gap between the highest score (4) and the lowest (0.4) was vast, at 3.6 points. In comparison with prior years, the 2022-2023 results reflect a decline from 2021-2022 that looks much more like the performance seen in 2020-2021, with lower scores and a much wider achievement gap. While virtual workshops were	Faculty discussed assessment results with the department chair in May. Faculty will continue to use scaffolding and writing workshops to help students develop their writing and critical thinking skills. In addition, at least one regular class period will be devoted to beginning work on the essay early in the semester; hopefully, this will help students get started on the essay and mitigate the problem of procrastination that prevents students from taking full advantage of the writing workshops.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Political Science (including Minors: Political Science and Nonprofit Advocacy) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	Students will demonstrate the ability to think critically as they explain issues, use evidence, understand influence and context of assumptions, position, and conclusions in analyzing sources and making arguments.	Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 390 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2022 - 2023	Target Not Met	<p>offered and students were required to attend at least one workshop, several students struggled to submit work in time for feedback at each stage of development and either failed to attend any workshops or attended only one.</p> <p>The results do not diminish the value of scaffolding and writing workshops. Rather, the results reflect, in part, the reality that online courses--even synchronous ones--attract students whose life circumstances greatly reduce the time they have to devote to study and schoolwork. One of the students whose essay was used for this assessment has a family and a full-time job. She was chronically absent from the course, missed all workshops, and submitted an essay in the eleventh hour that failed to meet the basic requirements of the assignment. Another student took an Incomplete in the class to deal with a surprise pregnancy, so her essay was also written without the benefit of writing workshops and scaffolding. If these two students' scores are excluded from the analysis, the overall average rises to 3.2, above the target of 3.0, and the achievement gap narrows</p>	Faculty discussed assessment results with the department chair in May. Faculty will continue to use scaffolding and writing workshops to help students develop their writing and critical thinking skills. In addition, at least one regular class period will be devoted to beginning work on the essay early in the semester; hopefully, this will help students get started on the essay and mitigate the problem of procrastination that prevents students from taking full advantage of the writing workshops.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Political Science (including Minors: Political Science and Nonprofit Advocacy) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	Students will demonstrate the ability to think critically as they explain issues, use evidence, understand influence and context of assumptions, position, and conclusions in analyzing sources and making arguments.	Political Science faculty will use the AAC&U Critical Thinking VALUE Rubric to assess the analytical assignment required in POL 250 World Politics or POL 390 Southern Politics.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2022 - 2023	Target Not Met	to 1.6 points, which is even better than last year's results. With such a small sample size, outliers have an outsized impact on the assessment results.	Faculty discussed assessment results with the department chair in May. Faculty will continue to use scaffolding and writing workshops to help students develop their writing and critical thinking skills. In addition, at least one regular class period will be devoted to beginning work on the essay early in the semester; hopefully, this will help students get started on the essay and mitigate the problem of procrastination that prevents students from taking full advantage of the writing workshops.
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The Political Science faculty will use the AAC&U Written Communication VALUE Rubric to assess the analytical writing assignment required of students in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2022 - 2023	Target Not Met	Ten students were enrolled in POL 250 World Politics in the Fall 2022 semester. Nine of the eleven completed the analytic writing assignment--the Conflict Case Study. Their overall average score on the AAC&U Written Communication VALUE Rubric was a 2.7, below the achievement target of 3.0. The scores were highest, on average, along the Context and Purpose of Writing and the Syntax and Mechanics dimensions (both at 3.0); they were lowest on the Genre and Disciplinary Conventions dimension (2.5). Only four students scored a 3.0 or higher across the dimensions, and two students scored below a 2.0. The gap between the highest score (3.9) and the	Faculty discussed assessment results with the department chair in May. Faculty will continue to use scaffolding and writing workshops to help students develop their writing and critical thinking skills. In addition, at least one regular class period will be devoted to beginning work on the essay early in the semester; hopefully, this will help students get started on the essay and mitigate the problem of procrastination that prevents students from taking full advantage of the writing workshops.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The Political Science faculty will use the AAC&U Written Communication VALUE Rubric to assess the analytical writing assignment required of students in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2022 - 2023	Target Not Met	lowest (1.4) was a considerable 2.5 points. In comparison with prior years, the 2022-2023 results reflect a decline from 2021-2022 that looks much more like the performance seen in 2020-2021, when the target was also not met and the achievement gap quite large. While virtual workshops were offered and students were required to attend at least one workshop, several students struggled to submit work in time for feedback at each stage of development and either failed to attend any workshops or attended only one. The results do not diminish the value of scaffolding and writing workshops. Rather, the results reflect, in part, the reality that online courses--even synchronous ones--attract students whose life circumstances greatly reduce the time they have to devote to study and schoolwork. One of the students whose essay was used for this assessment has a family and a full-time job. She was chronically absent from the course, missed all workshops, and submitted an essay in the eleventh hour that failed to meet the basic requirements of the assignment. Another	Faculty discussed assessment results with the department chair in May. Faculty will continue to use scaffolding and writing workshops to help students develop their writing and critical thinking skills. In addition, at least one regular class period will be devoted to beginning work on the essay early in the semester; hopefully, this will help students get started on the essay and mitigate the problem of procrastination that prevents students from taking full advantage of the writing workshops.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The Political Science faculty will use the AAC&U Written Communication VALUE Rubric to assess the analytical writing assignment required of students in POL 250 World Politics or POL 301 Southern Politics.	The overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2022 - 2023	Target Not Met	student took an Incomplete in the class to deal with a surprise pregnancy, so her essay was also written without the benefit of writing workshops and scaffolding. If these two students' scores are excluded from the analysis, the overall average rises to the target of 3.0 and the achievement gap narrows to 1.8 points, which is much more in line with last year's results. With such a small sample size, outliers have an outsized impact on the assessment results.	Faculty discussed assessment results with the department chair in May. Faculty will continue to use scaffolding and writing workshops to help students develop their writing and critical thinking skills. In addition, at least one regular class period will be devoted to beginning work on the essay early in the semester; hopefully, this will help students get started on the essay and mitigate the problem of procrastination that prevents students from taking full advantage of the writing workshops.
	2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The Political Science faculty will use the AAC&U Oral Communication VALUE Rubric to assess the oral presentation required of students in POL 250 World Politics, POL 301 Southern Politics, or POL 202 Affecting Political Change.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2022 - 2023	Target Met	Of the ten students enrolled in POL 250 World Politics, seven completed the final oral presentation of their Conflict Case Study as required. Of these, five scored 3.0 or higher on the Oral Communication Value Rubric and two scored below. The class average was a 3.1, just above the target of 3.0. On average, scores were highest on the Delivery dimension (3.3) and flat across the other dimensions, at 3.1. The gap between the highest and lowest achieving students was 1.9 points, which was reduced from last year but still significant. The two students who did not complete the final oral presentation are the same two students whose essays	Faculty discussed assessment results with the department chair in May. Instructors will continue providing how-to resources for successful, professional Zoom presentations and focusing feedback on earlier presentations to emphasize the importance of developing a strong thesis statement supported by compelling evidence/illustrations and repeating that thesis multiple times in a presentation.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The Political Science faculty will use the AAC&U Oral Communication VALUE Rubric to assess the oral presentation required of students in POL 250 World Politics, POL 301 Southern Politics, or POL 202 Affecting Political Change.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	2022 - 2023	Target Met	substantially lowered the results for assessment of 1.1 (GEO 1.b/SLO1) and 2.1 (GEO 1.c.). Thus, it is likely that much of the improvement over last year's results are merely the consequence of two over-extended virtual students failing to complete an assignment, rather than any success in engaging and improving the skills of those students.	Faculty discussed assessment results with the department chair in May. Instructors will continue providing how-to resources for successful, professional Zoom presentations and focusing feedback on earlier presentations to emphasize the importance of developing a strong thesis statement supported by compelling evidence/illustrations and repeating that thesis multiple times in a presentation.
	3.1 (SPG C.3)	Students will gain "real world" experiences (through internships, fellowships, and similar opportunities) that are valuable for their personal and professional development.	The department chair or Political Science faculty will distribute the Internship Survey to students who have completed POL 490 Internship. Faculty will then analyze the results from 1-5 Likert-scale questions that ask the degree to which students agree with the following statements: 1) This was a valuable learning experience that contributed to my personal growth, and 2) This experience provided professional development that makes me feel more prepared to begin my career.	Among students completing the Internship Survey, the mean response will be at least "4.0" on a 1-5 Likert scale for questions assessing the degree to which they experienced personal growth and professional development.	2022 - 2023	Target Met	Five students completed POI 490 Internship over the summer, fall, and spring semesters of 2022-2023. Of those, three had completed the survey by the end of the Spring 2023 semester. Two students "strongly agreed" (a five on the Likert scale) and one "agreed" (a four) with the following statements: 1) "This was a valuable learning experience that contributed to my personal growth", and 2) "This experience provided professional development that makes me feel more prepared to begin my career." With a mean score of 4.7, the target was exceeded.	Faculty discussed assessment results with the department chair in May and began a conversation about how best to administer the internship survey to students. Faculty and the department chair are in continuous discussions about how to continue developing relationships with internship supervisors and will work through close advising to help students find internships that match their needs.
	3.2 (SPG B.5)	Students completing internships, fellowships, and similar opportunities will feel prepared for these experiences by coursework and supported in these	The department chair or Political Science faculty will distribute the Internship Survey to students who have completed POL 490 Internship. Faculty will then analyze the results	Among students completing the Internship Survey, the mean response will be at least "4.0," or "agree" on a 1-5 Likert scale for questions assessing	2022 - 2023	Target Met	Five students completed POI 490 Internship over the summer, fall, and spring semesters of 2022-2023. Of those, three had completed the survey by the end of the Spring 2023 semester. Two students	Faculty discussed assessment results with the department chair in May and began a conversation about how best to administer the internship survey to students. Faculty and the department chair are in continuous discussions about how to continue

