

Academic SPG Report with Results 2021-2022

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
(A.1.) Academic Excellence: Provide a comprehensive academic experience	Program - Art History - Minor {2019-2020}	3.1 (SAO & SPG A.1)	Students will successfully complete the minor course requirements.	80% of the students will have an average minor GPA of 2.5	With regard to the art history minor, the achievement target is that 80% of the students in the minor will have an average minor GPA of 2.5. There was only one student in the minor this year, and she earned a GPA of 3.83 in her minor area.	Target Met
	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.	4 out of 4 students in English Capstone answered that they were "very satisfied" with their English curriculum. This was a small sample due to the small class size and one class being offered this year. It is gratifying that they are very satisfied with the breadth of their degree.	Target Met
	Program - Fine Arts (including Studio Art Minor) - BFA {2016-2017}	5.1 (SAO & SPG A.1)	Students successfully complete the capstone Senior Exhibition.	75% of participating students will score "Satisfied" on the Senior Exit Survey.	3 Seniors were surveyed using an online form, with all of the students scoring satisfied or greater on the senior exit survey. 13 of the 16 questions score a Very Satisfied response from all participating students. Only 3 areas scored slightly lower with More Than Satisfied- those questions concerned the ART 100 seminar providing useful information, the students were encouraged to participate in competitions/conferences, and did they feel prepared/ready to enter their emphasis area after graduation.	Target Met
					The average score of students assessed will be at least 4 "meets expectations" out of the six total areas using the departmental Senior Exhibition Review rubric.	We modified the evaluative rubric originally with 6 areas of assessment to 5 areas. So the new goal is: The average score of students assessed will be 2pts with "3 -meets expectations" out of the five total areas using the department Senior Exhibition Review rubric. 4 seniors were enrolled in ART 499 Senior Exhibition Seminar and participated in a

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				The average score of students assessed will be at least 4 “meets expectations” out of the six total areas using the departmental Senior Exhibition Review rubric.	group exhibition highlighting their BFA thesis works. Areas of highest scores were Design Principles, Presentation of Work, and competency in a body of work/portfolio. The lowest scores were found in the analysis of their written statements.	Target Met
	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 was one student enrolled in FLF 202, so no course evaluation was reported and there is no data to report.	Inconclusive
	Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social Studies Minors) - BA, BS {2016-2017}	4.1 (SAO & SPG A.1)	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.	In AY 2021-2, there was one senior student who completed the IS 499 Capstone. That student passed the class with a C- and graduated.	Target Met
	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 2 students in MUS 102. They each completed the assignment. One student scored 100%, while the other scored 90%.	Target Met
	Program - Nursing - ASN {2016-2017}	2.1 (SPG A.1)	ASN students will be satisfied with the ASN plan of study.	At least 90% of students participating in the Program Satisfaction Survey will indicate	100% of the 35 grads were satisfied with the program.	Target Met

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	Program - Nursing - ASN {2016-2017}	2.1 (SPG A.1)	ASN students will be satisfied with the ASN plan of study.	satisfaction with program of study at time of graduation.	100% of the 35 grads were satisfied with the program.	Target Met
	Program - Nursing - BSN {2016-2017}	2.1 (SPG A.1)	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 2021 results - 200 of 206 students they were extremely satisfied or somewhat satisfied with the program for a total of 97.1%. BSN Generic Spring 2022 results - 35 of 48 students indicated they were extremely satisfied or somewhat satisfied with the program for a total of 72.9% Target Met - total 92.5%	Target Met
	Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	2.1 (SAO & SPG A.1)	Because studying philosophy is enriching both for one's personal and academic life, the philosophy program will seek to increase enrollment in the philosophy minor and the certificate program in applied and professional ethics.	An increase in students pursuing the Applied and Professional Ethics Certificate from 5 to 7 over the next three years.	In the 2021-2022 academic year, two (2) students completed the Certificate in Applied and Professional Ethics. To our knowledge, five (5) students are currently pursuing the Certificate. This puts us on track for our goal of an increase to seven (7) students per year over the next three years, though we will need to be active in our recruitment to sustain these numbers.	Target Met
				An increase in students pursuing the philosophy minor from 4 to 6 over the next three years.	Three (3) students completed the philosophy minor during the 2021-2022 academic year. Three (3) additional students have expressed that they are actively pursuing the minor. While it is wonderful to see students progressing quickly through the minor, having three students complete the minor in one year moves us away from our goal of six (6) students currently pursuing the minor. We are actively reaching out to students who have seemed engaged in our courses, and hope to continue to recruit additional minors in the coming semesters.	Target Not Met
	Program - Public Health - MPH {2016-2017}	1.3 (SPG A.1)	Students will be satisfied or very satisfied with the quality of the MPH courses as measured on the MPH exit survey.	80% of students completing the survey will report being satisfied or very satisfied with courses in the MPH program.	Upon compiling the data for this assessment, the program faculty became aware that this question is not precisely asked in the MPH exit survey. Satisfaction with the program is addressed overall. Twenty-two out of 22 students reported	Inconclusive

