

# Academic SPG Report with Results 2020-2021

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.	Due to the public health emergency and this program being without a director for a year, very little academic assessment has taken place.	Inconclusive	
		Program - Gerontology - Minor {2018-2019}	3.1 (SPG 4.d)	After completing HED 301 Aging and Public Health, students will demonstrate more interest in the gerontology discipline and get more interested in gerontology related jobs.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	HED 301 Sp 2021 Exit Survey: 90% of students reported 4 (agree) and 5 (strongly agree) on Q 5 & 6 - related interests in the related jobs.	Target Met	
						70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	HED 301 Sp 2021 Exit Survey: 78% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, & 4 - related interests in the discipline.	Target Met
			3.2 (SLO)	After completing NU 453 Death, Dying, and Bereavement, students will get interested in the gerontology discipline and gerontology related jobs.	70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in related jobs.	<p>NU 453 Fall 2020 Exit Survey: 87.5% of students reported 4 (agree) and 5 (strongly agree) on Q 5 &amp; 6 - related interests in the related jobs.</p> <p>NU 453 Spring 21 Exit Survey data was not collected because the link was not correctly posted. The instructor tried to fix it a couple of times, but I did not receive any survey response via NU 453 Sp 21 link. Thus, only the Fall 2020 survey result is included.</p>	Target Met	
					70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	<p>NU 453 Fall 2020 Exit Survey: 78% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, &amp; 4 - related interests in the discipline.</p> <p>NU 453 Spring 21 Exit Survey data was not collected because the link was not correctly posted. The instructor tried to fix it a couple of times, but I did not receive any survey response via NU 453 Sp 21 link. Thus, only the Fall 2020</p>	Target Met	

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					70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	survey result is included.	Target Met
		Program - Human Geography - Minor {2019-2020}	4.1 (PO 1.d.)	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 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.	Out of two students, I received 3 responses to my 2-question survey. (I assume one student accidentally took the survey twice.) 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." All three responses to this question were 5's.  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." All three responses to this question were 5's.	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 - 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 the public health emergency and this program being without a director for a year, very little academic assessment has taken place.	Inconclusive
		Program - Public Health - MPH {2016-2017}	3.1 (PO 2.a.)	The MSHE program will promote regional stewardship by cultivating collaborations that increase health and well-being through partnerships across campus and	40 vendors representing university programs and community organizations will take part in the Women's Health Awareness Week.	Activities for Women's Health Awareness week were cancelled due to health concerns stemming from COVID-19.	Inconclusive

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		Program - Public Health - MPH {2016-2017}	3.1 (PO 2.a.)	the region.	40 vendors representing university programs and community organizations will take part in the Women's Health Awareness Week.	Activities for Women's Health Awareness week were cancelled due to health concerns stemming from COVID-19.	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.	Faculty teaching this course left the university. the course was not offered.	Inconclusive
	2.c. Strengthening and expanding K-12 partnerships	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.	Because there were no Chemistry majors graduating in 2020-2021, no Chemistry majors completed the Ext Survey to answer questions about their participation in K-12 outreach activities. Also, with the pandemic, there were not very many outreach activities offered.	Inconclusive
		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	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 program may need to reassess the language concerning "focus group meetings," but partnership building will remain central to the health and growth of the program. The School of Education is in the process of establishing an Advisory Board and may need to reevaluate this assessment item based upon the new Board and the engagement by the redesigned Teacher Education Council (which does have external representation as well as representation from across all teacher education programs in the EPP-Educator Preparation Program at MUW).	Inconclusive

