

## Academic SPG Report with Results 2018-2019

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
1. Advancement Excellence: The University will cultivate a culture of Advancement Excellence to strengthen engagement among its constituencies by:	1.d. Increasing awareness of university programs and strengths	Program - Culinary Arts (including Minor) - BS, BAS {2016-2017}	2.1 (PO 1.d.)	Students will successfully prepare a multi-course event for the community.	75% of students participating in the Finals Dinner will earn an average score of 80% or higher on the Finals Dinner project.	Of the 16 students enrolled in Prep III in the Spring semester, 12 students (75%) earned a grade of 80% or higher on the Finals Dinner project. See attached document for complete scores.	Target Met
		Program - Culinary Science/Culinology - BS {2016-2017}	2.1 (PO 1.d.)	Students will successfully prepare a multi-course event for the community.	75% of students participating in the Finals Dinner will earn an average score of 80% or higher on the Finals Dinner project.	No students were enrolled and none were admitted because IHL deleted the program October 2018 (Fall 2018).	Inconclusive
		Program - Gerontology - Minor {2018-2019}	3.1 (PO 1.d.)	After completing HED 301 Aging and Public Health & NU 453 Death, Dying, and Bereavement, students will demonstrate more interest in the gerontology discipline and get more interested in gerontology related jobs.	50% of participating students assessed will score an overall average of 4 or above on the exit survey, with 1 being strongly disagree and 5 being strongly agree.	HED 301 and NU 453 Sp 2019: 90.98% students reported 4 (agree) and 5 (strongly agree) in Exit Survey. HED 301 and NU 453 were not offered Fall 18	Target Met
2. Regional Stewardship: The University will promote Regional Stewardship through partnerships across campus and the region by:	2.a. Cultivating collaborations that increase health and well-being	Program - Kinesiology (including K-12 Education Certification) - BS {2016-2017}	2.1 (PO 2.a.)	Students will successfully develop quantitative test administration skills while cultivating collaborations that increase health and well-being.	Students in KIN 405 will assist the Franklin Academy physical education program in gathering FitnessGram data by helping to administer on average 2 of the separate FitnessGram test components.	No data collected. Program has been discontinued since 2017.	Inconclusive
		Program - Nutrition and Health - Minor {2016-2017}	2.1 (PO 2.a.)	Students will gain experience in providing nutrition education outreach.	75% of FN 355 students will successfully complete at least one National Nutrition activity with at least an 80% proficiency on the FN 355 Rubric.	Due to low enrollment in this course (3 students), there were not enough students to participate in NNM outreach and were therefore given an alternate assignment.	Inconclusive
		Program - Public	3.1 (PO 2.a.)	The MSHE	40 vendors representing	This year, the MPH program did not hold its own	Inconclusive

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		Health - MPH {2016-2017}	3.1 (PO 2.a.)	program will promote regional stewardship by cultivating collaborations that increase health and well-being through partnerships across campus and the region.	university programs and community organizations will take part in the Community Health Fair.	community health fair. In its place, we participated in WCBI's and Baptist Memorial Hospital's Senior Expo health fair.	Inconclusive
		Program - Sexual Health - Minor {2018-2019}	4.1 (PO 2.a.)	Students in the sexual health minor will participate in a state wide sexual health campaign in partnership with Teen Health Mississippi.	90% of the students in the course will participate in the state wide sexual health campaign in partnership with Teen Health Mississippi by completing an informational video.	Fall 2018 (n=4) 100% of students in HED 110 in the sexual health minor participated in the state wide sexual health campaign in partnership with Teen Health Mississippi by completing an informational video.	Target Met
	2.c. Strengthening and expanding K-12 partnerships	Program - Art Education - BFA {2016-2017}	7.1 (SAO & PO 2.c.)	Students will prepare for a position as an art educator at a public school or private school, art museum, or community organization.	Students will have an average score of at least a 2 or higher on a 0-3 scale on the Resume Rubric.	The overall average of all four was a 2.75 which met the assessment target, with individual scores of 2.75 each.	Target Met
		Program - Chemistry (including Minor) - BS {2016-2017}	4.1 (PO 2.c.)	Chemistry majors will participate in activities that strengthen and expand K-12 partnerships.	100% of Exit Survey participants (Chemistry majors) will participate in at least one outreach activity.	There were two Chemistry majors who graduated in May 2019. On their Exit Surveys (attached in the "Related documents" section), they indicated, on Question #1 in the "Community Service Information" section, that they had volunteered either during the MS Regional High School Science Bowl or during Sonya Kovalevsky Day, both of which are departmental K-12 outreach activities. Target achieved.	Target Met
		Program - Educational Leadership - ME {2016-2017}	1.3 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually	The department of education and various partners will host 2 focus groups during the academic year in which	The division held no focus group meetings with K-12 administration or K-12 teachers concerning Educational Leadership in the 2018-2019 academic year.	Target Not Met