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SPG B.5)	positions by advisors.	from 1-5 Likert-scale questions that ask the degree to which students agree with the following statements: 1) In the courses I've taken for my political science major, I have gained knowledge and skills that helped me succeed and make the most of this opportunity, and 2) When I had questions, concerns, or issues related to my internship (or fellowship or similar experience), I felt supported by my POL 490 instructor.	the degree to which they felt prepared and supported.	2022 - 2023	Target Met	"strongly agreed" (a five on the Likert scale) and one "agreed" (a four) with the following statements: 1) "In the courses I've taken for my political science major, I have gained knowledge and skills that helped me succeed and make the most of this opportunity." and 2) "When I had questions, concerns, or issues related to my internship (or fellowship or similar experience), I felt supported by my POL 490 instructor." With a mean score of 4.7, the target was met.	cultivating relationships with potential internship sites and supervisors. Through close advising, faculty will help students find internships that fit their career goals and professional development needs.
	4.1 (GEO 4.b. / SLO 4 / SAO)	Students will demonstrate the knowledge, skills, values, and commitment necessary for civic engagement.	Political Science faculty will use the AAC&U Civic Engagement VALUE Rubric to assess student performance on a civic engagement assignment in POL 202 Making Democracy Work.	The overall average score for students completing a major civic engagement assignment will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	2022 - 2023	Target Met	Eleven students were enrolled in POL 202 Making Democracy Work in the Fall 2022 semester; all eleven completed the major assignment involving facilitation and, afterward, reflection. The average score achieved by the eleven students on the Civic Engagement VALUE Rubric was a 3.0, exactly our target. Five of the eleven students earned a 3.0 or above. Of the two who scored lowest (1.3 and 2.0), both were chronically absent and did not participate in many of the building assignments and class exercises that reinforced skills and values assessed in the rubric. On average, students scored	Faculty discussed assessment results and the difficulty of cultivating civic engagement values among chronically absent students with the department chair in May. Faculty will retain the increased deliberative activities to reinforce skills and values for students who are present and will continue to emphasize the importance of regular class attendance for this class, including through grading policies. In addition, faculty will pilot online deliberative forums utilizing Canvas. This will deepen instruction related to the use of online forums for e-government and related efforts while providing a more comfortable environment for students who are more socially anxious and reserved.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (GEO 4.b. / SLO 4 / SAO)	Students will demonstrate the knowledge, skills, values, and commitment necessary for civic engagement.	Political Science faculty will use the AAC&U Civic Engagement VALUE Rubric to assess student performance on a civic engagement assignment in POL 202 Making Democracy Work.	The overall average score for students completing a major civic engagement assignment will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	2022 - 2023	Target Met	highest on the Analysis of Knowledge and Civic Identity & Commitment dimensions (3.3 in both cases) and lowest on the Civic Contexts/Structures dimension (2.6). The gap between the lowest and highest scoring students was a 2.7 point gap (1.3 versus 4.0). In comparison to the previous year, scores were slightly lower and the achievement gap widened slightly.	Faculty discussed assessment results and the difficulty of cultivating civic engagement values among chronically absent students with the department chair in May. Faculty will retain the increased deliberative activities to reinforce skills and values for students who are present and will continue to emphasize the importance of regular class attendance for this class, including through grading policies. In addition, faculty will pilot online deliberative forums utilizing Canvas. This will deepen instruction related to the use of online forums for e-government and related efforts while providing a more comfortable environment for students who are more socially anxious and reserved.
Program - Pre-Law - Minor {2019-2020}	1.1 (GEO 1.b.)	Students will demonstrate the ability to analyze the arguments and points of view of others.	The pre-law coordinator will use the Critical Thinking VALUE Rubric to evaluate the analytic assignment submission of each pre-law minor who completes one of the Logic & Moral Reasoning courses in an assessment year.	The overall average score of students completing the analytical assignment required in one of the Logic & Moral Reasoning courses in the minor curriculum (PHL 204 Ethics and PHL 205 Logic) will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	2022 - 2023	Inconclusive	As in the second year of assessment, there were only two students in the minor at the time of assessment. Again, neither student took PHL 204 or 205 during the assessment year (2022-2023), and so we were unable to assess student assignments from these two courses.	The Pre-Law Teaching Circle and LSAC advisors will meet again in the Fall 2023 semester to discuss recruitment for this low-enrolled program.
	1.2 (GEO 1.c.)	Students will demonstrate the ability to present information, arguments, and ideas in written forms.	The pre-law coordinator will use the Written Communication VALUE Rubric to evaluate the major writing assignment submission	The overall average score of students completing the major writing assignment required in one of the Research & Writing	2022 - 2023	Target Not Met	Only one pre-law student completed a Research & Writing course in the 2022-2023 academic year. That student completed PLG 330 Legal Writing, and their score on the major	The Pre-Law Teaching Circle and LSAC advisors will meet again in the Fall 2023 semester to discuss recruitment for this low-enrolled program, given that the results of one student are insufficient for assessing program quality.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 1.c.)	Students will demonstrate the ability to present information, arguments, and ideas in written forms.	of each pre-law minor who completes one of the Research & Writing courses in an assessment year.	courses in the minor curriculum (HIS 211 Intro. to Historical Thinking and Research, PLG 330 Legal Writing, and POL 390 Southern Politics) will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2022 - 2023	Target Not Met	writing assignment (Writing Assignment #3 - Brief in Support of Summary Judgment) was a 2.8 on the Written Communication VALUE Rubric, just below our goal of 3.0. While the accomplishments of a single student are insufficient to draw conclusions regarding an entire program, the student's performance does suggest that the program is helping students learn to follow important conventions and improve the clarity of their writing. The student met the 3.0 goal on both the Genre and Disciplinary Conventions dimension and the Syntax and Mechanics dimension. Given that this assignment required students to write a legal brief following Blue Book citation standards and other important legal conventions, this is especially encouraging. On the other hand, the student fell short of expectations for using evidence--facts of the case and legal precedent--to support the assigned position, which may suggest that the course instructors need to spend additional time helping students engage in these tasks. Still, it bears repeating that this analysis is based on the	Preliminary conclusion that more attention is needed to critical thinking skills will be shared, but no concrete action will be recommended until additional data is analyzed.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (GEO 1.c.)	Students will demonstrate the ability to present information, arguments, and ideas in written forms.	The pre-law coordinator will use the Written Communication VALUE Rubric to evaluate the major writing assignment submission of each pre-law minor who completes one of the Research & Writing courses in an assessment year.	The overall average score of students completing the major writing assignment required in one of the Research & Writing courses in the minor curriculum (HIS 211 Intro. to Historical Thinking and Research, PLG 330 Legal Writing, and POL 390 Southern Politics) will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	2022 - 2023	Target Not Met	performance of a single student. Therefore, the conclusions are extremely preliminary and will only be worth considering if reinforced by future assessment results.	The Pre-Law Teaching Circle and LSAC advisors will meet again in the Fall 2023 semester to discuss recruitment for this low-enrolled program, given that the results of one student are insufficient for assessing program quality. Preliminary conclusion that more attention is needed to critical thinking skills will be shared, but no concrete action will be recommended until additional data is analyzed.
	2.1 (SLO & SAO)	Students will demonstrate progress toward successful law school admissions and knowledge of the law school admissions process as well as the specific components required in the typical law school application.	The instructor for each section of IS 101 Law School Preparation will review law school admissions portfolios produced by students in the course and report those results to the pre-law coordinator.	No fewer than 80% of students who complete IS 101 Law School Preparation will submit completed admissions portfolios, each containing a personal statement, a resume, a list of references, and an annotated list of the student's three most-preferred law schools.	2022 - 2023	Target Met	One student completed IS 101 Law School Preparation in the 2022-2023 academic year, and the student successfully completed an admissions portfolio containing each required component.	Instructors will continue emphasizing the portfolio as the major assignment in IS 101 and providing students multiple opportunities to submit each component as the course progresses, incentivizing those who miss earlier deadlines to meet later ones.
			The instructor for each section of IS 101 Law School Preparation will review law school admissions portfolios produced by students in the course and report those results to the pre-law coordinator.	The average score for completed admissions portfolios will be no lower than 70/100.	2022 - 2023	Target Met	One student completed IS 101 Law School Preparation in the 2022-2023 academic year, and the student earned an 80/100 on the portfolio, surpassing the target of 70. Though results from one student provide little insight, we now have three	Instructors will continue to build the IS 101 course around completion of an Admissions Portfolio for each student and to incentivize students to revise and resubmit their work throughout the semester.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			The instructor for each section of IS 101 Law School Preparation will review law school admissions portfolios produced by students in the course and report those results to the pre-law coordinator.	The average score for completed admissions portfolios will be no lower than 70/100.	2022 - 2023	Target Met	years worth of results showing that the average student score is above a 75/100. This indicates the program is, indeed, meeting its goals of providing strong pre-law advising through IS 101's portfolio assignment.	Instructors will continue to build the IS 101 course around completion of an Admissions Portfolio for each student and to incentivize students to revise and resubmit their work throughout the semester.
	2.2 (SPG D.2)	The program will contribute to the University's retention, completion and student success by providing pre-law advising, mentoring, and support services to all students in the pre-law minor.	The HPG department chair or one of the University's Law School Admissions Council (LSAC) advisors will survey IS 101 students, asking students 1) to identify their LSAC advisor and 2) the extent to which (on a 1-5 Likert scale) they feel supported and confident in their ability to gain admission to law school.	At least 70% of the IS 101 students completing the Pre-Law Advising Survey will "agree" or "strongly agree" that they feel supported and confident in their ability to navigate the law school admissions process.	2022 - 2023	Inconclusive	One student completed IS 101 in the 2022-2023 academic year but did not complete the survey.	There are two issues preventing successful assessment via survey: 1. With only one student to assess in each of the last two years, this assessment strategy requires a 100% response rate, and 2. The pre-law coordinator forgets to survey the IS 101 students at the end of the course because she is not teaching the course. At their fall meeting, the Pre Law Teaching Circle and LSAC advisors will discuss ways to improve program and course recruitment and will also consider alternative survey delivery options. One option is to have the course instructor deliver the survey as an assignment in the course.
			The HPG department chair or one of the University's Law School Admissions Council (LSAC) advisors will survey IS 101 students, asking students 1) to identify their LSAC advisor and 2) the extent to which (on a 1-5 Likert scale) they feel supported and confident in their ability to gain admission to law	At least 70% of the IS 101 students completing the survey will be able to name one of the University's official LSAC advisors as their personal pre-law advisor.	2022 - 2023	Inconclusive	One student completed IS 101 Law School Preparation and did not respond to the survey.	There are two issues preventing successful assessment via survey: 1. With only one student to assess in each of the last two years, this assessment strategy requires a 100% response rate, and 2. The pre-law coordinator forgets to survey the IS 101 students at the end of the course because she is not teaching the course. At their fall meeting, the Pre Law Teaching Circle and LSAC advisors will discuss ways to improve program and course recruitment and will also