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		Program - Elementary Education - BS {2016-2017}	1.2 (PO 2.c.)	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 program may need to reassess the language concerning "focus group meetings," but partnership building will remain central to the health and growth of the program. The School of Education is in the process of establishing an Advisory Board and may need to reevaluate this assessment item based upon the new Board and the engagement by the redesigned Teacher Education Council (which does have external representation as well as representation from across all teacher education programs in the EPP-Educator Preparation Program at MUW).	Inconclusive
		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 mathematics faculty did not offer our annual Sonya Kovalevsky High School Mathematics Day during the 2020-2021 academic year. Planning generally starts in the spring for an October event which is held during MUW's fall break. But Spring of 2020 brought us the pandemic with restrictions on gatherings that have continued through at least the spring of 2021, so this outreach opportunity was skipped for the year.</p> <p>The mathematics faculty contributed the the Mississippi Regional Science Bowl which was in a virtual format for the first time rather than in in-person event on campus. The event was held Saturday, February 20, 2020. The national organizers did an amazing job making the competition work and providing training and question and answer sessions via Zoom. A total of 53 high school students participated, making up 11 teams from 9 different schools.</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 majors in 2020-2021 participated in community outreach and/or community service during their time at MUW.	Target Met
		Program - Physical Sciences (including Secondary	5.2 (PO 2.c.)	Students will participate in university or	100% of the PS 313 students participating in the Exit Survey will report	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment	Inconclusive

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		Education Certification) - BS {2016-2017}	5.2 (PO 2.c.)	community activities that strengthen and expand K-12 partnership.	that they participated in at least one outreach activity.	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment	Inconclusive
		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.	This process was not completed in the 2020-2021 academic year due to COVID-19. However, the Department of Education has worked in collaboration with all education programs at MUW to create an EPP-wide (university teacher educator program wide) recruitment and assessment plan with the goal of implementation for Fall 2021. Partnership collaboration for the MAT is a part of that plan.	Inconclusive
		Program - Theatre, Theatre Education (MFA) {2020-2021}	3.1 (SPG C.3)	Create lesson plans at the K-12 level on practical skills and techniques that adhere to state and national standards.	75% of students must score an "80" or above on both the Lesson Plan Rubric	The first complete cycle of classes will not be completed until July, 2021. Assessments not measured yet.	Inconclusive
					75% of students must score an "80" or above on the Lesson Plan Rubric	The first complete cycle of classes will not be completed until July, 2021. Assessments not measured yet.	Inconclusive
	2.d. Contributing	Program - Biology (including Minor	2.3 (SPG C.3)	In keeping with the University	More than 75% of the students participating in	3/16 students participated in two or more different types of community service - 19%	Target Not Met

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	to the creative economy	and Secondary Education Certification) - BS {2016-2017}	2.3 (SPG C.3)	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.	the Exit Interview Survey will have participated in at least two different types of community service activities.	7/16 students participated in one type of community service - 53% 6/16 students participated in no community service - 38%	Target Not Met
		Program - Creative Writing - MFA {2016-2017}	3.1 (SAO & SPG C.4)	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.	Of the 10 students who completed thesis, 5 completed the Thesis survey. 3 of the five reported that they had published a story, poem, etc. and 2 responded that they had not. One of these responded Strongly Disagree on every question, yet in written comments was quite positive about the program, which might suggest that this student was confused about the meaning of the numerical ranking. In any case, at least 1 out of 5 had not published, which would mean only 80% had, As in previous years, the other concern is the low response rate to the survey.	Target Not Met
		Program - Fine Arts (including Studio Art Minor) - 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 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.	We have only two sets of assessments due to the university lockdown after spring break. A total of 18 individuals completed the survey. 1. Juried Student Exhibition Demographics: Out of 7 respondents, 3 were W students, 1 was W staff, 1 was W faculty, 1 was a local resident, and was non-W faculty. Five respondents were first-time visitors: 3 students, 1 local resident, and 1 non-W faculty The W faculty and W staff were monthly visitors. Six rated their experience as a 5 (extremely satisfied) and 1 student rated it as a 4.  2. Mississippi Collegiate Art Competition We had approximately 75 attendees at the reception Demographics: Out of 11 respondents, 4 were W students, 3 were W alumni, 1 was local resident,	Target Met