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	Program - Public Health - MPH {2016-2017}	1.3 (SPG A.1)	Students will be satisfied or very satisfied with the quality of the MPH courses as measured on the MPH exit survey.	80% of students completing the survey will report being satisfied or very satisfied with courses in the MPH program.	being satisfied or very satisfied with the MPH program, in the MPH exit survey. In fact, students reported being very satisfied with the program and the program faculty.	Inconclusive
	Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	2.3 (SPG A.1)	The completion of four semesters of Spanish will encourage global thinking and perspectives through broadening of cultural and language-based knowledge among our students. In an effort to provide students with a “global perspective” and to prepare “them for the global workforce of the future,” the Spanish program will actively seek to increase interest and enrollment in the Spanish minor and major.	An increase in majors over the next three years, a total of 3 students.	3 majors	Target Met
				An increase in minors over the next three years, a total of 5 students.	10 declared minors	Target Met
	Program - University Studies (C2C) - {2019-2020}	4.1 (SPG A.1)	Students will demonstrate that they value the program’s design and are satisfied with the culmination of their undergraduate academic preparation through the University Studies – C2C program’s design.	80% of students will indicate that they are pleased with the culmination of their undergraduate academic preparation after completion of the final project in PRO 490 on 80% (4) of related binary (yes/no) survey items.	Program is too low-enrolled to provide significant results.	Inconclusive
				80% of students will indicate that they understand the culmination of their undergraduate academic preparation after completion of the final project in PRO 490 on	Program is too low-enrolled to provide significant results.	Inconclusive

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				80% (4) of related binary (yes/no) survey items.	Program is too low-enrolled to provide significant results.	Inconclusive
	Program - Women's Gender, and Sexuality Studies (including Minor) - BA {2016-2017}	3.1 (SPG A.1)	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.	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
				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.	There were no senior Capstone presentations for WS, so no final projects were assessed. I recommend a recruitment and retention push to attract more majors to this low enrolled program	Inconclusive
	Program - Women's Leadership - MA {2016-2017}	3.1 (SPG A.1)	Students will take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature.	100% of MA in Women's Leadership graduates will complete graduate level coursework in at least three other areas with prefixes other than WS.	Students in Women's Leadership, under the new Curriculum changes, are enrolled in diverse offerings in a very interdisciplinary program. Students are taking courses in Business and Professional Studies, Public Policy, Gender, Race, and Sex Studies, Literature, Public Health, and some education courses. As a way to ensure that students receive a range of instruction, the program requires research methods courses, internship, and thesis, but also requires 18 hours of electives that include a range of graduate fields. We have worked to house a lot of these courses as a part of the Women's Leadership Core Courses with positive results from current students. This change in the curriculum has also increased the interest and enrollment numbers in the	Target Met

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	Program - Women's Leadership - MA {2016-2017}	3.1 (SPG A.1)	Students will take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature.	100% of MA in Women's Leadership graduates will complete graduate level coursework in at least three other areas with prefixes other than WS.	program. This assessment period has seen the enrollment of 6 new students with as many expected to start the program the next school term. Given the ongoing pandemic, this is excellent news for the future of our program.	Target Met
		3.2 (SPG A.1)	Students who take a variety of graduate level coursework in Education, Business and Professional Studies, Nursing, Public Health, History/Political Science/Public Policy, and or Literature will complete papers or projects in those classes with either a direct or indirect focus on women's issues or women's leadership.	The program director will 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.	A total of five papers were collected from at least three graduate-level courses. Across these courses, the check off rubric was used to determine that four out of the five papers met the content expectations for the MS in Women's Leadership Program. One paper did not meet the women's issues content expectations.	Target Met
		4.1 (SPG A.1)	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.	90% of the students	One student completed WS 599 Thesis. She turned in a finalized thesis in March and defended it successfully. We have not issued a survey to a

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					completing the survey will indicate a “somewhat satisfied” or “very satisfied” satisfaction level reflective of the women’s leadership curriculum, learning opportunities, and quality of instruction.	completer in the last cycle because our student didn't finish her requirements until March 2022. We can issue completer surveys to the next group of completers and use that information to include in the next assessment cycle.	Inconclusive
(A.2.) Academic Excellence: Prepare students to be life-long learners and contributing members of today’s global economy	Program - Digital Studies - Minor {2019-2020}	1.2 (SPG A.2)	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.	Because the Digital Studies Minor has low enrollment (2 minors in past two years), this program will move to analyzing results every three years. 2021-22 = Low-enrolled Year 2. This year, 2 students presented their work to their faculty advisors, who evaluated their presentations with the AAC&U oral communication rubric, and the projects were made public by posting them to the Digital Studies website at https://www.muw.edu/library/digitalstud	Target Met	
	Program - Family Science (including Minor and CAST Certificate) - BS {2016-2017}	3.1 (SPG A.2)	Prepare students to be life-long learners and contributing members of today’s global economy	70% of graduates over a two year period* will earn at least their provisional** CFLE credential.	As shown, this action began in August of 2021. Since that time, we have had two new provisional CFLEs and four graduates of the FSC program. Thus, we have had only 50% of graduates who have become provisional CFLEs since August 2021; thus, the target was not met.	Inconclusive	
	Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	1.3 (SPG A.2)	Students will self-report readiness to plan a health education intervention.	80% of students completing the survey will self-report agreeing or strongly agreeing to all questions addressing their readiness to plan a health education intervention.	The students enrolled in HED 450 completed a self-reported survey indicating their level of readiness/confidence specific to their readiness to plan a health education intervention. A total of 14 students were given the assessment; however, only 12 (86%) completed the assessment. Of those completing the assessment, 10 (83%) reported that they were confident that they were ready to plan a health education intervention. This assessment is determined to be "inconclusive" because the assessment question was delivered prior to changing the method of assessment to a 5 point-Likert scale. The assessment measure	Inconclusive	