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			school.	At least 70% of the IS 101 students completing the survey will be able to name one of the University's official LSAC advisors as their personal pre-law advisor.	2022 - 2023	Inconclusive	One student completed IS 101 Law School Preparation and did not respond to the survey.	consider alternative survey delivery options. One option is to have the course instructor deliver the survey as an assignment in the course.
Program - Psychology (including Minor) - BA, BS {2016-2017}	1.1 (SLO, GEO 1.a)	Psychology students will demonstrate effective use of critical-thought skills on a written assignment.	Students enrolled in PSY 290 will complete an assignment to be evaluated by a psychology faculty member using the AAC&U Critical Thinking VALUE Rubric.	The average score of students will be at least a 2.0 on the 0-4 scale used in the AAC&U Critical Thinking VALUE Rubric.	2022 - 2023	Target Not Met	Second year of data collection for target. Assessment conducted in Fall 2022. Average score on the rubric was 1.74. Scores were higher than last year (M = 1.34). Submissions were mostly from first-year students. We think higher scores were partly due to this year's assignment being a better fit for the rubric. Scores on conclusion, context, and position/hypothesis were lower than on explanation of issues and evidence.	Psychology faculty met on 5/11/2023. Assessment will be maintained. Course instructors will spend more time scaffolding students in the areas of lower performance. Each student chose their own topic in Fall 2022. To facilitate scaffolding, instructors will be encouraged to limit the topics available.
	1.2 (SLO)	Psychology students will effectively apply critical-thought skills to problems in the domain of psychological science.	Students enrolled in PSY 101 will complete our internal, departmental, critical-thought scale. Results will be evaluated by a psychology faculty member based on scoring guidelines for the scale.	The average score of the PSY 101 students on this scale will be at least 50%.	2022 - 2023	Target Met	Second year of data collection for target. Assessment conducted in Fall 2022. Average score on the scale was 84%. Scores for 2 years have been at ceiling.	Psychology faculty met on 5/11/2023. Assessment will be maintained.
	2.1 (SLO)	Upon completion of the program, psychology majors will demonstrate a fundamental understanding of psychological science.	A sample of graduating seniors in psychology will complete the Psychology ACAT for the following content areas: Abnormal, Developmental, Experimental Design,	The average, overall Psychology ACAT score for a sample of graduating seniors in psychology will fall no more than 1 standard deviation below the national	2022 - 2023	Target Met	This is the first semester since the pandemic that we have data for an entire group of graduating seniors. Average scores on each of the seven content areas of interest fell within 1 standard deviation below	Psychology faculty met on 5/11/2023. Assessment will be maintained. Further discussion of lower scores and potential actions such as requiring more coursework in areas of poorer performance (e.g., PSY 305) will be undertaken next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Upon completion of the program, psychology majors will demonstrate a fundamental understanding of psychological science.	Statistics, Human Learning and Cognition, Social, and Personality.	average.	2022 - 2023	Target Met	<p>(i.e., -1 SD) the national average. Therefore, we met our target.</p> <p>The highest overall score was in statistics. Better performance was seen in areas where multiple courses are required (e.g., statistics, developmental). Student performance was lowest in personality, which is an optional course.</p> <p>Although overall, we met our target. There was high variability in individual students' scores in each of the seven areas of interest. One student met our target in each of the seven areas. A total of nine met our target in at least five areas.</p>	Psychology faculty met on 5/11/2023. Assessment will be maintained. Further discussion of lower scores and potential actions such as requiring more coursework in areas of poorer performance (e.g., PSY 305) will be undertaken next year.
	2.2 (SPG D.4)	The psychology program will prepare students for the job market by training them in skills that prepare them for their chosen careers.	Faculty will review and evaluate student responses to the item on the MUW Graduation Survey requesting they rate MUW's effectiveness in providing preparation for employment.	At least 75% of graduating seniors in psychology who complete the MUW Graduation Survey will indicate MUW's effectiveness at providing preparation for employment as either excellent or good.	2022 - 2023	Target Not Met	<p>Responses were as follows: 25% Excellent, 33% Good, 25% Fair, and 17% Poor.</p> <p>There was concern among faculty regarding this graduation survey item being a self-report question about students' perceptions of how well the program prepared them for work. For one, there is the usual problem with psychology degrees being perceived as less valuable. A second issue is that some of these students may not yet have jobs. And a third issue is that the students who</p>	Psychology faculty met on 5/11/2023. Assessment will be maintained. Faculty discussed doing more in PSY 110 to educate students on what psychology prepares them to do in terms of future employment and to be clearer about the various pathways from undergraduate education to future employment. Clarifying the role of graduate training in future employment will be part of this education. We will also consider the prerequisite/level limitation on enrollment in the course. It is currently set to sophomore standing, but may be better suited to first-year standing.

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	2.2 (SPG D.4)	The psychology program will prepare students for the job market by training them in skills that prepare them for their chosen careers.	Faculty will review and evaluate student responses to the item on the MUW Graduation Survey requesting they rate MUW's effectiveness in providing preparation for employment.	At least 75% of graduating seniors in psychology who complete the MUW Graduation Survey will indicate MUW's effectiveness at providing preparation for employment as either excellent or good.	2022 - 2023	Target Not Met	have been accepted to graduate programs may not have considered their acceptance as an indicator of their being well-prepared for employment. It should also be noted that not all respondents had taken the orientation class (i.e., PSY 110) where students learn about how the psychology degree prepares them for later employment.	Psychology faculty met on 5/11/2023. Assessment will be maintained. Faculty discussed doing more in PSY 110 to educate students on what psychology prepares them to do in terms of future employment and to be clearer about the various pathways from undergraduate education to future employment. Clarifying the role of graduate training in future employment will be part of this education. We will also consider the prerequisite/level limitation on enrollment in the course. It is currently set to sophomore standing, but may be better suited to first-year standing.
	2.3 (SAO)	The psychology program will prepare students for graduate study.	Social media and other communications will be monitored by faculty to identify students accepted into graduate programs.	Each year a minimum of three alums in psychology will enter graduate programs in psychology or a related discipline.	2022 - 2023	Target Met	Since our last report in May 2022, seven alums (three more than the previous year) were accepted into graduate programs: two masters in clinical mental health, one masters in clinical counseling, one masters in applied behavioral analysis, one masters in counseling education, one PhD in human behavior & cognitive psychology, and one PhD in neuroscience. One minor in psychology also went on to graduate study in counseling education.	Psychology faculty met on 5/11/2023. Assessment will be maintained.
Program - Religious Studies - Minor {2016-2017}	1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing	In any religious studies course involving direct analysis of a particular religion, the student's Exam will be evaluated with the AAC&U Intercultural	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After discussions about the lack of data with the Department Chair, it was agreed that it is time for us to consider revising the goals for Religious Studies assessment to focus on all students who take REL courses or

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Religious Studies - Minor {2016-2017}	1.1 (GEO 2.c.)	the history, basic beliefs, and characteristic practices of a particular world religion.	Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Exam.	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	related cross-listed sections rather than just religious studies minors. This will provide a basis for evaluating student knowledge and skills more broadly related to the content area. As we revise, we can also be attentive to the achievement targets in related disciplines (history, literary studies, philosophy, and political science) so that this broader assessment of all students in particular courses correlates well with those disciplinary assessments and does not unduly increase faculty members' workload. The coordinator of the religious studies minor can continue to undertake the bulk of the direct assessment, but since this is a cross-disciplinary minor, gathering student materials will still fall to faculty in these associated courses and we should be mindful to protect their time.
			In any religious studies course involving direct analysis of a particular religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Mid-Term Essay.	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After discussions about the lack of data with the Department Chair, it was agreed that it is time for us to consider revising the goals for Religious Studies assessment to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. This will provide a basis for evaluating student knowledge and skills more broadly related to the content area. As we revise, we can also be attentive to the achievement targets in related disciplines (history, literary studies, philosophy, and political science) so that this broader assessment of all students in

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			In any religious studies course involving direct analysis of a particular religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Mid-Term Essay.	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	particular courses correlates well with those disciplinary assessments and does not unduly increase faculty members' workload. The coordinator of the religious studies minor can continue to undertake the bulk of the direct assessment, but since this is a cross-disciplinary minor, gathering student materials will still fall to faculty in these associated courses and we should be mindful to protect their time.
	1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	In any religious studies course involving direct analysis of at least two world religions, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Exam.	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After discussions about the lack of data with the Department Chair, it was agreed that it is time for us to consider revising the goals for Religious Studies assessment to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. This will provide a basis for evaluating student knowledge and skills more broadly related to the content area. As we revise, we can also be attentive to the achievement targets in related disciplines (history, literary studies, philosophy, and political science) so that this broader assessment of all students in particular courses correlates well with those disciplinary assessments and does not unduly increase faculty members' workload. The coordinator of the religious studies minor can continue to undertake the bulk of the direct assessment, but since

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	1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	In any religious studies course involving direct analysis of at least two world religions, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Exam.	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	this is a cross-disciplinary minor, gathering student materials will still fall to faculty in these associated courses and we should be mindful to protect their time.
			In any religious studies course involving direct analysis of at least two world religions, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Mid-Term Essay.	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After discussions about the lack of data with the Department Chair, it was agreed that it is time for us to consider revising the goals for Religious Studies assessment to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. This will provide a basis for evaluating student knowledge and skills more broadly related to the content area. As we revise, we can also be attentive to the achievement targets in related disciplines (history, literary studies, philosophy, and political science) so that this broader assessment of all students in particular courses correlates well with those disciplinary assessments and does not unduly increase faculty members' workload. The coordinator of the religious studies minor can continue to undertake the bulk of the direct assessment, but since this is a cross-disciplinary minor,