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		Program - Educational Leadership - ME {2016-2017}	1.3 (PO 2.c.)	beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	they will share opinions about developing at least one new mutually beneficial partnership.	The division held no focus group meetings with K-12 administration or K-12 teachers concerning Educational Leadership in the 2018-2019 academic year.	Target Not Met
		Program - Elementary Education - BS {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	<p>During the 2018-2019 reporting year members of the Division of Education and Outreach continued to build mutually beneficial P-12 partnerships within the community and state. New partnerships through the year were the result of Implementation Teams (focus groups within the department) meeting and developing goals. Members of the Implementation Teams would then develop the needed relationships within the community to meet the goals.</p> <p>Here are some of the partnerships that were a result of the Implementation Teams during the 2018-2019 year:</p> <p>1) Dr. Martin Hatton, Ms. Melinda Lowe, and Ms. Penny Mansell, all members the Marketing Implementation Team, developed a partnership with the Lowndes County School District Career &amp; Technical Center. Ami Weldon with the Lowndes County School District Career &amp; Technical Center was an active member of developing this partnership as well. The partnership established W Wednesdays at the center for the Teacher Academy students. During W Wednesdays Ms. Lowe or Dr. Hatton</p>	Target Met

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		Program - Elementary Education - BS {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	<p>present different items or have events that allow the Teacher Academy students to learn more about the education field and more about The W. This partnership provides aid to Ami Weldon by getting information to her students, and it benefits The W as it is a recruitment opportunity through building relationships with possible future students.</p> <p>2) Ms. Melinda Lowe and Ms. Penny Mansell have developed a partnership with Excel by 5. Excel by 5 is an organization that strives to support families and children through community based collaborations. These collaborations have the goal of preparing children to enter school. The partnership allows us to support the community and promote education. For our students it will allow them to have a wider view of the education process and opportunities to see how early education effects future education.</p> <p>3) This year we have also partnered with Annunciation Catholic School which is a private Pre-K through 8th grade school. We did not have a partnership with a private school that integrates arts in education. This partnership allows our students to be exposed to another type of school through field experience. Annunciation also allows our students to aid in the musical productions which give students the opportunity to see what working in the education field is like outside the classroom. The partnership also allows us to use the Annunciation Catholic School facilities for Summer Discovery which allows us to provide summer education opportunities to elementary aged children.</p> <p>4) The division remains in partnership with Copiah-Lincoln Community College to expand educational opportunities. Dr. Martin Hatton met with K-12 administration and elementary education teachers at the Wesson Attendance Center which partners with Co-Lin and the W to provide supervised student teaching through the</p>	Target Met

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		Program - Elementary Education - BS {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	W's Residency courses in Wesson, MS. The outcome of this and other meetings has led to efforts to provide online module training not only for Wesson Attendance Center's supervising classroom teachers but for all supervising classroom teachers that will afford Continuing Education Units (CEUs), a process that not only benefits the individual supervising classroom teacher but that provides consistent documentation of the qualifications of the W's partnering supervising teachers.	Target Met
		Program - Gifted Studies (including Certificate) - ME {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	The department/division did not hold any meetings with K-12 administration and K-12 teachers, once again, in 2018 - 2019 related to gifted studies.	Target Not Met

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		Program - Gifted Studies (including Certificate) - ME {2016-2017}	1.2 (PO 2.c.)	(Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	The department/division did not hold any meetings with K-12 administration and K-12 teachers, once again, in 2018 - 2019 related to gifted studies.	Target Not Met
		Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	3.1 (PO 2.c.)	The program will participate in outreach events for K-12 students.	Host at least two outreach events during the academic year.	<p>The Mississippi Regional Science Bowl was held on February 15, 2019. Attendees included approximately 100 high school students and 20 teachers, with 20 teams competing from 13 different schools. The day also included a science exam competition. It was a very successful day, including awarding MUW scholarships to top performers.</p> <p>We did not host a Sonya Kovalevsky High School Mathematics Day in 2018-2019. The faculty member in charge of organizing the event did not get information to the high schools in time to allow schools to plan and bring students.</p>	Target Not Met
			3.2 (PO 2.c.)	Mathematics majors will participate in community outreach and service opportunities.	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.	100% of mathematics graduates in 2018-2019 participated in community outreach and/or community service while at MUW. (2 out of 2 graduates)	Target Met
		Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	5.2 (PO 2.c.)	Students will participate in university or community activities that strengthen and expand K-12 partnership.	100% of the PS 313 students participating in the Exit Survey will report that they participated in at least one outreach activity.	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	Inconclusive
		Program - Reading/Literacy (including Certificate) - ME {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually	The department of education and various partners will host 2 focus groups during the academic year in which	No meetings were held in 2018-2019 with K-12 administration and K-12 teachers to co-construct mutually beneficial p-12 partnerships specific to the Reading/Literacy major, certificate or M.Ed. concentration.	Target Not Met

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		Program - Reading/Literacy (including Certificate) - ME {2016-2017}	1.2 (PO 2.c.)	beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	they will share opinions about developing at least one new mutually beneficial partnership.	No meetings were held in 2018-2019 with K-12 administration and K-12 teachers to co-construct mutually beneficial p-12 partnerships specific to the Reading/Literacy major, certificate or M.Ed. concentration.	Target Not Met
		Program - Secondary Teacher Education - MAT {2016-2017}	1.2 (PO 2.c.)	Strengthen and Expand K-12 Partnerships- Partners will co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	The department of education and various partners will host 2 focus groups during the academic year in which they will share opinions about developing at least one new mutually beneficial partnership.	While discussions occurred on campus that led to significant improvements of the MAT, the division did not hold focus group meetings to develop mutually beneficial partnerships for improvement of the MAT experience for students and our P-12 partners.	Inconclusive