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	Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	1.3 (SPG A.2)	Students will self-report readiness to plan a health education intervention.	80% of students completing the survey will self-report agreeing or strongly agreeing to all questions addressing their readiness to plan a health education intervention.	used was opened ended and ask if students were confident or not confident in their readiness to plan a health education intervention. Based on the results, it seems as though the assessment target has been met. The data collected from the original assessment has been included in the "Related Documents" below.	Inconclusive
(B.2.) Advancement Excellence: Foster pride in the university and its programs	Program - Culinary Arts (including Minor, Culinary Mgt, Nutrition, and Pastry Arts Minors) - BS, BAS {2016-2017}	2.1 (SPG B.2)	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.	This program has been without a director for two years. The position has been searched but has failed 3 times. Thus, very little academic assessment has taken place. The program also underwent extensive curriculum redesign for implementation AY 2022-2023. As a result of this redesign, new achievement targets will be developed to match the new curriculum. This process will begin during the CAI faculty retreat in August of 2022.	Inconclusive
(B.5.) Advancement Excellence: Enhance services to shape career-ready graduates	Program - Political Science (including Minor, Nonprofit Advocacy Minor, and Public Administration Certificate) - BA {2016-2017}	3.2 (SPG B.5)	Students completing internships, fellowships, and similar opportunities will feel prepared for these experiences by coursework and supported in these positions by advisors.	Among students completing the Internship Survey, the mean response will be at least "4.0," or "agree" on a 1-5 Likert scale for questions assessing the degree to which they felt prepared and supported.	One student completed POL 490 Internship in the 2021 Fall semester and completed the internship evaluation survey. The student "strongly agreed" (a five on the Likert scale) with the following statements: 1) "In the courses I've taken for my political science major, I have gained knowledge and skills that helped me succeed and make the most of this opportunity", and 2) "When I had questions, concerns, or issues related to my internship (or fellowship or similar experience), I felt supported by my POL 490 instructor." In addition, the student commented that the POL 490 Internship instructor "was available to help me with any questions [they] had through the entire process."	Target Met
(C.1.) Community Connections: Cultivate collaborations to create healthy and vibrant communities.	Program - Nutrition and Health - Minor {2016-2017}	2.1 (SPG C.1)	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.	This program has been without a director for two years. The position has been searched but has failed 3 times. Thus, very little academic assessment has taken place. The program also underwent extensive curriculum redesign for	Inconclusive

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(C.1.) Community Connections: Cultivate collaborations to create healthy and vibrant communities.	Program - Nutrition and Health - Minor {2016-2017}	2.1 (SPG C.1)	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.	implementation AY 2022-2023. As a result of this redesign, new achievement targets will be developed to match the new curriculum. This process will begin during the CAI faculty retreat in August of 2022.	Inconclusive
	Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	5.1 (SPG C.1)	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).	No students student’s participation in local K – 12 school events was evaluated this year.	Inconclusive
	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	Coordinator didn't enter results and analysis for AY 21-22.	Inconclusive
(C.2.) Community Connections: Provide outreach to underserved and diverse populations of our communities	Program - Chemistry (including Minor) - BS {2016-2017}	4.1 (SPG C.2)	Chemistry majors will participate in activities that serve diverse populations of our communities.	100% of Exit Survey participants (Chemistry majors) will participate in at least one outreach activity.	Because there were no Chemistry majors graduating in 2021-2022, no Chemistry majors completed the Ext Survey to answer questions about their participation in outreach activities to diverse populations.	Inconclusive
	Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	3.1 (SPG C.2)	The program will participate in outreach events for K-12 students.	Host at least two outreach events during the academic year.	The mathematics faculty contributed to the overall departmental hosting the the Mississippi Regional Science Bowl on February 12, 2022. the competition included 13 teams of high school students from 8 schools (MSMS, Madison, East Rankin Academy, Oxford, Corinth, Hartfield Academy, Tupelo, and Ocean Springs). The event was conducted in a virtual/online format for the second year. Due to COVID, the faculty did not try to offer a Sonya Kovalevsky High School Mathematics Day which historically has been an in-person on -campus event. Mathematics faculty created four TikTok	Target Not Met

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	Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	3.1 (SPG C.2)	The program will participate in outreach events for K-12 students.	Host at least two outreach events during the academic year.	videos which were posted on the University's TikTok account for recruiting purposes. One of these videos had over half a million views!!!	Target Not Met
		3.2 (SPG C.2)	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.	50% of graduating majors participated in community service and/or volunteer work.	Target Not Met
	Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	5.2 (SPG C.3)	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.	No students completed their Exit Survey this year.	Inconclusive
(C.3.) Community Connections: Forge meaningful and engaged partnerships that provide real-life experiences for students	Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	2.3 (SPG C.3)	In keeping with the University Strategic Priority and Goal C.3 of forging “meaningful and engaged partnerships that provide real-life experiences for students”, the student will participate in community service opportunities while enrolled in the department.	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.	The target was not met. 4% (1/24) of the assessed seniors had two or more community service activities. 46% (11/24) had one community service activity. 50% (12/24) had no community service activities.	Target Not Met
	Program - Communication (including Minor) - BA, BS {2016-2017}	3.2 (SPG C.3)	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 4 or greater, with a mean of 5.75 (n = 8). This is above the target threshold of 85 percent rating the internship experience 4 or greater and represents a significant improvement from the previous year. This is likely the result of lessening restrictions	Target Met