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			In any religious studies course involving direct analysis of at least two world religions, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Mid-Term Essay.	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	gathering student materials will still fall to faculty in these associated courses and we should be mindful to protect their time.
	2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	In any religious studies course involving direct analysis of one or more texts from a particular world religion, the student's Exam will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Exam.	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After discussions about the lack of data with the Department Chair, it was agreed that it is time for us to consider revising the goals for Religious Studies assessment to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. This will provide a basis for evaluating student knowledge and skills more broadly related to the content area. As we revise, we can also be attentive to the achievement targets in related disciplines (history, literary studies, philosophy, and political science) so that this broader assessment of all students in particular courses correlates well with those disciplinary assessments and does not unduly increase faculty members' workload. The coordinator of the religious studies minor can continue to undertake the bulk of the direct assessment, but since

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			In any religious studies course involving direct analysis of one or more texts from a particular world religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Mid-Term Essay.	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After discussions about the lack of data with the Department Chair, it was agreed that it is time for us to consider revising the goals for Religious Studies assessment to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. This will provide a basis for evaluating student knowledge and skills more broadly related to the content area. As we revise, we can also be attentive to the achievement targets in related disciplines (history, literary studies, philosophy, and political science) so that this broader assessment of all students in particular courses correlates well with those disciplinary assessments and does not unduly increase faculty members' workload. The coordinator of the religious studies minor can continue to undertake the bulk of the direct assessment, but since

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			In any religious studies course involving direct analysis of one or more texts from a particular world religion, the student's Mid-Term Essay will be evaluated with the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The faculty member for the class and the lead faculty member in religious studies will assess the student's work.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Mid-Term Essay.	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	this is a cross-disciplinary minor, gathering student materials will still fall to faculty in these associated courses and we should be mindful to protect their time.
	3.1 (SAO & SPG D.2)	Religious studies minors will receive advising in the minor each semester to ensure the successful completion of the minor's requirements.	Each semester, the Lead Faculty will complete both the department's internal audit sheet for the minor and the audit sheet provided by the Registrar and will provide a copy of the internal audit sheet to the student. The Lead Faculty will also keep the completed audit sheets on file for review at the end of each academic year.	100% of students will attend an advising session each semester with the Lead Faculty in Religious Studies and receive a copy of his/her internal audit sheet.	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After discussions about the lack of data with the Department Chair, it was agreed that it is time for us to consider revising the goals for Religious Studies assessment to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. However, it is unclear if there will be an appropriate and useful goal for this SAO and SPG given that we have no declared minors. The coordinator of the religious studies minor will further discuss with the Department Chair and with associated faculty to determine if a corollary for all students who take REL courses or related cross-listed sections is possible.
			The Lead Faculty will map out the student's remaining coursework at each advising session, will conduct a final advising session	90% of students will attend a final audit confirming that all requirements of the minor have been met and will	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After discussions about the lack of data with the Department Chair, it was agreed that it is time for us to consider revising the goals for Religious Studies assessment to focus on all

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			with the student once all requirements have been met, and will confirm that the student will graduate with the minor. At the end of the academic year, the Lead Faculty will review the students' documents/audit sheets.	graduate with the minor.	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	students who take REL courses or related cross-listed sections rather than just religious studies minors. However, it is unclear if there will be an appropriate and useful goal for this SAO and SPG given that we have no declared minors. The coordinator of the religious studies minor will further discuss with the Department Chair and with associated faculty to determine if a corollary for all students who take REL courses or related cross-listed sections is possible.
	4.1 (SLO)	Religious studies minors will report that they have gained a broad understanding of religion as a human phenomenon and they understand the history and contemporary expressions of world religious traditions.	A written Exit Survey using a five-point scale on each of five questions will be given to the student in the final semester before completion. The Lead Faculty will review and analyze the Exit Survey results at the end of the academic year.	90% of students participating in the Exit Survey will report at least a 3 rating (satisfied) on a five-point scale that they have gained a broad understanding of religion as a human phenomenon and they understand the history and contemporary expressions of world religious traditions.	2022 - 2023	Inconclusive	The religious studies minor had no students during this year. There was therefore no data available to collect.	After discussions about the lack of data with the Department Chair, it was agreed that it is time for us to consider revising the goals for Religious Studies assessment to focus on all students who take REL courses or related cross-listed sections rather than just religious studies minors. For this particular indirect assessment, we can consider administering a modified survey to students who take two or more REL courses or related cross-listed courses. Not all of the questions will be appropriate, but some can be retained and one or two additions may be appropriate. The coordinator of the religious studies minor will further discuss survey content and implementation with the Department Chair and will discuss with associated faculty. The coordinator would need to pinpoint students to survey by monitoring course rolls semester to semester.
Program -	1.1 (SLO)	Knowledge of	FLS 102 and 201	The class average on	2022 - 2023	Target Met	[Major Low-Enrolled Year 1	Dr. Vergara: In this last oral task

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Spanish (including Minor and K-12 Certification) - BA {2016-2017}	1.1 (SLO)	Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce practical content.	students will produce a written and oral text that will be graded by the instructor using the ACTFL Presentational Mode Rubric Novice Learner. These texts are performance based, a one-way communication of information with grammar and vocabulary that has been practiced and memorized with the purpose of explaining, persuading, or narrating content to members of the other culture. The topics are familiar and personally relevant. Random and blind scores from 10 pupils per class and per task, written and oral, will be included in the assessment for a total of 40 individual scores.	the written and oral presentational tasks will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Impact, Comprehensibility, and Language Control.	2022 - 2023	Target Met	2022-2023. Overall program is not low-enrolled.] FLS 102 Written Task average score = 88% FLS 102 Oral Task average score = 94% FLS 201 Written Task average score = 83% FLS 201 Oral Task average score = 80% Total average = 86%	for FLS 201, it appeared that the students had not studied the vocabulary well enough, even though they had plenty of time to prepare for it. I had created a couple of Quizlet lists with visual and audio components to help them study on their own, I worked with them on the grammar, instead. I see that I still needed to have found a way to take class time to go over the vocabulary together. The other option could've been to have them complete the visual part ahead of time, so they weren't tempted to work on this until the last minute to the sacrifice of the study of the vocabulary. I will keep these things in mind. Professor Holloway: The goal was met. I find that some of my students have a very high level of Spanish when they enter my class and this may affect the high outcomes achieved. I would like to be more assertive when it comes to meeting their needs and those of their fellow classmates by being thoughtful in moving them to appropriate levels that would benefit them more. I will discuss these changes with my colleague and the student's advisor. If we determine there is a possibility that the student should be moved, my colleague and I will meet with the student and conduct further assessment prior to making the final recommendation
			FLS 202 students will produce a written and oral text that will be	The class average on the written and oral presentational tasks	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-	In FLS 202, I plan to be even more intentional in helping my students to better understand

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			graded by the instructor using the ACTFL Presentational Mode Rubric Intermediate Learner. These texts are performance based, a one-way communication of information with the purpose of explaining, persuading, or narrating content to members of the other culture while also expressing own thoughts (i.e. emerging evidence of telling, re-telling, or providing additional description as applicable). The grammar, vocabulary, and topics are familiar and relevant to oneself or others. Random and blind scores from 10 pupils per class and per task, written and oral, will be included in the assessment for a total of 20 individual scores.	will be the equivalent of an 80% on the ACTFL Presentational Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Impact, Comprehensibility, and Language Control.	2022 - 2023	Target Met	enrolled.] FLS 202 Written Task average score = 80% FLS 202 Oral Task average score = 84% Total average = 82%	the rubric that I use to grade them and to point out the presentational skills that could help them as they share their ideas to an audience in oral or written form.
	1.2 (SLO)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with reasonable accuracy for their level on topics that are relevant to themselves or others.	FLS 102 and 201 students will complete an oral task that will be graded by the instructor using the ACTFL Interpersonal Mode Rubric Novice Learner. The task is performance based, a two-way communication of information with grammar and vocabulary that has	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Novice Learner, based on the following criteria: Language Function, Text Type, Communication Strategies,	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled.] FLS 102 Interpersonal Task average score = 88% FLS 201 Interpersonal Task average score = 83% Total average = 85%	Dr. Vergara: Even though the scores are lower for FLS 201, 8 out of my 10 students met target. My FLS 201 class this semester was challenging. However, I'm proud of their progress. I took an assessment of their conversational skills during the mid-term, and they averaged a 66%. During their final assessment, they averaged an 84%. They took seriously their progress. I plan to continue with targeted conversation practice

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	1.2 (SLO)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with reasonable accuracy for their level on topics that are relevant to themselves or others.	been practiced and memorized with the purpose of the active negotiation of meaning between two people in the form of speaking and listening. The topics are familiar and personally relevant. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 20 individual scores.	Comprehensibility, and Language Control.	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled.] FLS 102 Interpersonal Task average score = 88% FLS 201 Interpersonal Task average score = 83% Total average = 85%	on a weekly basis and offering tutoring sessions through the Culture Club. This is the first year we did this, and it seemed to help several students. Professor Holloway: The goal was met. I find that some of my students have a very high level of Spanish when they enter my class and this may affect the high outcomes achieved. I would like to be more assertive when it comes to meeting their needs and those of their fellow classmates by being thoughtful in moving them to appropriate levels that would benefit them more. I will discuss these changes with my colleague and the student's advisor. If we determine there is a possibility that the student should be moved, my colleague and I will meet with the student and conduct further assessment prior to making the final recommendation.