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		Program - Fine Arts (including Studio Art Minor) - 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 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.	1 was 'other' (visiting faculty), and 2 non-identified. Three were first-time visitors: 2 students and 1 local resident; One alumni was a weekly visitor; Two students were monthly visitors; One alumni was a once a semester visitor; The rest did not respond. Seven respondents rated the experience as a 5, 1 rated it as a 4.5, 2 rated it as a 4, 1 did not respond.  Fall 2020 We attempted to capture responses electronically but had technical difficulty and lost any responses.	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, 60 percent of students rated their internship experience 4 or greater, with a mean of 4.6 (n = 5). This is below the target threshold of 85 percent rating the internship experience 4 or greater. Internship experiences during this academic year were heavily affected by the Covid pandemic. Health protocols reduced the number of available internships greatly and also limited the amount and types of interaction between interns and mentors at the available internships. Unfortunately, students enrolled in internship during this year coincided with an unusually negative historic event. It is difficult to draw conclusions from this year's collected data.	Target Not 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.	Overwhelmingly, almost all (94%) of those surveyed indicated that their internship experience provided them with knowledge and/or skills that are useful and practical for establishing meaningful professional partnerships with responses of "Strongly Agree" or "Agree."	Target Met

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					Of those supervisors participating in the Student Internship Evaluations, 80% will indicate that they would hire or recommend to hire the students for employment.	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.	Of the 9 students who graduated in this academic year, only two had study abroad or internship experiences. Given the COVID-19 outbreak, I suppose we should be lucky for even those numbers. Both the students who completed study abroad, also completed at least one internship (and one student completed more than one internship).	Target Not 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.	Exercise Science students were placed at the following internships sites during the fall 2019 and/or spring 2020 term: 1. MUW Campus Recreation, Columbus, MS 2. Elite Physical Therapy, Columbus, MS 3. North MS Medical Center In-patient Rehabilitation, Tupelo, MS 4. BMH-GT Outpatient Rehabilitation, Columbus, MS 5. North MS Medical Center Cardiac Rehabilitation, Tupelo, MS 6. Encore Rehabilitation Services, Columbus, MS 7. MUW Athletic Training, Columbus, MS 8. Frank Phillips YMCA, Columbus, MS 9. The Fitness Factor, Columbus, MS	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 was not offered this year; therefore, no students were enrolled to complete this assessment	Inconclusive
		Program - Political Science (including Minor, Social Science, Nonprofit Advocacy	3.1 (PO 2.e.)	Students will demonstrate understanding of how the curriculum in the	The overall average for POL 490 students completing the Internship Survey will be that students report seeing an increase of at	Two students completed POL 490 Internship in the 2020-2021 academic year: one in the fall and one in the spring. Both students were surveyed as part of the assessment process and both completed the survey in its entirety. The	Target Met



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		concentration and Public Administration Certificate) - BA {2016-2017}	3.1 (PO 2.e.)	major and in-class learning relate to problems of the real world.	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.	wording of our achievement target is odd, but however it is interpreted, we clearly exceeded our goal. Both students reported that they "strongly agree" (a five on the Likert scale) that A) coursework and advising in the political science program prepared them for work in the internship, B) the internship was a valuable learning experience, C) their internship and coursework complement each other in preparing them for future employment, and D) when they had issues on the job, the felt supported by their POL 490 instructor.	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 - Digital Studies - Minor {2019-2020}	1.2 (PO 3.a.)	Students will adapt to emerging technologies by interacting with digital tools that foster the 21st century learning environment.	Students will upload selected course artifact(s) to an individual (external) website, an MUW website, or the AthenaCommons, the Institutional repository.	No minors declared prior to Spring 2021.	Inconclusive
		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.	The assessment coordinator did not input data for the 2020-2021 assessment cycle.	Inconclusive
		Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017}	2.1 (SPG A.1)	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").	There were 4 students in MUS 102. They each completed the assignment. Two students scored 100%, one scored 95%, while the other scored 85%.	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	80% of all online PHE students participating in the Fall Online PHE Course Evaluations Survey will either "agree or strongly	Fall 2020 Course Evaluation Results: 69.78% + 25.65% = 95.43% (participation 460/523 – 87.95%) Strongly Agree- 321/460 – 69.78% Agree – 118/460 – 25.65%	Target Met