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	Program - Communication (including Minor) - BA, BS {2016-2017}	3.2 (SPG C.3)	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.	related to the Covid pandemic, and it reflects a positive return to normal for students engaged in internship experiences. Additionally, a special topics course was offered in the spring (COM 499: PR Storytelling) that gave students another opportunity to engage in a public relations-focused internship-like experience with local companies and organizations. Data from this course (which is not part of our normal assessment plan) also indicated a very high level of student satisfaction with this learning opportunity. Together with the data from our normal Internship, this is a very encouraging pattern of results indicating that students are benefiting from such guided hands-on learning opportunities.	Target Met
	Program - Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019}	1.2 (SPG C.3)	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 Education Department will hold 2 CPC meetings and the School of Education will hold 2 Advisory Board meetings during the academic year in which they will solicit feedback about current partnerships and create an open forum designed to encourage the development of new partnerships.	Clinical Partnership Meetings-October 26, 2021 and March 24, 2022 School of Education Advisory Board Meetings-November 9, 2021 and April 11, 2022	Target Met
	Program - Elementary Education - BS {2016-2017}	1.2 (SPG C.3)	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	The Education Department will hold 2 CPC meetings and the School of Education will hold 2 Advisory Board meetings during the academic year in which they will solicit feedback about current partnerships and create	Clinical Partnership Meetings-October 26, 2021 and March 24, 2022 School of Education Advisory Board Meetings-November 9, 2021 and April 11, 2022	Target Met

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	Program - Elementary Education - BS {2016-2017}	1.2 (SPG C.3)	continuous improvement of candidate preparation .	an open forum designed to encourage the development of new partnerships.	Clinical Partnership Meetings-October 26, 2021 and March 24, 2022 School of Education Advisory Board Meetings-November 9, 2021 and April 11, 2022	Target Met
	Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	6.1 (SPG C.3)	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.	Nine students graduated in August, December, or May 2021-2 with a history degree. All but one had 3 hours or more in internship and/study abroad and some had more than 3 hours. Student 1: HIS 401 (History Internship) S 2: Teacher Internship ED 409 (Teaching Internship) S 3: HIS 401 S 4: HIS 401 and 464 (Archival Management Internship) S 5: HIS 390 (Museum Studies Internship) and Study Abroad to Peru S 6: HIS 401 S 7: No internship or study abroad S 8: HIS 401 and Study Away in American Southwest S 9: HIS 401	Target Met
	Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017}	3.2 (SPG C.3)	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.	Thirty-seven Exercise Science students were placed at the following internship sites, accumulating a minimum of 8400 regional service hours during the summer, fall 2021, and spring 2022 terms. The breakdown is as follows: 1. Baptist Memorial Hospital - Cardiac Rehabilitation: Columbus, MS (240 hours) 2. Chiro-Elite: Cleveland, MS (480 hours) 3. Clay County Medical Center - Cardiac Rehab: West Point, MS (240 hours) 4. Columbus High School: Columbus, MS (240 hours) 5. Downtown YMCA: Columbus, MS (240 hours) 6. Elite Physical Therapy: Columbus, MS (720 hours) 7. Encore Rehabilitation, Inc.:	Target Met

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	Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017}	3.2 (SPG C.3)	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.	Columbus, MS (480 hours) 8. Greene County Health System: Eutaw, AL (240 hours) 9. Hillcrest High School: Tuscaloosa, AL (240 hours) 10. Kinetix Physical Therapy: Southaven, MS (240 hours) 11. Mississippi University for Women - Athletic Training: Columbus, MS (1680 hours) 12. Mississippi University for Women - Stark Recreation Center: Columbus, MS (240 hours) 13. New Hope High School: Columbus, MS (240 hours) 14. North Mississippi Health Services - Tupelo Cardiac Rehab Center: Tupelo, MS (240 hours) 15. North Mississippi Medical Center - Gilmore, Amory Outpatient Rehab: Amory, MS (240 hours) 16. North Mississippi Medical Center – West Point, Wellness Center: West Point, MS (480 hours) 17. Noxubee General Hospital: Malon, MS (240 hours) 18. OCH Rehab Services: Starkville, MS (240 hours) 19. OCH Wellness Center: Starkville, MS (240 hours) 20. OCH Wellness Center: Tupelo, MS (240 hours) 21. Reliant Physical Therapy: Pearl, MS (240 hours) 22. River City Rehab and Sports Medicine: Greenville, MS (240 hours) 23. TherapySouth: Madison, MS (240 hours) 24. Thompson Physical Therapy: Decatur, MS (240 hours)	Target Met
	Program - Legal Studies (including Minor) - BA, BS {2016-2017}	3.2 (SPG C.3)	To provide program opportunities and forge engage partnerships that provide real life experience for students.	75% of student interns will score 80 or above from the cumulative scores of the employer surveys, legal internship	Five (5) students were enrolled in PLG 440 Practical Legal Lab in 2021-2022. Of those, evaluation surveys were submitted for two (2) students. Both students scored 80 or above.	Inconclusive