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	2.d. Contributing to the creative economy	Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	2.3 (PO 2.d.)	In keeping with the University Strategic Goal 2.d of promoting “regional stewardship through partnerships across campus and across the region by 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.	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.	Target was NOT met. 63% of graduating seniors reported participating in two or more community service activities. Nonetheless, this was close to double the percentage who met the goal last year.	Target Not Met
		Program - Creative Writing - MFA {2016-2017}	3.1 (SAO & PO 2.d.)	Students will publish their work in appropriate publications for their genres.	90% of students participating in the Master’s Thesis Survey will report that by the time they defend their thesis they have published at least one work in a literary journal or had a play published or produced or had their writing published in another outlet appropriate to the genre.	All students who completed the Thesis Survey (6 out of 8) indicated that they had published creative work and listed several publications. A review of other information posted on social media about publications by our students reveals that the other two student who did not complete the survey also had publications while in the program. Two of the students who graduated this year were recognized in AWP's Intro Journals Project: Allison Chestnut with an honorable mention in Poetry and C. T. Salazar with an award and publication in Tampa Review in Poetry. Since receiving the MFA, these students have all continued to publish as well.	Target Met
		Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	6.1 (PO 2.d.)	The Mississippi University for Women Galleries will contribute to the creative economy of the university community by	70% of attendees surveyed will choose “satisfactory” with the exhibitions by scoring an average of “3” or higher using the MUW Galleries Assessment Survey.	The average rating for all 14 exhibitions surveyed was 4.5. The galleries are enjoying 100% above the satisfactory target, approaching extremely satisfied. We continue to attract new people to the Galleries. In large part, this happens with the BFA exhibitions, as well as the exhibitions of some local artists. Roger Rice, Stephen Phillips, and Jessica Wallace brought in	Target Met



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		Program - Fine Arts (including Art History and Studio Art Minors) - BFA {2016-2017}	6.1 (PO 2.d.)	offering a diverse and engaging series of annual exhibitions.	70% of attendees surveyed will choose "satisfactory" with the exhibitions by scoring an average of "3" or higher using the MUW Galleries Assessment Survey.	the largest number of respondents. All three are alumni and drew from different pools of visitors. Rice's family is well known in the African American community outside of Starkville; Rice is also minister and brought in several family and church members. Phillips is also African American, but his audience came primarily from the amount of press coverage he received. He created a line of ceramics that he called his Black Panther series, and it captured a lot of attention. Wallace is a recent graduate, and she had a number of her classmates returning to support her. These well-known local artists helped to bring visitors to see not only their exhibitions but the others as well. We are attracting a number of alumni throughout the year. We expected student respondents but not these numbers of alumni. The exhibitions continue to receive high scores and complimentary comments.	Target Met
	2.e. Forging meaningful and engaged partnerships that provide real-life experiences for students	Program - Communication (including Minor) - BA, BS {2016-2017}	3.2 (PO 2.e.)	Students will engage in meaningful, real-life experiences within the Communication field.	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.	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 5 or greater, with a mean of 6.38 (n = 8). This exceeds the target threshold of 85 percent rating the internship experience 4 or greater.	Target Met
		Program - Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019}	1.2 (PO 2.e.)	The Master's of Education in Education academic program will provide internship opportunities for its students to form meaningful professional partnerships.	80% of students participating the ED 697 and ED 699 Course Evaluations will state that they either Strongly Agree or Agree that their internship experience provided them with knowledge and/or skills that are useful and practical for establishing meaning professional partnerships.	ED 697 Internship in Masters of Education and ED 699 Ethical Leadership Capstone Internship: Practicing Professional Behaviors and Growth both were taught in the Summer 2018 term and Spring 2019 term; ED 697 was also taught in the Fall 2018 term. ED 699 was low enrolled in the Spring 2019 term and no course evaluations were collected for that course, that term.  This course evaluation item developed in the Spring 2019 term and missed being added to the evaluations for these two courses. No data was collected.	Inconclusive
					Of those supervisors participating in the Student	The Student Internship Evaluation instrument was not completed for use in the 2018-2019	Inconclusive

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					Internship Evaluations, 80% will indicate that they would hire or recommend to hire the students for employment.	academic year; no data was collected.	Inconclusive
		Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	6.1 (PO 2.e.)	History majors will complete an internship or study abroad program before graduating.	70 percent of History majors who graduated in the previous year will have completed an internship or study abroad program.	Seven students graduated in August, December, or May 2017-8 with a history degree. 1. Student 1: Study Abroad and internship 2. Student 2: Internship 3. Student 3: Two internships 4. Student 4: Study Abroad and internship 5. Student 5: None 6. Student 6: Two internships 7. Student 7: Internship	Target Met
		Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017}	3.2 (PO 2.e.)	The MUW Exercise Science programs will promote regional stewardship through our internship program, providing real-life observation and/or hands-on experience with local and regional allied health practitioners.	The MUW Exercise Science program will place interns in an average of at least 3 different allied health or medical environments during the Fall and Spring semesters of each academic year.	33 students completed internships during the 2018/2019 school year at 20 distinct sites representing 10 unique career paths within Exercise Science.	Target Met
		Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	5.1 (PO 2.e.)	Students will actively engage in local K – 12 school events that provide 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).	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	Inconclusive
		Program - Political Science (including Minor and Public Administration	3.1 (PO 2.e.)	Students will demonstrate understanding of how the	The overall average for POL 490 students completing the Internship Survey will be that students report	There were four students completing POL 490 Internship in 2017-2018, and all four completed the internship survey for assessment. 75% of students (three of the four students) agreed that	Target Met