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		Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	2.1 (PO 3.a.)	provide interactive learning environments for online students.	agree” that the delivery method of this course was appropriate for the subject matter.	Neither Agree or Disagree – 11/460 – 2.39% Disagree – 5/460 – 1.09% Strongly Disagree – 4/460 – 0.87% Not Applicable – 1/460 – 0.22%	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 2021 Course Evaluation Results: 65.68% + 27.92% = 93.60% (participation 437/585 – 74.70%) Strongly Agree- 287/437 – 68.68% Agree - 122/437 – 27.92% Neither Agree or Disagree – 22/437 – 5.03% Disagree - 2/437 – 0.46% Strongly Disagree - 4/437 - 0.92% Not Applicable – 0/437 – 0%	Target Met
		Program - Theatre, Theatre Education (MFA) {2020-2021}	3.2 (SPG C.1)	Create lesson plans at the K-12 level on critical analysis and interpretation of Drama that adheres to state and national standards.	75% of students must score an “80” or above on the Unit Creation Rubric	The first complete cycle of classes will not be completed until July, 2021. Assessments not measured yet.	Inconclusive
	3.b. Broadening educational opportunities and programs for the diverse student body	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 Spanish program	An increase in majors over the next three years, a total of 3 students.	4 majors	Target Met

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	3.b. Broadening educational opportunities and programs for the diverse student body	Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	2.3 (PO 3.b.)	will actively seek to increase interest and enrollment in the Spanish minor and major.	An increase in majors over the next three years, a total of 3 students.	4 majors	Target Met
					An increase in minors over the next three years, a total of 5 students.	8 declared minors 3 undeclared minors taking required coursework	Target Met
	3.e. Cultivating communities to create opportunities for academic engagement	Program - Art History - Minor {2019-2020}	4.2 (PO 3.e.)	Students enrolled in Art History Survey II will complete a pre and post course questionnaire assessment of their knowledge and familiarity of 4 primary art periods/movements between the 1400's-1880.	An improvement score of at least 50% based on the averages of the pre and post surveys.	Faculty member was not able to complete this review- we will diligently pursue completion in the next year's review.	Inconclusive
		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.	One student completed the IS Capstone in the 2020-21 year. That student scored an A overall in the course.	Target Met
4. Completion: The University will cultivate a	4.a. Enhancing	Program - Family Nurse Clinician	2.1 (PO 4.a.)	MSN students will be satisfied with	Through appropriate and affective student advising	100% of participating MSN students noted they were satisfied with the Program.	Target Met

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comprehensive approach that enhances retention, Completion and student success by:	student advising, mentoring, and support services	(including Certificate) - MSN {2016-2017}	2.1 (PO 4.a.)	the MSN plan of study.	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.		Target Met
		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 2020, 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) and two (2) other freshman honors students, 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. The conditions under which they performed these duties were challenging given pandemic-related health and safety protocols implemented by the university; this meant that students communicated more by virtual means than face-to-face, and they had fewer options for spending time together socially, especially for meals and campus cultural events. However, Peer Mentors spoke of the freshmen's resilience and commitment and reported no significant difficulties in the fall, and the average GPA of the cohort remained high, with no students going on probation or otherwise indicating the need for academic or other forms of campus support. The goal was to once again achieve year-end retention of at least 90%, and the cohort was at 100% retention at the end of the academic year, with all freshmen registered for fall 2021 classes. Especially given the more challenging circumstances under which members of the RHP were living and studying on campus (in a non-honors residence hall with less honors-related programming and in a higher than normal number of online classes), this retention level is very encouraging and indicates program strength in spite of the lower retention rate (88%) in 2019-2020.	Target Met