			FLS 202 students will complete an oral task that will be graded by the instructor using the ACTFL Interpersonal Mode Rubric Intermediate Learner. The task is performance based, a two-way communication of information with the purpose of the active negotiation of meaning between two people in the form of speaking and listening, while handling appropriately	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled.] FLS 202 Interpersonal Task average score = 84%	Last year, the students averaged a 79%, and this year this number has gone up. Besides those things mentioned in the follow-up, another change that I made was to allow the students to complete the interpersonal task with a TalkAbroad partner with whom they had already met in the past. I enjoyed listening to the conversations. Students seemed to be having fun following-up with someone that they had already talked to and catching up. Maybe this is another reason that could explain the increase in grade. I plan to continue with these
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			short social interactions that approach everyday situations. The grammar, vocabulary, and topics are familiar and personally relevant to oneself or others. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 10 individual scores.	The class average on the speaking interpersonal task will be the equivalent of an 80% on the ACTFL Interpersonal Mode Rubric – Intermediate Learner, based on the following criteria: Language Function, Text Type, Communication Strategies, Comprehensibility, and Language Control.	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled.] FLS 202 Interpersonal Task average score = 84%	implementations in the future.
	2.1 (SLO)	Cultural Knowledge: Students will explore the Hispanic cultures at a basic level through original oral or written texts. Students will provide evidence of a fundamental understanding of the target language and will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	FLS 102, 201 and 202 students will demonstrate an understanding of an oral or written text with visual support that will be graded by the instructor using the ACTFL Interpretive Mode Rubric. The student will interpret the text's meaning with the purpose of understanding its content. The topics of the texts are familiar, dependent upon course level, and based on the material covered in class. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 30 individual scores.	The class average on the interpretive task will be the equivalent of an 80% on the ACTFL Interpretive Mode Rubric, based on the following criteria: Literal Comprehension (word recognition, main idea detection, and supporting details) and Interpretive Comprehension (organizational features, guessing meaning from context, inferences, author's perspective, and cultural perspectives).	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled.] FLS 102 Interpretive Task average score = 93% FLS 201 Interpretive Task average score = 83% FLS 202 Interpretive Task average score = 92% Total average = 89%	Dr. Vergara: It is good to see an improvement from FLS 201 to FLS 202 in this area. That was also the case last year. In addition, I'm also not surprise to see that most of the lower scores in the student's rubric has to do with making inferences and guessing meaning within context. These can be challenging concepts even in one's first language. I will target these more directly. Professor Holloway: The goal was met. I find that some of my students have a very high level of Spanish when they enter my class and this may affect the high outcomes achieved. I would like to be more assertive when it comes to meeting their needs and those of their fellow classmates by being thoughtful in moving them to appropriate levels that would benefit them more. I will discuss these changes with my colleague and

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	2.1 (SLO)	Cultural Knowledge: Students will explore the Hispanic cultures at a basic level through original oral or written texts. Students will provide evidence of a fundamental understanding of the target language and will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	FLS 102, 201 and 202 students will demonstrate an understanding of an oral or written text with visual support that will be graded by the instructor using the ACTFL Interpretive Mode Rubric. The student will interpret the text's meaning with the purpose of understanding its content. The topics of the texts are familiar, dependent upon course level, and based on the material covered in class. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 30 individual scores.	The class average on the interpretive task will be the equivalent of an 80% on the ACTFL Interpretive Mode Rubric, based on the following criteria: Literal Comprehension (word recognition, main idea detection, and supporting details) and Interpretive Comprehension (organizational features, guessing meaning from context, inferences, author's perspective, and cultural perspectives).	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled.] FLS 102 Interpretive Task average score = 93% FLS 201 Interpretive Task average score = 83% FLS 202 Interpretive Task average score = 92% Total average = 89%	the student's advisor. If we determine there is a possibility that the student should be moved, my colleague and I will meet with the student and conduct further assessment prior to making the final recommendation.
	2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	In FLS 102 & 202 students will complete the Cultural Differences Capstone Assignment that requires them to demonstrate an awareness of cultural complexities. This assignment will be graded by the instructor using the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The topics of the texts are familiar, dependent upon course level, and will reflect themes	The class average of students on the Cultural Differences Capstone Assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled.] FLS 201 Intercultural Capstone average score = 3.6 FLS 202 Intercultural Capstone average score = 2.7 Total average = 3	Dr. Vergara: That my FLS 202 students averaged between a 2 and a 3 is pretty accurate. I plan to provide them with more resources and time for cultural discussions with each other to help them improve in this area. Professor Holloway: The goal was met. This particular assignment has two graded parts. This coming year, I would like to include a TalkAbroad assessment so that the students can delve a little further into the topic with a person from another country. I would like them to share experiences and ideas about cultural norms and values so they can truly understand what may

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	conveyed in class. Random and blind scores from 10 pupils per class will be included in the assessment for a total of 20 individual scores.	The class average of students on the Cultural Differences Capstone Assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled.] FLS 201 Intercultural Capstone average score = 3.6 FLS 202 Intercultural Capstone average score = 2.7 Total average = 3	or may not be offensive to a person from that particular country and why or why not it is seen as offensive.
	2.3 (SPG A.1)	The completion of four semesters of Spanish will encourage global thinking and perspectives through broadening of cultural and language-based knowledge among our students. In an effort to provide students with a “global perspective” and to prepare “them for the global workforce of the future,” the Spanish program will actively seek to increase interest and enrollment in the Spanish minor and major.	Number of majors collected from Annual Program Review Report	An increase in majors over the next three years, a total of 3 students.	2022 - 2023	Target Not Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled.] 2 majors	- We plan to continue strengthening the Culture Club through the student advisory board, and adding an honor’s and service component. We’d also like to connect our active members with similar groups in other institutions in the state. The Culture Club could serve as a gateway, where students with leadership potential can discover the ways in which they could benefit through language and culture instruction via a major, minor or certificate. Finding avenues to continue to fund the Culture Club is a big part of these goals. - We’d like to continue collaborating with University Relations. We’re updating our marketing materials, and we plan to work on our webpage, as well as becoming more active with some of the existing social media channels. - Work with faculty/staff who have access to the undergraduate advising of incoming students by giving them material, getting informal student feedback from them, and in general, helping them know that we’re accessible.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SPG A.1)	The completion of four semesters of Spanish will encourage global thinking and perspectives through broadening of cultural and language-based knowledge among our students. In an effort to provide students with a “global perspective” and to prepare “them for the global workforce of the future,” the Spanish program will actively seek to increase interest and enrollment in the Spanish minor and major.	Number of majors collected from Annual Program Review Report	An increase in majors over the next three years, a total of 3 students.	2022 - 2023	Target Not Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled.] 2 majors	<ul style="list-style-type: none"> - Try to establish contact with key individuals in charge of career counseling to inform them of opportunities in our program that can help make students more marketable, such as study abroad experiences, our internship, and certificate. - Continue to seek access to leadership in other departments and programs to understand the ways in which we can collaborate together for the ultimate benefit of our students. - We’ll continue supporting and working with our alumni. - We’ll work on a establishing a welcoming culture, by taking a look at the spaces where we meet students/guests, making sure that these places are inviting and informative. - We’d like to celebrate our student accomplishments in several ways and in different forums. - We want to publicize our program and the university through the MFLA and their members. - We’ll work on finding ways for undeclared students to know that we’re a viable option.
			Number of minors from Enrollment Reports and student advisors.	An increase in minors over the next three years, a total of 5 students.	2022 - 2023	Target Met	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled.] 9 declared minors 2 undeclared	Please see the action statements above for recruiting majors.
Program - Theatre - BA (including minor) {2016-2017}	1.1 (SLO)	Students will increase their level of communication skills.	All first-year transfer students will be reviewed at the end of the Fall semester (last week of regular classes). They are given	60% of transfers participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition	2022 - 2023	Target Met	One first-year transfer received a "Strong Pass" in every category.	We see no need to change this assessment method.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Theatre - BA (including minor) {2016-2017}	1.1 (SLO)	Students will increase their level of communication skills.	a four question Survey in advance that allows them to self-assess their own growth as theatre artists (see attached doc, "Questions for Sophomore Review." The interviewees will be required to turn in written answers to reviewing faculty, but will be required to give an oral response as well. This method of assessment will allow the students to see what skills they need to focus on in the latter part of their college careers. The questions will be scored using the department's own "SOPHOMORE/TRANSFER INTERVIEW/AUDITION PROJECT" Rubric.	Project Rubric a "strong pass" in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2022 - 2023	Target Met	One first-year transfer received a "Strong Pass" in every category.	We see no need to change this assessment method.
			Originally, assessment was rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in even-numbered years. Until the number of students is sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Theatre - BA (including minor) {2016-2017}	1.1 (SLO)	Students will increase their level of communication skills.	exit portfolios will take place in the last two weeks of the Spring semester. The Department intends to assign a date for the "exit portfolio review." On that date graduating seniors will present an "acting portfolio" and/or a "technical theatre portfolio" to the faculty. The Sophomore/Transfer Interview/Audition Project Rubric will be use to assess the level of expertise in the student's chosen area of presentation.	60% of transfers participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a "strong pass" in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2022 - 2023	Target Met	One first-year transfer received a "Strong Pass" in every category.	We see no need to change this assessment method.