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	Program - Legal Studies (including Minor) - BA, BS {2016-2017}	3.2 (SPG C.3)	To provide program opportunities and forge engage partnerships that provide real life experience for students.	placement and intern evaluations determined from Placement Evaluation Survey.	Five (5) students were enrolled in PLG 440 Practical Legal Lab in 2021-2022. Of those, evaluation surveys were submitted for two (2) students. Both students scored 80 or above.	Inconclusive
	Program - Nursing - ASN {2016-2017}	1.2 (GEO 5.a, SPG C.3)	ASN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	At least 90% of graduating ASN students will receive a 2 (or the minimum value assigned) required for the Teamwork and Collaboration portion of the NU 235 preceptorship experience.	94.3% of the graduates received the minimum points for this section of preceptorship (as aligned with the TW&C Value Rubric).	Target Met
				The average score that the sophomore ASN students will report will be at least "3" or higher on the 0-4 scale used in the AACU Teamwork Value Rubric during the NU 216 team project.	100 % of our 35 grads had a 3 or higher. Group average score was 3.8.	Target Met
	Program - Political Science (including Minor, Nonprofit Advocacy Minor, and Public Administration Certificate) - BA {2016-2017}	3.1 (SPG C.3)	Students will gain "real world" experiences (through internships, fellowships, and similar opportunities) that are valuable for their personal and professional development.	Among students completing the Internship Survey, the mean response will be at least "4.0" on a 1-5 Likert scale for questions assessing the degree to which they experienced personal growth and professional development.	2021-2022 Results: Target Met. One student completed POL 490 Internship in the 2021 Fall semester and completed the internship evaluation survey. The student "strongly agreed" (a five on the Likert scale) with the following statements: 1) "This was a valuable learning experience that contributed to my personal growth", and 2) "This experience provided professional development that makes me feel more prepared to begin my career."	Target Met
	Program - Secondary Teacher Education - MAT {2016-2017}	1.2 (SPG C.3)	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	The Education Department will hold 2 CPC meetings and the School of Education will hold 2 Advisory Board meetings during the academic year in which they will solicit feedback about current partnerships and create	Clinical Partnership Meetings-October 26, 2021 and March 24, 2022 School of Education Advisory Board Meetings-November 9, 2021 and April 11, 2022	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Program - Secondary Teacher Education - MAT {2016-2017}	1.2 (SPG C.3)	continuous improvement of candidate preparation (Council of Accreditation for Educator Preparation, CAEP 2.1).	an open forum designed to encourage the development of new partnerships.	Clinical Partnership Meetings-October 26, 2021 and March 24, 2022 School of Education Advisory Board Meetings-November 9, 2021 and April 11, 2022	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.	1 out of 1 (100%) answered questions #3 and #4 satisfactorily, showing an understanding of the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related document on Student responses.	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 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.	2 out of 2 Freshmen met the target: 100% 1 out of 1 First-year Transfer met the target: 100% 1 out of 2 Juniors met the target: 50% 2 out of 2 Graduating Seniors met the target: 100% Overall, 6 out of 7 students met the target:85%	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,	2 out of 2 Freshmen met the target: 100% 1 out of 1 First-year Transfer met the target: 100% 1 out of 2 Juniors met the target: 50% 2 out of 2 Graduating Seniors met the target: 100% Overall, 6 out of 7 students met the target:85%	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	2 out of 2 Freshmen met the target: 100% 1 out of 1 First-year Transfer met the target: 100% 1 out of 2 Juniors met the target: 50% 2 out of 2 Graduating Seniors met the target: 100% Overall, 6 out of 7 students met the target:85%	Target Met
				The collective average of all TH 360 students' final grades will be 90%.	2 students in TH 360 and 1 student in ED 407 were assessed. All three received A's as their final grade. 100% of the students met the benchmark of 90% final grade.	Target Met
		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.	No sophomores were available for assessment so results were inconclusive.	Inconclusive
				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 '98' and the other scored a '95' for an average of 96.5. 100% of seniors met the target. [less] # Students Assessed: 2 # Students Met Target: 2	Target Met
	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	Coordinator didn't enter results and analysis for AY 21-22.	Inconclusive
				75% of students must score an "80" or above on the Lesson Plan Rubric	Coordinator didn't enter results and analysis for AY 21-22.	Inconclusive