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		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.	Peer Mentors were also provided for transfer students, with a retention rate of 50% (1 of 2 students). When we have had incoming transfer students since 2016, the highest rate of retention has been 57%, so this is obviously an area of concern that does need increased focus beginning in 2021-2022.	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 study.	80% of Honors students will graduate with Honors in the major area of study.	In 2020-2021, 17 students reached senior hours and enrolled in HO 401, the senior independent study. Seventeen (100%) held the requisite GPA of 3.3 or above. Sixteen (94%) completed HO 401; one faced serious wellness challenges in completing any coursework in the fall (existing issue compounded by stress amid the public health crisis) and took an Incomplete, which they did not complete the work for during the spring semester. The remaining 16 students graduated in November 2020 or April 2021; however, only 14 of 17 (82%) completed HO 402. Challenges presented by the public health crisis may have also impacted the two students (neither on honors scholarship) who completed HO 401 but didn't complete HO 402. One found she had enough hours to graduate in December and decided to do so. The other reported too much pressure given that she was working part-to full-time off campus in a stressful environment. The overall results do demonstrate ongoing commitment of honors students to completion of the independent study (HO 401 and HO 402) and strong commitment of their faculty committees to supporting them in achieving this goal, but with negative impacts likely related to the public health crisis.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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 study.	80% of Honors students will graduate with Honors in the major area of study.	<p>Comparing the graduation rate of students reaching the senior year to the retention rate for the Honors College as a whole also shows erosion that may be attributable to the turmoil and uncertainty generated by the public health crisis. Retention in the Residential Honors Program shows a graduation rate of only 74%, while the graduation rate was only 75% for the class of 2021 overall (not including transfer students). The number of students in the Residential Honors Program and with honors-related scholarships took an especially big hit between the junior and senior years in 2020, with two students dropping out over the summer (with no plans in place for degree completion) and one deciding to forego the scholarship to graduate in December. While the target of 80% graduation among students qualified to enter the senior independent study was met, the overall retention rate raises concerns and should be monitored.</p> <p>All sophomores were advised each semester, and all juniors were advised in either the fall or spring semester (and some in both) with informal discussion of their curriculum plan for the junior and senior years and their completion and post-completion plans, but support for these students was otherwise by necessity mainly targeted to how they were coping with the public health crisis. Focus on advising these students will be important for future support of completion.</p>	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.	93.3% of participating graduating ASN students were satisfied with the program.	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	<p>RN to BSN Summer of 2020 results - 217 of 225 students they were extremely satisfied or somewhat satisfied with the program for a total of 96.4%.</p> <p>BSN Generic Spring 2021 results - 63 of 64</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Nursing - BSN {2016-2017}	2.1 (PO 4.a.)	BSN students will be satisfied with the BSN plan of study.	the End of Program Satisfaction Survey.	students indicated they were extremely satisfied or somewhat satisfied with the program for a total of 98.4%.	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.	100% of the students participating in the end of program Satisfaction Survey were satisfied with their Plan of Study	Target Met
		Program - Pre-Law - Minor {2019-2020}	2.2 (PO 4.a.)	The program will contribute to the University's retention, completion and student success by enhancing student advising, mentoring, and support services.	At least 70% of the IS 101 students completing the survey will "agree" or "strongly agree" that they feel supported and confident in their ability to gain law school admission.	Four students completed IS 199 Law School Preparation in the 2020-2021 academic school year. In addition, all completed the IS 199 Assessment Survey. One hundred percent agreed (25%) or strongly agreed (75%) that they feel supported in their efforts to gain admission to law school. Seventy-five percent agreed (50%) or strongly agreed (25%) that they feel confident in their ability to gain admission to law school, while one student neither agreed nor disagreed. See Related Documents for complete survey data and question/response wording.	Target Met
					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.	Four students completed IS 199 Law School Preparation in the 2020-2021 academic school year. In addition, all completed the IS 199 Assessment Survey. One hundred percent successfully named Dr. Tom Velek (IS 199 instructor) as one of the University's official LSAC advisors and 50% correctly named a second advisor as well. See Related Documents for complete survey data and question/response wording.	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 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.	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					90% of students will attend a final audit confirming that all requirements of the minor have been met and will graduate with the minor.	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive
	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.	There were no students in the BS in Accounting program for AY 2020/2021.	Inconclusive
					75% of capstone students participating in the Graduation Exit Survey will state that their education adequately prepared them for employment.	There were no students in the BS in Accounting program for AY 2020/2021.	Inconclusive
					75% of capstone students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	There were no students in the BS in Accounting program for AY 2020/2021.	Inconclusive
		Program - Business Administration (including Minors and Certificates) - BAS {2016-2017}	1.2 (PO 4.d.)	Students will be able to pursue opportunities in graduate education and/or employment opportunities.	75% of students participating in the Graduation Exit Survey will state that their education adequately prepared them for employment.	78% of participants in the Capstone Exit Survey indicated their education adequately prepared them for employment.  Results are for both BBA and BAS. We do not have a way to distinguish BBA from BAS students on this exam.	Target Met
					75% of students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	55% of the students responded they had secured a full time job. However, the question on the survey instrument is flawed. It is highly likely that students may think the question is in reference to current employment during their senior year rather than post-graduation employment. As such, the results are inconclusive.  The results are for BAS and BBA students. We	Inconclusive