			All sophomore students will be reviewed at the end of the Fall semester (last week of regular classes). They are given a four question Survey in advance that allows them to self-assess their own growth as theatre artists (see attached doc, "Questions for Sophomore Review." The interviewees will be required to turn in written answers to reviewing faculty, but will be required to give an oral response as well. This method of assessment will allow the students to see	75% of native sophomores (e.g. those who have matriculated solely at MUW) participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a "strong pass" in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2022 - 2023	Inconclusive	No sophomores were available for review. Next year, we hope to have at least one sophomore.	Since there were no students to review, no changes were made.
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Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			what skills they need to focus on in the latter part of their college careers. The questions will be scored using the department's own "SOPHOMORE/TRANSFER INTERVIEW/AUDITION PROJECT" Rubric.	75% of native sophomores (e.g. those who have matriculated solely at MUW) participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a "strong pass" in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2022 - 2023	Inconclusive	No sophomores were available for review. Next year, we hope to have at least one sophomore.	Since there were no students to review, no changes were made.
			Originally, assessment was rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in even-numbered years. Until the number of students is sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two weeks of the Spring semester. The Department intends to assign a date for the "exit portfolio review." On that date graduating seniors will present an "acting portfolio" and/or a "technical theatre portfolio" to the faculty. The Sophomore/Transfer Interview/Audition Project Rubric will be					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			use to assess the level of expertise in the student's chosen area of presentation.	75% of native sophomores (e.g. those who have matriculated solely at MUW) participating in the Survey are expected to score on the Sophomore/Transfer Interview/Audition Project Rubric a "strong pass" in two of the three following categories: performance/presentation; craftsmanship; and interpretation.	2022 - 2023	Inconclusive	No sophomores were available for review. Next year, we hope to have at least one sophomore.	Since there were no students to review, no changes were made.
			Oral interpretation (TH205) introduces students to voice and speech skills. The AAC&U Creative Thinking VALUE Rubric is used to measure specific technical proficiency. Monologues and scene work in the beginning through advanced acting classes (TH 219, TH 319, TH 419) offer students a wide variety of texts to hone skills. These texts span a number of eras and genres offering different stylistic material.	Each student is expected to improve upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is achieved by a score of "3" or better in all 5 categories.	2022 - 2023	Target Not Met	3 seniors and one first-year transfer were assessed. The actual average score was 3.175, but one student scored a 2.6 so only 75% of students met the threshold.	We will continue to use the Creative Thinking Rubric and assessing first-year transfers, sophomores and seniors in the same calendar year.
			Assessment forms are completed for each performance and expectations become more rigorous with					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			each advanced course. In Design and Directing (TH 275 and TH 320) students make oral presentations to support three-dimensional works. Because the sequence of the listed courses may vary for each student, each student is monitored individually for ongoing improvement. Since we are a small program, it is necessary to rotate the assessment of goals. In order to have a reasonable sampling of sophomores, a file will be kept on all students until there are enough sophomore files to review; likewise, for graduates.	Each student is expected to improve upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is achieved by a score of "3" or better in all 5 categories.	2022 - 2023	Target Not Met	3 seniors and one first-year transfer were assessed. The actual average score was 3.175, but one student scored a 2.6 so only 75% of students met the threshold.	We will continue to use the Creative Thinking Rubric and assessing first-year transfers, sophomores and seniors in the same calendar year.
			Originally, assessment was rotated with graduating Seniors being reported in odd-numbered years and sophomore review taking place in even-numbered years. Until the number of students is sufficient to support this protocol, both methods of assessment will be used every year. Sophomore and first year transfer review will take place at the end of the Fall semester and Senior exit portfolios will take place in the last two					

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			weeks of the Spring semester. The Department intends to assign a date for the "exit portfolio review." On that date graduating seniors will present an "acting portfolio" and/or a "technical theatre portfolio" to the faculty. The AAC&U Creative Thinking VALUE Rubric will be use to assess the level of expertise in the student's chosen area of presentation.	Each student is expected to improve upon his/her oral and written presentations each semester from the time they enter the university until they graduate. 90% of students are expected to meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is achieved by a score of "3" or better in all 5 categories.	2022 - 2023	Target Not Met	3 seniors and one first-year transfer were assessed. The actual average score was 3.175, but one student scored a 2.6 so only 75% of students met the threshold.	We will continue to use the Creative Thinking Rubric and assessing first-year transfers, sophomores and seniors in the same calendar year.
	2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	All sophomore and first-year transfer students will be reviewed at the end of the Fall semester (last week of regular classes). They are given a four question Survey in advance that allows them to self-assess their own growth as theatre artists (see attached doc, "Questions for Sophomore Review." Departmental faculty will review and analyze the results of the Survey to determine if achievement target was met.	75% of students participating in the Survey will state that their goal upon graduating the Theatre program is to have the skillset to gain employment or a long-term internship in theatre or a related field.	2022 - 2023	Target Met	1 out of 1 (100%) answered questions #3 and #4 satisfactorily, showing an understanding of the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related document on Student responses. [more]	We see no need to change this assessment method.
			At the end of the spring semester, the department chair will review transcripts of TH 360 students to determine if	The collective average of all TH 360 students' final grades will be 90%.	2022 - 2023	Inconclusive	No students were assessed. one student was enrolled in ED 407 in the Spring semester, but dropped it five weeks into the semester.	Since no students were assessed, no action will be taken.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			achievement target was met.	The collective average of all TH 360 students' final grades will be 90%.	2022 - 2023	Inconclusive	No students were assessed. one student was enrolled in ED 407 in the Spring semester, but dropped it five weeks into the semester.	Since no students were assessed, no action will be taken.
			Attendance is strictly monitored in all departmental courses and for all rehearsals and work calls. All students enrolled in TH 400-The Theatre Practicum-will be evaluated using the AAC&U Teamwork VALUE Rubric.	It is expected that the freshmen, sophomores, first year transfers, juniors and seniors participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of "3" in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	2022 - 2023	Target Met	2 out of 2 Freshmen met the target (3 and 3.5) 1 out of 1 Junior met the target (4) 1 out of 1 First-year transfer met the target (4) 1 out of 2 Seniors met the target 3.8 and 2.5) The average score was 3.4 82% met the 70% threshold	This is the second year using the 70% threshold and seems to still be working well. We see no need to change this method.
			Attendance is strictly monitored in all departmental courses and for all rehearsals and work calls. Students are evaluated by the AAC&U Creative Thinking VALUE Rubric for their participation in the major productions of both the Fall and Spring semesters.	It is expected that 70% of freshmen, sophomores, first year transfers, juniors and seniors participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of "3" in at least 4 categories for freshmen,	2022 - 2023	Target Met	All students met the the 70% threshold with ease (even the one student who has had trouble with it in the past). The average score was 3.5.	We see no need to alter this assessment method.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Attendance is strictly monitored in all departmental courses and for all rehearsals and work calls. Students are evaluated by the AAC&U Creative Thinking VALUE Rubric for their participation in the major productions of both the Fall and Spring semesters.	sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	2022 - 2023	Target Met	All students met the the 70% threshold with ease (even the one student who has had trouble with it in the past). The average score was 3.5.	We see no need to alter this assessment method.
	2.2 (SLO & SPG C.3)	Students will develop an accountable character by demonstrating the ability to manage their own time effectively, as well as work well with others in collaborative projects, and to serve as leaders of peer groups.	TH 400 is assessed jointly by 3 faculty members based on ability to meet project deadlines and collaborative skills. Post Mortems (of each theatre production team) are held to track effectiveness of collaboration and are all evaluated using the Creative Project Grading Rubric developed by the faculty.	60% of Sophomores should demonstrate proficiency in this area. Proficiency for Sophomores is defined as scoring at least a 90 in two categories and no lower than a 80 (B-) in the other two categories on the Creative Project Grading Rubric.	2022 - 2023	Target Met	The only sophomore eligible is a minor, but as she was part of the Spring production, we decided to go ahead and score her. her score was 100%.	We see no reason to change this assessment method at this time.
			TH 400 is assessed jointly by 3 faculty members based on ability to meet project deadlines and collaborative skills. Post Mortems (of each theatre production team) are held to track effectiveness of collaboration and are all evaluated using the Creative Project Grading Rubric developed by the faculty.	90% of graduating Seniors should demonstrate proficiency in this area. Proficiency for graduating seniors in this area is defined as scoring at least a 90 (A-) in at least three categories and no lower than an 80 (B-) in the one other category on the Creative Project Grading Rubric.	2022 - 2023	Inconclusive	No students graduated this year.	Since no students were assessed, no action will be taken.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (SLO & SAO)	Students will effectively demonstrate their comprehension and developed abilities by synthesizing the sum of their knowledge gleaned in the Theatre curriculum to independently devise a creative piece with a unique point of view.	During the student's Senior year, it is expected that the student will be able to independently craft a creative work in at least one area of practical Theatre production and performance. Examples include: acting, directing, scene painting and costume design. The student will utilize practical skills learned in second-year and some third-year classes (TH 217-Stage Crafts; TH 219-Beginning Acting; TH 275-Introduction to Design; TH 318-Stage Lighting, and TH 319-Intermediate Acting). These skills will be mastered in more advanced classes (TH 320-Directing; TH 419-Advanced Acting; and TH 400-Theatre Practicum). The individual achievement to be assessed will be chosen by the student, with the consent of the Theatre faculty, during the Senior Exit Project. The project will be graded using the departmental Senior Exit Project Rubric.	90% of graduating seniors are expected to achieve Proficiency. Proficiency is defined as scoring at least 90% (A-) on the Senior Exit Project Rubric.	2022 - 2023	Inconclusive	We had no graduating seniors this year.	Since no students were assessed, no action will be taken.
Program - Women's Gender, and Sexuality Studies	1.1 (SLO, GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the	1.1a In a sample group of at least 10 essays from students enrolled in WS 200 Introduction	Students will score an average of at least a 2 or higher on the AAC&U Value	2022 - 2023	Target Met	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] We will