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
(C.4.) Community Connections: Contribute to the cultural enrichment of our communities	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.	8 out of 11 students who took the Thesis survey reported that they had published work in journals or other appropriate venues prior to completing the program. 3 reported that they had not published yet, though in written comments they indicated that they had attempted to publish. We do see a reluctance by some students to seek publication in magazines, and though they report that they get significant exposure to how to do this, some are not successful prior to completing the program. Our response rate for this survey was much improved over previous years. 11/12 students who completed thesis also completed the survey.	Target Not Met
(D.2.) Degree Completion: Provide equal access to advising, mentoring, and support services to all students	Program - Family Nurse Clinician (including Certificate) - MSN {2016-2017}	2.1 (SPG D.2)	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% of participating MSN students noted they were satisfied with the Program.	Target Met
	Program - Honors College {2016-2017}	3.1 (SPG D.2)	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 2021, 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 four (4) 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. Though conditions for face-to-face interactions between students were improved, large events to promote contact were not possible due to the upsurge in COVID cases in August and September and many students were still reluctant to socialize with each other in	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Program - Honors College {2016-2017}	3.1 (SPG D.2)	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.	<p>person. Older students also seemed somewhat burned out by the challenges presented by the pandemic.</p> <p>Peer Mentors spoke of enthusiasm among freshmen in the RHP and reported no significant problems for them in the fall. The average GPA of the cohort was 3.89, with no students going on probation. Some students did seek advising from the Honors Director for issues in classes as they adjusted to college life, and they got the campus resources they needed and rebounded. These students also had strong spring semesters, and the cohort's average GPA was 3.87. 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 2022 classes. As students were able to return to our honors residence hall and resume a more normal schedule of face-to-face classes and interactions with other students, including their Peer Mentors, this retention level is very encouraging and indicates continued program strength as we move back to more familiar ground.</p> <p>Retention among the non-RHP freshmen was abnormally low, however, at only 25%. One dropped out of the Honors College to pursue another intensive extracurricular involvement and two reconsidered their commitment to MUW early on and eventually transferred to other universities. Given the strength in retention in the RHP and stronger rates of retention of non-RHP freshmen in prior years, this seems like an aberration and not a sign of concern for the future, though we should continue to monitor this retention rate.</p> <p>In strong contrast, Peer Mentors were also provided for transfer students, with a</p>	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Program - Honors College {2016-2017}	3.1 (SPG D.2)	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.	retention rate of 80% (4 of 5 students), and the only student not to continue expressed her sadness at not being able to as she juggled academic requirements, including an internship, for her major. This exceeds the target rate of 70% set by the Honors Faculty Committee in fall 2021. The highest rate of retention 2016-2021 had been 57%, so this is a strong improvement and definitely signals the need to continue supporting these students, including through the Peer Mentoring Program. Another factor at play here may be the further development and strengthening of honors programs at community colleges throughout the state, providing students fulfilling honors experiences that they want to continue at their transfer institutions, along with the Gordy Honors College's growing relationships (and in two cases so far, affiliation agreements) with programs at several of the community colleges from which this year's transfer students came.	Target Met
	Program - Nursing Practice - DNP {2016-2017}	2.1 (SPG D.2)	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 (SPG D.2)	The program will contribute to the University's retention, completion and student success by providing pre-law advising, mentoring, and support services to all students in the pre-law minor.	At least 70% of the IS 101 students completing the Pre-Law Advising Survey will "agree" or "strongly agree" that they feel supported and confident in their ability to navigate the law school admissions process.	One student completed IS 101 in the Fall of 2021, the only term in which the class was offered during 2021-2022. The survey was sent to the student by the program coordinator, but the student did not respond to the email invitation or complete the survey.	Inconclusive
				At least 70% of the IS 101 students completing the survey will be able to	One student completed IS 101 in the Fall of 2021, the only term in which the class was offered during 2021-2022. The survey	Inconclusive

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				name one of the University's official LSAC advisors as their personal pre-law advisor.	was sent to the student by the program coordinator, but the student did not respond to the email invitation or complete the survey.	Inconclusive
	Program - Religious Studies - Minor {2016-2017}	3.1 (SAO & SPG D.2)	Religious studies minors will receive advising in the minor each semester to ensure the successful completion of the minor's requirements.	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
				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
(D.4.) Degree Completion: Support students through degree completion and into their careers	Program - Business Administration (including Minors and Certificates) - BBA, BAS {2016-2017}	5.1 (SAO, SPG D.4)	Students will be able to pursue opportunities in graduate education and/or employment opportunities.	75% of capstone students participating in the Exit Questionnaire will state that their education adequately prepared them for employment and/or graduate school.	We changed the assessment during the 2021/2022 to include employment and graduate school. Previously the assessment only included employment. The assessment tool used during 2021/2022 did not ask the question about their education adequately preparing them for graduate school. We revised the assessment tool (i.e. Exit Questionnaire) to include both employment and graduate school during the 2021/2022 year, but it will be administered to the students until the 2022/2023 academic year. Therefore, the assessment for both employment and graduate school is inconclusive. The assessment did show that 70% of participants in the Exit Questionnaire indicated their education adequately prepared them for employment. Since this did not meet our 75% target, we can consider this part of the assessment to have not been met.	Inconclusive
				75% of capstone students participating in the Exit Questionnaire will state	This assessment is inconclusive. This is a new assessment target for our	Inconclusive

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
					<p>they have plans to seek a job promotion as result of the degree, a new job in their chosen career/field of study as a result of the degree, and/or apply to a graduate program.</p> <p>program. The assessment tool used during the 2021/2022 academic year did not include this question so we cannot report on it. We have revised the assessment tool (i.e. Exit Questionnaire) to include this measurement and it will be administered to the students starting in the 2022/2023 academic year.</p> <p>The assessment tool did indicate that 36% of our students are planning to attend graduate school after graduation.</p>	Inconclusive
	Program - Business Administration - MBA {2016-2017}	4.1 (SPG D.4)	Students graduating from the MBA will obtain one of the following upon graduation: job promotion as a result of degree or gainful employment as a result of degree.	75% of students participating in the MBA Exit Questionnaire will state that their education adequately prepared them for employment.	Only 4 students completed the MBA Exit Questionnaire during the 2021/2022 AY. 75% reported that they did feel their education adequately prepared them for employment.	Target Met
				75% of students participating in the MBA Exit Questionnaire will state that they have either secured a promotion or other gainful employment in their chosen career/field of study immediately upon graduation.	This is a new assessment target for our program. The assessment tool used during the 2021/2022 academic year did not include this question so we cannot report on it. We have revised the assessment tool (i.e. MBA Exit Questionnaire) to include this measurement and it will be administered to the students starting in the 2022/2023 academic year.	Inconclusive
	Program - Early Childhood Development - BS {2019-2020}	4.1 (SPG D.4)	Students will demonstrate that they value the program's design and are satisfied with the culmination of their undergraduate academic preparation through the Early Childhood Development program's design.	80% of students will indicate that they are pleased with 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 1 student completed ED 404 in the Fall 2021 Term and 3 students completed ED 404 in the Spring 2022 Term.	Inconclusive
				80% of students will indicate that they understand the	Only 1 student completed ED 404 in the Fall 2021 Term and 3 students completed ED 404 in the Spring 2022 Term.	Inconclusive