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					75% of students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	do not have a way to distinguish them on the survey instrument.	Inconclusive
		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.	39% of business students surveyed indicated that they planned to attend graduate school, 31% responded that they did not plan to attend graduate school, and 31% indicated that they did not know if they planned to attend graduate school on our Capstone Exit Survey.	Target Not Met
					75% of capstone students participating in the Graduation Exit Survey will state that their education adequately prepared them for employment.	78% of participants in the Capstone Exit Survey indicated their education adequately prepared them for employment.  Results are for both BBA and BAS. We do not have a way to distinguish BBA from BAS students on this exam.	Target Met
					75% of capstone students participating in the Graduation Exit Survey will state they have already secured plans for gainful employment immediately upon graduation.	55% of the students responded they had secured a full time job. However, the question on the survey instrument is flawed. It is highly likely that students may think the question is in reference to current employment during their senior year rather than post-graduation employment. As such, the results are inconclusive.	Inconclusive
		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.	The MBA Capstone Exit Exam was not administered in AY 2020 2021 due to difficulties associated with the COVID-19 pandemic and the university cyberattack. Also, there was only one student that graduated in the Fall 2020 semester, so the sample size was too small for accurate results. In fact, there were only 3 graduates in the Spring 2020 semester.	Inconclusive
		Program - Early Childhood Development - BS {2019-2020}	4.1 (PO 4.d.)	Students will demonstrate that they value the program's design and are satisfied with the culmination of	80% of students will indicate that they are pleased with the culmination of their undergraduate academic preparation after completion of the final	Only one (1) student was enrolled in ED 404 - Teacher Internship: Early Childhood in the 2020 - 2021 Academic Year, in the Fall 2020 Term. No assessment was performed for this outcome.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Early Childhood Development - BS {2019-2020}	4.1 (PO 4.d.)	their undergraduate academic preparation through the Early Childhood Development program's design.	portfolio project in ED 404 on 80% (4) of related binary (yes/no) survey items.	Only one (1) student was enrolled in ED 404 - Teacher Internship: Early Childhood in the 2020 - 2021 Academic Year, in the Fall 2020 Term. No assessment was performed for this outcome.	Inconclusive
					80% of students will indicate that they understand the culmination of their undergraduate academic preparation after completion of the final portfolio project in ED 404 on 80% (4) of related binary (yes/no) survey items.	Only one (1) student was enrolled in ED 404 - Teacher Internship: Early Childhood in the 2020 - 2021 Academic Year, in the Fall 2020 Term. No assessment was performed for this outcome.	Inconclusive
		Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	3.1 (SPG A.1)	Students will receive a quality English education meeting students' expectations satisfactorily.	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.	On the course evaluation for English Capstone, 7 out of 8 students (85%) chose Very Satisfied or Satisfied when asked about the English department's curriculum. One student answered Neither Satisfied or Dissatisfied and none answered Dissatisfied or Very Dissatisfied. The only disappointment in these results is that 8 out of 10 students from Capstone answered the course evaluation question about the program, so there are two students whose responses were not registered. This is an improvement over last year's results. We hope that new faculty and the news of new program requirements are part of the reason for the change.	Target Met
		Program - Family Science (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.	The current edition (March 2021) of the CFLE Network indicates that one of our recent graduates has become a provisional CFLE; however, note that this edition was released in March and does not reflect students who graduated in April (at least two of whom emailed the spring 2021 FSC 499 instructor with questions about the application form for CFLE, so we assume that two students from the spring class have applied for CFLE. Nor does the recent edition include students who have taken the	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Family Science (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.	CFLE exam--those who take the exam have exceeded the 2-year time limit on submission of an abbreviated application for CFLE. There were two recent alums who took the national, standardized CFLE exam in April; results are not available for 4-6 weeks following completion of the test. These students had planned to take the exam earlier in the year, but Covid19 resulted in changes to the exam process (currently, the exam is administered online, with an online proctoring service, on a rolling basis. At the start of the pandemic, all planned mass public testing sites were closed. At least one student planned to take the exam a year ago, when the exam sites were shut down.); one of the former students told the FSC coordinator personally that she planned to take the test this spring (even though she first asked about the test a year ago).	Inconclusive
		Program - French - Minor {2016-2017}	2.2 (SPG A.1)	Minors who complete a minor in our foreign language program will demonstrate satisfaction with the instruction and of the program's intercultural and multicultural knowledge emphasis.	75% of students participating in the FLF 202 course evaluation survey will state that they were satisfied with the instruction received in their time in the French courses and gained a greater appreciation overall of global culture, including the varied cultures of French speaking countries.	There were no course evaluation results for Spring 2021 for FLF 202. In 2020, there were 2 students who rated the satisfaction for French Very Satisfied In 2019, there were 3 students who rated the satisfaction for French Very Satisfied; however there was 1 student who rated it Dissatisfied and 1 who rated it Very Dissatisfied.	Target 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.	Eleven (11) students were enrolled in PLG 440 Practical Legal Lab in 2020-2021 (six students in Fall 2020, five students in Spring 2021). Of those, evaluation surveys were submitted for four (4) students. All students scored 80 or above.	Target Met