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		Certificate) - BA {2016-2017}	3.1 (PO 2.e.)	curriculum in the major and in-class learning relate to problems of the real world.	seeing an increase of at least "3.0" on a 1-5 Likert scale, regarding the degree to which their coursework relates to and prepares them to handle real-world problems.	"yes, absolutely" the work experience gained through POL 490 allowed them to apply knowledge and abilities developed in the political science program to real world problems. The other student selected a four on the Likert scale, indicating mild agreement with the statement. The overall average score given the POL 490 Internship was a 4.75, well above the 3.0 target.	Target Met
3. 21st Century: The University will foster a 21st Century learning environment by:	3.a. Enhancing and effectively utilizing advanced instructional technologies	Program - Film Studies - Minor {2016-2017}	3.2 (PO 3.a.)	The program will encourage students to access films in a variety of content-delivery modes by using instructional technologies such as online course delivery to allow students flexibility in viewing films.	At least 50 percent of relevant courses will be delivered via online course delivery.	Of the four relevant film courses offered during the fall and spring semesters, three (75 percent) were offered online (FLM 101, 201 & COM/WS 303) and one was face-to-face (FLM 301). (Number of students is not a relevant metric for this particular outcome.)	Target Met
		Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017}	2.1 (PO 3.a.)	Students will compose musical works using music notation software (Sibelius or Finale).	90% of the students will score at least an 85 (on the 1-100 scale used in the "MUS 102 Final Project Rubric").	As a final project for MUS 102, students were asked to write an original composition based on the following conditions: a keyboard piece or a piece for solo voice or instrument and keyboard accompaniment. Its minimum length is sixteen measures in 3/4 or 4/4 time. It should take the form of a well-defined period or double-period structure, with all the phrases and cadences required by that structure, and it should use one of the keyboard styles we have studied during the term. The piece also must feature multiple number of nonharmonic tones, four secondary dominants. Nine students completed this assignment out of the 10 students enrolled in MUS 102. The grades were as follow: 2 students received 100%, 5 received 95%, and 2 received 90%.	Target Met
		Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	2.1 (PO 3.a.)	Full-time faculty will use at least 3 different instructional technologies to provide interactive learning	80% of all online PHE students participating in the Fall Online PHE Course Evaluations Survey will either "agree or strongly agree" that the delivery method of this course was	Fall 2018 (n=511) "strong agree"=66.34% (n=339) "agree"=27.40% (n=140) "neither agree or disagree"=4.70% (n=24), "disagree"=.39% (n=2), "strongly disagree"= .98% (n=5), "not applicable" = .20% (n=1)  66.34%+27.40% = 93.74% Total	Target Met

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		Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	2.1 (PO 3.a.)	environments for online students.	appropriate for the subject matter.	Fall 2018 (n=511) "strong agree"=66.34% (n=339) "agree"=27.40% (n=140) "neither agree or disagree"=4.70% (n=24), "disagree"=.39% (n=2), "strongly disagree"= .98% (n=5), "not applicable" = .20% (n=1)  66.34%+27.40% = 93.74% Total	Target Met
					80% of all online PHE students participating in the Spring Online PHE Course Evaluations Survey will either "agree or strongly agree" that the delivery method of this course was appropriate for the subject matter.	Spring 2019 (n=546) "strong agree"=64.29% (n=351) "agree"=31.14% (n=170) "neither agree or disagree"=3.11% (n=17), "disagree"=.37% (n=2), "strongly disagree"= .55% (n=3), "not applicable" = .55% (n=3)  64.29%+31.14% = 95.43%	Target Met
	3.b. Broadening educational opportunities and programs for the diverse student body	Program - General Studies - BA, BS {2016-2017}	2.3 (PO 3.b.)	The program will foster a 21st century learning environment by broadening educational opportunities for the diverse student body.	At least one student will select each of the 10 focus groups each academic year.	This program has been inactivated and most of the students have transitioned to the BPS Degree. This program will no longer be assessed.	Inconclusive
		Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	2.3 (PO 3.b.)	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	An increase in minors and majors over the next three years (7 and 3, respectively).	3 Spanish majors and 4 minors, that I am aware of. I am aware of several students who expressed interest and the intention of declaring a minor, but as of the end of the semester, had yet to do so.	Target Not Met