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				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 1 student completed ED 404 in the Fall 2021 Term and 3 students completed ED 404 in the Spring 2022 Term.	Inconclusive
	Program - Family Science (including Minor and CAST Certificate) - BS {2016-2017}	3.2 (SPG D.4)	Support students through degree completion and into their careers	The average score on the FLEA for graduating seniors in the FSC program will be 70% (reflecting the pass score for the CFLE exam).	The composite (average) score of students (n = 5) was 63%; thus, the target was not met	Target Not Met
	Program - Gerontology - Minor {2018-2019}	3.1 (SPG D.4)	After completing HED 301 Aging and Public Health, students will get interested in the gerontology discipline and gerontology related jobs.	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 Survey Sp 2022: 92% of students reported 4 (agree) and 5 (strongly agree) on Q 5 & 6 - related interests in the related jobs. Q 5: Throughout this course, I become more aware of that there are various jobs to improve the quality of older adult life. Q 6: This course prepares me to work with the elderly population more professionally.	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 Survey Sp 2022: 84% of students reported 4 (agree) and 5 (strongly agree) on Q 2, 3, & 4 - related interests in the discipline. Q 2. Throughout this course, I have become more knowledgeable about the elderly population. Q 3. Throughout this course, I learn that MUW offers Gerontology program as a minor (http://bulletin.muw.edu/preview_program.php?catoid=39&moid=3555&returnto=2357). Q 4. This course prepares me to get more confident in talking about the elderly population. (Q 1: taking: HED 301 Aging & Public Health (previously or currently) / NU 453	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
				70% of participating students will report an overall average of 4 or above on the survey questions pertaining to interest in the discipline.	or currently))	Target Met
	Program - Honors College {2016-2017}	3.2 (SPG D.4)	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>In 2021-2022, 18 students reached senior hours and enrolled in HO 401, the senior independent study. All eighteen (100%) held the requisite GPA of 3.3 or above. Seventeen (94%) completed HO 401; one stated satisfaction prior to this point but ultimately decided to opt out because of inability to pursue their research topic as conceived and only after intensive advising from both the Honors Director and the project Faculty Advisor. The remaining 17 students completed HO 402 in the spring semester, along with two other students who completed HO 401 in spring 2021, and all graduated in April 2022 (or will receive diplomas in August after completing their delayed Honors Study Abroad in summer 2022). This is a major improvement over completion rates in 2020-2021 and indicates a return to the strength of completion rates before the public health situation seemed to take its toll.</p> <p>The graduation rate of students reaching the senior year compared to the retention rate for the Honors College as a whole also showed improvement. The Residential Honors Program had a graduation rate of 88%, with an overall graduation rate of 75% for the class of 2022 (not including transfer students, who had a 100% graduation rate). The number of students in the Residential Honors Program and with honors-related scholarships took an especially big hit between the sophomore and junior years in 2020, with one student being dismissed</p>	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Program - Honors College {2016-2017}	3.2 (SPG D.4)	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>for low GPA and another student dropping out over the summer (with no plans in place for degree completion). This mirrors similar issues during the same period with the class of 2021, again perhaps attributable to mental health pressures and other stressors during the pandemic. While the target of 80% graduation among students qualified to enter the senior independent study was met, the overall retention rate pf 75% closely mirrors the 2020-2021 number and should be monitored, as the effects of the pandemic 2020-2022 may still be felt as cohorts entering since 2019 advance through the curriculum.</p> <p>All sophomores were advised each semester, and all juniors were advised in either the fall or spring semester (and quite a few in both). Increased focus on advising these students toward completion as detailed will continue to be important. The Director began formally documenting discussions with students about the curriculum plan for the junior and senior years (including how to formulate a topic for the senior research project as detailed in SLO 1.1), any concerns they have about reaching graduation, other resources on campus that they need, etc. Any students for whom there are questions are receiving follow-ups from the Director after the end of the semester. The Director can also contact other mentors for the student with any concerns about retaining the student.</p>	Target Met
	Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-	1.3 (SAO & SPG D.4)	The philosophy department will support students in successfully completing philosophy	Of students who complete philosophy classes, 17% or fewer will receive a grade of D or F.	Out of 207 students who completed philosophy classes without withdrawing in the 2021-2022 academic year, 21 (10.1%) earned either a D or an F. This is	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type																
	2017}	1.3 (SAO & SPG D.4)	courses to fulfill the critical thinking general education requirement.	Of students who complete philosophy classes, 17% or fewer will receive a grade of D or F.	better than our Achievement Target of 17% and suggests that our program is successfully supporting students in completing philosophy classes to meet the critical thinking general education requirement.	Target Met																
	Program - Professional Studies - BPS {2018-2019}	1.3 (SPG D.4)	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.	<p>Fall 2021 Full time employment - 7/8 indicated full time employed and 4/8 intended to progress to graduate school</p> <p>Spring 2022 Full time employment - 2/3 indicated full time employed and 1/3 intended to progress to graduate school</p> <p>81.8% of the students indicated they were employed full time and 45.4% indicated that they plan to proceed to graduate school. This is a degree completion program.</p>	Target Met																
	Program - Psychology (including Minor) - BA, BS {2016-2017}	2.2 (SPG D.4)	The psychology program will prepare students for the job market by training them in skills that prepare them for their chosen careers.	At least 75% of graduating seniors in psychology who complete the MUW Graduation Survey will indicate MUW's effectiveness at providing preparation for employment as either excellent or good.	<p>MUW Graduation Survey: 2021-2022</p> <table border="1"> <tr> <td>Excellent</td> <td>6/11 (54.55%)</td> </tr> <tr> <td>Good</td> <td>3/11 (27.27%)</td> </tr> <tr> <td>Total</td> <td>9/11 (81.82%)</td> </tr> </table> <table border="1"> <tr> <td>Excellent</td> <td>6/11 (54.55%)</td> </tr> <tr> <td>Good</td> <td>3/11 (27.27%)</td> </tr> <tr> <td>Fair</td> <td>1/11 (9.09%)</td> </tr> <tr> <td>Poor</td> <td>1/11 (9.09%)</td> </tr> <tr> <td>Total</td> <td>11/11(100%)</td> </tr> </table> <p>First year of data collection for target. 82% of graduating seniors responding to the MUW Graduation Survey (i.e., 9/11) rated their preparation for employment as excellent or good. It should also be noted that this past year five students (four of whom will graduate next year) began work in the discipline. Four obtained positions as registered behavioral therapists (RBTs) and one as a mental health technician. The students hired as RBTs are paid hourly for on-the-job training, their state board</p>	Excellent	6/11 (54.55%)	Good	3/11 (27.27%)	Total	9/11 (81.82%)	Excellent	6/11 (54.55%)	Good	3/11 (27.27%)	Fair	1/11 (9.09%)	Poor	1/11 (9.09%)	Total	11/11(100%)	Target Met
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Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	Program - Psychology (including Minor) - BA, BS {2016-2017}	2.2 (SPG D.4)	The psychology program will prepare students for the job market by training them in skills that prepare them for their chosen careers.	At least 75% of graduating seniors in psychology who complete the MUW Graduation Survey will indicate MUW's effectiveness at providing preparation for employment as either excellent or good.	examination fees are covered, and they receive a pay increase after passing the board exam. These successes are due to the addition of two tenure-track psychology faculty who joined us in 2020-2021. More robust psychology staffing facilitated the offering of a special topics course on careers and professional development in the discipline. Dr. Bliss intends to propose this course be added to the bulletin in the next year.	Target Met
	Program - Speech Language Pathology - BS {2016-2017}	2.1 (SPG D.4)	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.	33 students responded to the undergraduate exit survey. 97% of the students thought the undergraduate program met their expectations. More than 90% of the students were satisfied/very satisfied with the curriculum, the faculty, the length of the program and the class size.	Target Met
	Program - Speech Language Pathology - MS {2016-2017}	2.1 (SPG D.4)	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.	18 of 21 students responded to the exit survey. Of the 18 who responded 100% of the students expressed satisfaction with the program.	Target Met
(E.4.) Diversity, Equity & Inclusion: Capture, promote and enhance overall curriculum and programming that enhances multicultural awareness and understanding	Program - Film Studies - Minor {2016-2017}	2.3 (SPG E.4)	The program will offer courses that enhance cultural awareness by featuring films that encompass a broad range of cultures.	The program will report the range of cultures represented by films included in relevant courses. At least 30 percent of tabulated films will represent diverse cultures.	This is the first year for this specific assessment outcome. Films included in courses this year covered a variety of genres, time periods, countries of origin, and creator characteristics. Action, drama, horror, and science fiction genre films were the most common genres, and a variety of other genres (Western, musical, crime, and war) were also included. Time periods of production included films from every decade	Target Met

Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
(E.4.) Diversity, Equity & Inclusion: Capture, promote and enhance overall curriculum and programming that enhances multicultural awareness and understanding	Program - Film Studies - Minor {2016-2017}	2.3 (SPG E.4)	The program will offer courses that enhance cultural awareness by featuring films that encompass a broad range of cultures.	The program will report the range of cultures represented by films included in relevant courses. At least 30 percent of tabulated films will represent diverse cultures.	between 1900 and 2020. Presented time periods included the present, recent decades, ancient times, and potential futures. Countries of origin included the U.K., Korea, Japan, Mexico, and Spain. Non-English language films were included, as well.	Target Met
	Program - Human Geography - Minor {2019-2020}	4.1 (SPG E.4)	Students will indicate that they have a greater interest in the field of geography and the study of spatial relationships and cultural similarities and differences around the world as a result of geography coursework.	The 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	Low-enrolled Year 1: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome.	Inconclusive
	Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	3.1 (SPG E.4)	Students in philosophy courses will demonstrate an understanding of diverse authors, issues, and/or perspectives.	80% of submissions will receive a passing grade.	Of 204 student submissions for the selected assignments, 191 (93.6%) received passing grades. This meets our Achievement Target of 80%. Within individual courses, the lowest pass rate was 83%, meaning that every course met the Achievement Target. These results suggest that we are successfully exposing students to ideas from diverse perspectives and that students are demonstrating an understanding of these ideas.	Target Met