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
(including Minor) - BA {2016-2017}	1.1 (SLO, GEO 1.b. & 2.c.)	global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	to Women's Studies, students will demonstrate the ability to write an essay demonstrating the historical and current global and intercultural roles of women in society. Two Women's Studies faculty members will apply the AAC&U VALUE rubric on Intercultural Knowledge and Competence.	Rubric on Intercultural Knowledge and Competence.	2022 - 2023	Target Met	three years.] Four essays were collected from WS 200 and the Intercultural Knowledge and Competence Value Rubric was applied. The range of the responses was: 1.50-3.67 The median of the responses was as follows: 1.59, 2.34, 3.40, 3.0 According to the target, the results indicate that, on average, 3/4 students meet the target.	continue to collect essays from WGS 200 and apply the Intercultural Knowledge and Competence Value Rubric. The results will be included in the annual reporting. We will also continue actively recruiting majors and minors to the WGSS program. We are encouraged by the numbers of students showing interest with the name change for the program.
			1.1b In a sample group of at least 10 essays from WS 200 Introduction to Women's Studies, students will demonstrate the ability to write an essay analyzing two or more of the global historical, political, psychological, sociological, biological, and/or religious aspects of women's lives. Two women's studies faculty members scoring the essays using the AAC&U VALUE Rubric on Critical Thinking.	Students will score an average of at least 2 (lower milestone level) or higher using the AC&U Value rubric on Critical Thinking	2022 - 2023	Target Met	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] Four essays were collected from WS 200 and the Critical Thinking Value Rubric was applied. The range of the responses was: 1.41-3.4 The median of the responses was as follows: 1.61, 2.7, 3.0, 3.3 According to the target, the results indicate that, on average, all students meet the target of 2 (rounding up 1.61).	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] We will continue to collect essays from WGSS 200 and apply the Critical Thinking Rubric. The results will be analyzed and included in the annual reports. We will continue to actively recruit majors and minors to the program. We are encouraged by student interest after the recent name change.
	1.2 (SAO)	By the completion of the minor or major program in women's studies, the students will complete a direct mentor or internship experience with a woman who works in a non-traditional field, in a non-profit	At the end of their mentoring or internship experience, students will complete a "Reflective Essay" including evidence of intellectual and personal growth in their hands-on knowledge of both the	90% of students will be able to provide at least two specific examples of personal or intellectual growth in their knowledge about women's experiences which was gained during	2022 - 2023	Inconclusive	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] This course was not offered, so there is no data to assess at this time. When we have students progress to this stage in the program, we	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] We will continue to actively recruit majors and minors into the WGSS Program. Once we have students progress to this stage of the program, we will offer internship again.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SAO)	organization with a connection to improving women's lives, or in a field which documents women's lives and experiences.	diversity and commonalities of women's experiences. Faculty will review and analyze the students' essays to determine if achievement target was met.	their mentoring or internship experience.	2022 - 2023	Inconclusive	will offer the course and record the assessment materials.	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] We will continue to actively recruit majors and minors into the WGSS Program. Once we have students progress to this stage of the program, we will offer internship again.
	2.2 (SLO)	Students will demonstrate that they can conduct research in women's studies or gender studies	Two women's studies faculty members will apply the AAC&U the Inquiry and Analysis Value Rubric to a sample set of at least six research or analytic essays from upper-level women's studies undergraduate courses (excluding papers from WS 499.)	The collective average score for those students' assessed papers will be a 2 on the AAC&U Inquiry and Analysis Value Rubric.	2022 - 2023	Target Met	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] Essays were collected and two faculty members applied the AAC&U Inquiry and Analysis Value Rubric. The average results of those assessments are as follows: 3.0, 2.0, ,2.0, ,3.1, 3.3 The results from this assessment show that all five essays met the target score of 2 on the rubric. This is encouraging as we are continuing to recruit more students into the major and minor, and we are recovering from learning loss and gaps from the past 2-3 years of low enrollment.	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] We will continue collecting essays from our upper-level courses and applying the AAC&n U Inquiry and Analysis Value Rubric. We will also continue to actively recruit more minors and majors for the WGSS program.
			Two women's studies faculty members will apply the Value Rubric on Critical Thinking to a sample set of at least six research or analytic essays from upper-level women's studies undergraduate courses	A sample set of at least six research or analytic essays from upper-level women's studies undergraduate courses (excluding papers from WS 499) will average a score	2022 - 2023	Target Not Met	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] Essays from the upper-level Women's Studies courses were collected. Two faculty members applied the	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] Will continue to collect essays from upper-level WGS courses. We will also work to implement at least one written assessment in each course so that we can use that

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			(excluding papers from WS 499).	of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	2022 - 2023	Target Not Met	Value rubric on Critical Thinking, and the averages of both scores on the essays were as follows: 1.4, 2, 2.1, 3.0, and 3.2. This data points to an encouraging increase in students enrolling in Women's Studies (Women's Gender and Sexuality Studies courses) and progressing through the program. Since there were smaller numbers of students enrolled in the past couple of years, we didn't have much information to report in the assessment. Now, we have at least some indication that were are getting students into the courses. The data also suggests that we still have some work to do with the written components of the courses, which is to be expected from students who are re-engaging in the program after 2-3 of learning gaps and losses because of the pandemic. We are encouraged by these results, and we are continuing to actively recruit majors and minors as well as implementing specific assignments that will allow us to properly assess students.	material in future assessments. We have discussed these ideas in departmental meetings and in meetings between the Department chair and the WGS assessment coordinator.
	2.3 (PO 4.d.)	Students will exhibit information literacy and research skills.	A committee of at least three women's studies faculty members will assess all WS 499 final	100% of students' WS 499 final projects will score at least a 3 or higher (upper	2022 - 2023	Inconclusive	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] We will offer

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3 (PO 4.d.)	Students will exhibit information literacy and research skills.	projects using the AAC&U VALUE rubric on Information Literacy.	milestone level) on the AAC&U VALUE rubric on Information Literacy.	2022 - 2023	Inconclusive	three years.] This course was not offered, so there is no data to assess at this time. When we have students progress to this stage in the program, we will offer the course and record the assessment materials.	WGS 499 when we have students who need the course. In the meanwhile, we are actively recruiting majors and minors for the program.
	3.1 (SPG A.1)	Students will receive a quality women's studies education.	At the end of the academic year, departmental faculty will review and analyze the Capstone Survey results to determine if achievement target was met.	90% of students participating in the Capstone Survey will indicate a "somewhat satisfied" or "very satisfied" satisfaction level reflective of the women's studies curriculum, hands-on learning opportunities and quality of instruction.	2022 - 2023	Inconclusive	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] There were no Senior Capstone students, so this course was not offered, and there is no data to assess at this time.	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] We will offer the WGS 499 Course when we have students to progress in the program to take the course. In the meanwhile, we will continue to actively recruit majors and minors in WGSS.
			Women's Studies faculty (a group of at least three faculty) who attend the students' Capstone presentations and review the final projects will score the students' work using the AAC&U VALUE rubrics on Critical Thinking, Oral Communication, and Information Literacy.	100% of all WS Capstone students will average a score of at least a 3 (upper level milestone) or higher on all three AAC&U VALUE rubrics applied to their final projects. An average of the faculty scores will be used to determine the students' final scores.	2022 - 2023	Inconclusive	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] The capstone survey was not circulated because there were no students presenting Capstone presentations.	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] As discussed in assessment meetings with the department and the department chair, we will continue to actively recruit for the WGSS major and minor. When we have students who progress to the capstone stage, we will analyze those presentations with the rubrics, and we will include that information in the annual reporting.
	3.2 (SAO)	Students will be actively engaged using their Women's Studies degrees.	The Alumni Survey is sent out every three years. The next rotation will be in 2019, 2022, and so on. At the end of the academic year, departmental	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	2022 - 2023	Inconclusive	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] This survey is sent out every three years. The survey will be	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] We will collect data from the next survey reporting cycle and record any results here.

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	3.2 (SAO)	Students will be actively engaged using their Women's Studies degrees.	faculty will review and analyze the results to determine if achievement target was met.	regularly use the skills acquired in the Women's Studies program.	2022 - 2023	Inconclusive	administered next in 2025.	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] We will collect data from the next survey reporting cycle and record any results here.
			The Alumni Survey is sent out every three years. The next rotation will be in 2022, 2025, 2028 and so on. At the end of the academic year, departmental faculty will review and analyze the results to determine if achievement target was met.	25% of students are enrolled in graduate programs	2022 - 2023	Target Not Met	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] This survey is sent out every three years. The next survey will come out in 2025. There was no data to analyze or report.	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] In the next survey cycle, We will record any data that we get in the report.
			The Departmental Survey will be circulated at the end of the academic year. Departmental faculty will analyze and compare the survey results to the previous academic year to determine if there was an increase or decrease in employment or graduate enrollment.	75% of students are enrolled in graduate programs, employed in the field, or employed in a field where they regularly utilize the skills acquired in the Women's Studies program.	2022 - 2023	Inconclusive	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] No departmental Surveys were circulated at the end of this year because we had no graduates of the program.	[Low-Enrolled Year 1 2022-2023. Collect 3 years of data before analyzing and determining an appropriate action.] We will issue a written survey for the next and future graduates of the program.
Program - Women's Leadership - MA {2016-2017}	1.1 (RO)	Through finding, examining and analyzing primary and secondary sources, the students will practice graduate level research skills on both assigned and self-generated topics on women's leadership.	Graduate students will complete at least one Annotated Bibliography demonstrating research and source quality assessment skills on a self-selected topic. Either the director or a designated WS faculty member will assess the annotated bibliography	In a sample set of at least three annotated bibliographies from either WS 500 or WS 501 sections, each of the essays will earn an average score of 3.5 or higher on the AAC&U Rubric on Information Literacy.	2022 - 2023	Target Met	For this target, 4 sample assignments were collected and the AAC &U Value Rubric was applied to the Annotated Bibliography assignment. The medium of the assignments was both written and digital. I have recorded the written results for this target. The results were as follows:	We will continue to collect assignments that address the Annotated Bibliography and research requirement and record the result in the annual reporting.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Women's Leadership - MA {2016-2017}	1.1 (RO)	Through finding, examining and analyzing primary and secondary sources, the students will practice graduate level research skills on both assigned and self-generated topics on women's leadership.	using the AAC&U VALUE Rubric on Information Literacy.	In a sample set of at least three annotated bibliographies from either WS 500 or WS 501 sections, each of the essays will earn an average score of 3.5 or higher on the AAC&U Rubric on Information Literacy.	2022 - 2023	Target Met	3.0 written 3.0 written 3.0 written 3.0 written	We will continue to collect assignments that address the Annotated Bibliography and research requirement and record the result in the annual reporting.
	1.2 (SLO & RO)	Through analysis of secondary sources the students will learn to assess the quality of secondary research on both assigned and self-generated topics in women's leadership.	The director of the program will assess a completed WS 500 or WS 502 article review assignment using AAC&U VALUE Rubric on Inquiry and Analysis.	Each of the students completing the assignment for "Article Review II" in the graduate course WS 500 or any of the article review or critique assignments in WS 501 will average at least a 3.5 using the AAC&U VALUE Rubric for Inquiry and Analysis.	2022 - 2023	Target Met	Three essays were collected and analyzed for the article review assignment. The average results are as follows: 3.0 3.0 3.0	We will continue to collect article review essays and apply the Inquiry and Analysis Value Rubric. We will continue recruiting for the Women's Leadership program as the students are doing very well.
	1.3 (SLO & RO)	The student will produce a master's level project/thesis with a review of relevant literature and analysis of primary and secondary sources, based on an original idea connected with the development of leadership in women and girls.	The students Capstone/Thesis committee (consisting of a director and two other faculty members) will assess the completed project in WS 512: Capstone/Thesis using the AAC&U VALUE Rubric on Integrative Learning.	A student's WS 512 Capstone/Thesis project will score an average of no less than 3.5 on the AAC&U VALUE RUBRIC on Integrative Learning.	2022 - 2023	Target Met	Two students completed the Women's Leadership Thesis requirement, and the AAC&U Value Rubric on Integrative Learning was applied to the thesis. The average scores for both theses are as follows: 3.8 3.6	We will continue applying the rubric to completed theses, and we will record the results in the annual report.
	2.1 (SLO)	The students will complete direct mentor or internship experience with a woman who works in a non-traditional field, in a political, educational or non-	At the end of their mentoring or internship experience, students will complete a "Reflective Essay" including evidence of intellectual and personal growth in	100% of students who complete WS 510 (required practicum) will be able to describe at least two specific examples of personal or intellectual	2022 - 2023	Target Met	In the Fall of 2022, two students completed an internship and submitted reflection essays. In Spring 2023, two students completed an internship and submitted reflection essays. Those essays were	We will continue to require reflective essays and include the results of that assessment in the annual report.