		Program - Philosophy (including Applied and Professional	1.4 (PO 4.d.)	In keeping with the Mississippi University for Women's strategic	A steady increase in philosophy minors declared over the next three years, from 6 to 10.	Year 2 in collecting data for the three-year trend: Inconclusive No declared minors for 2020-2021.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Ethics Certificate) - Minor {2016-2017}	1.4 (PO 4.d.)	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 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.	Year 2 in collecting data for the three-year trend: Inconclusive No declared minors for 2020-2021.	
		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.	Fall 2020 Full time employment - 4/4 indicated full time employed and 2/4 intended to progress to graduate school  Spring 2021 Full time employment - 8/11 indicated full time employed and 5/11 intended to progress to graduate school	Target Met
		Program - Psychology (including Minor) -	2.4 (PO 4.d.)	The psychology program will prepare students	35% of graduating seniors in psychology who complete the MUW	2020-2021 MUW Graduation Survey Results: Secured Full-Time Employment in Field of Study - 1/12 - 8.33%	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		BA {2016-2017}	2.4 (PO 4.d.)	for employment in a related discipline.	Graduation Survey will report being employed in a job related to the discipline.	<p>Currently Employed Full-Time in Field of Study - 1/12 - 8.33% Total - 16.66%</p> <p>Secured Full-Time Employment in Field of Study - 1/12 - 8.33% Searching for Full-Time Employment in Field of Study - 4/12 - 33.33% Currently Employed Full-Time in Field of Study - 1/12 - 8.33% Currently Employed Full-Time - 2/12 - 16.67% Currently Employed Part-Time - 4/12 - 33.33%</p> <p>As was the case last year, less than 10% of respondents reported discipline-related employment. It should also be noted that faculty reported one graduate accepted a job as a behavioral technician with an autism-based service, and one secured a position as a police officer with training to move into a crime analyst position. Another has secured an administrative position at a bank. In addition, two students who will graduate next year have already secured behavioral technician positions upon degree completion. This particular outcome assessment underestimates the program's success.</p>	Target Not Met
		Program - Public Health - MPH {2016-2017}	5.1 (PO 4.d.)	MSHE students in HED 598 and 599 will develop confidence in their competencies.	90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in evaluating health education programs.	<p>11 out of 15 (73%) students listed feeling at least confident. 4 (26%) of the students reported feeling somewhat confident</p> <p>EVALUTATION</p> <p>Very confident Very confident Somewhat confident Somewhat confident Somewhat confident Somewhat confident Confident Confident Confident Confident Very confident Very confident Confident Very confident</p>	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Public Health - MPH {2016-2017}	5.1 (PO 4.d.)	MSHE students in HED 598 and 599 will develop confidence in their competencies.	90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in evaluating health education programs.	Very confident	Target Not Met
					90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in implementing health education programs.	All but one of the 15 students (93.3%) reported being at least confident in implementing health programs. implementing Confident Very confident Confident Confident Somewhat confident Confident Confident Confident Confident Very confident Very confident Very confident Very 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.	All students reported feeling confident and very confident. student planning C Very confident D Confident E Confident F Confident G Confident H Confident I Confident J Confident K Confident A Confident B Very confident L Very confident M Very confident N Very confident O Very confident	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in planning health education programs.		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 students were enrolled in SPA 449 Neurology. The students were surveyed using canvas to evaluate their satisfaction with the undergraduate curriculum. The sample included seniors, post-bac students, and cross-registered students. Twenty-three students responded to the survey, 86% have an average of 4.26 on a 5-point Likert scale, indicating the students were satisfied with the undergraduate program.	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.	16/17 (94%) students completed the graduate exit survey. All 16 responded positively to the question regarding the overall satisfaction with the program. All 16 said they would recommend (and have recommended) the program to other students. 1 student did not complete the exit survey.	Target Met
		Program - Theatre - BA (including minor, Theatre Education concentration) {2016-2017}	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.	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.	Of the surviving responses (see "Notes" below) 1 out of 1 (100%) answered questions #3 and #4 satisfactorily, showing they understood the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related documents on Student responses.	Target 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	Freshmen: 2 out of 2 students met the target (100%). Sophomores: 2 out of 3 students met the target (66%). Juniors: 3 out of 3 students met the target (100%). Seniors: 2 out of 3 students met the target (66%). Overall: 9 out of 11 students met the target	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					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.	(82%).	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.	Freshmen: 4 out of 4 students met the target (100%) Sophomores: 3 out of 4 students met the target (75%) Juniors: 4 out of 4 students met the target (100%) Seniors: 1 out of 2 students met the target (50%) Overall: 12 out of 14 students met the target (86%)	Target Met
					The collective average of all TH 360 students' final grades will be 90%.	No students were eligible for enrollment in this class.	Inconclusive
			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.	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.	Overall, for Spring and fall, 3 scores were tabulated: Student 1: 95 Student 2: 91 Student 3: 97 Avg. score: 93 100% of students met the target.	Target Met