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		Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	2.3 (PO 3.b.)	Spanish program will actively seek to increase interest and enrollment in the Spanish minor and major.	An increase in minors and majors over the next three years (7 and 3, respectively).	3 Spanish majors and 4 minors, that I am aware of. I am aware of several students who expressed interest and the intention of declaring a minor, but as of the end of the semester, had yet to do so.	Target Not Met
	3.c. Maintaining, enhancing and expanding international partnerships	Program - Physical Theatre (including Certificate) - MFA {2016-2017}	4.1 (PO 3.c.)	Students will increase appreciation and understanding of theatre in a global context.	90% of Graduates participating in the Exit Survey will indicate the experience of international studies as a unique and valuable educational experience beyond the traditional on-campus experience.	The Accademia dell'Arte, the institution offering this program in conjunction with MUW, has shut down its Graduate Studies office and therefore, has not sent out exit surveys to graduating students. Attempts by the MUW Theatre Dept. to disseminate this survey directly has yielded no results before the Assessment deadline.	Inconclusive
	3.e. Cultivating communities to create opportunities for academic engagement	Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	4.1 (SAO & PO 3.e.)	Students enrolled in IS 499 will successfully complete their Capstone project, which involves collaborating with faculty from multiple academic disciplines in order to intentionally combine those fields into a significant research project focused on the student's interests and academic needs.	100% of students enrolled in IS 499 Capstone will pass the course.	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	Inconclusive
4. Completion: The University will cultivate a comprehensive approach that enhances retention, Completion and student success by:	4.a. Enhancing student advising, mentoring, and support services	Program - Family Nurse Clinician (including Certificate) - MSN {2016-2017}	2.1 (PO 4.a.)	MSN students will be satisfied with the MSN plan of study.	Through appropriate and affective student advising and ongoing mentoring in the Family Nurse Clinician-MSN program, at least 90% of all participating MSN students will be satisfied with the Family Nurse Clinician-MSN Plan of Study.	100% students participating MSN students noted they were satisfied with the MSN program.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Honors College {2016-2017}	3.1 (PO 4.a.)	Successful junior and senior members of the Honors College will train as Peer Mentors and mentor freshman members of the Residential Honors Program (RHP) during the fall semester, providing academic and personal support on a weekly basis.	90% of RHP freshman will still be enrolled at the end of the academic year.	In fall semester 2018, junior and senior members of the Honors College trained and acted as Peer Mentors for the freshman cohort (17) of the Residential Honors Program (RHP), providing academic and personal support throughout the semester, reporting any issues of concern, and submitting final reports on students' status at the end of the semester. Based on the Peer Mentors' reports and other information (student GPA, reports from honors faculty, and reports from the Honors Mentors/RAs), the Director of the Honors College met with students having academic or other difficulties and provided advising and/or directed students to other campus resources for support. The goal was to once again surpass year-end retention from the 2015-2016 total of 87.5% , reaching at least 90%. Though retention was 100% in 2016-2017, it was only 89% in 2017-2018. However, in 2018-2019, retention rose to 94% (16 of 17 students). The one student not continuing was advised closely by the Director of the Honors College during her decision process. Her academic performance was strong, but family financial difficulties led her to decide to leave the RHP to live at home. Additionally, the overall rate of retention during the three years since the Peer Mentor program was instituted has been 94%, with only three students out of 54 dropping the program after the freshman year. This overall retention rate correlates positively to the Peer Mentoring program's popularity and impact.	Target Met
			3.2 (PO 4.a.)	Members of the Honors College will maintain a GPA of 3.30 by the senior year, complete the independent study (HO 401 and HO 402), and graduate with Honors in the major area of	80% of Honors students will graduate with Honors in the major area of study.	In 2018-2019, 16 students reached senior hours, and 15 applied for graduation. All (100%) held the requisite GPA of 3.3 or above. All completed HO 401 and HO 402, a rate of 100%. All but two graduated in May 2019 (14), for a completion rate of 88%, and all of these graduated in eight semesters or less. (The 15th student is on track to graduate in August after eight non-summer semesters and the 16th will graduate in December after seven semesters.) The results continue to show strong commitment of honors students to completion of the independent	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			3.2 (PO 4.a.)	study.	80% of Honors students will graduate with Honors in the major area of study.	study (HO 401 and HO 402) and strong commitment of their faculty committees to supporting them in achieving this goal. One stated Action was to compare the graduation rate to the retention rate for the Honors College, but enrollment for the class of 2019 showed significant flux due to the entry of international students who subsequently transferred, so a comparison to the overall retention rate is not useful. Comparison to retention in the Residential Honors Program, however, shows a graduation rate of 81% for the 2015 cohort.	Target Met