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	2.1 (SLO)	profit organization with a connection to improving women’s lives, or in a field which documents women’s lives and experiences.	their hands-on knowledge of both the diversity and commonalities of women’s experiences. The Director of the Program will assess the reflection essays.	growth in their knowledge about women’s leadership skills gained during their mentoring or internship experience.	2022 - 2023	Target Met	analyzed and assessed based on the thoroughness of the content, the range of the hours logged (120), and the timeliness of the submission. The results of that assessment indicated that all four students met the required targets of two examples of personal or intellectual growth in their knowledge of women's leadership.	We will continue to require reflective essays and include the results of that assessment in the annual report.
			The women leaders who act as mentors or as supervisors in WS 510 will complete a Satisfaction Survey about the student’s participation.	At least 85% of students who complete the WS 510 practicum will earn a score of 3 “satisfactory” or 4 “highly satisfactory” (on a four point range from 1 Unsatisfactory, 2 Slightly dissatisfied, 3 Satisfactory to 4 Highly Satisfactory) from their mentor/supervisor.	2022 - 2023	Target Met	For the four students who completed the Internship requirement, each supervisor was asked to submit an evaluation letter. Those letters were submitted, analyzed, and the results are as follows: 4 4 4 4 All students received highly satisfactory comments and reviews from their internship supervisors.	We will continue to collect supervisor feedback via evaluation letters at the conclusion of the internship requirement. The results will be analyzed and recorded in the annual report.
	3.1 (SPG A.1)	Students will take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature.	The student course schedule in which the student is registered in Banner Web during every semester of the program after the first semester. After the first semester of graduate work, which will generally consist of enrollment in WS 500, WS 501 and WS 502, the student and advisor	100% of MA in Women’s Leadership graduates will complete graduate level coursework in at least three other areas with prefixes other than WS.	2022 - 2023	Target Met	Students have continued to show engaged participation and enrollment in a variety of offerings in the Women's Leadership Program. Our enrollment is steady, and our graduation rate is as well. This semester we added offerings with a Philosophy focus, while also bringing in a new professor to the program.	We will continue to offer an interdisciplinary course curriculum to the students enrolled in the Women's Leadership Program.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SPG A.1)	Students will take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature.	will work together to select for registration in at least one mutually agreeable course per semester in other graduate programs at MUW which do not have the WS prefix, but also offer significant women's issues or women's leadership content.	100% of MA in Women's Leadership graduates will complete graduate level coursework in at least three other areas with prefixes other than WS.	2022 - 2023	Target Met	Students reacted well and did well in the course. Our rotating offerings are still doing well with enrollment in the Women's Leadership program as well as graduate students in other departments like Education, Business, and Health. Offering a range of courses also creates more opportunities for thesis-level students to find second readers in related disciplines.	We will continue to offer an interdisciplinary course curriculum to the students enrolled in the Women's Leadership Program.
	3.2 (SPG A.1)	Students who take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature will complete papers or projects in those classes with either a direct or indirect focus on women's issues or women's leadership.	The program director will apply a simple check off rubric to a sample group of at least five papers from at least three graduate level courses taken in other disciplines by Women's Leadership graduate students over the academic year.	The program director will collect a sample set of at least five papers from at least three graduate level courses taken in other disciplines by program students over the academic year, and using a simple check off method (1. Paper or project DOES MEET the women's issues content expectations of the MS in Women's Leadership Program or 2. Paper or Project DOES NOT meet the women's issues content expectations), 90 % of students in the program will produce papers or projects which DO MEET the content expectation.	2022 - 2023	Target Met	Five papers were collected across two courses. Those papers were accessed with a simple check off rubric to determine if students were meeting the expectations of the Women's Leadership Master's program. The results of that rubric are as follows: DOES MEET DOES MEET DOES MEET DOES MEET DOES MEET All student papers meet the expected requirements of the program.	We will continue to use a check off rubric to determine if at least five essays meet the expected requirements. Those results will be recorded in the annual report.
	4.1 (SPG A.1)	Students will receive a quality women's	he Departmental Survey will be	90% of the students completing the	2022 - 2023	Target Met	A new written exit survey was created and sent via	We will continue to send the written survey to completers of

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (SPG A.1)	studies education.	circulated at the end of the academic year. Surveys will be taken of program completers. Departmental faculty will analyze the survey results to determine if target was met.	survey will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the women’s leadership curriculum, learning opportunities, and quality of instruction.	2022 - 2023	Target Met	<p>email to recent completers of the program. Of the 5 surveys that were sent, 3 surveys were returned by the time of this report. The results of the survey are as follows:</p> <ol style="list-style-type: none"> 1. Very satisfied 2. Very satisfied 3. Very satisfied. <p>The students who returned the survey were the last three graduates of the program, and they all had positive things to say about their time in the program and their prospects since completing it.</p>	the program after Commencement. Their responses will be analyzed and included in the annual report.
			Women’s Studies faculty (a group of at least three faculty) who attend the students’ Graduate Capstone/Thesis presentations and review the final projects will score the students’ work using the AAC&U VALUE Rubrics on Critical Thinking, Oral Communication, and Integrative Learning.	100% of students completing WS 512: Capstone/Thesis will average least a 3.5 (upper level milestone) score or higher on all three AAU&C VALUE rubrics applied to their final projects. An average of the faculty committee’s scores will be used to determine the students’ final scores.	2022 - 2023	Target Met	<p>One student successfully completed and defended their thesis projects in December 2022. One student successfully completed and defended her thesis in April 2023. After completing the defenses, both students were assessed using the Rubric. The average results are as follows:</p> <p>3.6 3.6</p>	We will continue to review final thesis project and apply the rubric. The results will be included in the annual reporting.
	4.2 (SAO)	Students will be actively engaged using their master’s degrees in Women’s Leadership.	The Alumni Survey is sent out every three years. The next rotation will be in 2022, 2025, 2028 and so on. At the end of the academic year, the program director will review and analyze the	15% of students participating in the Alumni Survey will state that they are enrolled in a higher level graduate programs	2022 - 2023	Inconclusive	<p>The survey is sent out every three years. The next survey will be sent in 2025. We have no data to assess or report at this time.</p>	We will include the next survey's responses in the assessment report at that time.

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	4.2 (SAO)	Students will be actively engaged using their master's degrees in Women's Leadership.	results to determine if achievement target was met.	15% of students participating in the Alumni Survey will state that they are enrolled in a higher level graduate programs	2022 - 2023	Inconclusive	The survey is sent out every three years. The next survey will be sent in 2025. We have no data to assess or report at this time.	We will include the next survey's responses in the assessment report at that time.
			The Alumni Survey is sent out every three years. The next rotation will be in 2022, 2025, 2028 and so on. At the end of the academic year, the program director will review and analyze the results to determine if achievement target was met.	75% are employed in the field or employed in a field where they regularly utilize the skills acquired in the master's of Women's Leadership program.	2022 - 2023	Inconclusive	The next iteration of this survey is 2025. There is no data to assess at this time.	When the next reporting period arrives in 2025, we will analyze any collected data and include the information in the annual reporting. In the meanwhile, we will continue to actively recruit for the program as discussed in meetings with the department chair.
			The Departmental Survey will be circulated at the end of the academic year. Departmental faculty will analyze and compare the survey results to the previous academic year to determine if there was an increase or decrease in employment or graduate enrollment among alumni.	5% increase from the previous academic year of Women's Studies alumni students participating in the Survey stating that they are either employed in a field where they regularly use the skills acquired in the master's program of Women's Leadership program or are enrolled in a higher level graduate/professional program connected with women's leadership.	2022 - 2023	Target Met	A written exit survey was submitted to the recent graduates of the program. Of the 5 students who were sent surveys, 3 of them were returned by the time of this report. The results of that survey are as follows: Student 1-Found full-time employment in the field of Leadership after graduation. Student is currently seeking another opportunity. Student 2- While working full-time, this student enrolled in a second master's degree. She is currently applying to doctoral programs in Women's Studies. Student 3- completed the program while working full time. She has will enter a doctoral program in her	We will continue to circulate the written departmental survey. As discussed in meetings with the department chair, a written survey will allow us to easily contact student via email. Since 3/5 students returned the survey very quickly, this demonstrates a better way to collect this data. We will include the results in the annual reporting.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			The Departmental Survey will be circulated at the end of the academic year. Departmental faculty will analyze and compare the survey results to the previous academic year to determine if there was an increase or decrease in employment or graduate enrollment among alumni.	5% increase from the previous academic year of Women's Studies alumni students participating in the Survey stating that they are either employed in a field where they regularly use the skills acquired in the master's program of Women's Leadership program or are enrolled in a higher level graduate/professional program connected with women's leadership.	2022 - 2023	Target Met	concentration to continue her work in Leadership of women in Tech. The results indicate that there has been an increase in program completers who find employment and continue their educational pursuits in doctoral programs or related master's programs.	We will continue to circulate the written departmental survey. As discussed in meetings with the department chair, a written survey will allow us to easily contact student via email. Since 3/5 students returned the survey very quickly, this demonstrates a better way to collect this data. We will include the results in the annual reporting.