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					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 were eligible in this assessment. One student scored a '97' and the other scored a '90' for an average of 93.5. 100% of seniors met the target.	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 women's leadership.	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.	Papers were collected from WS courses that displays women's issues and content that meets the expectations of the Women's Leadership Program. All samples meet the requirements.	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	In 2020-2021, two students completed the required six hours of WS 512 and successfully defended their theses. They both received the Master's degree in Women's Leadership in May, 2021. Their theses showcased excellent critical inquiry, novel approaches to women's issues, particularly black women in the south and health outcomes. Both students were able to clearly explain their focus, purpose, methodologies, results, and conclusions, while fielding questions from committee members in	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			4.1 (PO 4.d.)	Students will receive a quality women's studies education.	students' final scores.	the oral defense. Students applied revisions from the oral presentations to submit in the written document. Both students hit the target score of 3.5 on the rubric.	Target 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.	As the new, incoming director, this survey wasn't formally given to the two completers. So, this target is not able to be formally accessed. This is due to the ongoing shifts in the department and with the ongoing challenges of the COVID-19 pandemic. Going forward, all exit surveys will be administered and recorded for assessment purposes.	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.	This course was not offered, so there are no WS 499 final projects to assess.	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.	There were no senior Capstone presentations for WS, so no final projects were assessed.	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.	The Capstone Survey was not circulated because this course was not offered. We will circulate the survey at the conclusion of the next course offering.	Inconclusive