		Program - Nursing - ASN {2016-2017}	2.1 (PO 4.a.)	ASN students will be satisfied with the ASN plan of study.	At least 90% of students participating in the Program Satisfaction Survey will indicate satisfaction with program of study at time of graduation.	100 % of students indicated on the Program Satisfaction Survey that they were satisfied or very satisfied with the program of study at the time of graduation. Eight students were satisfied and 45 were very satisfied.	Target Met
		Program - Nursing - BSN {2016-2017}	2.1 (PO 4.a.)	BSN students will be satisfied with the BSN plan of study.	90% of all participating students are satisfied with the program of learning as evidenced by a benchmark score of 2.5 or above on the End of Program Satisfaction Survey.	RN to BSN Summer of 2018 results - 87 out of 89 students indicated they were extremely satisfied or somewhat satisfied with the program for a total of 98%. BSN Columbus Spring 2019 results - 58 out of 62 students (1 left blank) indicated they were extremely satisfied or somewhat satisfied with the program for a total of 94% Combined total of 96%	Target Met
		Program - Nursing Practice - DNP {2016-2017}	2.1 (PO 4.a.)	DNP students will be satisfied with the DNP plan of study.	Through appropriate and effective student advising and ongoing mentoring in the DNP program, at least 90% of all participating DNP students will be satisfied with the DNP Plan of Study.	One out of three students participated in the survey and they listed they were extremely satisfied with the DNP program.	Target Met
		Program - Religious Studies - Minor {2016-2017}	3.1 (SAO & PO 4.a.)	Religious studies minors will receive advising in the minor each semester to ensure the successful completion of the minor's	100% of students will attend an advising session each semester with the Lead Faculty in Religious Studies and receive a copy of his/her internal audit sheet.	In 2018-2019, the program had two minors. The Lead Faculty coordinated with the students' major advisors for advising, reviewed the audit sheets provided by the Registrar, provided completed internal audit sheets, and kept the completed audit sheets on file.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Religious Studies - Minor {2016-2017}	3.1 (SAO & PO 4.a.)	requirements.	100% of students will attend an advising session each semester with the Lead Faculty in Religious Studies and receive a copy of his/her internal audit sheet.	In 2018-2019, the program had two minors. The Lead Faculty coordinated with the students' major advisors for advising, reviewed the audit sheets provided by the Registrar, provided completed internal audit sheets, and kept the completed audit sheets on file.	Target Met
					90% of students will attend a final audit confirming that all requirements of the minor have been met and will graduate with the minor.	In 2018-2019, the program had two minors. The Lead Faculty coordinated with the students' major advisors for advising the students and completed internal audits to check that all minor requirements were being met. In reviewing the completed audit sheets and student transcripts in the fall semester in preparation for the student to graduate in spring 2019, the Lead Faculty concluded that the students were on track to complete the requirements for the minor by graduation, and both graduated with the religious studies minor in May 2019.	Target Met
	4.d. Providing academic programs to meet the needs of today's student and workforce	Program - Accounting (including Minor) - BS {2016-2017}	1.3 (PO 4.d.)	Students will be able to pursue opportunities in graduate education and/or employment opportunities.	40% of capstone students participating in the Graduation Exit Survey will state a career plan of attending graduate school.	46% of business students surveyed indicated that they planned to attend graduate school, 24% responded that they did not plan to attend graduate school, and 25% indicated that they did not know if they planned to attend graduate school on our Graduation Exit Survey.	Target Met
					75% of capstone students participating in the Graduation Exit Survey will state that their education adequately prepared them for employment.	46% of business students surveyed indicated that they planned to attend graduate school, 24% responded that they did not plan to attend graduate school, and 25% indicated that they did not know if they planned to attend graduate school on our Graduation Exit Survey.	Target Not Met
					75% of capstone students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	76 of participants in the Graduation Exit Survey indicated that they were currently employed. 8% indicated they were not currently employed but were looking for a job. 3 students didn't answer the question.	Target Met
		Program - Business Administration (including Minors and Certificates) -	1.2 (PO 4.d.)	Students will be able to pursue opportunities in graduate	75% of students participating in the Graduation Exit Survey will state that their education	64% of participants in the Graduation Exit Survey indicated that their education adequately prepared them for employment. It should be noted that 22% neither agreed nor disagreed, 4	Target Not Met



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		BAS {2016-2017}	1.2 (PO 4.d.)	education and/or employment opportunities.	adequately prepared them for employment.	students either disagreed or strongly disagreed and 4 chose not to answer.	Target Not Met
					75% of students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	76 of participants in the Graduation Exit Survey indicated that they were currently employed. 8% indicated they were not currently employed but were looking for a job. 3 students didn't answer the question.	Target Met
		Program - Business Administration (including Minors and Certificates) - BS, BBA {2016-2017}	1.2 (PO 4.d.)	Students will be able to pursue opportunities in graduate education and/or employment opportunities.	40% of capstone students participating in the Graduation Exit Survey will state a career plan of attending graduate school.	46% of business students surveyed indicated that they planned to attend graduate school, 24% responded that they did not plan to attend graduate school, and 25% indicated that they did not know if they planned to attend graduate school on our Graduation Exit Survey.	Target Met
					75% of capstone students participating in the Graduation Exit Survey will state that their education adequately prepared them for employment.	64% of participants in the Graduation Exit Survey indicated that their education adequately prepared them for employment. It should be noted that 22% neither agreed nor disagreed, 4 students either disagreed or strongly disagreed and 4 chose not to answer.	Target Not Met
					75% of capstone students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	76 of participants in the Graduation Exit Survey indicated that they were currently employed. 8% indicated they were not currently employed but were looking for a job. 3 students didn't answer the question.	Target Met
		Program - Business Administration - MBA {2016-2017}	1.9 (PO 4.d.)	Students will be able to pursue employment opportunities in field upon completion of the MBA program.	75% of students participating in the Graduation Exit Survey will state that they have already secured plans for gainful employment immediately upon graduation.	100% of participants in the Graduation Exit Survey indicated that they were currently employed.	Target Met
		Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing,	3.1 (PO 4.d.)	Students will receive a quality English education meeting students' expectations satisfactorily.	90% of students participating in the EN 499 Capstone course evaluations will indicate a "somewhat satisfied" or "very satisfied" satisfaction	AY Total Participation: 14/15 - 93.33% AY Total Satisfaction Rate: 12/14 - .857 = 86% Fall 2018 Course Evaluation Results: 57.14% + 28.57% = 85.71% (participation 7/8 - 87.5%)	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		and TESL Certification) - BA {2016-2017}	3.1 (PO 4.d.)	Students will receive a quality English education meeting students' expectations satisfactorily.	level reflective of the English department's curriculum and instruction quality.	<p>Very Satisfied - 4/7 - 57.14%</p> <p>Somewhat Satisfied - 2/7 - 28.57%</p> <p>Neither Satisfied nor Dissatisfied - 0/7 - 0%</p> <p>Somewhat Dissatisfied - 1/7 - 14.29%</p> <p>Very Dissatisfied - 0/7 - 0%</p> <p>Spring 2019 Course Evaluation Results: 42.86% + 42.86% = 85.72% (participation 7/7 - 100%)</p> <p>Very Satisfied - 3/7 - 42.86%</p> <p>Somewhat Satisfied - 3/7 - 42.86%</p> <p>Neither Satisfied nor Dissatisfied - 1/7 - 14.29%</p> <p>Somewhat Dissatisfied - 0/7 - 0%</p> <p>Very Dissatisfied - 0/7 - 0%</p> <p>Given the small sample size of 14 students participating, it may be unlikely to achieve a 90% satisfaction rate. One student said they were Neither Satisfied nor Dissatisfied, which is a neutral position, and one student said they were somewhat dissatisfied. This seems reasonable, suggesting that our target was too optimistic. This year the method of conducting the survey was changed to include the questions on the course evaluation for EN 499. This may have increased the rate of participation, but may have affected the survey results. Only the questions for our assessment were asked, whereas in the prior survey conducted on social media, other questions may have been asked or students may be more likely to express satisfaction in that arena than in a course evaluation.</p>	Target Not Met
		Program - Family Studies (including Minor) - BS {2016-2017}	3.1 (PO 4.d.)	Family Studies students will become professional CFLEs.	5% increase from the previous academic year in MUW Family Studies alumni that earn the Certified Family Life Educator (CFLE) designation.	Only 1 student earned the CFLE designation as of the end of the 18-19 AY, representing no change in the percentage of alums from the 17-18 AY to the current AY earning the designation	Target Not Met
		Program - French - Minor {2016-2017}	2.2 (PO 4.d.)	Minors who complete a minor in our foreign language program will demonstrate satisfaction with	75% of students participating in the FLF 202 course evaluation survey will state that they were satisfied with the instruction received in	<p>AY Total Satisfaction Rate: 3/5 - 60%</p> <p>Fall 2018 Course Evaluation did not include the targeted survey for this assessment. It only began in the Spring 2019 term.</p>	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - French - Minor {2016-2017}	2.2 (PO 4.d.)	the instruction and of the program's intercultural and multicultural knowledge emphasis.	their time in the French courses and gained a greater appreciation overall of global culture, including the varied cultures of French speaking countries.	Spring 2019 Course Evaluation Results: (participation 5/9 - 55.56%) Very Satisfied - 3/5 - 60% Somewhat Satisfied - 0/5 - 0% Neither Satisfied nor Dissatisfied - 0/5 - 0% Somewhat Dissatisfied - 1/5 - 20% Very Dissatisfied - 1/5 - 20%	Target Not Met
		Program - Legal Studies (including Minor) - BA, BS {2016-2017}	3.2 (PO 4.d.)	To provide program opportunities that meet the needs of today's students and workforce.	75% of student interns will score 80 or above from the cumulative scores of the employer surveys, legal internship placement and intern evaluations determined from Placement Evaluation Survey.	Twenty-three students were enrolled in PLG 440 Practical Legal Lab in 2018-19 (eleven students in Fall 2018, twelve students in Spring 2019). Of those, evaluation surveys were submitted for eight students. All students scored 80 or above.	Target Met
		Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	1.4 (PO 4.d.)	In keeping with the Mississippi University for Women's strategic priority/goal of "providing academic programs to meet the needs of today's student and workforce" (SPG 4.d.), the philosophy program will seek to increase enrollment in the philosophy minor in the conviction that the skills, knowledge, and values instilled in the student of philosophy are invaluable to the success of the student as a person, worker, and citizen beyond graduation (as	A steady increase in philosophy minors declared over the next three years, from 6 to 10.	Based on examination of course rosters for the 2018-2019 academic year, it has been determined that there is 1 new philosophy minor. Currently for the whole program there are 4 minors declared.  For 2016-2017: "Based on examination of course rosters for the 2016-2017 academic year, it has been determined that there are currently around 4 philosophy minors." For 2017-2018: "Based on examination of course rosters for the 2017-2018 academic year, it has been determined that there are currently around 3 philosophy minors."  Three-Year Trend Data Collection Results for Low-Enrolled: The number of minors have fluctuated over these past 3 years, and currently there are 4 declared minors, which means that the achievement target to go from 6 to 10 declared minors in 3 years was not met.	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	1.4 (PO 4.d.)	regards success in the workplace, this conviction is borne out in an abundance of empirical data).	A steady increase in philosophy minors declared over the next three years, from 6 to 10.	Based on examination of course rosters for the 2018-2019 academic year, it has been determined that there is 1 new philosophy minor. Currently for the whole program there are 4 minors declared.  For 2016-2017: "Based on examination of course rosters for the 2016-2017 academic year, it has been determined that there are currently around 4 philosophy minors." For 2017-2018: "Based on examination of course rosters for the 2017-2018 academic year, it has been determined that there are currently around 3 philosophy minors."  Three-Year Trend Data Collection Results for Low-Enrolled: The number of minors have fluctuated over these past 3 years, and currently there are 4 declared minors, which means that the achievement target to go from 6 to 10 declared minors in 3 years was not met.	Target Not Met
		Program - Professional Studies - BPS {2018-2019}	1.3 (PO 4.d.)	Students will be prepared to enter either the workforce or graduate program.	60% of students will state that they have either secured full-time employment or plan to enroll in a graduate program.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
		Program - Psychology (including Minor) - BA {2016-2017}	2.4 (PO 4.d.)	The psychology program will prepare students for employment in a related discipline.	35% of graduating seniors in psychology who complete the MUW Graduation Survey will report being employed in a job related to the discipline.	2018-2019 MUW Graduation Survey Results: Secured Full-Time Employment in Field of Study - 1/10 - 10% Currently Employed Full-Time in Field of Study - 0/10 - 0% Total - 10%  Secured Full-Time Employment in Field of Study - 1/10 - 10% Searching for Full-Time Employment in Field of Study - 2/10 - 20% Currently Employed Full-Time in Field of Study - 0/10 - 0% Currently Employed Full-Time - 0/10 - 0% Currently Employed Part-Time - 5/10 - 50% N/A - 2/10 - 20%	Target Not Met
		Program - Public	5.1 (PO 4.d.)	MSHE students in	90% of participating HED	Fourteen out of the 16 students that completed	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Health - MPH {2016-2017}	5.1 (PO 4.d.)	HED 598 and 599 will develop confidence in their competencies.	598 and 599 students in the Exit Survey will report a "confident" level in evaluating health education programs.	the survey reported feeling confident or very confident that they could evaluate health programs. Two of the students rated that they were somewhat confident that they could carry out the tasks required for the activities. None of the students responded with a "not confident."	Target Met
					90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in implementing health education programs.	Fourteen out of the 16 students that completed the survey reported feeling confident or very confident that they could implement health programs. Two of the students rated that they were somewhat confident that they could carry out the tasks required for the activities. None of the students responded with a "not confident."	Target Met
					90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in planning health education programs.	Fourteen out of the 16 students that completed the survey reported feeling confident or very confident that they could plan health programs. Two of the students rated that they were somewhat confident that they could carry out the tasks required for the activities. None of the students responded with a "not confident."	Target Met
		Program - Speech Language Pathology - BS {2016-2017}	2.1 (PO 4.d.)	Graduating SLP students will express satisfaction with the undergraduate curriculum.	80% of participating graduating undergraduate students will express satisfaction with the undergraduate curriculum as documented by a rating of 3.0 or above on the SLP Undergraduate Program Exit Survey.	Thirty-four undergraduate enrolled in 449 Neurology were surveyed to evaluate their satisfaction with the undergraduate curriculum. The sample included seniors, post-bac students and cross-registered students. The average overall satisfaction rating was a 4.58 on a 5.0 Likert scale, indicating 100% of the students were satisfied with the undergraduate curriculum.	Target Met
		Program - Speech Language Pathology - MS {2016-2017}	2.1 (PO 4.d.)	Students completing the M.S. degree in speech-language pathology will express an "overall" satisfaction with the academic and clinical programs.	80% of students graduating with the M.S. degree in speech-language pathology participating in the SLP Graduate Exit Survey will respond positively to the question regarding overall satisfaction with the academic and clinical program.	100% (12 of 12) graduating students expressed overall satisfaction with the M.S. SLP program.	Target Met
		Program - Theatre - BA {2016-2017}	2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by	90% of students participating in the Survey will state that their goal upon graduating the Theatre program is to have	75% of students (3 out of 4) answered questions #3 and #4 satisfactorily, showing they understood the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Theatre - BA {2016-2017}	2.1 (GEO 5.a., PO 4.d., SAO)	performing assigned tasks with diligence, reliability, and punctuality.	the skillset to gain employment or a long-term internship in theatre or a related field.	documents on Student responses.	Target Not Met
					It is expected that 70% of freshmen, sophomores, first year transfers, juniors and seniors participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of "3" in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	65% (11 out of 17) students achieved a rating of "Proficiency". For a breakdown of the scoring, please see the related document "2-1-2 Scoring Breakdown"	Target Met
					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.	80% (11 out of 15) students achieved a rating of "Proficiency" For the Scoring Breakdown, please see the Related Document "2-1-1 Scoring Breakdown"	Target Met
					The collective average of all TH 360 students' final grades will be 90%.	There were two students enrolled: Student 1 Final Grade: 96.6 Student 2 Final Grade: 58 Average Final Score: 77.3	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (SLO & PO 4.d.)	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.	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.	1 student met the criteria for this SLO and was assessed twice, once each in the Fall 2018 and Spring 2019 semesters. Fall Score: 95 Spring Score: 94 Avg. Score: 94.5	Target Met
					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.	Two students met this criteria for the Fall 2018 and Spring 2019 semesters. Student 1: Assessed twice (in Fall and Spring semesters). Fall Score: 95 Spring Score: 96. Cumulative score: 95.5 Student 2: Assessed once, in fall semester. Fall score: 93 Cumulative Avg: 94.6	Target Met
		Program - Women's Leadership - MA {2016-2017}	3.2 (PO 4.d.)	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	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	All of the students who took courses in other disciplines besides Women's Leadership completed papers or projects focus on a women's issue or issues.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Women's Leadership - MA {2016-2017}	3.2 (PO 4.d.)	women's leadership.	papers or projects which DO MEET the content expectation.	All of the students who took courses in other disciplines besides Women's Leadership completed papers or projects focus on a women's issue or issues.	Target Met
			4.1 (PO 4.d.)	Students will receive a quality women's studies education.	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.	This year there were no completers. In the spring of 2020 we should have four graduates who give thesis presentations.	Inconclusive
					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.	This year there were no completers. Next spring (2020) there will be four completers.	Inconclusive
		Program - Women's Studies (including Minor) - BA {2016-2017}	2.3 (PO 4.d.)	Students will exhibit information literacy and research skills.	100% of students' WS 499 final projects will score at least a 3 or higher (upper milestone level) on the AAC&U VALUE rubric on Information Literacy.	No students completed WS 499 this year.	Inconclusive
			3.1 (PO 4.d.)	Students will receive a quality women's studies education.	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.	No student completed WS 499 this year.	Inconclusive
					90% of students participating in the	For Fall 2018 and Spring 2019, no students were in rotation to complete the WS 499 course.	Inconclusive



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					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.	However, there should be enrollment in Fall 2019, so there will be data to collect for the next assessment cycle.	Inconclusive